

EVOLVE

TEACHER'S EDITION

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6

with teacher development by Amanda French,
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EVOLVE

SPEAKING MATTERS

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

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

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

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

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



Meet our expert speakers

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

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

Scan the QR codes below to listen to their stories.



Andrea Mendoza
from Colombia
Financial analyst



Eric Rodriguez
from Ecuador
Graphic designer



Ryoko Mathes
from Japan
Academic advisor



Audrey Decker
from France
Co-founder of a non-profit organization



João Glauber Barbosa
from Brazil
Works in finance for an insurance company.



Susanne Gutermuth
from Germany
Real estate agent



INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

Student-generated content

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

You spoke. We listened.

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

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

Time to speak

INSIGHT

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

CONTENT

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

RESULT

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

7.5

TIME TO SPEAK
Preserving a custom

LESSON OBJECTIVE

- present a plan to promote a cultural celebration



 **A DISCUSS** Look at the pictures of Songkran festivities. In small groups, talk about what the people are doing. Where do you think these festivities take place? What might this practice symbolize? Use your phone to go online and learn about it.

B Think of a special occasion or cultural celebration that you know well. Share your personal experiences of it. Recall as many details as possible about its traditions and origins.

 **C PREPARE** As a group, choose one of the events you discussed. Put together a plan to promote it on social media and in your community. Try to appeal to people who may not know about it. Choose one or more of the promotional tools from the box. What other tools should you consider? Why? You can look online to get ideas.

competitions
local TV and radio spots

flyers and posters
social media posts

local celebrity endorsements

D PRESENT Divide your plan into sections, one per person in your group, and decide which person will present each part. Practice your part of the presentation within your group. Then present your whole plan to the class.

E AGREE As a class, discuss which plans were the most interesting. Which do you think will be most effective? Which event would you personally most like to attend? Why?

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

USEFUL PHRASES

DISCUSS
The thing that makes it special for me is ...
From every direction come the sounds of ...
Not until you take part in it yourself do you fully appreciate the ...

PRESENT
In the center of the poster sits a colorful ...
It's really important to stress that it's fun for the whole family ...

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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

- 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

7.5 TIME TO SPEAK
Preserving a custom

LESSON OBJECTIVE
■ present a plan to promote a cultural celebration

Time on each stage

Introduce the task. Aim: Introduce the concept of preserving a custom.

Books closed, Draw Ss' attention to the lesson title. Ask: *What does it mean to 'preserve a custom'? (to keep a tradition going so that it isn't forgotten) Why is it important to preserve cultural traditions? Should all cultural traditions be preserved? Is it OK to change them a little or create new ones? Explain that Ss will think about ways to preserve a cultural tradition.*

A DISCUSS Aim: Ss learn about a traditional Thai festival.

Read the instructions aloud.

GROUP WORK In groups of three or four, Ss discuss what is happening in the photos.

OPTIONAL ACTIVITY Ss use their phones to research what Songkran symbolizes. Alternatively, assign the research for homework and have Ss share their findings. If any Ss are familiar with Songkran, ask them to share what they know about it with the whole class.

B Aim: Ss share their experiences with a specific cultural celebration.

Read the instructions aloud.

GROUP WORK Ss share their experiences with a specific cultural celebration in their groups.

OPTIONAL ACTIVITY Allow Ss to use their phones to research information about their celebration that they might not know, e.g., its origins, regional variations, symbolism. Alternatively, assign the research for homework and have Ss share their findings.

Direct Ss' attention to the "Discuss" phrases in the *Useful phrases* section. Encourage them to use at least one of the phrases in their discussion.

Preparation for speaking* Encourage Ss to rehearse what they are going to say in their heads.

C PREPARE Aim: Ss prepare an event.

Read the instructions aloud. Ask volunteers to read the promotional tools aloud.

GROUP WORK Ss refer to their group discussion in exercise B to decide which cultural celebration to plan an event for. Suggest that one person per group act as "secretary," keeping notes on the details of the event.

Ss decide which promotional tools they will use and assign members to create the content for them.

D PRESENT Aim: Ss present their plan for the promotion.

Read the instructions aloud.

Ss decide which group member will present each part.

Direct Ss' attention to the "Present" phrases in the *Useful phrases* section. Encourage them to use at least one of the phrases in their presentations.

WHOLE CLASS Groups take turns presenting their plan to the class.

Encourage the rest of the class to listen actively and ask follow-up questions after each presentation.

To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.

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

E AGREE Aim: Ss come to a consensus.

WHOLE CLASS Read the instructions aloud.

Conduct two class votes: one to determine which plan is most effective and the second on which event Ss would most like to attend. Ask volunteers to explain why they voted as they did.

*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 Ss to page 155 to check their progress. Go to page T-153 for Progress Check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

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

- 1 For Development Activity 1, how did your students respond to this approach to giving feedback? Would you use a similar approach for a reading or listening task? Why or why not?
- 2 For some grammar or vocabulary tasks, teachers sometimes simply provide a copy of the answers so that students can self-check. What are the pros and cons of this approach?
- 3 For Development Activity 2, what correction options did your students choose? Did their choices surprise you?
- 4 How might you adapt Development Activity 2? For example, would you add anything to list 1-5? Could students use a different system to indicate their choices?

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Integrated teacher development

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

There are three development themes integrated into each EVOLVE level.

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

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

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

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

Cambridge Dictionary



Make your words meaningful

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

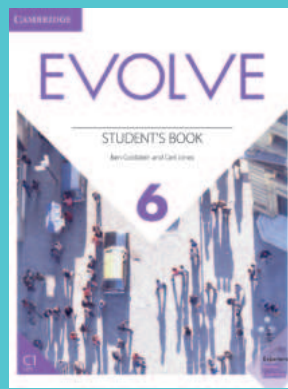
For students

Student's Book

- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant speaking skills
- Optional videos of Expert Speakers as language models accessible via QR code
- Optional smartphone activities in each unit

Also available:

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



Workbook

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

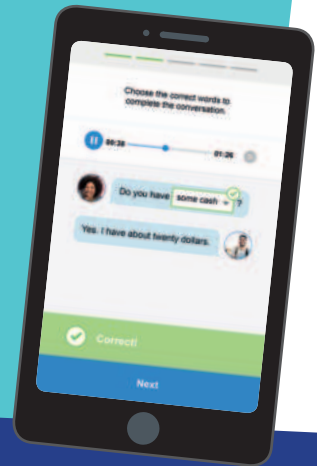


Also available:

Workbook with Audio, A and B versions

Practice Extra

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



For teachers

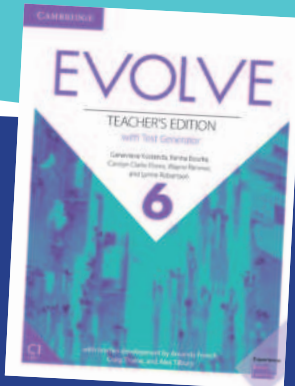
Teacher's Edition with Test Generator

Supports teachers in facilitating student-centered lessons

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

Presentation Plus

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



Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include short documentaries and Expert Speakers' answers to questions about their lives.
- Worksheets exploit the videos in class.
- Teacher development opportunities and teacher tips for using video in the classroom



Class Audio CDs

- Contain all Student's Book audio tracks



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	Learning objectives	Grammar	Vocabulary	Pronunciation
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Unit 2 The Labels We Live By	■ Discuss assumptions about behavior ■ Talk about assumptions related to age ■ Compare and discuss similar experiences ■ Write a report based on graphs ■ Conduct a survey about consumerism and labels	■ Uses of <i>will</i> ■ Uses of <i>would</i>	■ Describing personality ■ Using three-word phrasal verbs	■ Listening for the intonation on interactional phrases ■ Saying stressed syllables beginning with /p/, /k/, /t/
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Listening	Speaking skills	Reading	Writing	Speaking
I get what you're saying ... A conversation about the innovations found in a new app	Acknowledge arguments and propose counterarguments	Robotics to the rescue An article about robots and humans working together	An essay - Introduce examples - Organize ideas	- Talk about the tasks best suited to robots - Discuss what things you would like AI to do in the future - Offer and support your opinion - Discuss interesting examples of AI Time to speak - Present a proposal for a robot helper to address the needs of a particular job
Same here! A conversation about how speaking another language changes the way you interact with the world	Discuss similar experiences	Read the label An article about product labeling on healthy food products	A report based on statistics and graphs - Refer to data in graphs - Use language for presenting statistical information	- Talk about common types of social media users - Talk about the right age to do different activities - Discuss your experience with language learning - Draw conclusions about consumer trends based on statistics Time to speak - Do a survey about the importance of labels on shopping behavior; present your results
A complete disaster! Two conversations about the same story	- Describe bad experiences - Offer sympathy and reassurance	Too good to be true News stories about unlikely events	An anecdote about a strange coincidence Create cohesion with <i>both, each, neither, etc.</i>	- Talk about different possibilities for events in the past - Discuss how you might handle different problems - Create and share the backstory leading up to a bad experience - Discuss and question whether a story is believable Time to speak - Talk about how changing one past event could affect the world today
Look away! A presentation about the effects of screen time on our eyes	Clarify a problem	Attention to detail A quiz that reveals if you're a big-picture thinker or tend to focus on details	A personal profile Use initial descriptive prepositional phrases for concise writing	- Talk about the esthetics of close-up imagery - React to images of animals' eyes - Discuss what problems can occur because of excessive screen time - Discuss a personal profile statement; offer suggestions for others Time to speak - Create and present an action plan that involves both big-picture and detail-oriented tasks
Working from home A presentation about current trends in working from home	Signal causes and effects	Remote success story A news feature story about a business whose employees work virtually	A profile Use participle phrases to connect ideas	- Discuss where and how you seek solitude - Discuss the degree of solitude of different jobs - Present and discuss ideas about the pros and cons of current topics - Discuss the chances of success for different companies to operate virtually Time to speak - Make a case for working remotely
A surprising comeback A news feature and interview about business revivals	Add emphasis	Jump scare Different perspectives on being scared	Summary of a text Paraphrase without repetition	- Talk about reactions to surprises - Describe famous upsets - Compare local and global industries where you live - Write short summaries on articles about fear Time to speak - Plan a surprise for people based on interviews about their interests

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Roots	■ Discuss the growing interest in DNA testing and genealogy ■ Talk about celebrations in your family and community ■ Share a story about visiting a place with special significance ■ Summarize information about a topic ■ Present a plan to promote a cultural celebration	■ Negative and limiting adverbials ■ Fronting adverbials	■ Talking about ancestry ■ Talking about customs and traditions	■ Listening for missing /t/ and /d/ sounds ■ Saying diphthongs
Unit 8 Short	■ Discuss distractions and attention spans ■ Talk about instincts and gut reactions ■ Describe the best features and selling points of apps ■ Write presentation slides ■ Pitch a company, an idea, or a product to investors	■ Phrases with <i>get</i> ■ Phrases with <i>as</i>	■ Talking about attention and distraction ■ Expressions with <i>get</i>	■ Listening for long word groups ■ Saying primary and secondary word stress
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Review 3 (Review of Units 7–9)				
Unit 10 Reinvention	■ Talk about future food options and how likely they are ■ Discuss new ways to use natural energy sources ■ Discuss the advantages of rethinking daily habits ■ Write a summary of a discussion about the new economy ■ Present and evaluate an idea for reinventing pet ownership	■ Simple past for unreal situations ■ <i>It</i> constructions	■ Discussing global food issues ■ Discussing global energy issues	■ Listening for sound changes in connected speech ■ Saying the /ŋ/ sound
Unit 11 True Colors	■ Discuss the importance of color for businesses ■ Talk about color expressions and their meaning ■ Respond to questions in different ways ■ Write a short opinion essay ■ Create a flag for a specific group	■ Subject–verb agreement ■ Articles	■ Describing color associations ■ Color expressions	■ Listening for uncertainty ■ Saying vowels before consonants
Unit 12 Things Change	■ Answer job interview questions about change ■ Talk about places that have changed drastically ■ Tell a story that you heard from someone else ■ Write a review of a movie or book ■ Create a structured story from pictures	■ The present subjunctive ■ Perfect infinitive	■ Talking about change ■ Describing change	■ Listening for sound changes in colloquial speech ■ Reading aloud
Review 4 (Review of Units 10–12)				
Grammar charts and practice pages 129–140 Vocabulary exercises pages 141–152				

Listening	Speaking skills	Reading	Writing	Speaking
The story of a returnee An interview with someone who has just returned from her ancestral home	- Comment on your own story - Express an opinion - Respond to someone else's story	When a language dies A graph and text about languages in danger of extinction	Summary of a story Parallel structures	- Discuss the pros and cons of DNA tests - Talk about the occasions that bring your family together - Tell stories about visiting new places - Synthesize the main points in a story Time to speak - Discuss a local festivity and decide the best way to promote it
It's the app you need A conversation between an app designer and a friend	Speak persuasively about a product	The perfect pitch An article about developing a pitch for investors	Presentation slides Presentation formats	- Talk about the distractions in your life - Talk about how important instinct is in daily life - Discuss the apps that make your life easier - Compare presentation slides Time to speak - Present a pitch to investors for an idea or product
Clearing the air An interview with a politician about clean air issues	- Ask probing questions - Buy time to think / deflect questions	A thirsty world Three short articles about water crises around the world and water charities that address them	A short article Phrases to highlight viewpoint	- Talk about ways to discourage a sedentary lifestyle - Discuss a sleep plan for different people - Discuss important local issues in a role-play activity - Consider strengths and weaknesses of an initiative Time to speak - Present choices for other people based on their priorities
A life without plastic A conversation about the challenges and value of going plastic-free	- Defend an opinion - Conclude a turn	What's yours is mine Short texts from a forum about new economic models	A summary of a discussion - Avoiding opinion in a summary - Marking opinion in a summary	- Discuss alternative food options - Discuss renewable energy - Debate alternative lifestyle choices that benefit the environment - Consider the conclusions from a discussion Time to speak - Debate the pros and cons of a local initiative
It tastes like green! A Q&A session with two experts on the psychology of color	Respond to questions for different purposes	A sense of identity An article on the significance of colors in sports marketing	An opinion essay Express and support opinions with examples	- Discuss the best color scheme for different products and companies - Discuss color expressions - Consider what effect color has on taste expectations - Discuss the arguments presented by others and offer feedback for improvement Time to speak - Discuss and present the characteristics that define a group's identity
"And that's when it all changed!" A story about a celebrity impersonator	- Retell a story - Refer to the original story - Skip details	"The next thing you know, ..." An article about the structure of a successful movie script	Movie review Write concise descriptions (multi-clause sentences)	- Practice giving job interview answers - Talk about how things have changed dramatically - Retell a story - Describe plots and turning points Time to speak - Develop a creative story based on pictures

EVOLVE unit structure

Unit opening page

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

Lessons 1 and 2

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

Lesson 3

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

Lesson 4

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

Lesson 5

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

UNIT OPENING PAGE

Unit objectives

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

UNIT OBJECTIVES

- discuss the growing interest in DNA testing and genealogy
- talk about celebrations in your family and community
- share a story about visiting a place with special significance
- summarize information about a topic
- present a plan to promote a cultural celebration

ROOTS

7

START SPEAKING

A Look at the picture. How are the people probably related? Which of your relatives are you most similar to physically? Are you similar in other ways, too (style, personality, gestures, etc.)?

B How many generations of your family have you met? How much family history do you know? What or who would you like to know more about? Why?

C Does everyone in your family come from the same area? If not, where do (or did) they come from? Where do they live now? For ideas, watch Andrea's video.

How is your family similar to Andrea's?

Striking images

- get students talking

Start speaking questions

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

Expert Speaker videos

- provide students with achievable speaking models
- motivate students

LESSON 1

Notice features

- contain important language information

Language in context

- contextualizes the language within a reading or listening text

7.1 IT'S IN THE BLOOD

LESSON OBJECTIVE

- discuss the growing interest in DNA testing and genealogy

1 LANGUAGE IN CONTEXT

A What does the graphic show? Why do you think people want to know information like this? Would you like to have your DNA tested? Why or why not?

B Read the article. Whose results are shown in the pie chart above? Why did the two people decide to take the test? How do they each feel about their results? What do you think your reaction would be?

2 VOCABULARY: Talking about ancestry

A Use the bold words in the article to complete the word families. Then listen to check your work.

Abstract nouns	Nouns	Verbs	Adjectives
adoption		adopt	adoptive / adopted
ethnicity			ancestral
	genes		
			hereditary

B Now go to page 141. Do the vocabulary exercises for 7.1.

C **PAIR WORK** **THINK CRITICALLY** Which do you think has a greater influence on who a person is, upbringing or genes? Why? What examples can you think of to support your ideas?

GRAMMAR: Negative and limiting adverbials

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

Negative and limiting adverbials

No way would I have done it otherwise.
Little did I know how fascinating my results would be!
Never had I imagined that I had ancestors from Asia.
Only when the results arrived did I realize how little my ethnic background matters.
Not until then did I fully appreciate my wonderful adoptive parents.

To add emphasis, you can start a sentence with a negative or limiting adverbial phrase.

Examples of negative adverbials include No way, Never, and ...

Examples of limiting adverbials include ... did ... and Only when ...

When a sentence starts with a negative or limiting adverbial phrase, the word order in the verb phrase changes so that the auxiliary verb for that tense comes before the ...

When the verb is simple present or simple past, it expands to include the auxiliary verb *do/does* or ...

B Now go to page 134. Look at the grammar chart and do the grammar exercise for 7.1.

C **PAIR WORK** Find and correct the mistakes in the sentences. Check your accuracy. What additional uses of the information from DNA tests does each sentence describe? Discuss with a partner.

- Not only you can find out about your ancestors, you can also learn about possible hereditary health influences.
- Only when you subscribe you get a full report about possible previously unknown relatives.
- Little realize people that they're giving away their full genetic code, which might be shared with other organizations.

ACCURACY CHECK

When the verb is in the simple present, remember to include *do/does*.
Little they know what awaits them. X
Little do they know what awaits them. ✓

Grammar reference and practice

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

Pair and group work activities

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

Vocabulary

- is presented through definitions or context

Accuracy check

INSIGHT

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

Accuracy checks

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

CONTENT

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

RESULT

Students avoid common errors in their written and spoken English.

LESSON 2

Audio scripts

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

Grammar

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

7.2 A VERY SPECIAL OCCASION

LESSON OBJECTIVE
■ talk about celebrations in your family and community

1 LANGUAGE IN CONTEXT

A **2.03** Look at the pictures. What celebration do these things relate to? What culture uses them? Listen to part of a podcast to check your answers. Does the speaker enjoy this occasion?

2.03 Audio script

On the table sits an enormous bowl of oranges and tangerines – they symbolize wealth. Around the walls hang red and gold decorations – they signify good luck. And through the kitchen door wafts the delicious smell of fresh dumplings. It's Chinese New Year, and we're all at my grandmother's house to mark the occasion and take part in the festivities. My grandmother's been preparing for this moment for days. First, she cleaned the house from top to bottom. This ritual sweeps away past bad luck. Then she decorated with lanterns and banners that wish everyone good fortune and good health! Everywhere I look I see red – the main color for any Chinese celebration because it's supposed to bring good luck. On the red tablecloth in the dining room lies a stack of red envelopes. In the envelopes are crisp new dollar bills. The older generations give these to the younger members of the family. This practice has a special significance, reminding the younger generation of the debt they owe their elders.

My grandmother came to the United States as a child, but she works hard to keep our traditions alive. That's why it's so important that we're all here today to observe the ancient rites, to honor our grandmother and heritage, and to pay tribute to all our ancestors.

2.04 PAIR WORK Listen again and read. In the speaker's culture, what's the significance of cleaning the house? The color red? The envelopes of money? What are some things associated with a celebration that you enjoy?

2 VOCABULARY: Talking about customs and traditions

A **2.04 PAIR WORK** Look at the bold words in the script and use them to answer the questions below. Listen and check. Can you think of an example from your life or family for each answer?

1 Which verbs match these objects? (More than one correct answer is possible.)

a **mark, observe** an occasion c older relatives and ancestors

b good luck or good health d family traditions

2 Which nouns apply to these meanings? (More than one correct answer is possible.)

a types of customs: _____

b all the things done as part of a celebration: _____

c a special meaning attached to an action or object: _____

B **Now go to page 147. Do the vocabulary exercises for 7.2.**

C **PAIR WORK THINK CRITICALLY** Why do you think the speaker's grandmother gives so much significance to marking this occasion? Why might it have been difficult for her to keep the tradition alive?

3 GRAMMAR: Fronting adverbials

A Read the sentences in the grammar box. Then complete the rules below.

Fronting adverbials

Through the kitchen door wafts the delicious smell of fresh dumplings.
On the red tablecloth lies a stack of red envelopes.
In the envelopes are crisp new dollar bills.

1 To add dramatic effect, you can bring adverbials of place or movement to the front / the end of a sentence.
2 The subject and verb of the main clause change position when ...

■ the verb is be.
■ the verb indicates placement, like sit or _____.
■ the verb indicates movement, like fly or _____.

B **Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.2.**

C **PAIR WORK** Add dramatic effect by bringing the adverbials in bold to the front of the sentence. Make any changes to word order that are needed, and check your accuracy. What occasion do you think is being described?

1 Sounds of laughter and scents of cooking come from the kitchen.
2 A huge turkey sits in the oven slowly roasting.
3 Three generations of the family wait in the dining room, ready to eat!
4 We hear the distant sounds of a football game from the TV in the living room.

4 SPEAKING

A **GROUP WORK THINK CRITICALLY** Discuss the questions.

■ What rites usually bring your family members together, even those who live far away?
■ Why do people make so much effort to observe rites, rituals, and customs? What significance do they hold?
■ What rituals does your family observe around specific occasions? Do you have any rituals that are unique to your family? What are they?

In my family, we mark every birthday with a party. My mom decorates the whole house, and it's beautiful!

B Do you enjoy big family get-togethers? Why or why not? For ideas, watch Andrea's video.

EXPERT SPEAKER

Why do you think Andrea mentions her children?

ACCURACY CHECK

In a sentence with a **direct object**, such as *We found family portraits in the library*, the word order does **NOT** change when there is a fronting adverbial.
In the library we found family portraits. ✓

Vocabulary practice

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

Extended speaking practice

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

Insider English

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

Insider English

INSIGHT

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

CONTENT

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

RESULT

Students are confident in the real world.

LESSON 3

Authentic listening texts

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

Speaking skills

- provides student with strategies to expand and enhance spoken communication

7.3
THE STORY OF A RETURNEE

LESSON OBJECTIVE
 ■ share a story about visiting a place with special significance

1 LISTENING

A 2.05 Look at the pictures from Katerina's trip. Where do you think she went? Why do you think she went there? Listen to Katerina being interviewed about the trip. Were you right?

B 2.05 PAIR WORK LISTEN FOR ATTITUDE How did the following things affect Katerina? How does she feel looking back on the experience? How do you know? Discuss your ideas with a partner. Listen again to check your answers.

■ the way it looked ■ meeting her relatives ■ the food

C 2.05 PAIR WORK DEDUCE MEANING What do you think these words and phrases from the interview mean? Listen again and use the context to help you figure them out. Write your definitions. Then use a dictionary or your phone to check your answers.

- You can say that again!
- idyllic
- harbor
- exhausting
- frantically
- a stone's throw



D GROUP WORK THINK CRITICALLY Join another pair of students and discuss the questions.

- Do you know anyone like Katerina, who has roots in more than one culture? How did they end up where they are? Do they still have relatives in the other culture(s)? Do they ever visit them there?
- What are some of the advantages and disadvantages of coming from a bicultural background?

2 PRONUNCIATION: Listening for missing /t/ and /d/ sounds

A 2.06 PAIR WORK Listen to the sentences. Which of the underlined /t/ and /d/ sounds are pronounced? Circle them. Compare with a partner.

- I have to admit, it's a little weird, as well. It's difficult to put into words.
- Especially visiting my grandparents' village. I mean, they told me so many stories about this village that I'd built this kind of idyllic picture of it in my mind.

B 2.07 PAIR WORK Listen to the sentences. Which of the underlined /t/ and /d/ sounds are not pronounced? Guess them out. Compare with a partner.

- Sounds intriguing. Tell us about seeing the place for the first time, your first impressions.
- I think I can understand that. And did you meet your cousins that day?
- That was the best part! It was like being back in my grandmother's kitchen.
- The food and the setting just went together.

C Circle the correct words to complete the sentence.
 When /t/ and /d/ sounds come 'in the middle' / at the end of three consonants, 'except for / including between words, they are often left out.

3
SPEAKING SKILLS

A PAIR WORK Read the expressions in the chart aloud. How do the expressions within each set relate to each other? Match each set to a heading in the box and write it in.

Commenting on your own story	Expressing an opinion	Responding to someone else's story
I have to admit, ... To tell you the truth, ... To be (perfectly) honest, ... Don't get me wrong, ...	I can see how it would be strange. I think I can understand that. How did you handle that? It must have been pretty overwhelming. It can't have been easy.	It's difficult to put into words. It's hard to describe. It's difficult to say why exactly. That was the best part! ... if you know what I mean.

B PAIR WORK Think of a personal story about one of the topics below. Use phrases from the chart above as you tell your partner the story. Respond to your partner's story as you listen.
 The first time you were the center of attention at an event
 The first time you met someone in person that you had heard or read a lot about

4 PRONUNCIATION: Saying diphthongs

A 2.08 Listen for the diphthongs in each word. How many sounds do you hear for each one?

ic / strange /u/ describe /a/ disappointment /oʊ/ overwhelming /aʊ/ background

B 2.09 PAIR WORK Unscramble the sounds into words and circle the diphthongs. Listen and check. Then work with a partner and use the sounds to make at least one other word with the same diphthong.

1 cn / ʃn / dʒ / ɔ / r / ɛ /	discourage - generation	/rɔʊ/ - rage
2 tm / au / n / m		
3 ai / s / ɔ / t / i / s / ɔ		
4 m / r / ɔ / p / l / ɔ / r		
5 p / n / v / g / r / ɛ / ai		
6 g / b / æ / d / k / au / n / r		
7 ɛ / t / i / s / ɛ / g / an / t		
8 r / b / ɔ / ɔ / k / ɔ / t		

C PAIR WORK Write the new words you made above on a separate piece of paper, but scramble the sounds. Give your list to another pair of students. Can they figure out your words?

5 SPEAKING

A Think about a time when you visited a place that holds significance for your family or met relatives for the first time.

- What things felt familiar? What things felt strange?
- Were you disappointed, or did reality exceed your expectations? Why?

B GROUP WORK Tell your stories and comment as you listen.

They kept asking me if I remembered all these people and places.
 I didn't want to be rude, but to be honest, I didn't remember anything!

I can see how that would be awkward.



Receptive pronunciation activities

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

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

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

Pronunciation

INSIGHT

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

CONTENT

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

RESULT

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

LESSON 4

Think critically

- encourages students to discuss and engage with the topic

Authentic reading texts

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

Writing skills

- focus on subskills that students need to write their texts

Model writing texts

- provide a model for students to analyze

7.4 WHEN A LANGUAGE DIES

LESSON OBJECTIVE
summarize information about a topic

1 READING

A Look at the graph. What does it tell us about world languages? What information do you find the most interesting or surprising?

B **READ FOR MAIN IDEAS** Read the three texts below. Match them to the correct main ideas.

a Minority languages should be saved.

b Minority languages should be allowed to die out.

c The story of a minority language

Write an appropriate title for each text based on its main idea.

STATUS OF GLOBAL LANGUAGE DIVERSITY

Key: ■ Dying ■ Endangered ■ In common use

Region	Dying	Endangered	In common use
AFRICA	1,140	1,135	1,665
AMERICAS	1,058	1,073	1,639
ASIA	2,303	2,270	4,152
EUROPE	288	167	1,240
PACIFIC	1,222	1,167	1,155

Source: Ethnologue, languages of the World

1 A few years ago a compelling story was circulating on the internet. The last two speakers of the language Awasiteno didn't like each other and had refused to talk to each other for decades. This ancient language was destined to die out, all because of the stubbornness of two old men!

Social media fanned the flames of the story, and it went viral – even taken up as part of an advertising campaign for a phone company. But of course, the story was too good to be true. Yes, their language was in danger, but they were not the only people who spoke it. And though the two men weren't the best of friends, neither were they giving each other the silent treatment.

Though the story may be false, the true tale is still worth telling. The two old men, along with other members of their family and community, were giving language lessons to the children in the village. The number of speakers had more than doubled in a few years. Far from losing their linguistic heritage, they had actually managed to save it!

Source: Schwa Fire

2 There are about 7,000 living languages spoken around the world today. That might seem like a lot, but the number is diminishing. Experts estimate that we now lose a language every two weeks. Many scholars predict that by the end of the 21st century, we will have lost 50–60 percent of all languages spoken today. And each time we lose a language, our collective knowledge of the human experience is reduced.

A language is so much more than a channel for communication. It is the reflection of a unique interpretation of the world. This is especially true of oral languages. Of the 2,400 languages that researchers estimate are in immediate danger of extinction, many have no written form. All the wisdom and knowledge conveyed by those languages is passed from generation to generation through speaking. When the last speakers die, that wisdom dies with them.

Sources: Ethnologue, Day Translations, Penetration Translations

3 Linguistic landscapes are like ecosystems. They grow and adapt based on need and usage. Some languages blossom and grow; others wither away and die. It's nature's way. As much as I sympathize with speakers of minority languages who are fighting to keep their languages alive, sometimes extinction is inevitable. And when a language ceases to serve the needs of the community, hanging on only in the nostalgic conversations of village elders, then its time has come. The most gracious thing to do at that point is let it die, gently and peacefully.

Rather than desperately striving to breathe life back into dying languages, let us instead honor them by collecting their history records, compiling dictionaries, forming academic societies to preserve their history. These are all valid linguistic pursuits that pay tribute to a lost culture but also let it die with dignity.

2 WRITING

A Read the summary of the three texts from exercise 1B. Has the writer fairly captured the main ideas and arguments of all three? Is any key information missing? Does the summary draw on one of the stories more than the others?

REGISTER CHECK

When you're writing a formal summary and synthesizing other people's work, it is not appropriate to let your own opinion or personal bias show. Summaries are only meant to inform the reader. Human-interest stories like these draw attention to the issue of minority languages. Opinion pieces are usually intended to inform and persuade. Human-interest stories like these draw attention to the issue of minority languages, but they tend to oversimplify the situation.

B SUMMARIZE ARGUMENTS Look at the bold phrases in the essay above. How do they relate to each other? Rewrite the end of the essay using one of the other parallel structures below.

Some argue that ... but others disagree, saying ...

While some say ... others feel ...

Many claim that ... However, others maintain that ...

WRITE IT

C **GROUP WORK** Student A: Go to page 157. Student B: Go to page 160. Student C: Go to page 158. Follow the instructions.

D **PARA** You're going to write a paragraph summarizing the main arguments around the value of writing by hand in 100–120 words. Use your notes from exercise 2C and share the key points with your partners. Take notes on the information they share. Review the model paragraph above for structure.

E Write your paragraph, drawing on information in all three texts. Present different perspectives by using parallel structures.

F **GROUP WORK** With the same two partners, read your paragraphs. Did you all include the same key points? Do you detect any bias or personal opinion in their paragraphs?

Write it

- gives students productive written practice of the unit language

Glossary

- provides definitions of unfamiliar words in Language in context, Listening, and Reading texts
- encourages students to improve dictionary skills

Register check

- gives extra information about how to communicate in different situations

Register check

INSIGHT

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

CONTENT

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

RESULT

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

LESSON 5

Whole class speaking lessons

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

Task-based lessons

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

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

7.5

TIME TO SPEAK

Preserving a custom

LESSON OBJECTIVE

- present a plan to promote a cultural celebration




A DISCUSS Look at the pictures of Songkran festivities. In small groups, talk about what the people are doing. Where do you think these festivities take place? What might this practice symbolize? Use your phone to go online and learn about it.

B Think of a special occasion or cultural celebration that you know well. Share your personal experiences of it. Recall as many details as possible about its traditions and origins.

C PREPARE As a group, choose one of the events you discussed. Put together a plan to promote it on social media and in your community. Try to appeal to people who may not know about it. Choose one or more of the promotional tools from the box. What other tools should you consider? Why? You can look online to get ideas.

competitions

local TV and radio spots

flyers and posters

social media posts

local celebrity endorsements

D PRESENT Divide your plan into sections, one per person in your group, and decide which person will present each part. Practice your part of the presentation within your group. Then present your whole plan to the class.

E AGREE As a class, discuss which plans were the most interesting. Which do you think will be most effective? Which event would you personally most like to attend? Why?

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

USEFUL PHRASES

DISCUSS The thing that makes it special for me is ... From every direction come the sounds of ... Not until you take part in it yourself do you fully appreciate the ...	PRESENT In the center of the poster sits a colorful ... It's really important to stress that it's fun for the whole family ...
--	---

Useful phrases

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

Progress checks

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

SAFE SPEAKING ENVIRONMENTS

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

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

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

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

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

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

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

Preparing students for communicative tasks

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

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

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

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

Giving feedback on speaking tasks

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

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

Maximizing the amount of speaking

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

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

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

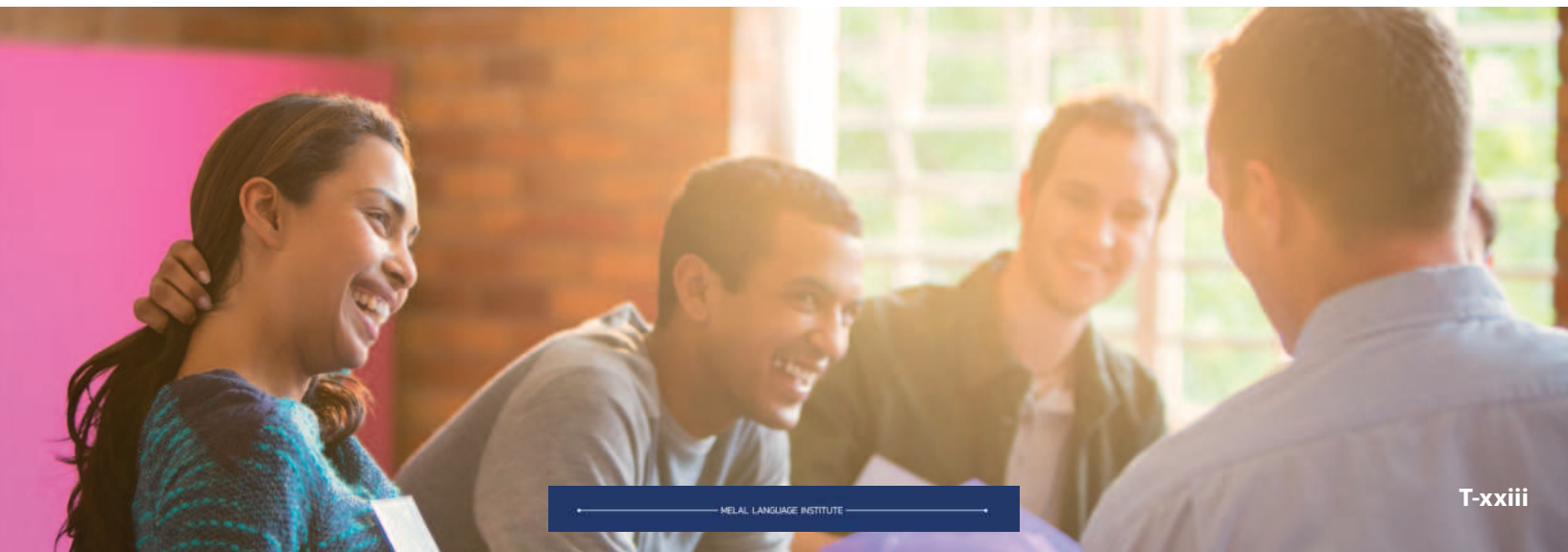
No notes When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

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

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

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

Philip Kerr



EFFECTIVE TEACHER DEVELOPMENT

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

IMPACTFUL

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

NEEDS-BASED

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

SUSTAINED

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

PEER-COLLABORATIVE

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

IN-PRACTICE

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

REFLECTIVE

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

EVALUATED

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



TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

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

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

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

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

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

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

C1 SYLLABUS

Strategy 1: Classroom and learner management	Strategy 2: Receptive skills and strategies	Strategy 3: Speaking
Unit 1: Helping students work together - Sharing and checking opinions - Maximizing interaction with different students	Unit 2: Paragraph structures - Concluding sentences - Topic sentences	Unit 3: Evaluating grammatical range and accuracy - Checking each other's grammar - Doing your own language check
Unit 4: Using the board - Focusing student attention and creating interest - Encouraging less confident students to participate	Unit 5: Word attack - Inside out - Outside in	Unit 6: Evaluating lexical range - How many overs and unders? - Cooperative vocabulary
Unit 7: Giving appropriate feedback - Students direct the feedback session - Students decide how much correction they want	Unit 8: Critical reading - Facts and opinions - Problems and solutions	Unit 9: Evaluating interaction - Chain reaction - Observing interaction
Unit 10: Changing roles with the students - Students create follow-up questions - Students review a grammar point	Unit 11: Recognizing noun phrases - Subjects and objects - The importance of <i>of</i>	Unit 12: Evaluating longer turns of spoken language - Evaluating the rehearsal - Setting the feedback agenda

*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.

ROBOT REVOLUTION

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Helping students work together

In this unit, we'll focus on creating effective working relationships between students so that there is a shared sense of purpose and community. A good way to start is by encouraging students to **share and check opinions** with classmates. Teachers may also want to ensure that students don't always work with the same partners, as this sometimes limits progress. By setting up the classroom to **maximize interaction among different students**, teachers can encourage them to learn from one another. No two students have the exact same strengths and weaknesses.

Sharing and checking opinions (Activity 1): Ss discuss and check opinions on robot development. Try this in **Start speaking**.

Maximizing interaction with different students (Activity 2): Ss argue for and against a statement. You can try this in lesson 1.3.

Moving students around the classroom can be challenging. To find out more, read "Setting up the room for specific activities" in *Classroom Management Techniques* by Jim Scrivener, pp. 12–13.

EXPERT SPEAKER

Eric I think they are. Mostly because I think that they've made our lives easier. If you see how robots were used in, like, the building of, like, automobiles and stuff like that, they just made this process very seamless and very safe for—, so no humans are hurt by anything. That's just one example. I feel like they just make humans' lives easier.

TEACHER DEVELOPMENT ACTIVITY 1

Sharing and checking opinions

Alternative instructions for Start speaking

This activity encourages students to be good listeners.

- Direct Ss' attention to the picture. Ask the first question in exercise A: *What does it suggest ... ?* Invite Ss to respond.
- Ask one S the next questions in exercise A: *Do you think ... ?*
- When the S responds, paraphrase the response. *So what you're saying is ...*
- Write brief notes on the board showing the S's response.
- Tell Ss to ask their partners the questions from exercises A, B, and C.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *robot* on the board. Ask: *What kinds of things can robots do that humans can't do?* (e.g., lift heavy objects, do tasks for longer periods of time, work without sleeping, solve math problems faster, travel in space alone) *What are some things that a robot can't do better than a human?* (e.g., play sports, feel empathy, be funny, be creative) Write Ss' responses on the board and have them copy the ideas in their notebooks to refer to throughout the lesson.

UNIT OBJECTIVES

Read the unit objectives aloud. Have Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words in their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud. Ss discuss the questions in pairs. Circulate and monitor discussions. Ss then share their partners' answers with the class.

B **PAIR WORK** Read the questions aloud. Ask: *Which question requires you to think critically?*

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they agree with Eric.

T-1

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

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



TEACHER DEVELOPMENT ACTIVITY 1

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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 with your peers.

- 1 For Activity 1, how well do you think your Ss understood the task, i.e., listening to opinions, repeating them, making notes, and using notes to confirm opinions? How might you amend your instructions or demonstration next time?
- 2 Teachers often start a new course by getting Ss to share personal information, e.g., about family/interests/occupation. Why might it sometimes be better to share opinions instead?
- 3 A benefit of Activity 2 is that Ss are able to meet new people. What are some of the other benefits of repeating this kind of activity?
- 4 Why might some Ss dislike the idea of moving around? How can you deal with this?
- 5 Some teachers are anxious about moving Ss or desks because they are worried about "chaos in the classroom." What advice would you give them about managing activities that require Ss to get up and work with new partners?

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.



ROBOT REVOLUTION

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- Write brief notes on the board showing the S's response.
- Tell Ss to ask their partners the questions from exercises A, B, and C.

- discuss the potential uses of robots in everyday life

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Elicit or explain that *potential* means *possible in the future*. Have a brief class discussion about one thing Ss would like a robot to be able to do for them every day. Write their responses on the board. Have the class vote on the three most useful potential tasks.

VOCABULARY SUPPORT *Everyday* is one word when it is used as an adjective to mean *ordinary*, as in *everyday life*. The two-word phrase *every day* means the same as *each day*, as in *I eat breakfast at 7:00 every day*.

A 1.02 PAIR WORK Read the instructions aloud.

- Give Ss time to look at the picture and answer the questions with a partner. Remind them that they should not look for answers in the audio script but instead try to guess them. Suggest that they take simple notes of their answers to be used later in the task.
- Ss share their answers with the class.
- Play the audio as Ss read along. Answer questions about unfamiliar vocabulary.
- Check understanding. Ask: *Is MiRo a toy?* (no) *What does "still under development" mean?* (still being created and tested, not for sale yet) *What are social services?* (help provided by governments or organizations to people with particular needs) *What is home health care?* (medical care provided by a professional – nurse, doctor, physical therapist, etc. – at a patient's home)
- Ss refer to their notes and check their answers individually.

Possible answers

MiRo robots can communicate with their owners and learn their routines, remind them to take medicine, help them manage appointments, help them remember visitors' names, monitor their movements, and call for help in an emergency.

2 VOCABULARY: Using adverbs to add detail

- **Introduce the vocabulary** Books closed. Ask: *What is an adverb?* (a word that modifies or describes a verb, an adjective, or another adverb) *What do adverbs often end with?* (-ly)

A 1.03 Do the task Write adverbs of manner and commenting adverbs on the board. Ask: *What is the difference between these kinds of adverbs?* (Adverbs of manner tell how something is done; commenting adverbs express an opinion.) Read the instructions aloud.

- Ss do the task individually.
- Play the audio for Ss to check their answers.
- Review answers with the class. Ask Ss if they put any adverbs in the wrong category and if they understand why those words should be the other type.
- To check understanding of the adverbs, write the words in the box and bold words from the infomercial in exercise 1A on the board. Set a time limit (two minutes). Ss write sentences using as many of the words as they can within the time limit. Call time. Ss read their sentences to the class. If necessary, correct any mistakes. Alternatively, Ss can write definitions of the words within the time limit.
- Alternatively, to check understanding of the adverbs in the infomercial from exercise 1A, assign one or more adverbs to pairs of Ss. Ask: *What is another way to say: They will change the field of home health care in a radical way?* (They will make the field of home health care very different from what it is today.)

Answers

Adverbs of manner: radically, drastically, comprehensively, dramatically, gradually, markedly
Commenting adverbs: ultimately, demonstrably, inevitably, progressively, undoubtedly, feasibly, increasingly, potentially, unquestionably

MIXED ABILITY

Weaker Ss can make flash cards of the vocabulary with the words on one side and the definitions and example sentences on the other side. Stronger Ss can look in a dictionary or use their smartphones to find more adverbs of manner and commenting adverbs and make a list in their notebooks.

- B Direct Ss to page 141 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- C **PAIR WORK THINK CRITICALLY** Read the questions aloud. Allow Ss time to think about their answers. (Possible answer: people with disabilities)
- Ss share their answers with a partner.

3 GRAMMAR: Commenting adverbs with future forms

A Introduce the task Books closed. Review adverbs. On the board, write *radical, comprehensive, increasing, feasible*. Ask: *What part of speech are these words? (adjective) How do you change them to adverbs? (add -ly)* Ss call out any adverbs they remember from exercises 1A and 2A and use them in a sentence.

- Ask: *What words can we use to express the future? (will, be going to)* Explain that when comment adverbs are used with future forms, they have specific positions in the verb phrase. Point out that some commenting adverbs can also go at the beginning of a sentence, separate from the verb phrase, e.g., *Undoubtedly, this new trend will continue.*
- **Do the task** Give Ss time to read the information in the grammar box silently to themselves. Before Ss circle their answers, remind them that they can refer to the example sentences in the grammar box to help them.
- After Ss do the task individually, review the rules as a class.
- Check answers with the class.

Answers

1 after 2 before 3 after

B Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Ss may use a dictionary or their smartphones to look up any adverbs they don't know. Go over the definitions of each adverb with the class.



- Remind Ss that their opinions are neither right nor wrong, but that placement of the adverbs will be correct or incorrect.
- Ss complete the sentences individually and then discuss their sentences in pairs.
- Ss share their partners' responses with the class.
- Check that Ss have placed the adverb in the correct place in each sentence.

Answers

Adverbs for each sentence will vary. Placement of adverbs:

- 1 This century will [adverb] become the age of the robot.
- 2 Robots are [adverb] going to change the way we live over the next few decades.
- 3 Robots will [adverb] never be able to replace the human touch.
- 4 Robots are [adverb] bound to take over for humans in a lot of different areas.
- 5 The robotics industry is [adverb] about to make life a lot easier for all of us.

EXTRA ACTIVITY

Books closed. Write the sentences from exercise 3C on the board but with the adverb in the wrong position in each sentence. Ss rewrite the sentences correctly. Volunteers take turns explaining why the placement of each adverb was incorrect.

4 SPEAKING

A **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to read the model answer aloud.

- Give Ss time to think and take notes on their ideas. Alternatively, assign this part of the task as homework and have Ss bring their notes to class to discuss in their groups.

B Ask a S from each group to report that group's discussion to the class.

- Have a class discussion about whether or not robot assistants are inevitable, or a definite part of our future. Take a class vote to see which job would benefit the most from a robot assistant.

HOMEWORK IDEAS

Ss research one way that robots are used in everyday life now and report their findings to the class.

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

- talk about developments in artificial intelligence

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write on the board: *artificial intelligence (AI)*. Ask Ss several questions about the topic: *What does artificial mean?* (fake – or not real – and made by humans) *How is artificial intelligence different from human intelligence?* (Artificial intelligence is programmed in technology. Human intelligence is based on real experiences.) *How is AI already used to help humans?* (personalized recommendations for products, photo apps, calendar reminders, traffic and travel time estimates, etc.) *What might be a problem with AI?* (It can take jobs away from people. People don't learn basic skills such as map reading. People spend too much time on phones, tablets, and computers.)

A Read the questions aloud. Direct Ss' attention to the picture as they think about their answers.

- Ss share their ideas with a partner. Remind them to explain their thinking.
- Discuss Ss' answers as a class.



B 1.04 Read the instructions aloud. Direct Ss' attention to the questions they are expected to answer. Explain that you will play the audio twice.

- Play the audio and ask Ss to follow along with the script. They will listen the first time to understand the gist.
- Answer Ss' questions about unfamiliar vocabulary.
- Point out the questions again. Remind Ss that they are to listen again for answers to those questions. Play the audio a second time.
- Give Ss time to write down their answers.
- Discuss answers as a class. Encourage Ss to support their answers with examples from the audio.
- Ss compare answers in pairs and take notes on their partners' answers.
- Ss share their partners' answers with the class.

Answers

chatbots for call centers (impressed)
an app to help blind people "see" (amazed)
facial-recognition glasses (unsure/nervous)

EXTRA ACTIVITY

Challenge Ss to write three to five comprehension questions about the podcast. Have Ss ask and answer them in pairs.

- C **PAIR WORK THINK CRITICALLY** Read the questions aloud. Point out the different kinds of questions Ss will answer. The first question asks them to speculate about the host's feelings. The second question asks them to draw from their own knowledge and experiences. The third question asks for their opinions about the topic.

2 VOCABULARY: Talking about developments in technology

- A 1.05 **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the example answers aloud.

- Ss complete the chart in pairs. Allow Ss to use their phones or dictionaries to help with words they don't know.
- Check answers with the class.

Possible answers

Home computers: artificial intelligence (AI), computer-generated speech, computer translation, virtual assistant

Smartphones: artificial intelligence (AI), computer translation, image recognition, text to speech / speech to text, operating system (OS), virtual assistant, voice activation, voice recognition

Airport security: artificial intelligence (AI), image recognition

App development: beta version, working prototype

Social media: chatbot, computer translation, image recognition, text to speech / speech to text

HOMework IDEAS

Ss research three products that use the technologies in the chart. Ss share their findings in the next class session. Encourage them to explain how a particular technology is used in a given product.

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

- Explain that some forms of artificial intelligence are used everyday. These include voice-recognition applications like Siri (Apple) and Alexa (Amazon). The technology for humanoid artificial intelligence, however, is not yet available to everyday consumers.

- C Direct Ss to page 141 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

3 GRAMMAR: Future perfect and future continuous

- **Introduce the task** Books closed. Review perfect and continuous forms.
- Write on the board: *I have heard that song. I had heard that song last summer.* Ask: *What tenses are used in these sentences?* (present perfect and past perfect) *How do you know?* (They both use forms of *have* plus the past participle of the verb *hear*.) Remind Ss that the perfect tenses are used to talk about actions that are already completed.
- Write on the board: *I am reading a book. I was reading a book last night.* Ask: *What tenses are used in these sentences?* (present continuous and past continuous) *How do you know?* (They both use the verb *be* and a verb in the *-ing* form/present participle.) Remind Ss that the continuous tenses are used to talk about an action that happens over a period of time.
- Tell Ss that they will learn how to use the perfect and continuous forms of the future tense.

A Do the task Give Ss time to read the information in the grammar box. Before Ss circle their answers, remind them to refer to the example sentences in the grammar box to help them.

- After Ss do the task individually, review the rules as a class.
- Check answers with the class.

Answers

- 1 a (describe situations in the future)
- 2 b (actions that will be completed before a given time in the future)
- 3 a (actions that will be in progress at a given time in the future)

EXTRA ACTIVITY

Write sentences using the present perfect and past perfect, and present continuous and past continuous on strips of paper. Put these in a bag or box. Ask a volunteer to choose one strip. The S reads the sentence aloud and then changes it to the future form of the sentence. Point out that Ss might need to change other words in the sentence (such as adverbs) in addition to the verb forms. Continue with other Ss.

B Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions and the information in the Accuracy check aloud.

- Ask Ss what the sentences in the exercise have in common. (They're all questions.) Point out that the question forms of the future perfect and future continuous tenses follow this pattern: **will + noun + have/be + participle**.

- Model question 1a as a class. Ask Ss what tense is needed (future continuous). Elicit the answer: *How will you be traveling there?*
- Ss complete the sentences individually.
- Ss compare their sentences in pairs.
- Check answers with the class.

Answers

- 1 b Who will you be meeting there?
c What activities will you be doing?
- 2 a ... who will you have spoken to?
b What will you have seen?
c What will (not) have changed?

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

- Ss write answers to the questions individually. Give them time to quietly practice saying their sentences as if they are telling a story (e.g., At this time on Saturday, I'll be sitting on a train to Boston. I'm really looking forward to my weekend there, since after more than ten years, I'll be meeting some of my friends from college for a school reunion.).
- Partners take turns telling each other their stories and taking notes as necessary.
- Have Ss share the details of their partners' trips with the class.

4 SPEAKING

A **GROUP WORK** Read the questions aloud. In small groups, Ss discuss the questions and complete their list. Suggest that they take notes on their discussion to use later when they report to the class.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their predictions match Eric's.

EXPERT SPEAKER

Eric I think the manufacturers will have learned what we're doing now and used that as pattern building, and from that point they can—, they definitely will have built, like, more convenient robots to do our more, like, everyday tasks like laundry and more advanced versions of, like, cleaning the apartment. They will have used the drone technology that's already now happening and to do it at a more everyday use. So it will just, you know, pick up your food delivery or, you know, pick up mail from your mailbox. I just believe that they will have made your life even easier than it is now.

B Read the question aloud. Ss discuss the question in groups. Have Ss report their ideas to the class.

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

- acknowledge arguments and propose counterarguments

1 LISTENING

- **Introduce the task** Explain to Ss that when listening to the different conversations in this lesson, they should pay close attention not only to the words used, but also to the tone of voice and intonation.

A Read the instructions aloud.

- Give Ss time to read the text message exchange and think of their answer.
- Ss share their guesses with the class. Explain that the answer will be revealed later in the lesson.

Answer

It's an exchange between a person and an AI chatbot app.

B 1.06 **Audio script p. T-173** **LISTEN FOR ATTITUDE**

Ask a volunteer to define *attitude* (the way someone feels about something that can be seen in their behavior).

- Demonstrate to Ss how you can say the same thing but with different attitudes. Say: *I have English class today* with tones of voice that show different attitudes: disappointed, excited, worried, happy. Ss guess your attitude after each sentence.
- Read the instructions and question aloud.
- Play the audio. Then answer the question as a class.
- Check answers with the class.

Answer

Jeff (first speaker) feels suspicious about it and thinks it may be dangerous.

C 1.06 **Audio script p. T-173** **LISTEN FOR MAIN POINTS**

Ask Ss: *What is the difference between the main points and the details in a reading or recording?* (Main points are the general topic, while details provide more information about the main point.)

- Remind Ss that they are going to take notes about the main points of the audio.
- Play the audio again.
- Ss do the activity individually.
- Ss compare answers in pairs.
- Check answers with the class.

Answers

Positive: It can be a friend for people who are lonely.

It's always there for you. It's always available to chat.

Negative: It could be addictive. It doesn't really sound or behave like a real person.

- D **PAIR WORK** **THINK CRITICALLY** Make sure Ss understand that the text conversation in exercise 1A was between a human and a chatbot.

- Have a vote on whether Ss think computers will ever develop real emotions or not. Then ask a volunteer from each side to explain their vote.

 EXTRA ACTIVITY

In pairs, Ss discuss this argument: "In the future, humans will be friends with AI." Encourage them to use language for and against this argument.

2 PRONUNCIATION: Listening for contrastive stress

- A  1.07 **PAIR WORK** Books closed. Ask: *Was "Berta" in the listening text a person?* Elicit, "No, a bot." Write the question and answer on the board and show that bot contrasts with person and is spoken with a higher pitch.

- Books open. Play the audio. Have Ss listen to the conversation and discuss the function of the underlined words. Elicit or explain that a higher pitch is used on the word that contrasts, corrects, or clarifies previous information.
- Have Ss take turns reading out this part of the conversation for practice.
- Check the answer as a class.

Answer

Virtual indicates a clarification of the type of friend and *assistant* indicates a clarification/correction by contrasting with the word *friend*.

- B  1.08 Have Ss underline the words they think have contrastive stress and compare with a partner.

- Play the audio for Ss to check their answers. Then tell Ss to practice saying the sentences using higher pitch on the stressed word.

Answers

- 1 learning
- 2 Who
- 3 bot
- 4 person

- C Have Ss complete the sentence. Check the answer as a class.

Answer

new information, a higher pitch

3 SPEAKING SKILLS

- **Introduce the topic** Explain that when having a discussion in English, it is important to use phrases that show the other speaker that you are considering their opinion. Also explain that it is OK to propose a *counterargument* – a different reason or opinion than what the other speaker has just said. Ss will now learn phrases to acknowledge an argument and propose a counterargument.

- A  **1.06 Audio script p. T-173** Read the instructions and the phrases in the chart aloud. Before you play the audio, ask Ss to take turns reading each of the sentences in the box aloud.

Answers

1, 2, 3, 6, 7

- B  **1.06** Read the instructions and the questions aloud. If necessary, play the audio again.

- Ss do the task individually.
- Check answers with the class. Remind Ss that the tone of voice a speaker uses may indicate if he or she is being polite or dismissive.

Answer

The speaker uses these words to be polite and acknowledge points the other speaker made. The word *but* is used to introduce a counterargument.

- C **GROUP WORK** Read the instructions and the statement aloud. Demonstrate the task with two volunteers. You read the statement, and each S reads one of the model sentences. Draw attention to the incomplete thought in the second model sentence.
- Ss practice their conversations in groups of three.
 - Circulate, monitor, and offer help as needed. Make sure Ss are using the phrases from the chart in 3A correctly.
 - Listen for examples of good language usage that you can share with the class after Ss finish the task.

4 PRONUNCIATION: Saying expressions to show a counterargument

- A  **1.09** Books closed. Say yes in two ways: the first with a (normal) falling intonation to show you are sure; the second with a fall-rise intonation to show you are not sure. See if Ss can hear the difference and recognize the tone change.
- Books open. Play the audio. Ss listen to the intonation and then complete the sentence.
 - Check the answer as a class. As an additional option, write the sentences on the board. Draw a fall-rise arrow over “saying” in the first sentence. Draw a falling arrow over the words “get it” in the first sentence and “valid point” in the second sentence.

Answer

Use a *fall-rise* intonation to show you question the other speaker’s argument and a *falling* intonation to say what you think is true.

- B  **1.10** Read the instructions aloud. Demonstrate by reading aloud the word groups with both fall-rise and falling intonation.

- Play the audio. Ss check the expressions where the speaker is probably going to introduce a counterargument.
- Check answers as a class. Then have Ss repeat the word groups that have a fall-rise intonation.

Answers

- 1 I guess so
- 3 You could look at it that way
- 4 That may be true

- C **GROUP WORK** Put Ss into groups. Have them answer the questions, being sure to include phrases from exercise 4B with a fall-rise intonation.

5 SPEAKING

- A **PAIR WORK** **THINK CRITICALLY** Give Ss time to read the statements and take notes about the topic they choose. To save time, you can assign one statement to each pair.



TEACHER DEVELOPMENT ACTIVITY 2

Maximizing interaction with different students

Alternative instructions for exercise 5A

When students always work with the same partners, activities can begin to feel dull. By encouraging interaction with new partners, teachers can maintain motivation and pace.

- Write one of the statements from exercise 5A on the board, e.g., *Travel broadens the mind*.
- Divide the class into two teams. Tell one team they are arguing in favor of the statement, and tell the other team that they are arguing against it. Label the “against” Ss, e.g., by attaching sticky notes to their shoulders.
- Give Ss five minutes to discuss and prepare their arguments.
- Ss find someone from the opposite team.
- Tell Ss they have two minutes to argue / propose counterarguments.
- After two minutes, tell Ss to move on and find another person from the opposite team to argue with.
- Repeat until Ss have worked with at least three people from the other team.

- B Pairs share the arguments they used for their discussion in exercise 5A with the class. Encourage them to use the notes they took to help them.

- **Workbook Unit 1.3**

- write an essay about AI in our homes

1 READING

- A PREDICT CONTENT FROM PICTURES** Ask Ss: *How can pictures help you predict the content of an article? (They usually show the topics that are covered in the article.) Why is predicting the content of an article important? (It can help readers decide if they think the topic will be interesting enough to read about.) Explain that looking at photos/illustrations is a good way to predict what an article is about and that predicting can help a reader understand an article about an unfamiliar topic.*

- In pairs, Ss look at the pictures and discuss the use of robots/robotics in each of them.
- Ss share their ideas with the class. Conduct brief class discussions about each picture. Allow Ss to speculate how each picture relates to the article. Do not correct or question their predictions.
- Ss read the article individually. After they finish reading, answer any questions about unfamiliar vocabulary.
- Ask Ss how to identify the sections in the article (by the blue headings). Then Ss match the headings to the pictures individually or in pairs.
- Check answers with the class.

Answers

Picture A: "They've got our backs." The "exosuit" is helping someone with manual labor (repetitive physical tasks, heavy lifting).

Picture B: "A helping hand." The robot is helping hotel guests.

Picture C: "Long-distance operations." The driverless trucks are helping with mining operations in the desert of western Australia.

- Direct Ss' attention to the **Insider English** box. Tell them to find this expression in the article. Discuss the difference between figurative and literal expressions and what this expression means in the context of the article.

- B READ FOR DETAIL** Draw a T-chart on the board. For the head of the left column, write *Ways robots are used*. For the head of the right column, write *Technology required*. Ask Ss to copy the chart onto a piece of paper and fill it in as they read the article again.

- Encourage Ss to share their T-charts with a partner and discuss how they can make them more accurate.
- Check answers with the class. Ask volunteers to indicate where they found the answers in the article.

Answers

- 1 Doing dangerous work in mines: robotics, AI, satellite technology, driverless trucks, automated drilling machines, complex logistical programs. The people control the machines from a distance.
- 2 Helping people with manual tasks: robotics, exosuits (robotic vests). The people wear the robotic suit, which supports the back and various muscles and prevents injury.
- 3 Helping in the service industry (for example, hotels): robots with AI capabilities, such as machine translation. The robots do simple, routine tasks, freeing their human counterparts to do more complex tasks.

- C READ FOR ATTITUDE** Read aloud the title of the article. Ask: *Does the title give you any idea of what the writer's attitude is? (No. It is a descriptive title, but it does not reveal what the writer thinks about the topic.)*

- Give Ss time to reread the article a third time. Ask them to underline words or phrases that help them identify the writer's attitude.
- Ss write their new titles in their notebooks. Then they take turns writing their titles on the board.
- Alternatively, each S says his/her title aloud while you write them on the board.
- If time allows, have a class vote on the best title.

Answers

The writer is optimistic.

Titles will vary.

- D GROUP WORK THINK CRITICALLY** Read the questions aloud. Ask for a volunteer to say what a labor union is (an organized group of workers, usually from one type of labor profession, that is formed to protect the workers' rights and interests). Tell Ss this task requires them to take a perspective that may likely view these uses of robotics in a negative way in contrast to the positive attitude shared in the article.

- Ss discuss the questions in small groups.
- One S from each group reports on their group's discussion to the class.

Answers

Answers will vary.

HOMework IDEAS

Ss rewrite the article to reflect a different writer with a different attitude, e.g., a labor union representative, someone who is skeptical of new technology, the president of a large manufacturing company. Explain that Ss can keep their rewrite to two or three detailed paragraphs. Ss bring their articles to the next class.

2 WRITING

- **Introduce the writing topic** Ask: *What words do you immediately think of when you hear the phrase artificial intelligence? What would describe your feelings?* Give Ss time to jot down their ideas. Explain that Ss will write an essay describing their feelings about artificial intelligence.

A Ask volunteers to read each statement aloud.

- Ss read the essay silently to themselves. Alternatively, ask for three volunteers to read each of the paragraphs aloud while the class follows along.
- Answer any questions about unfamiliar vocabulary. Ask Ss to look up the definitions of these words after they have finished reading the essay.
- Ss discuss the questions in pairs.
- Ss share their answers with the class. Discuss the essay and decide which statement it is in response to.

Answer

Robots are stealing our jobs.
We know this is the statement it's responding to because in the concluding paragraph the writer is not convinced that new jobs will replace old ones, that machines will be creative, or that the human touch can be replaced. The writer also thinks that automation poses a risk to employment/jobs.

B EXEMPLIFY ARGUMENTS Read the instructions aloud. Ask Ss to identify the location of the boldface expressions within their respective sentences in the essay, e.g., beginning, middle, end. Point out that these expressions need to appear in these same locations in the sentences that Ss write.

- Ss write sentences individually. Then they exchange their sentences with a partner and correct each other's work.
- Ss do the task individually.
- Ask Ss to read the **Register check** silently to themselves. Then ask Ss if they can substitute *like* to introduce examples in any of their sentences. They read these aloud to the class.
- Check answers with the class.

Possible answers

- 2 Exosuits can be used in a number of different settings, for instance, car manufacturing and hardware stores.
- 3 Robots can perform tasks – simultaneous translation, message delivery, and greeting guests, just to name a few.
- 4 Job loss will undoubtedly occur in key industries, namely construction and transportation.



WRITE IT

C PLAN Read the instructions aloud. Ask Ss to review their notes from the lesson introduction. Ask: *How do your ideas and emotion words about artificial intelligence apply to the statement?*

- Ss discuss the questions in pairs. Tell them to write down their ideas to refer to later in the lesson.
- Ss share their partners' ideas with the class. Write their ideas on the board.
- Ask Ss to consider whether any of their classmates' ideas changed their own ideas. Give them time to revise their notes, if necessary.

D PAIR WORK Read the instructions aloud. Encourage Ss to find phrases in each paragraph of the essay that indicate the function of that paragraph. They may underline the phrases and write the letter of the function in the margin or write the phrases next to the functions in this exercise.

- Ss do the matching activity individually.
- Check answers as a class.

Answers

Paragraph 1: c; Paragraph 2: a; Paragraph 3: b

- Ss write their essays individually. Remind them to use phrases for introducing examples that they learned in exercise 2B. Circulate and monitor. Give help if asked.
- When Ss finish, ask them to read their work again and check for mistakes.



MIXED ABILITY

Allow stronger Ss to work on organizing their ideas individually. Work with weaker Ss as a group to organize ideas from exercise 2D.



HOMEWORK IDEAS

Assign the essay for homework and ask Ss to bring it to the next class for discussion.

E GROUP WORK Read the instructions aloud.

- Ss read each others' essays in small groups.
- Ss discuss the questions in their groups after everyone has read. Ss share which examples they think are the most interesting and effective and explain why.
- As a class, categorize the essays by attitudes Ss expressed in them. How many are the same or similar? Are any unique in their opinions?
- **Workbook Unit 1.4**

- present a proposal for a robot helper



- **Introduce the task** **Aim:** Introduce the concept of a robot helper.
- Books closed. Tell Ss to look back at their notes from the lesson and review the ways that robots and AI are used to help people. Ask: *What are three ways robots can help people?* Have a brief class discussion. Write Ss' ideas on the board.

A **DISCUSS** **Aim:** Ss identify tasks for which robots can help or replace humans.

- Read the instructions aloud. Have a volunteer read aloud the "Discuss" expressions in the **Useful phrases** section. Direct Ss to look at the pictures. Ask Ss if any of the activities pictured match the ideas they brainstormed on the board in the task introduction.
- **PAIR/GROUP WORK** Organize Ss in pairs or groups of three to discuss the questions. Remind them that there are no wrong opinions, but they should be able to support their arguments with evidence.

B **PREPARE** **Aim:** Ss prepare a proposal for a robot helper.

- If Ss want to present a different scenario, offer them suggestions, e.g., someone mowing a large lawn, a server in a busy restaurant, a dog owner walking a dog, someone making their bed.
- Ask three volunteers to read each step aloud.
- Ss go through the steps and prepare their proposals individually.
- Direct Ss' attention to the "Prepare" expressions in the **Useful phrases** section. Encourage them to use these phrases to guide their work in Step 1.
- **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 **PRESENT** **Aim:** Ss present their proposals.

- Read the instructions aloud.
- **WHOLE CLASS** Groups take turns presenting their proposals to the class. Encourage Ss to ask follow-up questions after each presentation and to take notes to use in the next activity.
- To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.
- Direct Ss' attention to the "Present" expressions in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their presentations.
- **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, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

D **AGREE** **Aim:** Groups choose the best proposal.

- Check Ss' comprehension of the words *practical* (relating to actual experience) and *invest* (to put money or effort into something to make a profit or achieve a result).
- Optionally, make three strips of paper to give to each group: *most practical*, *possible to make*, *most likely to invest*. Create ballot boxes for each proposal and have groups vote by placing their strips in the appropriate boxes.

E **CLASS WORK** **Groups discuss the proposals.**

- Announce the vote tallies to the class. Did any proposal win in multiple categories?
 - Encourage Ss to think about how much it would cost to make the robot helper that people would be most likely to invest in and for how much they would sell it. Discuss ideas as a class.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct Ss 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 with your peers.

- 1 For Activity 1, how well do you think your students understood the task, i.e., listening to opinions, repeating them, making notes, and using notes to confirm opinions? How might you improve your instructions or demonstration next time?
- 2 Teachers often start a new course by getting students to share personal information, for example, about family/interests/occupation. Why might it sometimes be better to share opinions instead?
- 3 A benefit of Activity 2 is that students are able to meet new people. What are some of the other benefits of repeating this kind of activity?
- 4 Why might some students dislike the idea of moving around? How can you deal with this?
- 5 Some teachers are anxious about moving students or desks because they are worried about "chaos in the classroom." What advice would you give them about managing activities that require students to get up and work with new partners?

THE LABELS WE LIVE BY

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Paragraph structures

Writers can organize paragraphs in different ways. Sometimes we find paragraphs starting with a *topic sentence*, which expresses the main idea of the paragraph. On other occasions, the main idea is in a *concluding sentence* at the end. By making students aware of these patterns, we can help them read more fluently, get at the gist of texts more quickly, and summarize effectively.

Concluding sentences in paragraphs (Activity 1): Ss notice concluding sentences in an article and learn how they can exploit them to summarize a text. Try this in lesson 2.1.

Topic sentences in paragraphs (Activity 2): Ss identify topic sentences in paragraphs, then supporting details and examples. Try this in lesson 2.4.

You can find more activities focusing on how paragraphs and texts are organized in *Developing Reading Skills* by Françoise Grellet, pp. 93–126.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *label* on the board. Ask: *Do different groups of people have different labels at school or at work? How would someone label you? How would you label yourself?* As a class, brainstorm labels that people give each other. Write Ss' responses on the board and tell them to copy the ideas into their notebooks to refer to throughout the lesson.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING



A Read the instructions aloud.

- Refer Ss to the labels on the board from the introduction and ask if any of the ones they thought of match those listed in the box. Ask which labels are new to them and check understanding.
- **OPTIONAL ACTIVITY** Ss use their phones to look up any labels that are unfamiliar.
- Ss look at the picture and discuss the questions as a class.

B Read the questions aloud. Check Ss' understanding of different types of labels.

- Allow Ss time to think of their own answers to the questions.
- Ss discuss their ideas as a class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they think Ryoko is right. Encourage Ss to share any similar situations to Ryoko's.

EXPERT SPEAKER

Ryoko I think there are situations like that. For example, if somebody says, "Oh, you are a kind person" that's a positive label, I think. And in instances like that, I think I feel empowered. And I will probably try to be a better person and kinder person so that's an example.

- discuss assumptions, deductions, and predictions about behavior

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Ask: *Where do you usually see personality quizzes?* (magazines, websites, Facebook and other social media sites, etc.) *Do you think personality quizzes are helpful? Do they give accurate feedback about a person's personality?* Ask Ss to give examples of questions that might be on a personality quiz.

A PAIR WORK Read the questions aloud.

- Give Ss time to look at the quiz results posted on the right. Pairs discuss their answers to the questions in the exercise.
- Ask volunteers to share their answers with the class.

B Do the task Ask: *What do you think the connection is between the title of the article and the text?* (The title gives a hint about how companies may use information about your personality to sell things to you.)

- Read the instructions aloud.
- Give Ss time to look at the quiz results and check their answers. Suggest that they take brief notes of their answers.
- Give Ss time to read the article.
- Ss discuss answers with the class.

Answers

People like personality quizzes because they always give them positive results, which makes them feel likeable.

EXTRA ACTIVITY

Challenge Ss to write one to two comprehension questions about the article and ask a partner.

2 VOCABULARY: Describing personality

- **Introduce the vocabulary** Books closed. Ask: *What is a personality adjective?* (a word that modifies or describes a person's behavior and character) Tell Ss to write as many personality adjectives as they can in one minute. Ss share their adjectives with the class. Write them on the board and check that all are personality adjectives. Ask Ss to say which adjectives on the board best describe them.

- A  **1.11 Do the task** Write *synonym* on the board. Ask Ss if they know what it means (a word that has the same meaning as another word). Write *opposite meaning* on the board. Ask Ss if they know another way to say a word that has the opposite meaning of another word (antonym). Explain that dictionaries often use the terms *synonym* and *antonym*. Ask volunteers to give examples.

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

Answers

1 chatty 2 sincere 3 aloof 4 narrow-minded
5 self-centered 6 open-minded
Opposites: rigid/narrow-minded is the opposite of accepting/open-minded.

EXTRA ACTIVITY

Use the personality adjectives in exercise 2A and the ones on the board from the introduction to play a quick word game. Say one of the adjectives and either "synonym" or "opposite" (e.g., *talkative*, opposite) Then point to a S to say a correct adjective (e.g., *quiet*). Then that S points to another S. Continue quickly around the class until all Ss have participated.

- B Direct Ss to page 142 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

- C **PAIR WORK THINK CRITICALLY** Read the questions aloud. Allow Ss time to think about their answers.

- Check Ss' understanding of *put a positive spin on* (present something in a way that makes it seem better than it really is).
- Ss share their answers in pairs.

HOMework IDEAS

Ask Ss to write two or three personality quiz questions and multiple-choice options for the villain they chose. Volunteers share their quiz questions in the next class. As a class, complete the quizzes from the villains' perspectives.



TEACHER DEVELOPMENT ACTIVITY 1

Concluding sentences in paragraphs

Students learn about concluding sentences by means of a simple noticing task and then use the sentences to write a summary.

- Ss look again at the first two paragraphs of the article on page 12 and find one sentence that expresses the main idea in each. Write them on the board:

In fact, personality quizzes won't ever provide any real insights because their real purpose is data mining.

Software companies will then sell the profile to marketing companies.

- Ask Ss where these sentences come in the paragraphs (at the end). Explain that paragraphs often end with a *concluding sentence* that summarizes the main idea. Focusing on concluding sentences can help us identify the main points of texts and write concise summaries.
- In pairs, Ss write a summary (maximum 50 words) of the main points of the article. They should refer to the concluding sentences but use their own words. Then compare and discuss Ss' summaries as a class.

Possible answers

- 2 Advertisers will be targeting ads at people based on social media behavior. Through their social media behavior, people will be giving advertisers information about their interests, which the advertisers will use to target ads.
- 3 Social media users have learned about data mining by now and will be more careful with their personal information, but software developers will continually be working to find new ways to mine user data.
- 4 People will usually click things that seem flattering or positive because they like to be judged positively, and app developers will continue to consider this fact in their designs.

EXTRA ACTIVITY

Books closed. Write these categories on the board: *simple future, assumption, deduction, prediction*. Ss write one sentence with *will* for each category of usage. Ss exchange sentences with partners and check for accuracy. Answer any questions about the different uses of *will*.

3 GRAMMAR: uses of *will*

- A **Present the grammar** Books closed. Review uses of *will*. Ask: *When do we use will?* (to talk about the future, to express a decision, to make a promise) Ask volunteers to give example sentences with different uses of *will*. Explain that *will* can also be used to make assumptions, deductions, and predictions.

- **Do the task** Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

2 c 3 d 4 a

- B Direct Ss to page 130 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- C **PAIR WORK** Read the information in the **Accuracy check** aloud. Ss complete the sentences individually.
- Ss discuss their sentences in pairs. Encourage them to decide if an assumption, deduction, or prediction is the best response.
 - Ss share their partners' responses with the class.

4 SPEAKING

- A **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Ask volunteers to read the model conversation aloud. Explain that Ss should use sentences with *will* to describe each type of user by saying what they usually are/do.
- Ss discuss the questions in pairs.
 - Ss share their ideas with the class. Write their ideas on the board to capture the full description of each label.
 - **Workbook Unit 2.1**
 - **Worksheets: Grammar 2.1; Vocabulary 2.1**

LESSON OBJECTIVE

- talk about assumptions related to age

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write on the board: *My assumption is that none of you have traveled to Antarctica.* Ask: *What does assumption mean?* (something that you accept as true without question or proof) *Have you or someone you know ever made an assumption that turned out to be wrong? What was the situation?* As you talk about assumptions in the classroom, it might be a good idea to explain to Ss that inappropriate comments about stereotypes related to age, gender, or race will not be tolerated and that all observations should be given with sensitivity.

 EXTRA ACTIVITY

Search online for images, or bring in photos from magazines of people of different ages wearing different clothing styles and hairstyles. Alternatively, search for images on your computer and display them. Ask Ss to say what label they would give each person and explain why.

- A  **1.12 Do the task** Give Ss time to look at the picture and think of their own answers. Direct them not to read the interview before jotting down notes about the picture.

- Ss compare answers in pairs.
- Play the audio as Ss read along.
- Answer questions about any unfamiliar vocabulary.
- Ss share if their guesses were correct or not.

Answers

The younger man is the teacher. The older man is his student.

 MIXED ABILITY

Challenge stronger Ss to listen to the interview and try to answer the question without following along in their books. For weaker Ss, point to the parts of the interview that will help them answer the question.

 EXTRA ACTIVITY

Challenge Ss to write two or three comprehension questions about the interview and exchange them with a partner to answer.

2 VOCABULARY: Using three-word phrasal verbs

- A  **1.12** Ask a volunteer to read the definitions aloud. Challenge students to match phrasal verbs in bold to the definitions without reading the interview. Then ask them to check their guesses by reading the interview again. Ss make corrections as needed.

- Play the audio. Ss do the task individually. Play the audio again if necessary.

Answers

- 1 fit in with 2 stand up for 3 run up against
4 look down on 5 come down to

- B  **1.13 Audio script p. T-173** Ask a volunteer to read the definitions aloud. Draw Ss' attention to the verbs that follow each definition. Point out that they should listen for these verbs in the audio to find the phrases.

- Play the audio. Ss do the task individually. Play the audio again if necessary.

Answers

- 2 put up with 3 mess around with 4 get through to
5 fall back on

- C  **1.14** Play the audio again for Ss to check their answers.

- Check answers with the class.

- D Direct Ss to page 142 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

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

- Ss share their partners' responses with the class.

 HOMEWORK IDEAS

Ss use their phones to look up labels associated with other generations (e.g., baby boomers, Gen X, iGen/Gen Z). They take notes and share with the class the characteristics they learned for each generation. Have Ss discuss if they agree with each label and what they would change.

3 GRAMMAR: Uses of *would*

- **Introduce the grammar** Books closed. Write *would* on the board. Ask volunteers to say sentences using *would*. Write the sentences on the board and point out the different uses of *would*.

A Do the task Ask volunteers to take turns reading the sentences in the grammar box aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

1 E 2 A 3 C 4 D 5 B

EXTRA ACTIVITY

Write the uses of *would* on separate strips of paper (from the list in exercise 3A) and put them in a bag or box. One student selects a strip and says a sentence with *would* that matches the use they have. The other Ss say which use of *would* it is. This can be played in teams, as well.

B PAIR WORK Volunteers read the model conversation aloud. Remind Ss that there are many possible ways to say each sentence in the grammar box.

- Ss do the task in pairs. Encourage them to follow the model in their conversations about the sentences.
- Check answers with the class.

Suggested answers

- B I don't think it's right to accept things like that.
- C That should be true, but it isn't always.
- D She asked me to leave.
- E In the early days, that sort of thing happened a lot.

C Direct Ss to page 130 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D PAIR WORK Read the instructions aloud.

- Ss rewrite the questions individually and then compare them in pairs.
- Ss take turns asking and answering the questions with their partners.
- Ss recite their questions and answers aloud for the class.

Suggested answers

- 1 What would you do on weekends in your childhood?
- 2 Would you feel comfortable telling me something personal?
- 3 What expectations would strangers have of you (based on your appearance, culture, etc.)?
- 4 What would you do if a stranger insulted you?

4 SPEAKING

A GROUP WORK THINK CRITICALLY Read the instructions and the box of activities aloud.

- Ss discuss the questions in groups of three or four. Encourage them to take brief notes on their discussions to use later when they report to the class.
- Ss take turns reporting a part of their group's responses to the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Ryoko.

EXPERT SPEAKER

Ryoko Okay, for driving, I don't really feel comfortable – high school students, fifteen-year-olds, driving around. Maybe it has something to do with me being a mother, and living in New York City and looking at crazy traffic all the time. Music festival. So, if I were to take my child to a music festival, and I suppose he's a teenager, maybe I don't feel that comfortable him going there by himself. I'm okay with him going there, but I will probably drive him there. Um, and voting. There was a news, a while ago, saying lowering voting age to 16 somewhere, and I think there are some positives and negatives about it, but 18, which is currently the voting age in the United States, I think that's not too young.

B Read the instructions aloud.

- Give Ss time to think of their answers individually.
- If time allows, extend the discussion by posing another question: Think of a surgeon's work. Is it better to have an older, experienced surgeon or a younger one who might know newer techniques? What attitudes might each run up against?
- **Workbook Unit 2.2**
- **Worksheets: Grammar 2.2; Vocabulary 2.2; Speaking 2**

- compare and discuss similar experiences

1 LISTENING

- A **PAIR WORK** Ask: *How does it feel to be on the outside of a group? What things can someone do to become part of a group? Have a brief class discussion. Ask: What similar experiences might you have with the people in this class?*

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

Possible answer

The person in blue outfit is not participating. She doesn't speak the language, so she can't participate in the conversation.

- B **1.15 Audio script p. T-173** Read the statements aloud so Ss know what to listen for. Ask: *What do you think the conversation is about?*

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

Answers

b, c

- C **1.15 LISTEN FOR DETAIL** Give Ss time to read the expressions and decide if they refer to the same or different experience.

- Play the audio again for Ss to check their answers.
- Check answers with the class.
- Ask further comprehension questions: *How was the man mislabeled as a kid? (shy) When do the speakers say people start taking you more seriously? (when you get more fluent in a language and can express what you think) What language has the male student learned? (German) What language does the female student speak? (Spanish) What do they say are the benefits of being able to express yourself in a second language? (confidence, assertiveness, respect, equal treatment)*

Answers

2 E 3 D 4 E 5 D 6 E

MIXED ABILITY

For weaker Ss, write the additional comprehension questions from above on the board and read them together. Then play the audio for Ss to listen for the answers. While you are writing the questions on the board, direct stronger Ss to write two or three of their own comprehension questions about the conversation. They each exchange their questions with a partner and try to answer them without listening to the audio again.

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

- Ss discuss the questions in pairs. Encourage them to use the phrases from exercise 1C for expressing similar experiences or feelings in their conversations.
- Ss share their partners' responses with the class.
- If time allows, Ss can share their experiences learning English with the class.

2 PRONUNCIATION: Listening for the intonation on interactional phrases

- A **1.16** Books closed. Write on the board: *You know she was a good student.*

- Say the sentence first as one word group, with a falling intonation on *student*. Then say it as two word groups with a rising intonation on *You know*, a pause, and then a falling intonation on the second word group. Elicit the different functions of *You know* here: As part of one word group, *you know* is introducing a *that*-clause; as a separate word group, *you know* is an interactional phrase, getting the listener's attention.
- Books open. Read the instructions aloud. Play the audio for students to listen to the intonation and answer the question.
- Check answers as a class.

Answers

The intonation of the underlined phrases rises.

- B **1.17** Read the instructions aloud. Play the audio. Have students listen and underline the interactional phrases with rising intonation.

- Check answers as a class.

Answers

- 1 I was always the quiet kid at school, you know, the one who never had much to say.
- 2 It's amazing! I'm a more confident person, you know?
- 3 The best thing is that people respect you more when you can speak their language, don't you think?

- C Read the instructions aloud. Ss complete the sentence individually. Check answers as a class.

Answer

Interactional phrases, which have little real meaning but keep the listener interested and involved, usually have a rising intonation.

See page T-17 for notes for exercise 3.

3 SPEAKING SKILLS

- **Introduce the topic** Explain that when having a discussion in English, it is helpful to use expressions that show you have had similar experiences as the other speaker. This is a way to make connections with others and shows that you are listening carefully. Ask Ss to think about phrases they use in their own language to relate similar experiences and jot them down to refer to later.

A **1.18** Ss complete the expressions individually.

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

Answers

1 you 2 relate 3 what 4 case 5 reminds 6 just
7 feel 8 Same 9 Tell 10 coincidence

B **GROUP WORK** Read the instructions aloud. Ask three volunteers to read the model conversation aloud.

- Ss practice their conversations in groups of three.
- Circulate and offer help as needed. Make sure Ss are using the phrases from the chart correctly.
- Monitor for examples of good language usage and share these with the class after they finish the task.

4 PRONUNCIATION: Saying stressed syllables beginning with /p/, /k/, /t/

A **1.19** Books closed. Write these minimal pairs on the board for students to repeat:

pin, bin card, guard tore, door

- The difference between /p/ vs. /b/, /k/ vs. /g/, and /t/ vs. /d/ is not only the voicing. When /p/, /k/, and /t/ begin stressed syllables, or one-syllable words that are stressed, there is aspiration – a breath of air between the release of the consonant and the following vowel.
- Books open. Read the instructions aloud. Play the audio for Ss to listen and say whether there is a difference between the underlined and circled sounds. Check the answer as a class.
- Elicit the rule above. Tell Ss that /p/ in *speak* is not aspirated because there is no aspiration in the sequences /sp/, /sk/, and /st/ and that the /t/ in *to* and the /k/ in *can* are not aspirated because *to* and *can* are usually weak forms and not stressed. Have students repeat the words with aspiration.

Answer

Yes. The /p/, /k/, and /t/ sounds that are underlined are aspirated: There is a breath of air between the release of the consonant and the following vowel.

B **1.20** **PAIR WORK** Read the instructions aloud. Remind Ss that one-syllable words may be stressed syllables.

- Ss complete the activity individually. Be careful that they don't underline the /p/, /k/, and /t/ sounds that occur in clusters (like /kw/ in *question*).
- Play the audio for Ss to check their answers. In pairs, Ss read the conversation aloud. (If Ss ask, be sure to note that *could*, *can*, and *to* in these sentences are not likely to be aspirated because they are not likely to be stressed.)

Answers

A What do you think? Could you teach English to kids?
B Tough question! I like children, and I'm quite patient, but the parents can be too demanding at times.
A Tell me about it! You've got to have a really strong character to put up with some of them.

C **PAIR WORK** In pairs, Ss extend the conversation in exercise 4B to include as much aspiration (natural, not exaggerated) as they can. Have pairs form small groups, exchange conversations, and read them aloud, focusing on the stress.

5 SPEAKING

A **PAIR WORK** Remind Ss that the aim of this lesson is to make connections with others' experiences, particularly about learning languages. Even though Ss might not have identical experiences, they have learned expressions for making these connections and can validate one another's feelings. If necessary, review those expressions in exercise 1C on page 16.

- Give Ss time to read the statements and consider which ones they can relate to. To save time, you can assign one statement to each pair.
- Check Ss understanding of *to relate to*, *to have a hard time with*, *subtitles*.

B **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Ss then join another pair and discuss their responses to exercise 5A.

- Ss work together to make their own statements about language learning similar to those in exercise 5A. Encourage them to think about what things have helped them and what has been challenging about learning English.

C Ss share their statements with the class. Direct the rest of the class to raise their hands when a statement is similar to their experience. Which experience is the most common?

- Workbook Unit 2.3

1 READING

A PREDICT CONTENT Explain that by examining the images and the title of a text, Ss can establish the topic before they read. Knowing the general topic helps a reader understand the context of an unfamiliar reading.

- Ss discuss the questions in pairs and then share their ideas with the class.
- Read the information in the **Insider English** box aloud.
- Ss read the article to check their answers.
- Check understanding of *vague* (not clear or certain), *perceive* (to think of something in a particular way), and *irony* (a situation that is strange because it is the opposite of what you expect). Answer questions about other unfamiliar vocabulary.

Answers

The labels all state some type of “natural” or “organic” or “free-from” status. The article is about what these terms really mean.

**TEACHER DEVELOPMENT
ACTIVITY 2****Topic sentences in paragraphs**

In this activity, students practice identifying topic sentences and think about how focusing on such sentences can help with reading tasks.

- Ss close their books. On the board, show the four sentences from the second paragraph of the article in random order:
 - And to be “100% organic,” products should ...
 - For example, the United States Department of Agriculture (USDA) ...
 - In general, the vaguer the term, the more difficult it is to prove.
 - To use “organic” on the packaging, ...
- Elicit the order of the sentences (c, b, d, a). Which expresses the main idea of the paragraph? (c, the first sentence. This is called a *topic sentence*.) What do the other sentences do? (They provide supporting details and examples.)
- Ss open their books and identify the topic sentences and supporting details / examples in paragraphs five and six. Check answers as a class.
- Discuss with Ss: *Why focus on topic sentences when reading?* (to understand main ideas quickly, distinguish main ideas from supporting details, and help summarize a text)

B PAIR WORK READ FOR MAIN IDEAS Review the concept of a main idea (the important point that the writer wants to make about the topic). Direct Ss when reading to look for vocabulary that has a common theme and is related to the context that was established in exercise 1A. Suggest that they underline these words or list them in their notebooks.

- Read the questions aloud so Ss know what information to look for when reading.
- Ss read the article individually and write down their own answers to the questions.
- Ss compare their answers in pairs.
- Check answers with the class. Ask volunteers to indicate where they found the answers in the article.

Answers

- 1 “Organic” is a regulated term with strict requirements. “Natural” has no such regulation or requirement.
- 2 Some people have a medical need to eat different types of “free-from” products, but some buy them because they assume the products are better for them or more nutritious than regular products.
- 3 The writer advises to buy “fad-free” products, like fresh fruits and vegetables from a farmers market.

C PAIR WORK IDENTIFYING PURPOSE Ask: *What are some reasons a writer may have for writing a text? (to persuade, to inform, to entertain, to express an opinion) What is a target audience? (the readers that the writer is writing for, or “speaking to”)*

- Read the instructions aloud. Then give Ss time to reread the article.
- Ss discuss the questions in pairs.
- Ss share their partners’ answers with the class. Ask them to point out the words or phrases that help them identify the writer’s purpose.

Answer

The writer wants to correct assumptions about so-called healthy products and also wants consumers to think more carefully about the products they buy. The target audience is probably average consumers.

D GROUP WORK THINK CRITICALLY Books closed. Ask: *What kind of information is usually found on food and health and beauty product labels?* Elicit ideas. Then read the questions aloud.

- Ss discuss the questions in groups of three or four.
- One S from each group reports on the group’s discussion. Alternatively, to save time, ask half of the groups to report on what they think about labels and the other half to report on their advice to consumers.

MIXED ABILITY

Ss find short articles online, in magazines, or in newspapers that illustrate various kinds of writing purpose (to persuade, to inform, to entertain, to express an opinion). Ss bring the article(s) to the next class and talk about the words and phrases that helped them determine the writer's purpose. For weaker Ss, assign one specific purpose for them to research. Ask stronger Ss to find an article for each of the four purposes. If there is no time to do this task in class, assign as homework.

2 WRITING

- **Introduce the writing topic** Ask: *What elements can you find in an article whose purpose is to inform readers?* (graphs, charts and tables, percentages, etc.) Give Ss time to jot down their ideas.
- On the board write *free from*. Ask: *When you see free from on a label, what is it telling you?* (what the product doesn't have in it) Ask Ss to give examples of substances that a product might be free from.
- Ask: *Do you buy any products that are free from specific substances? What are they?*
- Explain that Ss will complete the article in exercise 2A by writing paragraphs using information that will be provided.

A Read the information statements aloud.

- Ss read the report silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss work individually to match the graphs to the information they display.
- Ss share their answers with the class.

Answers

1 C 2 A 3 B 4 D

B EXPLAIN DATA Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

1 seen 2 presents 3 indicates 4 leads us to conclude

WRITE IT

C PLAN Read the instructions aloud.

- Ss work individually to answer the questions.
- Partners then work together to organize and write paragraphs about graphs C and D. Direct them to decide who is going to write about which graph.

Answers

Information about which graph is being discussed comes first. Each paragraph ends with a conclusion that the writer has drawn based on the data in the graph.

- D Ss write paragraphs like those for graphs A and B. Remind them to use one or two phrases like those in exercise 2B to refer to the data in their graphs.

Possible answers:

For Graph C: Graph C provides us with information on the kinds of products that customers are actually buying. Gluten-free foods are most popular, with 22% of those surveyed buying or eating these products. Next, at 19%, are dairy substitutes, then wheat-free items and lactose-free foods, both at 16%. This would indicate that the "free-from" trend is focused on grains and dairy.

For Graph D: Finally, Graph D presents the number of people who are resisting the trend. It highlights the fact that a high percentage (39%) of people do not eat or buy "free-from" foods because they are too expensive. This is followed by taste: 22% of nonusers say "free-from" products do not taste as good as standard alternatives, while one-fifth (20%) say the quality is inferior. But cost would appear to be the main problem.

E PAIR WORK THINK CRITICALLY Read the instructions aloud.

- Partners exchange paragraphs with one another for editing.
- Ss discuss their paragraphs in pairs and determine if each paragraph uses all of the data from the graphs.
- Volunteers read their paragraphs to the class. If appropriate, discuss how each paragraph organizes the information differently and what works well and what doesn't when referring to data.

HOMEWORK IDEAS

Assign Ss to write the complete report as a paper for homework. It should include the graphs, the two paragraphs from exercise 2A, and the paragraphs they worked on with their partners. They should include a title page and their name and turn it in for the next class session.

- Workbook Unit 2.4

- conduct a survey about consumerism and labels



- **Introduce the task** **Aim:** Introduce the concept of consumerism and labels.
- Books closed. Tell Ss to look back at their notes from the unit and review the ways that labels influence people. Ask: *Why are people influenced by labels? Imagine you are shopping and find two of the same product. One has a designer label with a high price. The other has a generic store label with a low price. Which label would you buy?* Have a brief class discussion about Ss' ideas.

A **RESEARCH** **Aim:** Ss identify how labels influence consumers.

- **PAIR WORK** Read the questions aloud. Ss look at the pictures and discuss if they would purchase any of these products without looking at the labels first.

B **Aim:** Ss discuss why people buy certain products.

- Read the instructions aloud. Ask four volunteers to take turns reading the comments aloud.
- **PAIR WORK** Ss discuss the questions in pairs. Direct them to write the questions they agree upon to use in the next task.

C **PREPARE** **Aim:** Groups write survey questions.

- Read the instructions aloud. Ask a volunteer to read the topics aloud.
- **GROUP WORK** Two pairs work together to write survey questions. If necessary, work together as a class to write a model question for one of the topics for Ss to use as a guide.

D **DISCUSS** **Aim:** Groups conduct their surveys and collate data.

- Read the instructions aloud.
- **INDIVIDUAL WORK** Ss conduct their surveys individually.
- After they have collected data, Ss collate their data individually.
- Direct Ss' attention to the "Discuss" expressions in the **Useful phrases** section. Encourage Ss to use these phrases when they collate their data (but remind them the numbers will be different).
- **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

E **PRESENT** **Aim:** Groups present their results.

- **GROUP WORK** Ss form new groups of four. They take turns presenting their results to each other. Tell Ss to write down the most interesting results from their classmates' presentations.

- Ss work together to summarize their results in a statement.
- Direct Ss' attention to the "Present" expressions in the **Useful phrases** section. Encourage Ss to use these phrases when they present their results.
- If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group. For example: good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

F **Aim:** Groups share their statements with the class.

- **WHOLE CLASS** Ss share their statements with the class. Encourage listeners to ask follow-up questions about the statements.
- As a class, discuss all the statements and identify any conclusions that can be drawn.

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

PROGRESS CHECK

Direct Ss 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 The activities in this unit show students how they can quickly get the main message of a paragraph by looking at the first or last sentence. How could you train students to use this strategy when reading?
- 2 Development Activity 1 asks students to summarize an article in no more than 50 words. What difficulties did students encounter? What kinds of support did you have to provide, and why?
- 3 In your view, did the focus on concluding sentences help students when they came to write their summaries? Explain your answer.
- 4 Development Activity 2 highlights the common paragraph structure "topic sentence > supporting details / examples" in the context of reading. How could you use this structure to help students plan their writing in class (e.g., writing an essay)?

IN HINDSIGHT

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Evaluating grammatical range and accuracy

At C1 level, students are often quite successful at communicating. They often sound very fluent, and they give the impression of being good speakers. However, these students often feel frustrated because they know that they sometimes make mistakes, or they continue to use the same, simple grammar structures. At this level, students might be thinking of doing some kind of formal exam, and in most speaking tests in exams like IELTS or Cambridge Advanced, students are evaluated on their grammatical accuracy and range as well as their fluency. While teachers can give feedback, at a higher level students can also begin to monitor themselves and work on developing accuracy and range independently.

Checking each other's grammar (Activity 1): Ss listen for how well their partners use target grammar in a free speaking activity. Try this in lesson 3.2.

Doing your own language check (Activity 2): Ss reflect on whether they used a range of structures in an activity. Try this in lesson 3.5.

You can find out more about evaluating students' spoken accuracy and range by reading *Assessing Speaking* by Sari Luoma, pp.11–15.

INTRODUCE THE THEME OF THE UNIT

- Books closed. Write on the board:

You only regret the things you didn't do. (general saying)

There are no regrets in life, just lessons. (Jennifer Aniston, actress)

Maybe all one can do is hope to end up with the right regrets. (Arthur Miller, playwright)

- Ask Ss if they agree with these statements or not. Have a class discussion. Ask Ss to share any other sayings they know about regrets.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

- A Read the instructions aloud. Ask for volunteers to read the expression aloud.**

- Ask for volunteers to explain the meaning of the expression. If necessary, explain that 20/20 is a measurement that describes perfect vision.
- Allow Ss time to discuss with a partner whether they agree or disagree with the expression and why.
- Ss share their responses with the class.
- OPTIONAL ACTIVITY** Ss use their phones to look up the definition of *hindsight*. If phones or the internet aren't available, direct them to look for the meaning of *hindsight* in a dictionary (understanding of a situation only after it has already happened).



- B Read the instructions aloud.**

- Ss look at the picture.
- In pairs, Ss discuss the story of the person in the picture. Remind them that there are no wrong answers.
- Pairs share their ideas with the class.

- C Read the instructions aloud.**

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have had a similar experience to Andrea's.

EXPERT SPEAKER

Andrea So, I was invited to a party. It was a quinceañera, and I had to look very pretty with a fancy dress. My mom warned me not to wear this set of shoes that were beautiful, but looked very uncomfortable. I did, and unfortunately I couldn't dance all night; they gave me blisters, and it was very painful for about two weeks.

Unfortunately, it didn't end well because I thought that I was going to be able to dance all night, and because of these very nice set of shoes that were very uncomfortable, I couldn't.

- discuss past actions and their present results

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Direct Ss' attention to the unit title.
Ask: *What is another way to say I told you so? (e.g., You should have listened to me.)* Do you ever tell people "I told you so?"

A PAIR WORK Read the instructions aloud.

- Give Ss time to look at the meme and consider its humor. Ss discuss in pairs.
- Check understanding. Ask: *Why is the meme funny?* (It suggests an orange-colored tiger used bleach to change its fur color to white, but really white is its natural color.)
- In pairs, Ss discuss situations where they are likely to hear *I told you so* and a time when someone said it to them. Suggest that they take brief notes of their answers to be used later in the lesson.
- Ss share their partners' answers with the class.

B 1.21 Do the task Read the instructions aloud.

- Direct Ss to skim the script to get an idea about the meaning of *hindsight bias*, and tell them to write down their answer to the first question. Then play the audio while Ss listen and follow along. Ss then refine their definition and answer the second question.
- Check answers with the class.

Answers

Hindsight bias is the tendency to believe you knew what would happen all along, or that you know what will happen in the future, because you correctly predicted an outcome. Hindsight bias interferes with our ability to analyze past and future alternatives.

2 VOCABULARY: Thought processes

- **Introduce the vocabulary** Books closed. Ask: *What is a thought process?* (the way you think about, analyze, and evaluate a topic, situation, or problem) Explain that the vocabulary words are about thought processes. Books open to the podcast script, and tell Ss to write definitions for as many of the words in bold as they can in one minute.

A 1.22 Do the task Read the instructions aloud and check Ss' understanding. Ss do the task individually.

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

Answers

- 1 foresee, envision
- 2 analyze, evaluate, interpret
- 3 review, reconsider
- 4 dismiss, disregard, reject
- 5 fixate, presume

- B Direct Ss to page 143 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C PAIR WORK THINK CRITICALLY Read the instructions aloud and ask volunteers to take turns reading aloud the situations and the model sentence. Allow Ss time to think about their answers.

- Ss discuss their answers with their partners. For the first situation, encourage them to come up with alternative thought processes from those in the model sentence.
- Ss share their partner's ideas with the class.

EXTRA ACTIVITY

Challenge Ss to write two other situations that require different thought processes. Ss write the situations and sentences and exchange them with a partner. Ss take turns explaining their thought processes. Circulate and help Ss as needed.

3 GRAMMAR: Variations on past unreal conditionals

A Introduce the grammar Books closed. Write on the board: *If Tim had studied, he would have done well on the test.* Ask: *Did Tim do well on the test? (no) Why not? (He didn't study.)* Explain that the sentence is an example of an unreal situation in the past. Ask volunteers to say other sentences of unreal situations in the past using *if*.

- Books open. Explain that Ss will learn different ways to express an unreal situation in the past.
- **Do the task** Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 had, had 2 would 3 would 4 had

B Direct Ss to page 131 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.

C  **1.23 Audio script p. T-174** **PAIR WORK** Read the instructions aloud.

- Play the audio. Check for understanding of *portfolio* (a collection of designs, pictures, and documents that represent a person's work) and *transcripts* (an exact written record of people talking).
- Ss discuss how the man could have acted differently to change the outcome.
- Pairs work together to write three sentences using *if*.

Suggested answer

If he had spoken with more people, he might not have fixated on one friend's experience.

EXTRA ACTIVITY

Ss write five *if* clauses that can be the first half of a sentence that expresses an unreal situation in the past. Collect their papers. Pick one clause at random and ask a volunteer to finish the sentence. Continue with other sentence starters as time allows. Encourage Ss to use their imagination and think of funny or interesting ways to complete the sentence.

4 SPEAKING

A **GROUP WORK** Give Ss time to look at the illustrations and take notes on their ideas.

- Ss share their ideas in groups of three or four.
- Groups decide for which image they are going to tell the back story. Then Ss work together to write the story in three or four sentences.
- Groups exchange papers.

B Read the instructions and model sentence starter aloud.

- Ss read the other group's story and write ideas about how things could have turned out differently.
- Groups work together to write their sentences.
- Ask one S from each group to share their group's sentences with the class.
- If time allows, have the class discuss and come to a consensus about the most likely or the best outcome for each story.

MIXED ABILITY

While stronger Ss are doing the tasks in exercises 4A and 4B, work together with weaker Ss to choose one of the situations and describe the stories. For exercise 4B, provide them with sentence stems to write their sentences with *if*.

C **THINK CRITICALLY** Read the instructions aloud. Ss discuss the questions in pairs and then share their ideas with the class.

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

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write on the board: *mellow* and *melodramatic*. Elicit the meanings of these words (*mellow* = to remain calm and accept life as it happens; *melodramatic* = to become more upset than is usual in a situation). Invite Ss to share a time when someone they know was mellow about a situation and a time when someone was melodramatic.

 EXTRA ACTIVITY

As a class, brainstorm words that can be used to describe people who are mellow (e.g., *calm*, *serene*, *cool*, *easygoing*, *peaceful*, *low-key*) or who are melodramatic (e.g., *excited*, *uncool*, *nervous*, *angry*, *upset*, *agitated*, *stressed*). If necessary, give Ss time to use their dictionaries or smartphones to look up words. Suggest that Ss write the words in their notebooks to refer to later in the lesson.

A **PAIR WORK** Do the task Give Ss time to read the quiz silently to themselves.

- Answer any questions about unfamiliar vocabulary. Check Ss' understanding of the idiom *crawl under a rock* (feel so embarrassed you wish you could go somewhere you can't be seen).
- Ss take the quiz with a partner.
- Pairs discuss what the quiz says about each of them. Then they share whether their answers support their description of themselves.

B Read the instructions aloud.

- Pairs share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss other possible reactions to the situations in the quiz. Ask: *Do you think you would react to these situations similarly to Andrea or differently?*

Suggested answers

Question 1: You call your landlord to let you in.

Question 2: You sit down with your boss and ask whether she heard you. If she did, apologize, if needed. If she didn't, tell her what you said and assure her that you didn't intend to offend her, and apologize, if needed.

EXPERT SPEAKER

Andrea Ah, that's me all the time! I'll probably go back and get them unless there is somebody with a spare key that is closer to and faster to get to.

Wow, that's a very bad situation. I would probably just apologize, apologize right there and then. I have to own up to my mistakes and whatever I just did was horrible, so I will apologize.

 EXTRA ACTIVITY

In pairs, Ss write two or three other quiz questions with possible reactions to assess if a reaction is mellow or melodramatic. They exchange them with another pair to answer and discuss.

2 VOCABULARY: Describing emotional reactions

A 1.24 **PAIR WORK** Give Ss time to read the phrases in the quiz silently to themselves.

- Pairs work together to do the task.
- Play the audio for Ss to check their answers.
- Check answers with the class. For the context dependent words, ask volunteers to explain situations where the words are positive and situations where they are negative.

Answers

Positive: mellow, composed, forgiving, gracious, resourceful, victorious

Negative: defensive, flustered, melodramatic, spiteful

Context dependent: harmless, hysterical

 HOMEWORK IDEAS

Direct Ss to find an opinion article from a newspaper or magazine, either print or online. Ask them to look for sentences that are exaggerated, circle them, and write them in their notebooks. Ss share their articles and findings in the next class.

B Direct Ss to page 143 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

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

- Check answers with the class.
- Pairs work together to write a conversation.
- Pairs act out their conversation for another pair and guess which emotional reaction they are showing.
- Ask some pairs to act out their conversation for the class to discuss. Tell listeners to identify if the reactions in the conversation are positive or negative.

3 GRAMMAR: Commenting on the past

- **Introduce the task** Books closed. On the board, write the phrase *woulda, shoulda, coulda*. Explain that this is an expression in American English that is slang for saying what someone *would have, should have, or could have* done differently in the past. Say: *As with this slang phrase on the board, modal auxiliaries with have, including may and might, are often used to comment on past events.* Tell Ss that they will be learning about these ways to comment on past events.

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

- Ss do the task individually.
- Check answers with the class.

Answers

- 1 could, might, may 2 should, should 3 have, been
4 have, been

B Direct Ss to page 131 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C Read the instructions and the information in the Accuracy check box aloud.

- Ss write their answer choices individually and then share them with the class.
- Hold a class vote on the best answer choices.
- By a show of hands, find out which answer choice most students would choose to answer the question.

4 SPEAKING

A PAIR WORK Read the instructions aloud. Ask for volunteers to read the example conversation aloud.

- Ss work with their partner to think a situation and write their question and answer choices. Emphasize that the situation should be common to most people, and not something too serious that would cause real emotional pain. Remind Ss to include phrases like *should have, could have, and may have* in their answer choices.

B GROUP WORK Read the instructions aloud.

- Ss answer the quiz questions from exercise 4A in groups.
- Ss discuss their opinions about the answer choices and share other reactions they might have had.
- Ask for volunteers to share quiz questions and their groups' answers with the class.



TEACHER DEVELOPMENT ACTIVITY 1

Checking each other's grammar

In this activity, Ss practice giving supportive peer feedback on each other's spoken grammar.

- Before Ss do the pair work, remind them this is an opportunity to use the target grammar from the lesson.
- Tell them to listen for what their partners do well when they speak. Put the following criteria on the board:

generally correct grammar

uses modal verbs

correct past participle

- Also get Ss to listen for one grammar error they can help their partner with.
- Rather than discussing together, Ss take turns sharing their lists – monitor and be available so Ss can check grammar with you, if necessary.
- Ss give feedback to one another on their grammar.
- Put Ss in new pairs. They each tell their new partner about themselves – one strength and one grammar point to work on.
- Conduct feedback and emphasize it's important to be aware of strengths as well as needs.



MIXED ABILITY

For weaker Ss, choose one of the situations from the quiz or one that they wrote for exercise 4A. Ask: *What problems can happen if you have an exaggerated reaction? What problems can happen if you have an understated reaction?*

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

3.3

A COMPLETE DISASTER!

LESSON OBJECTIVE

- describe a negative experience; offer sympathy and reassurance

1 LISTENING

A **PAIR WORK** Books closed. Write *disaster* on the board and check Ss' understanding. Then write: *exaggerate*. Ask a volunteer to give a definition and/or an example (to make something seem larger, better, or worse than it really is, e.g., *Failing the test was a disaster – it was the worst thing that ever happened to me!*).

- Books open. Draw Ss' attention to the lesson title: *A complete disaster!* Explain that it is a common phrase used to exaggerate annoying accidents or setbacks.
- Ss look at the picture at the bottom of the page and discuss the questions in pairs.
- Ss share their ideas with the class.

Answer

Coffee has been spilled on a computer keyboard.

B **1.25 Audio script p. T-174 LISTEN FOR ATTITUDE** Read the instructions and ask volunteers to take turns reading the questions aloud.

- Read the information in the **Notice** box aloud. Check that Ss understand what *figuratively* means. Give examples of literal and figurative statements, e.g., *I literally froze.* vs. *The pond froze in the winter.*
- Play the audio. Ss do the task individually.
- Check answers with the class.

Answer

- 1 He spilled his coffee on himself and on his boss's laptop.
- 2 He didn't have the correct file. He forgot his password. He froze when he started to speak. He dropped his notes.
- 3 He is embarrassed and fears that he might lose his job.
- 4 Suggested answer: Based on his extreme statements when describing events, he probably is exaggerating, but we don't know for sure.

C **1.25 Audio script p. T-174 THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to give a definition of *supportive* (to give help, sympathy, or encouragement to someone).

- Play the audio again. Give Ss time to write their answers.
- Check answers with the class.
- Ask further comprehension questions about Ruben's stories, e.g.: *What happened to the file of Ruben's presentation?* (It wasn't on his thumb drive.) *What does Ruben say happened when he tried to speak?* (He froze.) *What does Claire say everybody does now and then?* (goes blank) *What does Ruben tell Amelia about his password?* (He got it wrong.) *What does Amelia think?* (Everything will be just fine.)

Suggested answer

When he speaks with Claire, his story is much more dramatic and exaggerated. When he speaks with Amelia, his language is more moderate. Claire is more supportive.

EXTRA ACTIVITY

Have a class discussion about being supportive of others. Ask: *What is a supportive person like? Are you supportive? Who are you supportive of?* Ask Ss to share personal examples.

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

- Ss discuss the questions in pairs. Remind them that they should think about a time when they exaggerated a problem and how a friend reacted.
- Ss share their partners' responses with the class.

2 PRONUNCIATION: Listening for weak forms in complex verb phrases

A **1.26** Books closed. Elicit that a simple phrase is just one verb. (*She made a mistake.*) A complex verb phrase contains a main verb or copular verb and auxiliaries and/or modals (e.g., *A mistake could have been made.*).

- Play the audio. Have Ss listen and write down what they hear.
- Books open. Play the audio again. Ss underline the complex verb phrases.
- Check answers as a class.

Answers

- 1 Don't you think you could be overreacting?
- 2 I must have brought the wrong one.
- 3 I'd emailed it to myself.

B **1.27 PAIR WORK** Demonstrate the task.

have / difficult / that / been / must (That must have been difficult.)

have / I / you / could / helped (I could have helped you)

- Play the audio for Ss to check their answers. Then have Ss repeat the sentences aloud.

Answers

- 1 It had been a terrible day.
- 2 Things could have been worse.
- 3 I wish you had listened to me.
- 4 Someone could have been hurt.
- 5 That would have made more sense.

C Have Ss complete the sentence. Check the answer as a class.

Answer

In a complex verb phrase, auxiliaries are usually *unstressed*. Modals can be stressed or unstressed, but if they are not being used for deduction, they are usually *unstressed*.

3 SPEAKING SKILLS

- **Introduce the skill** Books closed. On the board, write the headings *Describing a bad experience* and *Offering sympathy and reassurance*. Ask Ss to call out any phrases they remember from the conversations in exercise 1B and to say under which heading it belongs. Encourage them to say other expressions they know. Write these on the board under the correct heading.

A Ask volunteers to take turns reading the expressions aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

Column 1: Offering sympathy and reassurance
Column 2: Describing a bad experience

B PAIR WORK Read the instructions aloud.

- Demonstrate the task with a volunteer.
- Ss practice their conversations in pairs. If time allows, direct Ss to write out their conversations before practicing. Remind them that the conversations should not be identical but should use different phrases when they play the different parts.
- Circulate and offer help as needed. Make sure Ss are using the phrases from each column in exercise 3A based on their roles.

4 PRONUNCIATION: Using intonation to show emphasis

- A**  **1.28** Play the audio and ask Ss to identify the tone movement (falling). Then have Ss repeat the sentences aloud. Tell Ss that to show emphasis, you can use a fall or a high-fall intonation. Check the answer as a class.

Answer

The intonation is falling at the end.

- B**  **1.29** **PAIR WORK** Demonstrate by saying this sentence twice: first with a flat intonation and second with a high-fall to show emphasis.

Nothing went right.

- Ask Ss which version had more emphasis.
- Play the audio. Tell Ss to identify the sentence in each item with more emphasis. Then have pairs repeat each word group with emphasis.
- Check answers as a class.

Answers

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

- C** **PAIR WORK** Tell Ss to imagine what went wrong in the situations and use as many expressions as they can to describe their bad experiences. Monitor and make sure Ss are using a falling intonation to show emphasis.

5 SPEAKING

- A** **PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the situations aloud.

- Give Ss time to choose a situation with a partner. Encourage them to think about similar personal experiences that help them relate to the situation and consider what details they can add. Alternatively, assign one situation to each pair.
- Check understanding of *damaged*, *extent*, *forwarded an email*.
- Ss do the task in pairs. As they practice speaking, circulate and monitor. Listen for examples of good language usage that you can give feedback on at the end of the task.



MIXED ABILITY

For weaker Ss, choose one of the situations and work together to brainstorm details for the situation. You may want to help them write a script for Ss to act out. For stronger Ss, encourage them to rehearse and memorize their conversations to act out for the class.

- B** **GROUP WORK** **THINK CRITICALLY** Read the instructions and questions aloud.

- Have a class discussion about who gave the best advice and Ss' ideas about sympathy or honesty.
- **Workbook Unit 3.3**

- write a short story based on a set of facts

1 READING

- A PREDICT CONTENT** Ask Ss: *What is clickbait?* (content on the internet meant to attract attention and encourage people to click on a link to a web page) *What things do clickbait headlines say that make someone want to click and read more?* (a celebrity name, shocking ideas, phrases that make something sound unbelievable, etc.)

- In pairs, Ss look at the headlines and predict what each story is about. Alternatively, you may want to write the headlines on the board and tell Ss to close their books to help them make predictions without being influenced by the photos or text.
- Ss share their ideas with the class.
- Ss read the stories individually and check if their predictions were correct. Answer any questions about unfamiliar words.
- Ask: *Which was more interesting: your predictions or the actual stories?* Discuss as a class.

- B EVALUATE CONTENT** Ask Ss what it means to evaluate something (study something to determine if it is good or bad, true or false). Draw Ss' attention to the lesson title "Too good to be true." Ask Ss to explain what this means.

- Books closed. In pairs or small groups, Ss discuss if they believe the stories they read in exercise 1A are true and why or why not.
- Ask volunteers to share their ideas with the class.
- Books open. Give Ss time to read the report silently to themselves. Check understanding of *coincidence* (a situation in which two very similar things happen at the same time, but there is no reason for it).
- As a class, discuss which details were true about the stories and which ones were different. To help Ss organize their thoughts, you may want to write a T-chart on the board with the headings *True fact* and *Different detail*.

Answer

The stories did not happen exactly as reported in the stories in exercise 1A.

- C THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the questions in pairs and take notes.
- Put pairs together in groups of four. Ss share their ideas.
- Lead a class discussion about when Ss check the facts of things they read and when they don't. Give Ss time to explain their thinking. Ask: *Do you expect what you read on the internet to always be true?* Be careful to direct the discussion toward topics like unbelievable stories, amazing medical breakthroughs, and health trends, and away from sensitive topics like politics and religion.

HOMEWORK IDEAS

Ss use one of the stories in exercise 1A as a model and write their own, brief "too good to be true" story. Remind them to include a "clickbait" headline.

2 WRITING

- **Introduce the writing topic** Write *anecdote* on the board. Ask a volunteer to define it (a short, amusing, or interesting story about a real person or event). Ask: *Does a short, funny story contain a lot of details?* (no, only the most interesting ones or the ones that make the story funny) Explain that Ss will write their own anecdotes.

A Read the instructions aloud.

- Ss read the anecdote silently to themselves. Alternatively, ask for volunteers to take turns reading one or two sentences aloud while the class follows along.
- Ask volunteers to take turns reading the notes aloud.
- Ss do the task individually. They can circle the information in the notes that was omitted from the anecdote or they can write it down in their notebooks.
- Check answers with the class.

Answers

The writer leaves out details like the kinds of cars they drove, that they were not both coming from home, that one had her children with her, that one broke both an arm and a leg, and they stayed in the hospital for different times. This information was omitted to make the story seem more coincidental.

- B **CREATE COHESION** Read the instructions aloud. Direct Ss' attention to the words in bold in the anecdote in exercise 2A. Ask volunteers to say what or who each word refers to in the anecdote.

- Ss complete the story individually. Then they exchange their stories with a partner and correct each other's work.
- Check answers with the class.

Answers

1 Two 2 together 3 each/both 4 two 5 both
6 neither 7 both/each 8 same 9 neither
10 both/each

WRITE IT

- C **PAIR WORK** Read the instructions aloud. Decide who will be Student A and Student B.
- D **PLAN** Give Ss time to refer back to the stories in 2A and 2B.

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

- Ss read their stories in pairs. Encourage Ss who are listening to be attentive and take notes to ask questions later. Remind them not to interrupt the reader.
- Ss discuss with their partners which story they think is the most believable and why.
- Ss suggest improvements to their partners' stories: Did they use the appropriate words to highlight coincidences and show cohesion in their writing?
- Allow Ss time to rewrite their stories using their partners' suggestions.
- If time allows, ask volunteers to share their final anecdotes with the whole class. Hold a class vote on the most interesting and believable anecdote.

EXTRA ACTIVITY

Use one or more of Ss' well-written, well-organized stories. Write each story on the board, but put the sentences out of sequence. Ss work in pairs to rewrite the sentences in the correct order.

HOMEWORK IDEAS

Assign the writing of the anecdote for homework and ask Ss to bring it to the next class for discussion.

- **Workbook Unit 3.4**

TIME TO SPEAK

The ripple effect

LESSON OBJECTIVE

- discuss and present an alternate history



- **Introduce the task** **Aim:** Introduce the concept of “alternate history.”
- Books closed. Ask: *What is something you did this week that had an effect on someone? How do you think it will affect the person's future? How do you think the person's life would be different if you hadn't done anything?* Ask Ss what they think *alternate history* means (how the present would change if something happened differently in the past).

A **DISCUSS** **Aim:** Ss discuss “the ripple effect.”

- Read the instructions aloud. Check for understanding of *ripple* (to make something move in small waves). Ss do the task.
- **PAIR WORK** In pairs, Ss discuss the meaning of *ripple effect* and share their stories and how it affected them.

B **Aim:** Ss expand their ideas about the ripple effect and discuss specific scenarios.

- Read the instructions and three scenarios aloud.
- **PAIR WORK** Ss choose one of the scenarios and discuss its implications with a partner.
- Direct Ss' attention to the “Discuss” phrases in the **Useful phrases** section. Give example sentences if necessary. Encourage them to use the phrases in their discussions.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

C **DECIDE** **Aim:** Ss decide on one scenario to present to the class.

- Read the instructions aloud.
- **GROUP WORK** Arrange Ss into groups of three pairs. Each pair takes turns presenting their ideas from exercise B to their group. Suggest that one or two Ss take notes on each pair's ideas to help with the group's decision making.
- Direct Ss' attention to the “Decide” phrases in the **Useful phrases** section. Encourage Ss to incorporate at least one of the phrases in their discussion.

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

- Read the instructions aloud.
- **CLASS WORK** Groups take turns presenting their scenarios to the class. Encourage Ss to ask follow-up questions after each presentation and to take notes.
- Direct Ss' attention to the “Present” phrases in the **Useful phrases** section. Encourage Ss to incorporate at least one of the phrases in their presentations to the class.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.



TEACHER DEVELOPMENT ACTIVITY 2

Doing your own language check

After completing the activity, Ss look at the **Useful phrases** section and reflect on their grammar.

- Direct Ss' attention to the **Useful phrases** section and write these categories on the board:
 ✓ *I'm sure I used language like this.*
 ? *I think I used language like this.*
 ✗ *I don't think I used language like this.*
- Ask Ss to work alone and evaluate themselves against the categories on the board.
- Ss check their self-evaluation with the other group members.

E **AGREE** **Aim:** Groups choose the presentation with the greatest ripple effect.

- **WHOLE CLASS** To organize the discussion, you may want to write a three-column chart on the board that shows each group's scenario and the ripple effects.
- As a class, discuss each scenario and its ripple effect. Have a class vote on which scenario would have the greatest ripple effect.

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

PROGRESS CHECK

Direct Ss 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 with your peers.

- 1 Did the peer monitoring of accuracy in Activity 1 result in more use of the target grammar? Did it inhibit fluency in any way?
- 2 What grammar errors did students notice their partners make? Were they all the same, or were they different? Why do you think this was the case?
- 3 Why is it important for students to be aware of their grammar strengths, as well as their grammar needs?

REVIEW 1 (UNITS 1–3)

- **Introduce the review** Before beginning the review, write these two categories on the board: *Grammar* and *Vocabulary*.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much language as they can from the grammar and vocabulary they learned in Units 1 to 3. Groups write words, phrases, and topics for each category.
- Check answers as a class. Encourage Ss to take notes of any words, phrases, or topics that they didn't think of themselves.

EXTRA ACTIVITY

Ss look at their words and phrases and work individually or in pairs to group them into categories by part of speech – *verbs, adjectives, nouns, adverbs* – and by unit theme topics, such as words related to developments in technology, labels, thought processes, etc.

1 VOCABULARY

- A** Read the instructions aloud. Ss work individually to complete the paragraph. Point out that Ss will be writing words in different parts of speech based on the words in parentheses.
- Ss check answers in pairs.
 - Check answers as a class.

Answers

2 intelligence 3 recognition 4 progressively
5 activation 6 assistant 7 talkative 8 insensitive
9 potentially

- B** Read the instructions aloud. Ss work individually to complete the sentences with their own ideas.
- Invite Ss to come to the board and write one of their sentences.
 - Have a brief class discussion about the sentences. Ask volunteers to say if they agree with the ideas or not, and why.

2 GRAMMAR

- A** Read the instructions aloud. Ss work individually to circle the correct words to complete the article. If they need help, refer them to the **Commenting adverbs with future forms** on page 129.
- Ss compare answers in pairs.
 - Check answers with the class.
 - If time allows, challenge Ss to explain why each answer is correct.

Answers

1 will 2 be checking 3 have found 4 be using
5 be winning 6 be using 7 probably won't
8 will eventually replace 9 are definitely going to

- B** **PAIR WORK** Read the instructions aloud. Give Ss time to think of their own answers. Encourage them to write them down and pay close attention to the correct future forms.
- In pairs, Ss tell each other their answer to the question in the article in exercise 2A.
 - Ss work with their partners to think of three more predictions.
 - Ss share their predictions with the class and explain why they think they will happen.

REVIEW 1 (UNITS 1–3)

1 VOCABULARY

A Complete the paragraph using the correct form of the words in parentheses ().

Most recent developments in technology have ¹ unquestionably (question) come about thanks to artificial ² _____ (intelligent). Advances in facial ³ _____ (recognize) mean computers can lip read more efficiently than humans. They are also getting ⁴ _____ (progress) better at reading human emotions. They can already detect anger, sadness, and joy. Voice-⁵ _____ (active) is proving helpful in many ways, from being able to ask your phone for directions to ordering groceries through your virtual ⁶ _____ (assist). And our computers are getting more ⁷ _____ (talk), too! They don't only answer your questions; they also initiate conversations. It seems they're not the cold, ⁸ _____ (sensitive) machines of yesterday. Who knows – your computer could ⁹ _____ (potential) become your new best friend!

B What new AI developments would you like to see? Complete the thoughts with at least one of the words in parentheses () and your own ideas.

1 In the future, robots ... (undoubtedly / ultimately)

2 Computer-generated speech has the potential to ... (radically / drastically)

3 Health care and medicine will/won't benefit ... (progressively / increasingly)

4 Image recognition could ... (feasibly / markedly)

5 (Open-minded / Narrow-minded) people might just ...

6 AI could even help (aloof / antisocial / rigid / self-centered) people ...

2 GRAMMAR

A Circle the correct options to complete the article about life in the future.

Want to know what the future holds? Ask a sci-fi fan! They ¹ *will / do* always give you the most imaginative answers. Here are five of their craziest predictions:

- › You'll ² *be checking / have checked* your email on your contact lenses.
- › Scientists will ³ *be finding / have found* a way to clone dinosaurs.
- › Movies will ⁴ *be using / have used* only computer-generated images instead of actors – and these fake actors will ⁵ *be winning / have won* all the awards at the Oscars!
- › Doctors will ⁶ *be using / have used* bathroom mirrors to diagnose medical conditions using high-definition cameras and special operating systems.
- › We ⁷ *probably won't / won't probably* have robot butlers, but AI ⁸ *will eventually replace / will replace eventually* most of the gadgets we use now.

Which of these predictions do you think ⁹ *are definitely going to / are going to definitely* come true, and which are only for the movies?

B **PAIR WORK** Look at the question at the end of the article in exercise 2A. How would you answer it? Think of three more crazy predictions for the future. Use the topics in the box to help you.

education food houses pets sports transportation vacations

3 VOCABULARY

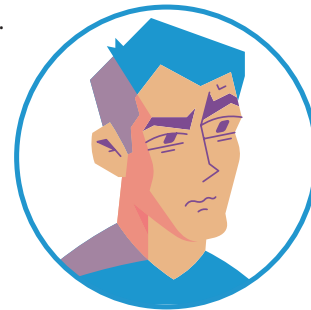
A Complete the survey results with the correct form of the words in the box.

defensive dismiss flustered harmless look mess presume put

What ruins your day?

We asked readers to share their thoughts. Here's what they said ...

- 1 People who act all superior and _____ down on you for no reason.
- 2 When you make a suggestion and your boss just _____ it without even considering it.
- 3 When you try to make a _____ joke but someone gets offended by it. Then you feel _____ and try to explain, but that just makes it worse.
- 4 When you're in a quiet place and drop something and everybody turns to look at what made that noise, and they realize it was you, and you get _____ and drop something else, and all you want to do is crawl under a rock!
- 5 When people _____ you don't know what you're talking about just because you're young, but actually you know more than they do!
- 6 Roommates who _____ around with my stuff. They should keep their hands to themselves!
- 7 Noisy neighbors – they're the worst! Why should I have to _____ up with their loud music all night!



B **PAIR WORK** Do you identify with any of the complaints above? Think of more things that can ruin your day and explain them. Use vocabulary from Units 1 to 3 if you can.

4 GRAMMAR

A Complete the sentences with *had, could, might, should, or would*. Use contractions where possible.

I knew there was something wrong when my boss started staying late at the office. He ¹ _____ normally be the first to leave, and sometimes he ² _____ not even come in at all. One night, I stayed late, too. I told him I ³ _____ help him finish our paperwork. At eight o'clock, a man showed up and went into my boss's office and closed the door. I know I ⁴ _____ n't have done it, but I pressed my ear to the door and listened to their conversation. They were arguing. I guess it ⁵ _____ have been about something totally innocent, but it didn't sound like it. Then I heard the man pick up a chair and let out an angry growl! I ⁶ _____ have knocked, but I rejected that idea and just ran into the room and pushed the man down. You ⁷ _____ have done the same if it ⁸ _____ been you! But I soon learned that I ⁹ _____ n't interpreted things correctly. My boss and his friend were rehearsing for a play. If only I ¹⁰ _____ minded my own business!

B What would you have done in the same situation? How do you think the situation could have been avoided? Use modals to write three sentences about alternate scenarios in the past.

3 VOCABULARY

A Read the instructions aloud. Ask a volunteer to read the words in the box aloud. Ss do the task individually.

- Check answers with the class.

Answers

1 look 2 dismisses 3 harmless, defensive 4 flustered
5 presume 6 mess 7 put

B **PAIR WORK** Read the instructions aloud. Individually, Ss choose one or two complaints from exercise 3A that they most identify with and then think of two or three additional things that can ruin their day. Encourage them to make notes of their responses and use vocabulary from Units 1 to 3.

- Pairs discuss their ideas about what ruins their day.
- Ask volunteers to share one of their complaints and write it on the board. Discuss as a class if there are any solutions to each problem so that the day isn't ruined!

4 GRAMMAR

A Read the instructions aloud. Ss complete the sentences individually. If they need help, refer them to **Uses of would** and **Variations on past unreal conditionals** on pages 130 and 131.

- Check answers with the class.

Answers

1 would 2 would 3 could/would/should 4 should
5 might/could 6 should 7 would 8 had 9 had
10 had

B Ss think of their own reaction to the situation in exercise 4A and write three sentences with past modals.

- Ss share their sentences with a partner.
- Ss share their partners' responses with the class.

CLOSE UP

4



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Using the board

In this unit, we'll look at how we can use the board to **focus student attention and create interest**. By inviting students to come up and add their ideas or comments to the board, a teacher can signal that their contribution is important. Of course, if other students disagree or have something to add to those comments, further discussion can also be generated. It is not just stronger students that should be invited to the board. Teachers can also **encourage less-confident students to participate** in some board-work activities.

Focusing student attention and creating interest (Activity 1): Ss predict the content of a text on the human eye. Try this in lesson 4.2.

Encouraging less-confident students to participate (Activity 2): Ss add information and amend board work. Try this in lesson 4.3.

To find out more, read "Using the board" from *Classroom Management Techniques* by Jim Scrivener, pp. 251–257.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *Close up* on the board. Ask several volunteers to say the phrase aloud. Some may pronounce *close* as /kloʊz/, and some may pronounce it as /kloʊs/. Model the two pronunciations. Explain that /kloʊz/ is a verb that means the opposite of *open* but that it is not the form used in the unit title. Say that /kloʊs/ is an adjective or adverb that means *near*, and it is the form intended in the title. Ask: *What do you see when you look at something close up?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Ask a volunteer to read the adjectives aloud. Then check understanding by asking Ss to use each adjective in a sentence, either aloud or written on the board. If necessary, allow Ss to look up the definitions in a dictionary or on their smartphones.
- Give Ss time to think of their answers to the questions individually. Discourage them from looking at the answer at the bottom of the page. (Answer: the inside of a guitar)
- In pairs, Ss take turns giving their opinion about the picture using these adjectives or other words. Then they guess what is in the picture. After they have guessed, Ss can check the answer at the bottom of the page.
- Ss share their partners' comments on the picture with the class.

VOCABULARY SUPPORT

elegant: attractive and well designed

impressive: making you feel admiration because something is large, good, skillful, etc.

modern: of the present time or recent times

striking: very attractive, often in an unusual way

stunning: extremely attractive or impressive

unusual: different from other similar things and therefore interesting and attractive

weird: very strange or unusual and difficult to explain

B Read the instructions aloud. Explain that another way to say the expression would be: "You can't see the forest because of the trees." Ask a volunteer to explain the expression. (You are so focused on the parts of something that you can't see the whole thing.)

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have had a similar experience to Audrey's.

EXPERT SPEAKER

Audrey Yes, well actually it's a interesting question because through my work, I do a lot of events, a lot of street art events, you know, against slavery. And every day I basically have to think about all the details, but every day I also have to pull back and think about the big pictures and not be caught only in the details. Because what people remember after is the big picture and the inspiration they got.

- discuss the value of changing perspective

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Direct Ss' attention to the lesson title. Ask: *Have you ever looked at something under a microscope? What was it? Were you surprised by how it looked?* Elicit that *micro* means "very small."

A 1.30 **Do the task** Read the instructions aloud.

- Ask a volunteer to say what *microphotography* is.
- Allow Ss time to look at the pictures and write down their guesses for what they show.
- Play the audio as Ss follow along reading the program. Tell Ss that they will hear and read words used in the program in the next section.
- Ss check answers with a partner.
- Check answers with the class. Assess by a show of hands if Ss guessed correctly for each picture.

Answers

Microphotography refers to taking pictures of things that have been magnified to an extreme.
A dust B pollen C sand

B 1.30 **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Check Ss' understanding of *practical* (fitting the needs of a particular situation in a helpful way).

- Play the audio again. Challenge Ss to listen for the answers without reading along with the text. Give Ss time to think of their own answers.
- Check answers with the class.

Answers

It allows doctors to study viruses and marine biologists to track the growth of microplastics in the ocean.

2 VOCABULARY: Describing things

- **Introduce the vocabulary** Bring in a photo of a pyramid or ask Ss to imagine what the Great Pyramid of Giza looks like. Ask: *How many words can you think of to describe its size? Its shape? Its other qualities?* (large, huge, massive; pyramid, triangular, pointy; ancient, famous, brown; etc.)



A 1.31 **Do the task** Read the instructions aloud. Ask volunteers to take turns reading the words aloud.

- Have Ss complete the activity individually.
- Play the audio for Ss to check their answers.

Answers

size: miniature, mammoth

shape: circular, spiral, cylindrical, ridged, stringy

quality: multicolored, elaborate, flaky, filthy, delicate

- **OPTIONAL ACTIVITY** Allow Ss to use their phones to find examples of the underlined words in context.

B Direct Ss to page 144 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Ask volunteers to read the example conversation aloud. Allow Ss time to think about their descriptions.
- Ss complete the activity in pairs.
 - Have pairs share their descriptions and correct guesses with the class.

HOMEWORK IDEAS

Challenge Ss to write sentences that use each of the words in exercise 2A. Ss bring their sentences to the next class and share them with a partner. Circulate and monitor for correct usage as needed.

3 GRAMMAR: *Quantifiers and prepositions in relative clauses*

- A **Introduce the grammar** Books closed. Review relative clauses. Write on the board: *My favorite restaurant, which is on Main Street, is closed today. The pasta special that they serve on Mondays is always delicious.* Ask Ss to identify the relative clauses (which is on Main Street; that they serve on Mondays). Say: *A relative clause has a subject and verb but can't stand alone as a sentence. It functions like an adjective because it gives more information about a noun or a sentence.*
- Write a three-column chart on the board with the headings *quantifiers*, *prepositions*, and *relative pronouns*. Ask volunteers to give examples of each and write them on the board.
 - Draw Ss' attention to the first example sentence in the grammar box. Ask them to identify the quantifier (*most*), the preposition (*of*), and the relative pronoun (*which*). Ask volunteers to give their own examples of a quantifier and preposition in a relative clause.
 - **Do the task** Give Ss time to read the information in the grammar box silently to themselves.
 - Ss do the task individually.
 - Check answers with the class.

Answers

1 each/many 2 many/each 3 whom 4 things
5 after

- B Direct Ss to page 132 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

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

- Ss correct the sentences individually.
- Ss check their answers in pairs, then discuss if any of the sentences are true for them.
- Ss share their partners' responses with the class

Answers

1 many of *whom* 2 most of *which* 3 which I listen to
4 whom/who I know very little about

4 SPEAKING

- A **GROUP WORK** Give Ss time to look at the close-ups and take notes on their ideas.

- Ss share their guesses in groups of three or four.
- Groups share their ideas with the class before checking answers at the bottom of page 42.

Answers

A a slice of kiwi B salmon scales
C human red blood cells D Velcro fastener

- B Read the questions aloud. Check Ss' understanding of *bizarre* (strange or very unusual).

- Ask a volunteer to read the model sentence. Point out how it uses a relative clause with a quantifier. Encourage Ss to do the same in their discussions.
- Give Ss time to think about their own answers.
- Ss discuss their ideas in pairs or small groups.
- Volunteers share their ideas with the class.

HOMEWORK IDEAS

Ss search for two other examples of microphotography in magazines or online. They write sentences describing them and use the grammar and vocabulary they have learned in this lesson. Ss bring the photos and their descriptions to the next class. (Remind Ss they can bookmark websites on their smartphone or a computer and show them to the class.)

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

LESSON OBJECTIVE

- talk about how eyes function in humans and animals

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write on the board: *Eyes are the windows to the soul.* Ask a volunteer to explain what this saying means. (You can learn a lot about a person by looking in their eyes.) Ask: *Do you think this is true?* Explain that in the U.S., looking someone in the eye shows respect and honesty, while looking away as you speak to someone shows disinterest or dishonesty. Ask Ss if they know of other cultures' beliefs about looking someone in the eye.

EXTRA ACTIVITY

Ask Ss to think of expressions that are about eyes or use the word eye in their native language. Direct them to try to translate the expressions into English and write them in their notebooks to refer to later in the lesson.

TEACHER DEVELOPMENT
ACTIVITY 1

Focusing student attention and creating interest

- By adding an element of competition into an activity, teachers can generate greater motivation. As an alternative to exercise 1A, put Ss into teams and give each a different colored board pen.
- Tell Ss they are going to read a text about the human eye. First, they have to guess the answers to some questions.
- Ss close their books.
- Write these questions on the board:
 - *The human eye grows as we get older.* T/F
 - *How many times do we blink per minute?*
 - *How many colors can the human eye process?*
 - *The human eye can focus in on more detail than the best camera lens.* T/F
 - *No one has the exact same eyes.* T/F
 - *Blind people dream in gray shades only.* T/F
- Teams discuss answers.
- Invite a S from each team to write their answers next to the questions on the board. (Do not confirm answers.)
- Ss read the text in exercise 1A to find the correct information.
- Refer back to the answers written on the board to decide on the winning team.



A Do the task Read the instructions aloud.

- Give Ss time to read the information silently to themselves.
- Answer any questions about unfamiliar words or expressions before Ss mark the facts with a ✓, !, or ?

B PAIR WORK Read the instructions aloud.

- Partners compare their responses and then work together to research more information about eyes. If doing online research is not possible in the classroom, assign the research for homework.

2 VOCABULARY: Eye idioms and metaphors



A 1.32 PAIR WORK Give Ss time to read the expressions silently to themselves.

- Play the audio and direct Ss to repeat the expressions.
- Ss work in pairs to identify the expressions that are used in the article in exercise 1A and figure out the meaning of each expression. Remind them to use context to figure out the meaning of the expressions in the article and make their best guesses about the meanings of the others.
- Check answers with the class.

Answers

in the blink of an eye, in their (your) mind's eye



MIXED ABILITY

Work with weaker Ss in a group to figure out the meaning of each expression. Suggest that they make flash cards by drawing simple pictures that illustrate each expression on one side and the expression on the other.

B Direct Ss to page 144 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C GROUP WORK Ss discuss the questions in groups of three or four. Circulate and help as needed. As you listen to Ss' discussions, make sure they understand the expressions from exercise 2A.

- Ask volunteers to share answers and the situations they came up with for using the expressions with the class.
- Ask volunteers to share idioms and metaphors from their language(s) and write them on the board. Write an English translation under each of them.

3 GRAMMAR: Noun clauses with question words

- **Introduce the grammar** Books closed. Remind Ss that a noun clause is a group of words that acts as one noun. Say: *A noun clause cannot be on its own. It is always a part of a longer sentence.* Tell Ss that they will be learning ways to use noun clauses in a sentence.

A Do the task Give Ss time to read the information in the grammar box. Alternatively, ask for volunteers to take turns reading the sentences aloud.

- Ss do the task individually.
- Check answers with the class.
- Read the **Accuracy check** box aloud. Write this sentence on the board: *This is how do you write a sentence with a noun clause.* Ask a volunteer to come to the board to correct the sentence.

Answers

Question words: what, how, what, who
1 what 2 who 3 how 4 subject 5 prepositions
6 questions 7 statement

B Direct Ss to page 132 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class. For Ss' own categories, challenge them to use question words not used in questions 1–3. Then ask volunteers to write their categories on the board for the class to check.

Answers

1 what 2 how, what 3 why, how
Other possible categories:
where most of my friends live, why it's convenient/
inconvenient
what I like to eat in the morning and how I prepare it
who I like to talk to when I'm upset, who I like to spend time
with on the weekend, etc.

D **PAIR WORK** Read the instructions aloud. Check Ss' understanding of the task by providing two or three example sentences: *The trees across the street from my house are full of white flowers.* (what I can see from the window in my room) *I ride my bike, even if it rains.* (how I get to school every day)

- Ss write their sentences individually, including sentences for the two categories they came up with on their own.
- In pairs, Ss take turns reading their sentences and guessing the category. Remind them not to read the sentences sequentially but instead to scramble them.

4 SPEAKING

A **GROUP WORK** Read the questions aloud.

- Ss discuss the questions in groups of three or four. Circulate and help as needed. As you listen to Ss' discussions, make sure they are using the eye expressions from the questions in their discussions. Monitor for good language usage to give feedback on at the end of the task.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have had a similar experience to Audrey's.

EXPERT SPEAKER

Audrey Well, my parents were not very strict because I think I was a pretty easygoing child, but though they were really teaching me manners. You know, how to behave, how to say hello, how to behave when you are eating and this type of thing. And, for example, with my own children, I see it a little bit differently because we live in the U.S. and expectations are a little bit different.

B Read the instructions aloud.

- Solicit answers from the class.

Answer

cat; It is different from human eyes because the pupil is long and skinny, but a human pupil is round.

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

- discuss problems caused by staring at screens

1 LISTENING

A **PAIR WORK** Books closed. On the board, write *screen time*. Elicit the meaning of the expression. Ask: *Did you have a limit on screen time when you were younger? Do you think it's important for young children to have a limit on screen time? What about adults?*

- Books open. Draw Ss' attention to the lesson title, *Look away!* Ask a volunteer to say how they think the title and picture relates to the lesson topic.
- Read the instructions aloud. Ss discuss the questions in pairs and share their ideas with the class.

B **1.33 Audio script p. T-174 LISTEN FOR MAIN IDEA** Explain that Ss will listen to an ophthalmologist. Read the instructions aloud. Practice pronouncing ophthalmologist (ˌɒfθəl'mæl·əˈdʒɪst) by asking Ss to repeat the word after you.

- Direct Ss to listen to the interview the first time for the main idea and not to concentrate on details.
- Play the audio. Ss do the task individually.
- Check answers with the class.

Answer

c

C **1.33 Audio script p. T-174 LISTEN FOR DETAILS** Draw Ss' attention to the chart and read the column and row headings aloud. Complete the first square together as a class.

- Play the audio again. Give Ss time to write their answers. Play the audio a third time if necessary.
- Check answers with the class.

Suggested answers

	How and why this affects eyesight	Proposed solution(s)
Blinking	We blink less when we watch a screen. This makes our eyes dry.	Blink more, or look away from the screen and focus on something else.
Glare and reflections	It makes our eyes work harder and causes eyestrain.	Angle monitors and use filters to avoid glare and reflections.
Blue light	It can damage the retina.	Wear yellow-tinted glasses.

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

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

TEACHER DEVELOPMENT
ACTIVITY 2**Encouraging less-confident students to participate**
Alternative instructions for exercise 1D

This activity encourages students to contribute to the feedback stage without feeling exposed in front of classmates.

- After Ss complete exercise 1C, allow them to compare notes in pairs. Monitor to assess whether Ss need to hear the recording again.
- Show chart from 1C on the board.
- Nominate three less-confident Ss to come to the board and write one *brief* note in the chart.
- Invite another three Ss to come to the board. Give them different colored pens and ask them to add to the notes.
- Repeat until the chart is as detailed as possible.
- Invite Ss to make any final changes to the chart before discussing the questions in exercise 1D.

2 PRONUNCIATION: Listening for /t/ between vowels

A **1.34** Read the instructions aloud.

- Ask Ss if they can hear the difference in the /t/ sounds. Tell Ss that /t/ is often pronounced more like /d/ when it comes after a stressed vowel and before an unstressed vowel. Elicit examples of words where the /t/ sounds more like a/d/, for example, *better*.
- Have Ss answer the question as a class.

Answer

The underlined /t/ sounds in set a are pronounced more like /d/.

B **1.35 PAIR WORK** In pairs, Ss underline the /t/ sounds that are pronounced more like /d/.

- Play the audio for Ss to check their answers. Then have Ss practice repeating the sentences in pairs.

Answers

1 invited 2 related 3 emitted, digital

C Read the instructions aloud. Check answers as a class.

Answer

The /t/ sound is often pronounced more like /d/ when it comes after a *stressed* vowel and before an *unstressed* vowel.

3 SPEAKING SKILLS

- **Introduce the skill** Write *clarify* on the board. Ask a volunteer to say what it means (to make something clearer or easier to understand). Tell Ss that they will learn expressions that clarify a problem.

A 1.33 **Audio script p. T-174** **PAIR WORK** Read the instructions aloud.

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

Answers

1 closely 2 solution 4 considerably 6 heart 7 bad
9 Looking
/t/ sound that is more like a /d/: 5 matter

B **PAIR WORK** Read the instructions aloud. Volunteers read the words and phrases in the box aloud.

- Ss discuss the meaning of the bold expressions in exercise 3A in pairs.
- Ss work together to match those expressions with the words in the box.
- Check answers with the class.

Answers

1 simple 2 most important information for 3 big effect
4 it's much more complicated 5 reality 6 highlights the basis of 7 necessarily 8 depends on 9 realistically

MIXED ABILITY

Allow weaker Ss to discuss the meanings of the expressions in exercise 3A as a group to make sure they understand the bold words. Then they can do the matching activity on their own.

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

- Pairs work together to write their summaries. To help Ss distribute their work, suggest that one partner summarize the three effects of screens on eyesight and the other partner contribute the proposed solutions for each.
- Put pairs together to give and receive feedback on their summaries.
- Allow pairs time to revise their summaries.
- One S from each pair reads their summary to the class.

4 PRONUNCIATION: Saying the stressed syllable in related words

A 1.36 **Books closed.** Write these sentences on the board. Have Ss pronounce the related words. Point out that sometimes the stressed syllable changes when the part of speech of the related word changes.

He has perfect eyesight. (perfect)

He wants to perfect his grammar. (perfect)

- Books open. Read the instructions aloud.
- Play the audio for Ss to listen to the words. Have Ss repeat the words aloud.

B 1.37 **Read the instructions aloud. Play the audio.** Ss complete the activity individually.

- Check answers as a class.
- Have Ss repeat the words aloud with correct stress.

Answers

1 <u>micro</u> scope	microphot <u>o</u> graphy
2 <u>to</u> magnify	magn <u>i</u> ficent
3 <u>prim</u> ary	prim <u>a</u> riy
4 <u>techni</u> que	techn <u>i</u> cal
5 <u>to</u> substitute	substitu <u>t</u> ion
6 <u>im</u> pact	to im <u>p</u> act

C **PAIR WORK** Read the instructions aloud. Write *primary* and *primarily* on the board and hum the syllable stress pattern of *primary* (HMM-hmm-hmm). Have Ss tell you what word you were humming.

- Ss complete the activity in pairs.
- As an extension, have Ss do the same for the words in exercise 4A.

5 SPEAKING

A **PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the topics aloud.

- Give Ss time to take notes about the connection between these issues and screen time. Then they think of other problems excessive screen use might cause.
- To save time, you can assign one topic to each pair.

B **PAIR WORK** Ss discuss possible solutions to one of the topics in the same pairs and organize them in a chart like the one in exercise 1C.

C **GROUP WORK** Pairs share their solutions with the class. Conduct a class vote to see who had the best solutions to each problem.

MIXED ABILITY

For weaker classes, conduct exercises 5A–5C as a class brainstorming activity. Write their ideas on the board. Conduct a class vote on the best solution for each problem. For stronger classes, direct Ss to role play a podcast interview like the one in audio track 1.33 about the problems in exercise 5A.

- write a personal profile statement for a résumé

1 READING

A **PAIR WORK** **Introduce the task** Check Ss' understanding of *big picture* (seeing a situation as a whole) and *detail-oriented* (seeing the different smaller parts of a situation).

- Read the instructions aloud. Give Ss time to read the quiz question and choose their own answer individually.
- Ss share their answer with a partner and discuss if this shows they are big-picture thinkers or focus more on details.
- Ss read the article individually.
- In pairs, Ss discuss if their ideas were correct.
- Ss share their ideas with the class and explain where they found their answer in the article.

Answers

Big-picture thinking: their mood, whether they make eye contact

Details: their shoes, a coffee stain

 HOMEWORK IDEAS

The article may have several vocabulary words that Ss aren't familiar with. On the board, write a list of important words from the article. (e.g., *mindset, global perspective, motivators, inspirational, strategic, momentum, innovation, phenomena, observant, component, backbone, endanger, diligence, sound basis, complement*). Ask Ss to look up the words in a print or online dictionary and make flashcards with index cards. They write the word on one side, and on the other side is the part of speech, the definition, and an example sentence. Ss can quiz each other in class or use the cards to refer to throughout the lesson.

B **READING FOR MAIN IDEA** **Introduce the task** Ss read for the main idea of the article.

- Ss do the task individually.

Answers

It's tempting to value one mindset over the other, but the truth is that both big-picture and detail-oriented mindsets are necessary to the success of any enterprise.

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

- Ss label each characteristic individually.
- Ss compare their answers in pairs.
- Pairs work together to find the expressions in the article and underline them.
- Check answers with the class. Ask Ss which of the expressions best describes them.

Answers

2 B 3 D 4 D 5 B 6 D

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

- Ss discuss the questions in pairs. Suggest that Ss take notes of their ideas by making a chart like the one below. Circulate and help as needed.

	Big-picture	Detail-oriented
Disadvantages		
Possible careers		

- Ss share their partners' ideas with the class.

**MIXED ABILITY**

Work together with weaker Ss as a group and limit the discussion to question 2. Use a T-chart to help organize the discussion.

2 WRITING

- **Introduce the writing topic** On the board, write *profile*. Ask: *What is in a profile?* (information about a person) *Should you include information about your travel plans or who your friends are in a profile statement?* (no) *Why not?* (Those details are not necessary to show you can do a job.) Ask Ss: *Have you ever written a personal profile statement? What kinds of things do you think an employer wants to know about someone interviewing for a job?* (your skills, your experience, what personality traits are a good fit for the job, your career goals, what makes you unique, etc.) Discuss where profile statements are commonly used (at the beginning of résumés but also on websites such as LinkedIn). Explain that Ss will write their own profile statement for a job application.

A Read the instructions aloud.

- Ss read the profile statements silently to themselves. Alternatively, ask for volunteers to take turns reading the statements aloud while the class follows along.
- Ask Ss to call out unfamiliar vocabulary words and write these on the board. Ss look up the definitions of these words after they have finished reading the profile statements.
- Give Ss time to think of their own answers to the questions.
- Check answers with the class.

Answers

- A business management or marketing, detail-oriented
- B IT (information technology), detail-oriented
- C team management, big picture

B **CREATE COHESION** Read the instructions aloud. Ask Ss to identify the prepositions in the bold phrases. Ask a volunteer to read the model sentences aloud. Allow Ss time to notice how repetitive it looks when they write the full sentences, all starting with “I.”

- Ss write the sentences individually.
- Check answers with the class.

Suggested answers

I have a double major in marketing and business. I am eager ...
 I have more than ten years’ experience. This shows that I have a successful track record.
 I notice even the smallest detail.
 I have worked in many types of companies, from corporations to small dot coms.
 I’m good at finding creative ways to solve problems. I also have an optimistic outlook on life.

C **PAIR WORK** Read the instructions and the Register check aloud. Ask a volunteer to define concise (brief and clear without unnecessary details).

- Ss combine the sentences to make the profile statement more concise.

- In pairs, Ss compare the profile statement they rewrote.
- Ask volunteers to read their concise profile statement aloud. As a class, compare the differences in the ways Ss made each statement more concise.

Suggested answer

As a construction foreman with experience in everything from houses to skyscrapers, my greatest strengths are scheduling, budgeting, and anticipating problems. Because I have a proven ability to bring projects to completion on time and on budget, some of the largest construction firms in the area have entrusted me with their most sensitive projects.

MIXED ABILITY

Work together with weaker Ss as a group to write the profile statement.

WRITE IT

D **PLAN** Read the instructions aloud.

- As a class, brainstorm the possible job responsibilities of an elementary school teacher, a project manager, and a research assistant.
- Discuss the qualities needed for the jobs in the box and how a job candidate might address them.

E Read the instructions aloud.

- Ss choose one of the jobs and write their statements individually. Encourage Ss to write concise sentences by combining ideas where possible.

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

- In pairs, Ss read each other their statements and offer feedback for improvement.
- Circulate and help as needed.

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

- As a class, brainstorm possible job responsibilities for a hotel manager, a medical lab technician, and a youth club coordinator.
- Ss work together to choose one job and write a profile statement.
- Circulate and help as needed.

HOMEWORK IDEAS

Assign the writing of the profile statements in exercises 2E and/or 2G for homework, and ask Ss to bring it to the next class for discussion.

- **Workbook Unit 4.4**

LESSON OBJECTIVE

- create and present an action plan for a project



- **Introduce the task** **Aim:** Introduce the concept of an action plan.
- Books closed. Ask: *Why is a recipe important to make a cake? Why are instructions important to build a bookcase?* (because they tell you the things you need, in what order to use them, and how to use them) Say: *Recipes and building instructions are kinds of action plans for completing a project.* Ask Ss to share the last time they used instructions to do a project.

A **PREPARE** **Aim:** Ss evaluate an event poster.

- Read the instructions aloud. Ss look at the poster and write down their first impressions about the event.
- **PAIR WORK** In pairs, Ss discuss and make a list of the possibilities of what kind of event the poster is for.
- Pairs choose one of their ideas and brainstorm activities for the event. Encourage them to use two or three of the word prompts.

B **DISCUSS** **Aim:** Ss expand their ideas about their event and discuss specific details.

- Read the instructions aloud. Check understanding of *catering* (providing food and drinks for people) and *venue* (a place where an event or a performance happens). Give Ss the option of coming up with two additional categories.
- Direct Ss' attention to the "Discuss" phrases in the **Useful phrases** section. Give example sentences if necessary. Encourage them to use the phrases in their discussions.
- **PAIR WORK** Ss discuss what they need to do to prepare for their event using the categories as a guide.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

C **DECIDE** **Aim:** Ss make their action plan

- Read the instructions aloud. Ask volunteers to take turns reading the steps in the action plan aloud. Check understanding of "prioritize the lists" in step 2.
- Direct Ss' attention to the "Decide" phrases in the **Useful phrases** section. Give example sentences if necessary. Encourage them to incorporate at least one of the phrases in their discussions.
- **GROUP WORK** Pairs tell each other about their event. Ss then work in their group of four on steps 1 through 4. Point out that even if pairs are planning for different events, they should have in common the big-picture planning. Suggest that one or two Ss take notes on each pairs' ideas to help with the group's decision making.
- **PAIR WORK** With big-picture plans settled, Ss then work again with their partners on step 5.

D **PRESENT** **Aim:** Ss present their action plan.

- Read the instructions aloud.

- **WHOLE CLASS** Pairs take turns presenting their action plan to the class. Encourage other Ss to ask follow-up questions after each presentation and to take notes to use in the next activity.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

E **AGREE** **Aim:** Ss talk about what they learned about each other's strengths

- **WHOLE CLASS** Ask volunteers to take turns reading the questions aloud. To organize the discussion for question 1, you may want to write a T-chart on the board with the headings *Big-picture* and *Detail-oriented* and write Ss' names in the appropriate column as they identify what kind of thinker they are. Alternatively, you can write each Ss' name on the board and have Ss call out which strengths they think their classmates possess. Write the strengths next to each Ss' name.
- As a class, discuss each question. Have a class vote on which event seems most interesting. Ask Ss to explain what they like about their choice.

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

PROGRESS CHECK

Direct Ss 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 with your peers.

- 1 For Development Activity 1, you could also ask students to predict the answers and record them in their notebooks. What are the advantages/disadvantages of using the board for a prediction task compared to using a notebook?
- 2 How detailed was the information that the students added to the chart for Development Activity 2? Did most students manage to contribute something? How might you adapt this activity next time?
- 3 Students often want to copy everything that a teacher writes on the board. How can teachers show what is/isn't worth copying?
- 4 In your opinion, is it possible for a teacher to spend too much time "at the board"? Why or why not?

REMOTE

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Word attack

At higher levels of proficiency, students are increasingly likely to encounter sophisticated texts with new or unfamiliar vocabulary. One essential reading/listening skill is knowing when such words can safely be ignored; but there are also occasions when we need to “attack” unknown words, using clues in the text to try and achieve at least a partial understanding.

Word attack 1: Inside-out (Activity 1): Ss learn how they can use “internal” clues (parts of a word itself) to approach the meaning. You will have the opportunity to try this in Lesson 5.1.

Word attack 2: Outside-in (Activity 2): Ss practice using “external” clues (deduction from surrounding text) to help work out meaning. Try this in Lesson 5.4.

You can find more activities for helping students to deal with unfamiliar words in *Developing Reading Skills* by Francoise Grellet, pp.28–42.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *remote* on the board. Ask a volunteer for a definition. Explain to Ss that in this unit, *remote* will have two different but related meanings (1) far away and hard to reach, (2) from a distance. Ask Ss: *What kind of places on Earth tend to be remote?* (deserts, mountains, some islands, etc.)

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit, they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to think of their answers to the questions individually.
- In pairs, Ss take turns sharing their ideas about the place in the picture.
- Ss share their partners' answers with the class.

B Read the instructions aloud.

- Allow time for Ss to make notes of their answers to the questions. Suggest a T-chart with *Challenges* as the head of the left column and *Characteristics* as the head of the right column. Allow Ss to use a dictionary or their smartphones to look up words to help them think about what someone who lived here would be like. Possible adjectives: *tough, resilient, hardy, adaptable, competent, resourceful*.

- Ss share their responses with a partner.
- Ss share their ideas with the class. Draw your own T-chart of the board and write Ss' responses as they call them out. Suggest that Ss add new words to their notes throughout the unit.

C Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with the class. If time allows, search the internet for the stories that Ss share and read aloud or show brief synopses for them.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss Susanne's experiences.

EXPERT SPEAKER

Susanne There is a book called *Robinson Crusoe* where the protagonist is stranded on a deserted island in the Caribbean and has to survive for a couple of years, until he actually manages to escape. There's also the movie *Castaway* with Tom Hanks, which is a very similar situation to Robinson Crusoe.

For the castaways, like Robinson Crusoe and the Tom Hanks character, it's definitely an accident. They are having a very hard time with the isolation. They really get desperate, they miss other humans, they almost—, some of them are almost trying to end their lives because everything is so horrible without other people around them.

- discuss traveling to remote places

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Direct Ss' attention to the unit title. Ask: *What makes a place remote?* (no roads, dangerous animals or terrain, bad weather, etc.) *Why are there fewer remote places in the world now than there were 100 years ago?* (growing and expanding population, better transportation, better communication, developments in technology, etc.)

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

- Allow Ss time to look at the pictures and guess what "Project Remote" is. Ask them to write down their guesses.
- Ss share their ideas with a partner.
- Ss read the article individually. Check if their guess was correct by a show of hands.

Answer

Project Remote is one family's mission to find the most remote places (the places farthest away from human structures) in the United States.

 EXTRA ACTIVITY

Ss write two or three comprehension questions about the article. Then they close their books and take turns asking their questions to a partner. Ss try to answer without looking back at the article.

- B **PAIR WORK** **THINK CRITICALLY** Write the word *mission* on the board. Then, below it, write *wash the dishes* and *rescue people from a flood*. Ask a volunteer which action better describes what a mission is. Ask: *What is a mission?* (an important job or purpose) *Why is washing the dishes not a good example of a mission?* (It is a simple, ordinary task.)

- Read the questions aloud.
- Ss discuss the questions in pairs. Remind them that they can have different opinions than their partners have.
- Ss share their partners' responses with the class.

Suggested answer

Project Remote's mission is to find the most remote places in the country. Project Remote could be beneficial to society because it can show people the negative impact that roads have on the environment. It also encourages people to discover the unspoiled beauty of unpopulated areas near them.



FIND IT

2 VOCABULARY: Describing remote places

**TEACHER DEVELOPMENT
ACTIVITY 1****Word attack 1: Inside-out**

It is often possible to find the meaning of an unknown word (e.g., *ungovernable*) by looking at the parts that make it up: prefix (*un-*), root (*govern*), and suffix (*-able*).

- Write the bold adjectives from the article on the board. Identify and underline the words inside with Ss:

deserted unspoiled immense

nameless scenic (= scene) lush bare hostile

- Then discuss the meaning of the words as a class: *deserted* (possibly like a desert, empty), *unspoiled* (not + destroy + -ed), *nameless* (without a name), *scenic* (like a scene, probably attractive).

- **Introduce the vocabulary** Books closed. Ask Ss to write as many words as they can to describe places in nature.

A **1.38** **Do the task** Read the instructions.

- Ss do the task individually.
- Check answers with the class. Ask Ss if any of the words that Ss brainstormed at the beginning of the lesson match the words from the list or the article.

Suggested answers

1 unspoiled 2 bare 3 immense 4 lush 5 nameless
6 scenic 7 deserted 8 hostile

B **Read the instructions aloud.**

- On the board, write a three-column chart with the headings *Positive*, *Negative*, and *Neutral*. Ask volunteers to write the words in the correct column.

Suggested answers

Positive: abundant, lush, picturesque, scenic, unspoiled

Negative: abandoned, bare, barren, deserted, harsh, hostile

Neutral: anonymous, immense, isolated, nameless, vast

- C Direct Ss to page 145. Teacher's tips for vocabulary exercises are on page T-141.

- D **PAIR WORK** **THINK CRITICALLY** Read the instructions. Ask a volunteer to read the model description aloud.

- Ss share their descriptions with a partner.
- **Workbook Unit 5.1**
- **Worksheets: Grammar 5.1; Vocabulary 5.1**

3 GRAMMAR: Participle phrases in initial position

- A Introduce the grammar** Books closed. Review present and past participles. Write on the board: *Claudio is watching another soccer game. He has already watched three games today.* Ask Ss to identify the present participle (watching) and the past participle (watched). Say: *Participles are forms of a verb.*
- Books open. Check Ss' understanding of the word *initial* (first, beginning).
 - **Do the task** Give Ss time to read the information in the grammar box and the **Accuracy check** box silently to themselves.
 - Point out to Ss that participle phrases in the initial position as adjectives are always set apart by a comma. The independent clause that follows begins with the subject that the phrase refers to.
 - Ss do the task individually.
 - Check answers with the class.

Answers

- 1 don't contain 2 is the same as
3 are different types, any

- B** Direct Ss to page 133 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- C PAIR WORK** Give Ss time to read the information in the **Accuracy check** box silently to themselves. Read the instructions aloud. Ask a volunteer to read the model sentence.
- Ss may be tempted to write sentences with the participle phrase as the subject. For example, *Looking at social media makes me feel connected to friends.* Remind them that the participle phrases in this lesson add extra information about the subject: *Looking at social media, I feel connected to my friends.*
 - Ss use the prompts to write their sentences individually.
 - Pairs discuss their ideas with a partner.
 - Ss share their partners' sentences with the class.
 - Check the correct use of the grammar by asking volunteers to write their sentences on the board. Ask the class to correct the sentences, if necessary.

4 SPEAKING

- A PAIR WORK THINK CRITICALLY** Ask volunteers to take turns reading the questions aloud.
- Ss discuss the questions in pairs.
 - Volunteers share their ideas with the class.

HOMEWORK IDEAS

Ss choose one remote place in the world and research information about it: where it is, how many people live there, the challenges of living there, what food is available, its weather, its culture, and how to get there. Suggest the search term "remote places to live." Ss report on their findings in the next class. To make sure Ss don't research the same places, you can assign a place to each: Ittoqqortoormiit, Greenland; Kerguelen Islands; Pitcairn Island; Tristan da Cunha; Oymyakon, Russia; Chang Tang, Tibet; Barrow (Ukpeagvik), Alaska; Easter Island, Chile; Cape York Peninsula, Australia; Siwa Oasis, Egypt; Villa Las Estrellas, Antarctica; Socotra Island, Yemen; Supai, Arizona, USA; Coober Pedy, Australia; Longyearbyen, Norway; Palmerston, Cook Islands; La Rinconada, Peru; Torshavn, Faroe Islands.

- comment on loneliness and working in remote places

1 LANGUAGE IN CONTEXT

- Introduce the topic** Books closed. Have a class discussion about the feelings associated with being alone. On the board, write the sentence frame: *When I'm alone, I feel _____ because _____*. Ask: *Are you ever completely alone? How does being alone make you feel?* Point to the sentence frame on the board and ask Ss to use it to share their feelings about being alone.

- A  **1.39 Do the task** Give Ss time to look at the picture on page 147 and write notes of their own answers to the questions. Tell them not to read the script of the podcast yet but rather to focus only on the picture.

- Ask volunteers to share their guesses about the setting of the picture and the job that is depicted.
- Play the audio as Ss read along.
- Check understanding of *lookout tower* and any other words unfamiliar to Ss.
- Ss share if their guesses were correct or not.

Answers

The man is looking at a valley, with trees and clouds below him. The job of the fire officer is related to the picture.

MIXED ABILITY

Challenge stronger Ss to listen to the podcast and try to answer the questions without referring to the script in their books. For weaker Ss, direct their attention to the parts of the script that will help them answer the questions.

EXTRA ACTIVITY

Challenge Ss to write three comprehension questions about the podcast and exchange them with a partner to answer.

- B **THINK CRITICALLY** Read the questions aloud. Give Ss time to think about and write down their answers.

- Ss discuss their ideas in pairs.
- Ss share their partners' responses with the class.

Answer

Austin is probably lonely. He says he needs to be with people again and that solitude has had a negative impact on him. (Other answers will vary.)

2 VOCABULARY: Talking about influences

- A  **1.40 PAIR WORK** Review cause and effect. Write on the board: *They canceled the beach picnic. It was raining.* Ask: *Which is the cause and which is the effect?* (Rain is the cause; canceling the picnic is the effect.) Ask volunteers to give their own examples of cause and effect. Tell Ss that the bold words in the script are related to cause and effect.

- Read the instructions aloud. Ask a volunteer to read the words aloud.
- In pairs, Ss draw the chart and fill it in with the correct words.
- Play the audio for Ss to check answers.

Answers

Nouns	Verbs
consequence	force
force	impact
impact	influence
implications	motivate
influence	result in
source	stem from
trigger	trigger

EXTRA ACTIVITY

Ss work individually to write sentences using the words and expressions from exercise 1A. Encourage them to write about two influences and two impacts/implications. Ss then exchange their sentences with a partner to check. Ask volunteers to share some of their sentences with the class.

- B Direct Ss to page 145 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the model sentences aloud. You may want to suggest to Ss to refrain from discussing problems that are too personal.

- Ss discuss their problems and explanations in pairs. Remind them to use the words and expressions from exercise 2A.
- Ask volunteers to share their partners' responses with the class.

3 GRAMMAR: Reduced relative clauses

- **Introduce the grammar** Books closed. On the board, write: *She lives in the red house that has pretty flowers in the yard.* Ask a volunteer to identify the relative pronoun (*that*) and clause (*that has pretty flowers in the yard*). Underline the relative clause. Ask: *What does a relative clause do?* (gives more information about a noun or a sentence) *Does it make sense on its own?* (no)

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

- Ss do the task individually.
- Check answers with the class.

Answers

1 who 2 relative pronoun

B Direct Ss to page 133 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions aloud. Draw Ss' attention to the example in item 1 and point out how the two sentences were combined. Ask: *Why are the words who are crossed out?* (The verb phrase starts with *be*, and the relative pronoun and verb can be omitted.)

- Ss work individually to combine the sentences and reduce the relative clauses.
- Ss compare their sentences in pairs.
- Ask three volunteers to write one of their final sentences on the board for the class to check answers. Assign each S one of the items from 2 to 4.

Answers

- 2 Students ~~who are~~ enrolled in the distance learning programs often have to attend class via a conferencing app.
- 3 Some people ~~who are~~ willing to work in solitude for long periods are hard to find.
- 4 Language learning, ~~which is~~ known to be easier for children, is a common retirement goal for adults.

MIXED ABILITY

Work with weaker Ss as a group to combine the sentences and cross out the two words. Challenge stronger Ss to write two more sets of sentences, exchange them with a partner, and combine them with reduced relative clauses.

4 SPEAKING

A GROUP WORK THINK CRITICALLY Read the questions and the list of jobs aloud. Ask a volunteer to read the incomplete model sentence aloud. Review the difference between loneliness (the state of feeling alone and disconnected from others) and solitude (the situation of being alone without other people near).

- Arrange Ss in groups of three or four to discuss the jobs. Suggest that Ss annotate their lists with points raised during the group discussion. They can use the notes later when they report to the class.
- As Ss discuss, monitor for good usage of the vocabulary and grammar (reduced relative clauses) covered in this lesson.
- Ss within each group take turns reporting to the class their discussions about the degrees of loneliness and solitude for each of the jobs.

B PAIR WORK Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss share their partners' ideas with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, then discuss if they feel the same way as Susanne.

EXPERT SPEAKER

Susanne Professions that I can think of that are working by themselves would be writers and also scientists. I think that they work alone out of necessity and of choice. It could be both, but they are probably being more productive if they are by themselves and they can concentrate better.

For me, it would probably not be a perfect profession because I would feel very lonely, and I like for every day to be different. So if I had to sit down all day and write a book, I don't think it would be for me.

- **Workbook Unit 5.2**
- **Worksheets: Grammar 5.2; Vocabulary 5.2; Speaking 5**

1 LISTENING

A  **1.41 Audio script p. T-175** **PAIR WORK** **Introduce the task** Books closed. Write *working remotely* on the board. Say: *Remember we learned two meanings for remote in lesson 1: (1) far away and hard to reach and (2) from a distance. Ask: Which meaning is intended in the phrase working remotely? (from a distance)*

- Books open. Elicit the meaning of *pros* and *cons*. Read the questions aloud. Ss look at the pictures and discuss the questions in pairs.
- Ss share their ideas with the class. Write some of the Ss' ideas about the pros and cons on the board.
- Play the audio. In pairs, Ss discuss whether the speaker mentioned any of the same pros or cons that Ss thought of.

B  **1.41 Audio script p. T-175** **LISTEN FOR FACTS AND OPINIONS** Ask a volunteer to explain the difference between a fact (something that can be proven true or false) and an opinion (a conclusion reached based on someone's feelings).

- Read the instructions aloud.
- Ss label the excerpts individually.
- Remind Ss to listen to the speaker's tone, or the different way her voice sounds, when she says each of the excerpts.
- Play the audio. Give Ss time to write down any differences in tone that they hear. Play the audio again, if necessary.
- Check answers with the class.

Answers

1 O 2 F 3 O 4 F 5 F 6 O

 MIXED ABILITY

The presentation is long, so you may want to provide weaker Ss with a copy of the audio script (p. T-175) so they can follow along with the audio.

C  **1.41 Audio script p. T-175** **LISTEN FOR ORGANIZATION** Read the questions aloud.

- Play the audio. Ss listen and notice how the text is organized.
- Have Ss share their responses with the class.

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

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

2 PRONUNCIATION: Listening for linking between words

A  **1.42** Books closed. Write on the board:

There is no /w/ opportunity /j/ at all to work at home, so /w/ I'm leaving.

- Say the sentence and point out or elicit the linking phenomena.
- Books open. Read the instructions aloud.
- Play the audio. Have Ss listen and say what linking sounds they hear. Check answers as a class.
- Have Ss repeat the phrases aloud with correct linking.

Answers

The sounds /w/ and /j/ are in phrases a and c.

B  **1.43** **PAIR WORK** Have pairs underline where the linking sounds occur between the words. Then play the audio for Ss to check their answers.

Answers

When a word ends with a consonant sound and the next word starts with a vowel sound, the two words are usually linked together if they are in the same word group. When a word ends with a vowel sound and the next word begins with a vowel sound, there is usually also a linking sound.

C Read the instructions aloud. Have Ss complete the activity individually. Check answers as a class.

Answers

If the first word ends in a vowel where the lips are *spread*, for example /i/, there is a linking sound like /j/.
If the first word ends in a vowel where the lips are *rounded*, for example /u/, there is a linking sound like /w/.
But if the first word ends in /r/, /a/, or /ɜ/, then /j/, /w/, and /r/ link to the next word.

3 SPEAKING SKILLS

- **Introduce the skill** Books closed. Tell Ss to think about the presentation they listened to in exercises 1B and 1C. Ask volunteers to call out any words or phrases that they remember that can be used to talk about cause and effect or influence and impact. Play track 1.41 again, if necessary.

A 1.44 Read the instructions aloud.

- Play the audio. Ss do the task individually.
- Play the audio again for Ss to check answers.
- Ask Ss to read the full answers aloud. Write the sentences on the board, marking the linking sounds.

Answers

- 2 That's why, and so 3 thanks to
4 because of 5 side effect 6 For all the reasons
7 seeing as how
- 1 and we all know
2 thanks to a reduction, their chance of suffering, heart attacks and strokes
3 people have at home
4 And because of the
5 A common side effect of working from home is loneliness.
6 For all the reasons I've presented, regarded as a job
7 As an employee, more power over the

B PAIR WORK Read the instructions and the information in the Register check aloud.

- Ss label the expressions in exercise 3A individually.
- Ss compare their answers with a partner.
- Check answers with the class.

Answers

2 E 3 C 4 C 5 E 6 C 7 C

C PAIR WORK Read the instructions aloud. Ask two volunteers to read the model responses aloud.

- If necessary, provide Ss with other statements for partners to respond to with cause-and-effect expressions: (1) *Working from home should be a choice offered by all companies.* (2) *The number of people who work from home will go back down.* (3) *Working in the same place as others is important for you and your company.* Write these on the board.

4 PRONUNCIATION: Saying tense and lax vowels

A 1.45 Books closed. Write the lax vowels /ɪ/, /e/, /ʊ/, /æ/, and /ʌ/ and tense vowels /i:/, /u:/, /ɑ:/, /ɜ:/, and /ɔ:/ on the board and elicit examples of each.

- Books open. Read the instructions aloud. Play the audio for Ss to listen, mark the vowels as tense (T) or lax (L), and then repeat them. If necessary, have Ss look up the IPA vowel symbols online.

Answers

1 L 2 T 3 T 4 T 5 T 6 L 7 T 8 L

B 1.46 PAIR WORK Have Ss complete the activity.

- Play the audio for Ss to check their answers. Have Ss repeat the words aloud.

Answers

architect	perk
digital	real estate
employee	remote
manager	stress

C PAIR WORK Ss work individually to make their list of words.

- In pairs, Ss quiz each other to see how many lax and tense vowels their partner can correctly identify.

5 SPEAKING

A PAIR WORK THINK CRITICALLY Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

- Give pairs time to choose one of the topics provided or agree on one they both know well. To save time, you can assign one topic to each pair.
- Using expressions to talk about influences, pairs write sentences about their topic to create a mini-presentation.
- Two pairs get together and take turns giving their mini-presentations. Ask the Ss who are listening to the presentations to take notes and suggest ways to improve them.

MIXED ABILITY

Work with weaker Ss as a group. Choose one topic and ask each S to write one factual sentence about the topic. Ss take turns reading their sentences to each other. The group works together to put their sentences into a logical order to create a mini-presentation.

HOMEWORK IDEAS

Ss research their topic at home and share their findings with their partner in the next class. Pairs use their information to create their mini-presentation.

B Pairs take turns giving their mini-presentation to the class. Suggest that Ss take notes to ask follow-up questions after each presentation.

- Monitor for good usage of cause-and-effect expressions and give positive feedback to Ss at the end of the lesson.
- When all the presentations have been given, discuss as a class the most interesting facts from any of the presentations.
- **Workbook Unit 5.3**

1 READING

A PREDICT CONTENT **Introduce the task** Ask Ss to think about the tools that are needed to work remotely. Ask: *How can a company benefit from having employees that work remotely?*

- Read the instructions and choices aloud. Give Ss time to read the title, look at the photo, and make a prediction.
- Ss share their guess with a partner.

B READ FOR MAIN IDEA Read the instructions and summaries aloud. Remind Ss that if they don't understand a word, they should look at the parts of the word and the other words around it, and try to guess the meaning from context.

- Give Ss time to read the article and do the task individually.
- Check the answer with the class.

Answer

b

C READ FOR DETAILS Read the instructions aloud.

- Suggest that Ss underline the cause-and-effect expressions in the article.
- Ss write other cause-and-effect expressions they would use if talking to friends.
- Ss compare their answers in pairs.
- Check answers with the class.

Answers

Paragraph 1: because, alternatives: due to the fact that
Paragraph 3: As a result, alternatives: Because of, Thanks to
Paragraph 4: Thanks to, alternatives: Because of, As a result of
Paragraph 5: Consequently, alternatives: So, As a result
Paragraph 6: thus, alternative: and so
Paragraph 7: owing to, alternatives: because of, thanks to, as a result of
Paragraph 7: due to, alternatives: because of, as a result of

**TEACHER DEVELOPMENT
ACTIVITY 2****Word attack 2: Outside-in**

We can use contextual clues – the overall direction of a text and the surrounding words – to work out possible meanings of unknown words.

- Write eight words and expressions from the article on the board:
staggering (paragraph 2) *overseeing* (3)
seamlessly (4) *set up camp* (6) *declined* (7)
ditching (7) *bottom line* (7) *the bounty* (8)
- Have Ss work alone, find each item in the article, and try to work out its meaning from the surrounding context.
- Ss compare their ideas in pairs or small groups, then discuss as a class.

**EXTRA ACTIVITY**

The article uses several words that Ss may not be familiar with. On the board, write a list of important words from the article (e.g., *open source, gorgeous, show up, staggering, enable, ironically, transparency, compatible, ditching*, etc.). Ask Ss to make flashcards for these words. On one side is the word, and on the other side is the definition, an example sentence, and other forms of the word, when possible. Ss can quiz each other in class or use the cards to refer to throughout the lesson.

D PAIR WORK THINK CRITICALLY Read the questions aloud.

- Ss discuss the questions in pairs. Circulate and help as needed.
- Ss share their partners' ideas with the class.

**HOMEWORK IDEAS**

Ss research another company that employs a lot of remote workers. Suggest that they use the search term "companies with remote employees." Ask them to try to find out why the company lets people work remotely, where the headquarters are located, and what services or products the company offers. Ss present their findings in the next class.

2 WRITING

- **Introduce the writing task** Ask: *Do you ever research companies whose products or services you use? What is important for you to know about a company?* Ask Ss what companies they patronize often and where they find information about the companies' practices. Explain that Ss will write a profile of a company.

A Read the instructions aloud. Check Ss' understanding of *firm* (a company) and *cite* (to mention as an example).

- Ss read the company profile silently to themselves.
- Direct Ss to circle words they don't know. Ask them to use context before looking up the definitions of these words.
- Ss underline the five factors individually.
- Check answers with the class.

Answers

Five main factors they cite for their success:

- 1 hire the right employees
- 2 be proactive about communication
- 3 flexibility around working hours
- 4 manage via technology
- 5 value face time

EXTRA ACTIVITY

Books closed. Write the five main factors of The Company's success on the board. Ask volunteers to provide from memory the details of each factor and why it works. Alternatively, read the descriptions of each factor in random order and have Ss say the factor.

B CREATE COHESION Review participle phrases by asking Ss to give examples. Read the instructions aloud.

- Ss rewrite the sentences individually. Remind them not to look back at the article as they write their sentences.
- Check answers with the class.

Suggested answers

- 1 Having been interested in remote business models for a long time, The Company is now 100% virtual.
- 2 Already accustomed to working remotely, millennials are the key to a good staff.
- 3 Replacing more traditional types of messaging, video chats are now used to hold/for meetings.
- 4 Feeling happy with their own customized schedules, employees tend to work far more efficiently now.



WRITE IT

C PAIR WORK Read the instructions aloud. Put Ss in pairs.

- Partners decide who will be Student A and who will be Student B. Direct Students A to page 157 and Students B to page 159.
- Give Ss time to choose a company and take notes for a summary.
- Check unfamiliar vocab (e.g., *expats*, *brick-and-mortar*, *shipping*) and/or have Ss go online to check definitions
- Ss take turns telling their partner a summary of the company they chose.



MIXED ABILITY

Choose one company and work with a group of weaker Ss to write a summary.

D PLAN Read the instructions aloud.

- Ss work with partners to choose one company and write a profile.

E PAIR WORK In pairs, Ss write their profile.

- Circulate and help as needed. Monitor for good usage of language taught in this unit.

F GROUP WORK Read the instructions aloud.

- Pairs take turns presenting their profiles to another pair.
- One S from each group reports on their group's discussion. Encourage the rest of the class to listen actively and ask questions.
- **Workbook Unit 5.4**

- prepare and present a case for working remotely



- **Introduce the task** **Aim:** Introduce the concept of “making a case” for something.
- Books closed. Draw Ss’ attention to the lesson title. Ask: *What does it mean to “make the case”? (to defend a reason for doing or thinking something)* Say: *This expression comes from law and the courts. A case is all the evidence, arguments, and testimonies about a crime or dispute.* Explain to Ss that they will be making their case about a job that could be done remotely.

A **RESEARCH** **Aim:** Ss read about three different jobs in the same company

- Read the instructions aloud. Ask three volunteers to take turns reading the responsibilities aloud.
- **GROUP WORK** Arrange Ss in groups of three or four. Ss discuss the three jobs and work together to find the meaning of unfamiliar words or expressions. **OPTIONAL ACTIVITY** Allow Ss to use their phones to look up any words they don’t know.



B **Aim:** Ss research and discuss the daily tasks of each job.

- Read the instructions aloud.
- **GROUP WORK** Ss work in their groups to make lists for each job. Allow them to search online, if necessary. To help Ss organize their discussion, suggest that they make a T-chart for each job with the headings *In Office* and *Remote*. They put the tasks in the appropriate column.

C **PREPARE** **Aim:** Ss prepare their arguments.

- Ask volunteers to take turns reading the steps aloud.
- **GROUP WORK** Ss use their discussion in exercise B to decide on which job can be done remotely. Alternatively, to ensure that an argument is made for all three jobs, assign each group one of the jobs to prepare arguments for.
- Suggest that one person per group act as “secretary,” keeping notes on how to present the argument. Suggest that Ss make a numbered list of their arguments and order them for their presentation. Then groups should decide who will present which argument.
- Direct Ss’ attention to the “Prepare” phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their discussions.

D **PRESENT** **Aim:** Ss make their case.

- Read the instructions aloud.
- Direct Ss’ attention to the “Present” phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their presentations.

- **CLASS WORK** Groups take turns presenting their arguments to the class. Encourage all group members to state at least one argument.
- The rest of the class acts as the “executives” and should ask follow-up questions after each presentation.
- To minimize Ss’ anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

E **AGREE** **Aim:** Ss come to a consensus.

- **WHOLE CLASS** Read the instructions aloud.
- Ask: Did any of the presentations change your mind? Were there arguments made that you hadn’t thought of?
- If necessary, conduct a class vote on which job should be based remotely.

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

PROGRESS CHECK

Direct Ss 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 In Development Activity 1, students work out the meanings of words from their component parts. How did they react to this idea? Do they regard it as a helpful strategy that they might use in future? Why or why not?
- 2 Activity 1 is based on the fact that English prefixes (*unspoiled*) and suffixes (*nameless*) have relatively fixed meanings. Which other prefixes and suffixes do you think would be useful for your Ss to understand?
- 3 Development Activity 2 focuses on using clues from “outside” unknown words rather than “inside” them. How willing were students to make deductions from context? How accurate were their deductions? How easy did they find it to explain their reasoning?
- 4 “There’s no need to practice working out meaning from context because you can just look words up in a dictionary.” To what extent do you agree with this statement? Why?

SURPRISE, SURPRISE

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Evaluating lexical range

It's generally agreed that the English language comprises a lot of vocabulary items, and students need to develop good vocabulary knowledge. It's important for understanding what is said or written, but it's also important for productive use. Good lexical range allows students to get their meaning across more efficiently when they speak. For example, in Activity 1 in lesson 6.2, being able to say *she's overworked* is more efficient than saying *she works far too hard*. At the C1 level, students know a lot of words, but they still have plenty more to learn. Also, productive knowledge of vocabulary is more challenging than receptive knowledge. As is the case with grammar, lexical range is often focused on in higher level speaking tests and exams.

How many overs and unders? (Activity 1): Ss try to use as many adjectives as possible with their books closed. You can try this in lesson 6.2.

Cooperative vocabulary (Activity 2): Ss cooperate to create vocabulary lists for speaking. Try this in lesson 6.3.

You can find out more about evaluating students' spoken language by reading *Assessing Speaking* by Sari Luoma, pp. 16–19.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write the word *surprise* on the board. Ask Ss: *When was the last time you were surprised? Do people you know ever surprise you? Is there a TV show you watch that has many surprises?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to study the photo individually and think of their answers to the questions. Elicit from Ss that this is a marriage proposal.
- In pairs, Ss take turns sharing their ideas about the person in the photo who is being surprised.
- Ss share their partners' answers with the class.

B Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner. Encourage them to talk about an unpleasant experience when they were surprised.
- Ss share their responses and any experiences with the class.

C Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they are like João.

EXPERT SPEAKER

João I like to have good surprises, it's true, so I'm more spontaneous. But, at the same time because of work, I tend to have everything planned so I think it's my nature, just to have everything planned.

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Ask: *What is one thing about you that people would be surprised to know or learn?* Lead a brief discussion about Ss' surprising traits and interests. Get the conversation started by sharing something that is surprising about you, e.g.: *I'm a quiet person, but I love heavy metal music. I generally don't like to travel, but I have always wanted to visit Iceland. I prefer to watch funny movies, but sometimes I watch nature documentaries about sharks.*

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

- Direct Ss' attention to the title of the article and the picture. Ask: *What do you think the surprise is in the photo?* (The picture shows a person skydiving, which is one of the surprises arranged by the company.) Then ask them to guess what *Surprise Me!* is.
- Ss share their ideas with a partner.
- Ss read the article and check if their ideas were correct. Check answers with the class. Ask Ss if they had guessed correctly or not.

Answers

Surprise Me! is a business. It provides the service of helping people experience surprises. It arranges surprise gifts of unexpected adventures and gives people advice about creating surprises.

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

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

EXTRA ACTIVITY

Ss imagine that they are hiring *Surprise Me!* to plan a surprise for three people: a family member, a friend, and someone in the class. Give Ss time to think of what kind of surprise they would like to plan for each person and then share their ideas with a partner. Then tell Ss to choose one of their plans to share with the class. Remind them to be prepared to explain why they chose the surprise for that person.

2 VOCABULARY: Using adverbs to add attitude

- **Introduce the vocabulary** Books closed. Ask Ss to write as many adjectives as they can in two minutes that describe a reaction to a surprise. This can be done in pairs or as a class brainstorm if some Ss need more support. Tell them that they will check their lists later in the exercise.
- Ask a volunteer to describe the difference between an adjective and an adverb. Explain that adverbs can be used to modify (describe) an adjective.

A **1.47** **PAIR WORK** Do the task Read the instructions aloud. Ask volunteers to take turns reading the phrases in the box.

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

Answers

2 incredibly helpful 3 visibly shaken 4 genuinely surprised 5 noticeably thrilled

Positive attitude: genuinely (surprised), immensely (popular), incredibly (helpful), noticeably (thrilled), remarkably (calm)

Negative attitude: deeply (anxious), highly (unusual), understandably (upset), utterly (shocked), visibly (shaken)

EXTRA ACTIVITY

Books closed. Write each word from the box separately (not in phrases) and in random order on the board. Point to a word and ask a volunteer to say which word matches it to create an adverb–adjective combination. For an added challenge, write the adjective form of each adverb and ask Ss to change adjectives to adverbs to create correct combinations (e.g., You point to *genuine*. Student says: *genuinely surprised*).

- B Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- C **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the model sentences aloud.
 - Ss do the task in pairs.
 - Ss share their stories with the class. After each one, ask the class to say which adverb–adjective combinations their classmate used.

3 GRAMMAR: Clefts

A Introduce the grammar Books closed. Write *cleft* on the board and ask Ss if they know what it means (split in two). Write on the board: *Susan taught the best class. It was Susan who taught the best class.* Ask: *Do the sentences have the same or different meaning? (same)* Ask: *What is split, or cleft, in the second sentence? (the subject Susan from the verb taught)* *What is the most important information in the second sentence? (that Susan was the person who taught the class)* Explain: *A cleft sentence is split to emphasize what the speaker thinks is the most important detail.*

- **Do the task** Give Ss time to read the sentences in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 emphasis, surprising 2 what, thing, It 3 be

B Direct Ss to page 134 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions aloud and ask a volunteer to read the information in the **Accuracy check box** aloud.

- Ss use the prompts to write their sentences individually. Encourage them to write the first two sentences about someone they know.
- Pairs share their sentences and explain their ideas.
- Ss share their partners' responses with the class. Allow time for the class to ask questions about the partners' ideas.
- Check the correct use of clefts by asking volunteers to write their sentences on the board. Ask the class to correct the sentences, if necessary.

4 SPEAKING

A PAIR WORK Read the instructions aloud. Put Ss in pairs.

- Partners decide who will be Student A and who will be Student B. Direct Students A to page 157 and Students B to page 159.
- Allow Ss time to read their stories independently.
- Ss discuss the stories with their partners and share details about what happened.

B PAIR WORK Ss read the surprises individually. In pairs, they decide whether each surprise would be a good choice for the person they read about (Hannah), and discuss how she might react.

- Ask for volunteers to share their ideas with the class.
- Encourage active listening by directing classmates to offer different opinions or add more information.

C Read the instructions aloud. Ask a S to read the model sentence aloud.

- Ss discuss the questions in pairs or small groups.
- Ss share their partners' responses with the class.
- Have the class decide whose reaction would be the most positive, and whose would be the most negative.

HOMEWORK IDEAS

Ss imagine that they have to plan a surprise party for a friend or family member. Ss conduct research online and try to find good ideas that they can use to plan a surprise party for someone. Ss bring their findings to the next class and discuss with a partner. Alternatively, Ss find stories about elaborate surprise parties and report the details in the next class.

- **Workbook Unit 6.1**
- **Worksheets: Grammar 6.1; Vocabulary 6.1**

- talk about great upsets in sports and other contexts

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write these sentences on the board and underline the word as shown: *Our soccer team beat the biggest school in the district. It was a major surprise.* Check understanding. Then write the word *upset* elsewhere on the board. Elicit the meaning of an *upset* (an unexpected result or situation in a sports competition). Ask for two volunteers to make the substitution on the board (*surprise* = *upset*).

- A  **1.48** **PAIR WORK** **Do the task** Give Ss time to look at the picture and write notes of their own answers to the questions. Tell them not to read the script of the radio program, but rather to focus only on the picture.

- Play the audio as Ss read along.
- Ss share if their guesses were correct or not.

Answers

The sport is hockey. It is talking about the "Miracle on Ice" in which Team USA beat the Soviet Union in the 1980 Winter Olympics.

MIXED ABILITY

Challenge stronger Ss to listen to the radio program and try to answer the questions without referring to the script in their books. For weaker Ss, direct their attention to the places in the script that will help them answer the questions.

2 VOCABULARY: Using the prefixes *under-* and *over-*



FIND IT

- A  **1.49** **PAIR WORK** Read the instructions and the information in the Notice box aloud.

- Ask a volunteer to read the words in the box aloud.
- Ss do the task in pairs.
- Play the audio for Ss to check answers. Play the audio again for Ss to repeat.

Answers

- Words that use the prefix *under-* and *over-*: developed, estimated, paid, priced, rated, worked, whelmed
Words that typically only use the prefix *over-*: confident, crowded
Words used in the radio program: overwhelmed, underrated, overconfident
- whelmed* is never used without a prefix.
- Underdog* is a noun. It describes a person or team that is not expected to win a competition.

- B Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

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

- Ss rewrite the sentences individually. Remind them that they may have to add other words along with the adjectives to make the sentences correct.
- Ss check their answers in pairs and then discuss the statements with their partners.
- Ss share their partners' opinions about the statements with the class.

Answers

- Some people think professional athletes are overpaid. But people underestimate how difficult an athlete's job is and how unsure their future is.
- Athletes usually have months off, but during training and the season, they are overworked. They sometimes feel overwhelmed.
- Of course, some athletes are overconfident. They would say that they are underpaid.



TEACHER DEVELOPMENT ACTIVITY 1

How many overs and unders?

Students are given further practice of adjectives with the *over-* and *under-* prefixes.

- Ss do exercise 2C in pairs followed by feedback on which statements they agreed with most.
- Ask Ss to think of a person they know who has a job.
- Books closed. Tell them to think of as many *over-* and *under-* adjectives as they can that can be used to describe this person and their attitude about their job.
- Don't let Ss write any of the words down.
- In pairs, Ss take turns telling each other about the person they know. The S who is listening writes down all the *over-* and *under-* adjectives their partner uses.
- When both Ss have finished, they count the number they both used. Ask which of the adjectives were most commonly used.



HOMework IDEAS

Ask Ss to research another famous upset in sports or politics. Students will have the opportunity to report on the upset in exercise 4A.

3 GRAMMAR: Question words with -ever

- **Introduce the grammar** Books closed. Write *-ever* on the board. Ask Ss: *Is this a prefix or a suffix?* (a suffix) Ask Ss if they can think of any question words that have *-ever* as a suffix. Ask them to write the words on the board. Explain that they will learn about question words with *-ever*.

A Do the task Give Ss time to read the sentences in the grammar box. Read the information in the Insider English box aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

1 doesn't matter 2 don't know 3 are not

B Direct Ss to page 134 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions and the words in the box aloud. Ask two volunteers to read the model statement.

- Give Ss time to write general statements about upsets.
- Ss share and discuss their statements in pairs.
- Ss share which of their partners' statements they agree with and which they disagree with.

4 SPEAKING

A PAIR WORK Read the instructions aloud. If you assigned the homework research task in exercise 2C, ask Ss to share their findings with a partner. If they haven't done the research task and time allows, Ss can research other famous upsets before sharing them with a partner.

- Ss share their partners' responses with the class.

EXTRA ACTIVITY

Ask Ss to share information about any books, movies, or articles that are about underdogs, whether fiction or nonfiction. Ss take turns summarizing the story to the class. Assign a S to act as secretary and make a list of the titles so that Ss can watch or read the stories if they like.

B PAIR WORK Read the instructions aloud. Put Ss in pairs.

- Partners decide who will be Student A and who will be Student B. Direct Students A to page 158 and Students B to page 159.
- Allow Ss time to read their stories. Answer any questions about unfamiliar words.
- Ss discuss the questions with their partners.
- Ss share their partners' responses with the class.

Answer

What the stories have in common is that, in both cases, no one was cheering for the underdog.

C THINK CRITICALLY Read the questions aloud.

- Ss discuss the questions in pairs or small groups.
- Ss share their partners' responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, then discuss if they agree with João and why.

Suggested answers

- Upsets are often exaggerated by the media because it makes a good news story.
- People often cheer for the underdog because people like surprises. When the underdog wins, that's a really big surprise. People also cheer for the underdog in romantic movies and action movies.
- People might not cheer for the underdog against their favorite team.

EXPERT SPEAKER

João I can think of during Carnival in Brazil when you have the big parade, and each one of the people there, they have their own school to support. Those schools, they are part of the neighborhood. So you're basically part of the neighborhood, and it makes a lot of sense to support your own neighborhood.

- **Workbook Unit 6.2**
- **Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6**

- discuss the differences between local and global brands

1 LISTENING

A Books closed. Write *comeback* on the board. Ask Ss if they know what it means (a success after a time of being less successful). Ask: *Who has comebacks?* (sports stars, celebrities, businesses)

- Books open. Draw Ss' attention to the lesson title. Ask: *How do you think the lesson title relates to the lesson objective?*
- Ss look at the pictures and share their ideas with the class.

Answers

They are pictures of small, independent businesses: a record (vinyl) store, a coffee shop, a bookstore. They are surprising because they are not part of chains, and they sell products that are making a comeback.

B  1.50 Audio script p. T-175 LISTEN FOR MAIN POINTS Explain that Ss will listen to a news feature.

- Ask volunteers to take turns reading the statements.
- Read the information in the **Insider English** box aloud. Encourage Ss to listen for this phrase in the audio.
- Play the audio. Ss do the task individually.
- Check understanding of *artisanal* (made in a traditional way by someone who is skilled with their hands), *tangible* (able to be felt or touched), *nostalgia* (desire for things of the past), and *analog* (not digital).
- Check answers with the class.

Answers

Points b and d

C  1.50 Audio script p. T-175 PAIR WORK LISTEN FOR DETAILS Read the instructions aloud. Ask a volunteer to read the headings in the chart aloud.

- Play the audio. Pause occasionally to give Ss time to take notes in the chart. Play the audio again to allow Ss to check the accuracy of their notes in pairs.
- Review the information with the class.

Suggested answers

Reasons why local businesses succeed	Reasons why certain things are coming back
People are tired of big chains.	People want a tangible object (a book, a record).
Local businesses are more personal and friendly.	An object is something that connects to your memories.
Local businesses interact with customers.	There is a sense of nostalgia for the analog age.

 MIXED ABILITY

The interview is long, so you may want to provide weaker Ss with a copy of the audio script (p. T-175) so they can follow along with the audio.

D PAIR WORK Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

2 PRONUNCIATION: Listening for the pronunciation of foreign words and phrases

A  1.51 Books closed. Ask Ss to think of words they know in English that come from other languages (e.g., *croissant*, *piñata*, *café*). Have Ss use a dictionary to find the English pronunciations if necessary.

- Books open. Read the instructions aloud.
- Play the audio. Ss listen and choose the foreign word. Check the answer as a class.

Answer

The foreign word is "aficionado." The speaker pronounces it with an American accent (not as a Spanish speaker would).



B  1.52 PAIR WORK Read the instructions aloud. Ss complete the activity in pairs.

- Play the audio for Ss to check their answers. Have Ss repeat the words aloud.

Answers

avatar: an image that represents you online or in a computer game, from Sanskrit
bona fide: genuine, from Latin
cappuccino: a type of coffee, from Italian
carte blanche: complete freedom to do something, from French
chaos: total confusion, from Greek
glasnost: openness, from Russian
hoi polloi: ordinary people, from Greek
hurricane: violent wind, from Spanish
ketchup: a type of sauce, from Chinese
maelstrom: a situation in which there is extreme confusion and destruction, from Dutch
schadenfreude: a feeling of satisfaction from somebody else's misfortune, from German
tsunami: a large destructive wave, from Japanese

C Read the instructions aloud. Ss complete the sentence individually. Check the answer as a class.

Answer

When foreign words and phrases are taken into English, they usually *change* their original pronunciation.

3 SPEAKING SKILLS

- **Introduce the skill** Books closed. Write on the board: *Jenny's party is on Friday the 16th and is a surprise party.* Ask volunteers to take turns saying this sentence with emphasis on different words. Tell Ss that adding emphasis is an important speaking skill that helps the listener understand what the speaker thinks are the most important details.
- Review other ways to add emphasis: by including adverb–adjective combinations (p. 54); by using clefts (p. 55). Ask volunteers to give examples or refer them to the relevant pages in their books.

A  **1.50** **Audio script p. T-175** Read the instructions aloud.

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

Answers

1 totally obsessed 2 thing 3 It is 4 Even 5 did think
6 actually 7 What 8 do wonder
Other words/phrases for adding emphasis: actually coming back, immediately obvious, actually surprising, exactly right

B **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the model sentences aloud.

- Ss do the task in pairs.
- As a class, brainstorm features of the business that Ss could address in their discussion (price, decor, type of products, types of service, employees, business hours, etc.). Write them on the board for Ss to refer to.

4 PRONUNCIATION: Saying clefts

A  **1.53** Read the instructions aloud.

- Play the audio for Ss to complete the activity individually. Check answers as a class.

Answers

1 What the digital revolution has taught us // is physical things have value.
2 What they have in common // is that desire for interaction.
3 The thing that's most surprising // is ... small local coffee shops are actually coming back.
4 It is local businesses // they want to support now.

B  **1.54** **PAIR WORK** Books closed. Write an example on the board.

a / they / what / manager / need / is / good
(What they need is a good manager.)

- Books open. Read the instructions aloud. Ss complete the activity individually.
- Play the audio for Ss to check answers.
- Have Ss repeat the sentences in pairs.

- Point out that *It*-clefts typically have a falling intonation at the end of the first word group, but other clefts have rising intonation here.

Answers

1 It was having really low costs that made all the difference.
2 Why the business failed is still a mystery.
3 The thing you need is a good business plan.

C **PAIR WORK** **THINK CRITICALLY** Have Ss complete the cleft sentences with their own ideas. They then compare and discuss in pairs. Monitor and make sure Ss are using appropriate intonation.

5 SPEAKING

A **PAIR WORK** Read the questions aloud. Ask a volunteer to read the model response aloud.

- If helpful, make a list on the board of the international chains and the local businesses in the area.

B **GROUP WORK** **THINK CRITICALLY** Read the questions aloud.

- Arrange Ss in groups of 3 or 4. To help organize the discussion, suggest that each group make a T-chart with the headings *Global Companies*, *Chain Stores* and *Local Businesses* and then write the pros and cons of each type of business in the correct column.
- Ss discuss the questions in their groups.
- One S shares their group's conclusions with the class.



TEACHER DEVELOPMENT ACTIVITY 2

Cooperative vocabulary

Alternative instructions for exercise 5B

Students share their vocabulary knowledge as a way of extending their range.

- Before Ss think of ideas for their discussion, write on the board:

Global companies are sometimes better and cheaper, but the pay is bad.

Global companies can usually offer more choices and lower prices, but they often don't pay their employees very well.

- Ask Ss to compare the sentences.
- Ss work alone and think of what they can say about the topic of the discussion.
- Put Ss in groups and get them to put all their vocabulary from the unit into a list.
- Ss discuss the question and use as much of the vocabulary from their list as possible.

- **Workbook Unit 6.3**

- write a paragraph drawing from multiple sources

1 READING

A Read the questions aloud. Give Ss time to look the photo and think of their own answers.

- Ss share their answers with a partner.

Answers

The toy is called a Jack-in-the-box. You turn the crank on the side, and music plays. Eventually a clown pops out, but you don't know exactly when it will happen. It usually makes you jump. Kids like them because the surprise makes them laugh.

B **PAIR WORK** **PREDICT CONTENT** Read the instructions and the headlines in the box in exercise 1C aloud.

- Ss do the task in pairs.

Answer

The theme is about the phenomenon of being startled.

C **PAIR WORK** **READ FOR MAIN IDEAS** Read the instructions aloud.

- Ss write the headlines individually.
- Ss compare their answers in pairs and discuss any differences.
- Check answers with the class.

Answers

A Startled and viral B An instinct to startle
C Sharing the fear D The simplest "jump scare" ever

EXTRA ACTIVITY

Give Ss a few minutes to underline any words or phrases they don't understand. They read their lists aloud as you write them on the board. Ask if anyone can give the meaning or an example of any of the words or phrases on the board. For those that no one knows, ask for volunteers to look up one each and write example sentences. Ss share their sentences with the class.

D **TAKE NOTES** Read the instructions aloud.

- To help Ss understand what to look for in the articles, write this sentence frame on the board: *Does the article ...* and then write the following phrases as bullet points under it:
 - mention anything funny or amusing?
 - talk about how someone takes advantage of, or exploits, someone's fear?
 - give examples of humans' reactions to fear?
 - give any scientific facts about fear?
- Ss do the task individually.

Answers

The funny side of fear: **Startled and viral (A)** discusses an example of the amusement that others can get from someone's fear. **The simplest "jump scare" ever (D)** refers to how the Jack-in-the-box scares you at first, then your emotions change and you smile and laugh at your own reaction. It's the perfect vehicle for transmitting fear. **Sharing the fear (C)** also refers to how watching a scary movie with others often leads to laughter.

The exploitation of fear: **Startled and viral (A)** talks about a man who is very easily surprised. This has been exploited by his grandson, who makes videos and puts them on YouTube for all to see. **Sharing the fear (C)** also shows how the entertainment industry exploits our enjoyment of fear by making scary movies. Both amusements rely on the startle reflex, explained in **An instinct to startle (B)**.

How humans react to fear: **Sharing the fear (C)** talks about experiencing fear in large groups and in a dark space. It explains how fear is highly contagious and can lead to unexpected reactions like laughter. Even if you should know what's coming, as with the man in **Startled and viral (A)** and the toy in **The simplest "jump scare" ever (D)**, you still react first with fear, then with delight.

The science of fear: **An instinct to startle (B)** discusses the startle reflex, which is a human instinct and can result in jumping to your feet or tensing your muscles when experiencing surprise or fear. **Startled and viral (A)** and **The simplest "jump scare" ever (D)** show how this is true even when it happens repeatedly or you're expecting to be startled immediately.

E **THINK CRITICALLY** Read the questions aloud. Ask two volunteers to read the model conversation aloud.

- Ss do the task in groups of three or four.

2 WRITING

- **Introduce the writing skill** Ask Ss to define *paraphrase* (to express an idea using different words). Explain that Ss will write paragraphs that paraphrase information on each topic in exercise 1D.

A Read the instructions aloud.

- Ss read the paragraph to themselves. Alternatively, ask volunteers to take turns reading one or two sentences aloud while the class follows along.
- Give Ss time to think of their own answers.
- Check answers with the class.

Answers

The writing model is about the topic "The science of fear." It refers to **An instinct to startle (B)** (underlined example), but it doesn't cover everything given there. It also references information in **Startled and viral (A)** (Fear can be prompted by relatively simple events. A sudden noise or movement can startle us ...) and **Sharing the fear (C)** (... and we can even laugh at our reaction.).

B PARAPHRASE Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

Paraphrase: Once the fear has passed, the body relaxes.

An instinct to startle (B) (original): ...when they feel safe again, they relax.

Paraphrase: Fear can be prompted by relatively simple events. A sudden noise or movement can startle us and set off a chain of physical reactions, ...

An instinct to startle (B) (original): Notice what happens when you lay a baby down. They throw out their arms and legs as if to save themselves from falling, ...

Paraphrase: Even though our reactions can vary in intensity and different events can trigger the reaction, the basic physical response is always the same.

An instinct to startle (B) (original): When we sense danger, it puts the body on full physical alert. For some people, this translates into jumping to their feet. For others, it's a simple tensing of the muscles. Basically, the startle reflex is the first step in the "fight or flight" response of all mammals.

WRITE IT

C PLAN Read the instructions aloud.

- Ss work in pairs to review their notes, highlight information, and discuss ways to paraphrase the information.

D Read the instructions aloud. Ss work individually to write their paragraphs.

MIXED ABILITY

Choose one article and work with weaker Ss as a group to write a paragraph.

HOMEWORK IDEAS

Assign exercise 2D for homework. Ss bring their paragraphs to the next class to do exercise 2E.

E PAIR WORK Read the instructions aloud.

- Ss read their partners' paragraphs and offer feedback.
- Ss revise their paragraphs based on their partners' feedback.
- Circulate and help as needed.
- **Workbook Unit 6.4**

TIME TO SPEAK

Planning a surprise

LESSON OBJECTIVE

- prepare a surprise for somebody



- **Introduce the task** **Aim:** Introduce the concept of a planned surprise
- Books closed. Say: *Think of someone you know who loves surprises, either planning them or being surprised themselves. How were their surprises planned? Is it easy or hard to plan a surprise for someone else?* As a class, brainstorm all of the elements that have to be planned for someone to be surprised with a special gift or event. Write Ss' ideas on the board for their reference throughout the lesson.

A **Aim:** Ss discuss pleasant surprises.

- Read the instructions aloud. Ss look at the picture and think about their answers. Tell Ss a gift that would be a pleasant surprise for you.
- **PAIR WORK** In pairs, Ss discuss what they would like the present to be and what pleasant surprises they have experienced.
- Ss share their responses with the class.

B **RESEARCH** **Aim:** Ss research ideas for a pleasant surprise for another pair.

- Read the instructions and the topics aloud. Offer to brainstorm other possible topics as a class.
- Direct Ss' attention to the "Research" phrases in the **Useful phrases** section. Encourage them to use at least one of these phrases in their preparations.
- **PAIR WORK** Ss discuss the topics and then prepare a list of questions to ask the other pair.

C **DECIDE** **Aim:** Ss choose a pleasant surprise to plan.

- Read the instructions aloud. Ask a volunteer to read the model notes aloud. Point out that because they are notes, they have short phrases and abbreviations.
- **GROUP WORK** Pairs take turns interviewing each other. Suggest that both Ss in each pair take notes and then compare them afterward to ensure that all of the details have been recorded accurately.
- Ss plan their surprise for the other pair.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D **PRESENT** **Aim:** Ss present their planned surprise.

- Read the instructions aloud.
- Direct Ss' attention to the "Present" phrases in the **Useful phrases** section. Encourage them to use at least one of these phrases in their presentations.
- **CLASS WORK** Pairs take turns presenting their planned surprises to the class. They should explain why they chose this particular surprise. The intended pair gets the first opportunity to ask questions about the plan.

- Then encourage other Ss to ask follow-up questions and to take notes to use in the next activity.
- The intended pair rates the surprise planned for them on a scale of 1 to 10.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

E **AGREE** **Aim:** Ss talk about each planned surprise.

- **CLASS WORK** Read the instructions aloud. To organize the discussion, draw a chart on the board with rows for each of the planned surprises. Order them from highest-rated to lowest-rated.
 - As Ss discuss the relative success of each plan, write their responses in the chart.
 - Ss share which plan they would like for themselves.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct Ss 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 with your peers.

- 1 Doing Teacher Development Activity 1 with their books closed increases the challenge for learners. Why is it useful to do this occasionally?
- 2 What can you do in future lessons to help students remember new vocabulary for productive use?
- 3 In Teacher Development Activity 2, did students think of similar words and expressions? How much did they teach each other when they put together their group list?
- 4 Activity 2 suggests that students can learn new vocabulary from each other. How aware were they of this by the end of the activity?
- 5 What do students need to do to study vocabulary outside of class? For example, should they have a vocabulary notebook, use special vocabulary learning books, read as much as possible? How should they record new vocabulary? What do they need to note – for example, part of speech, pronunciation, whether a word is formal or informal?

REVIEW 2 (UNITS 4–6)

- **Introduce the review** Before beginning the review, write these two categories on the board: *Grammar* and *Vocabulary*.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much language as they can from the grammar and vocabulary they learned in Units 4 to 6. Groups write words, phrases, and topics for each category.
- Check answers as a class. Encourage Ss to take notes of any words, phrases, or topics that they didn't think of themselves.

EXTRA ACTIVITY

Ss look at their words and phrases and work individually or in pairs to group them into categories by part of speech – *verbs, adjectives, nouns, adverbs* – and by unit theme topics such as words related to a point of view, eye idioms, remote places, etc.

1 VOCABULARY

- A** Read the instructions aloud. Have a volunteer read aloud the words in the word cloud. Ss work individually to complete the paragraph.

- Challenge Ss to attempt to complete the paragraph first by covering the word cloud and trying to recall the vocabulary they learned in the previous three units. Then uncover the cloud to complete the remaining sentences.
- Ss check answers in pairs.
- Check answers as a class.

Answers

1 impact 2 anonymous 3 eye to eye 4 blind
5 elaborate 6 mammoth 7 filthy 8 abandoned
9 source 10 motivated

- B** **PAIR WORK** Read the instructions aloud. Give Ss time to think of their own ideas about working from home.

- Ss discuss their responses in pairs.
- Ss share their partners' answers with the class.

2 GRAMMAR

- A** Read the instructions aloud. Make sure Ss understand the task. Refer them to the **Quantifiers and prepositions in relative clauses** grammar box on page 35 and the **Participle phrases in initial position** grammar box on page 45. Do the first item together as an example.

- Ss work individually to combine the sentences.
- Ss compare answers in pairs.
- Check answers with the class.
- If time allows, challenge Ss to explain why each answer is correct.

Answers

- 1 I have a lot of nice coworkers, many of whom I've known for quite a while.
- 2 I do lots of different tasks at work, each of which requires different skills.
- 3 I receive a lot of emails, the majority of which I don't even read.
- 4 Having worked in restaurants, I know what goes on in those kitchens!
- 5 Living alone, I don't want to work alone, too.
- 6 I was so excited to see my name in the paper, I didn't even notice that it was misspelled.

- B** **PAIR WORK** Read the instructions aloud. Give Ss time to think about which of the ideas in exercise 2A are true for them or for someone they know. Encourage them to write their story first and pay close attention to correct grammar.

- In pairs, Ss tell each other their stories.
- Ss share their stories with the class.

EXTRA ACTIVITY

To check Ss' listening comprehension, ask a volunteer to summarize their partner's story for the class. Continue with other Ss until all stories have been summarized.

3 VOCABULARY

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

- Check answers with the class.

Answers

1 genuinely surprised 2 overconfident 3 lush
4 resulted in 5 underestimated 6 remarkably calm
7 understandably anxious 8 vast 9 overwhelming
10 immensely helpful

EXTRA ACTIVITY

Make photocopies of the story in exercise 3A, enough so that there is one copy for each pair. Cut the story into strips so that each line of the story is one strip of paper. Mix up the paper strips. Give each pair a complete set of paper strips. Ss work in pairs to put the story in the correct order. You can make this into a race if you like. When all Ss have put the lines into the correct order, check answers by having Ss read the story aloud.

B PAIR WORK Read the instructions aloud. Give Ss time to think about stories of people they know who have gotten lost. Encourage them to write their story first and pay close attention to correct grammar.

- In pairs, Ss tell each other their stories. Encourage Ss to ask their partners questions about the details.
- Ss share their stories with the class.

4 GRAMMAR

A Read the instructions aloud. Ss complete the sentences individually. If they need help, refer them to the Clefts grammar box on page 55.

- Check answers with the class.

Answers

1 The thing / What 2 Wherever 3 The thing / What
4 what/whatever 5 The reason 6 However

B PAIR WORK Read the instructions aloud. Ss think of their own responses to the statements in exercise 4A and rewrite the sentences so that they are true for themselves.

- Ss share their sentences with a partner.
- Ss share their partners' response with the class.

ROOTS

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Giving appropriate feedback

In this unit, we'll think about appropriate ways to give feedback to students in advanced classes. Teachers often feel obliged to check and comment on every single answer for activities that students complete, e.g., for grammar tasks, reading comprehension, vocabulary matching. This approach, however, can feel quite predictable and dull for advanced students. It may therefore be more appropriate for **students to direct the feedback session**. Asking students to decide **how much correction they want** for fluency activities also allows them to have some control over the feedback they receive.

Students direct the feedback session (Activity 1): Ss decide which grammar questions require feedback. Try this in lesson 7.1.

Students decide how much correction they want (Activity 2): Ss use numbers to show the correction they require. Try this in lesson 7.2.

To find out more about productive feedback stages, read "Post-task" from *Classroom Management Techniques* by Jim Scrivener, pp. 280–283.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write the word *roots* on the board. Ask Ss: *What has roots?* (trees, plants) *Where do you find roots?* (under the ground) *What is their purpose?* (giving support and providing water and nutrients) Explain to Ss that sometimes we use *roots* to talk about people. Tell them that they will be talking about their roots in this unit.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to study the photo individually and think of their answers to the questions.
- In pairs, Ss take turns sharing their responses to the questions.
- Ss share their partners' answers with the class.

B Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss talk about their families with a partner.
- Ss share information about their families with the class.

C Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss how their family is similar to Andrea's.

EXPERT SPEAKER

Andrea My city is Pereira and that's where my parents and my grandparents come from. It's a small city in the mountains that produces—, it's very big on coffee. Once we came to the United States, a lot of us came when we were really young, so we have moved on to marry people from, like, different backgrounds. So my family here in the United States is very diverse.

LESSON OBJECTIVE

- discuss the growing interest in DNA testing and genealogy

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Ask: *What is genealogy?* (the study of the history of families from past to present) Ask Ss how much they know about their genealogy.

EXTRA ACTIVITY

Ask Ss to draw a family tree with as many family members as they can think of. Then have them share their tree in small groups. Review vocabulary for family members to help Ss talk about their family trees.

VOCABULARY SUPPORT

great-grandmother: a grandparent's mother

great-grandfather: a grandparent's father

great aunt: a grandparent's sister

great uncle: a grandparent's brother

For each generation back, add *great*, e.g., *great-great grandmother*: a grandparent's grandmother.

maternal (grandmother): any family member on the mother's side of the family

paternal (grandmother): any family member on the father's side of the family

A **Do the task** Read the questions and the information in the Notice box aloud.

- Allow Ss time to look at the graphic and think of their answers.
- Ss share their ideas in pairs.

Answers

The graphic shows the results of a DNA ancestry test.

B **Read the instructions aloud.** Direct Ss' attention to the photos of the people. Ask: *What is the name and age of each person? Where do each of them live?*

- Read the **Insider English** box aloud. Ask Ss to look for this phrase in the reading.
- Ss read the article silently to themselves.
- Ss discuss the questions in pairs.
- Ss share answers as a whole class.

Answers

Cristiano's results are shown in the chart in exercise 1A. Cristiano was given the test as a present from his wife. Sabine wanted to find out more about her birth family. Cristiano was surprised by some of the results and became fascinated with genealogy. Sabine realized that the results weren't important, but they helped her appreciate the importance of her adoptive family.

EXTRA ACTIVITY

Ss write three comprehension questions about the article and ask a partner. Challenge Ss to answer the questions from memory before checking the article.

VOCABULARY: Talking about ancestry

- **Introduce the vocabulary** Books closed. Write on the board: *ancestor, genes, hereditary, ethnicity, adopt*. Set a time limit of two minutes and ask Ss to write a definition or an example sentence for each word, if they can. Check Ss' sentences as a class. Help refine Ss understanding of the words as needed.

A **2.02 Do the task** Read the instructions aloud. Ask volunteers to read the words in the chart.

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

Answers

Abstract nouns	Nouns	Verbs	Adjectives
adoption		adopt	adoptive / adopted
ancestry	ancestor		ancestral
ethnicity			ethnic
genealogy	genes		genetic
heritage		inherit	hereditary

B Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK THINK CRITICALLY** Read the questions aloud. You may want to teach Ss the expression *nature vs. nurture*. Explain that it describes a debate about what influences a person's characteristics more: their genetic makeup (*nature*) or the way they are raised (*nurture*). Explain that this is one of the oldest questions in the fields of psychology and anthropology.

- Ss answer the questions in pairs.
- Ss share their ideas with the class.

3 GRAMMAR: Negative and limiting adverbials

A Introduce the grammar Ask Ss to share what they remember about cleft sentences (see p. 55): Clefts emphasize the most important information in a sentence. Remind Ss that the cleft phrase comes at the beginning of a sentence. Explain that Ss will learn about negative and limiting adverbials, which also usually come at the beginning of a sentence and are a way to give a sentence more emphasis.

- **Do the task** Give Ss time to read the sentences in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 Not until 2 Little 3 subject 4 did



TEACHER DEVELOPMENT ACTIVITY 1

Students direct the feedback session

Teachers often check *all* the answers to a task, but sometimes this might not be necessary. Through monitoring student pair work or group work, teachers can get a good idea of which parts of a task require checking and which do not.

- Ss look at the grammar chart on page 67 and do the exercise by themselves.
- Put Ss in groups of three to compare answers. Monitor by listening and observing only to find out which parts of the task the Ss are finding difficult.
- Groups quickly decide which answers they are confident or uncertain about.
- Assign a group reporter to tell you which answers they need help with.
- Rather than confirming the answer yourself, invite other Ss to help.

For example:

S1: We aren't sure about number four. Joe thinks it's Y, but I think it's Z.

T: What does everyone else think?

S2: Our group all thought the answer was Z. That's because ...

B Direct Ss to page 134 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions and the information in the **Accuracy check box** aloud.

- Ss find and correct the mistakes in the sentences individually.
- Ss check their accuracy with a partner and then discuss the additional uses of DNA tests.
- Check the correct use of adverbials by asking volunteers to read their corrected sentences aloud. Ask the class to correct the sentences if necessary.

Answers

- 1 Not only can you find out ... (*additional use*: health/hereditary health issues)
- 2 Only when you subscribe do you get ... (*additional use*: find unknown relatives)
- 3 Little do people realize ... (*additional use*: sharing genetic code/making it available to other organizations)

4 SPEAKING

A **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to read the model sentences aloud.

- Ss share their thoughts on having their DNA tested.
- Ss work in groups of three or four to make a list of questions.



HOMEWORK IDEAS

Ss research genealogy sites online and share their findings with the class. What does the company promise? How much do they charge? Do they make your information public? What other services do they provide? What are some of the frequently asked questions ("FAQs") on their site?

B Ask a volunteer to read the model response aloud.

- Ss take turns sharing their list of questions with the class.
- As Ss present their questions, ask the rest of the class to take notes and ask follow-up questions.
- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

- talk about celebrations in your family and community

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write *celebration* on the board. As a class, brainstorm different kinds of celebrations that Ss take part in or know about from other cultures. Ask: *What do people do during the celebrations you brainstormed?* List activities on the board.

- A  **2.03 Do the task** Give Ss time to look at the pictures and write notes of their own answers to the questions. Tell them not to read the script of the podcast yet, but rather to focus only on the pictures.

- Ss compare their guesses in pairs.
- Play the audio.
- Ss share if their guesses were correct or not.

Answers

The photos depict the celebration of Lunar (Chinese) New Year. Chinese communities use them. Yes, she probably enjoys the occasion because she speaks of it with admiration and a positive tone.

- B  **2.03 PAIR WORK** Read the instructions aloud.
- Play the audio again. Ss read along. Alternatively, challenge Ss by writing the questions on the board and relying only on the audio to answer them.
 - Read the information in the **Insider English** box aloud. Ask students to find this phrase in the script (second paragraph).
 - Check understanding of *waft*, *sweep*, *debt* and any other words unfamiliar to Ss.
 - Ss discuss the questions with a partner.
 - Check answers with the class.

Answers

cleaning the house = sweeping away past bad luck
the color red = brings good luck
envelopes of money = reminding younger generation of debt owed to elders
(Suggested answer:) turkey on Thanksgiving

EXTRA ACTIVITY

Make a copy of the script of the podcast and use a marker to cover up at least ten key words. Then copy this sheet, one for each student in the class. Give Ss one minute to try to fill in the blanks. Then play the audio for them to check answers and fill in any remaining blanks.

2 VOCABULARY: Talking about customs and traditions

- A  **2.04 PAIR WORK** Read the instructions aloud.

- Ss do the task individually.
- Play the audio for Ss to check answers.
- Ss share with a partner examples from their own families for each answer.
- Ss share two or three of their partners' examples with the class.

Answers

1a mark, observe 1b signify, symbolize 1c honor, pay tribute to 1d honor, keep alive, observe 2a practice, rite, ritual 2b festivities 2c significance

- B Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

- C **PAIR WORK THINK CRITICALLY** Read the questions aloud.

- Ss discuss their opinions in pairs.
- Ss share their partners' answers with the class.

HOMEWORK IDEAS

Ask Ss to research one celebration that takes place in another country. Tell them to take notes about the details of the celebration to use in a brief presentation later in the lesson.

3 GRAMMAR: Fronting adverbials

- **Introduce the grammar** Books closed. Write *adverb* on the board. Say: *You know an adverb is a word that modifies a verb, adjective, or another adverb. It often ends in -ly.* Write on the board: *Samuel walked slowly.* Ask: *Which word is the adverb?* (*slowly*) *What word does it modify?* (*walked*) Now write *adverbial* on the board. Say: *Adverbials are words and phrases that modify a verb, adjective, or an adverb.* Write on the board: *Samuel walked through the dark woods with his dying flashlight.* Ask: *What phrase in this sentence is the adverbial that modifies walked?* (*through the dark woods*) Say: *This is an adverbial of movement because it describes a verb that indicates movement.* Explain that Ss will learn more about adverbials of place and movement in this lesson.

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

- Ss do the task individually.
- Check answers with the class.

Answers

1 the front 2 lie, waft

B Direct Ss to page 135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions and the information in the Accuracy check box aloud.

- Give Ss time to rewrite the sentences individually.
- Ss compare their sentences in pairs and then discuss what celebration the sentences are describing.
- Check answers with the class by having volunteers write their sentences on the board.
- Check the answer to the question as a class. Ask Ss to explain their guess.

Answers

- 1 From the kitchen come sounds of laughter and scents of cooking.
- 2 In the oven sits a huge turkey slowly roasting.
- 3 In the dining room wait three generations of the family, ready to eat!
- 4 From the TV in the living room we hear the distant sounds of a football game. [Adverbial is an introductory phrase in this case because the verb (hear) has a direct object (sounds) and does not indicate place or movement].

4 SPEAKING

A GROUP WORK THINK CRITICALLY Read the questions aloud. Ask a volunteer to read the model response aloud.

- Ss discuss the questions in groups of three or four. If necessary, set a time limit for each question.
- Ss share their group's ideas with the class.

EXTRA ACTIVITY

If you assigned the homework research task for exercise 2C, ask Ss to share their findings with their group. If they haven't done the research task and it's possible, allow Ss time to research a celebration before sharing the information with the group.



TEACHER DEVELOPMENT ACTIVITY 2

Students decide how much correction they want Alternative instructions for exercise 4A

For fluency activities, different students will have different requirements – some will be happy to keep talking, and others will want correction. This activity gives students more of a say about the correction they receive.

- Tell Ss the purpose of this speaking activity is to develop fluency. Explain that they can decide whether or not their errors are pointed out.
- Write these statements on the board:

Please correct us on errors we make with:

- 1 vocabulary connected to the topic
- 2 vocabulary in general
- 3 complex grammatical structures
- 4 simple grammatical structures
- 5 pronunciation [sounds, stress, intonation]

- In groups, Ss decide which two types of error (from 1 – 5) they want corrected. They should write the numbers on a piece of paper and place this on their desk for the teacher to see. They can also write 0 if they don't want correction.
- Ss discuss the questions in exercise 4A.
- Monitor and point out errors as appropriate. Invite Ss to self-correct.

B Read the questions aloud.

- Ss discuss the questions in pairs or small groups.
- Ss share their partners' responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they feel the same as Andrea.

EXPERT SPEAKER

Andrea Yeah, absolutely. I treasure the time I spend with my family. We are a big family and we always have fun, and I try to also teach my kids that, you know, this is the time that we get to spend with our loved ones. So we're all very big on that.

- **Workbook Unit 7.2**
- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

- share a story about visiting a place with special significance

1 LISTENING

- A  **2.05 Audio script p. T-176** **Introduce the task**
Books closed. Write *return* on the board. Ask a volunteer to say the meaning of *return* (to go back to a place you were before). Then add *ee* to make the word *returnee* and ask a volunteer to say it, ensuring emphasis on the last syllable. Say: *Some verbs can be made into nouns by adding -ee to the end. This suffix means the person who (is).* Give Ss other examples of words that end in *-ee*, e.g., *addressee* (the person who is addressed), *invitee* (the person who is invited), *trainee* (the person who is trained).

- Books open. Read the instructions aloud. Ss look at the pictures and guess their answers to the questions.
- Play the audio for Ss to check their answers.

Answers

She went to Greece to visit the village that her family came from and meet relatives.

- B  **2.05 Audio script p. T-176** **PAIR WORK** **LISTEN FOR ATTITUDE** Read the questions aloud. Ask: *What helps a listener understand a speaker's attitude? [tone of voice; the words (positive, negative, or neutral) they use]*

- Ss discuss the questions in pairs.
- Play the audio and check answers with the class.

Answers

The way it looked: It made her feel grateful for her heritage.
Meeting relatives: She felt overwhelmed and a little out of place.
The food: It helped her feel at home because it was so familiar.



- C  **2.05 Audio script p. T-176** **PAIR WORK** **DEDUCE MEANING** Read the instructions aloud. Ask a volunteer to read the words and phrases aloud. Ask: *What are context clues? (the words and phrases around a word that help you understand it)*

- Before listening, Ss work in pairs to guess the meanings of the words and phrases.
- Play the audio. Ss write down context clues they hear.
- Working again with partners, Ss write definitions. Ss use a dictionary or their phones to check their answers.

Suggested answers

- 1 What you just said is very true.
- 2 ideal, unrealistically perfect
- 3 a place on the water where boats are kept
- 4 making you feel extremely tired
- 5 hurriedly, and with excitement or confusion
- 6 very near (as far away as you could easily throw a stone)

- D **GROUP WORK** **THINK CRITICALLY** Ask volunteers to take turns reading the questions aloud. Check understanding of *bicultural* (raised with influence from two cultures).

- Pairs join another pair to discuss the questions.
- One S shares their group's responses with the class.

2 PRONUNCIATION: Listening for missing /t/ and /d/ sounds

- A  **2.06** **PAIR WORK** Books closed. Write on the board: *My grandfather looked a lot like me when he was about thirty years old. Say the sentence aloud but do not pronounce the /d/ sound in grandfather or the /t/ sound in about. Ask Ss to identify the missing sounds.*

- Books open. Read the instructions aloud.
- Play the audio. Tell students to listen and circle the /t/ and then /d/ sounds that are pronounced.
- Check answers with the class.

Answers

- 1 I have to admit, it's a little weird as well. It's difficult to put into words.
- 2 Especially visiting my grandparents' village. I mean, they told me so many stories about this village that I'd built this kind of idyllic picture of it in my mind.

- Ss might ask why the /t/ at the end of grandparents' is not dropped. It's not important to go into detailed rules here, but you could explain that /t/ behaves a little bit differently when it is followed by /s/.

- B  **2.07** **PAIR WORK** Read the instructions aloud. Play the audio. Have Ss cross out the /t/ and /d/ sounds that are not pronounced.

- Check answers with the class.

Answers

- 1 Sounds intriguing. Tell us about seeing the place for the first time, your first impressions.
- 2 I think I can understand that. And did you meet your cousins that day?
- 3 That was the best part! It was like being back in my grandmother's kitchen.
- 4 The food and the setting just went together.

- C Read the instructions aloud.

- Check answers with the class.

Answers

When /t/ and /d/ sounds come in the middle of three consonants, including between words, they are often left out.

3 SPEAKING SKILLS

- **Introduce the skills** Explain that Ss are going to learn conversational skills for expressing opinions and responding to other people's stories. Say: *When one person tells a story to another, conversation is more dynamic when the speaker shares how they feel about the events and the listener shows they are interested in what they're hearing.* Ask Ss for sentences they know that express how a speaker feels, e.g.: *It was [so much fun]. I was [really annoyed].* Then ask for sentences that show how a listener is interested in a story, e.g., *Oh, really? That must have been [great]!*

A **PAIR WORK** Read the instructions and the three headings aloud.

- Write the expressions in the chart on the board. One at a time, a volunteer reads each expression.
- Ss work in pairs to determine the headings for each group of expressions.
- Check answers with the class.

Answers

first column: Expressing an opinion
second column: Responding to someone else's story
third column: Commenting on your own story

EXTRA ACTIVITY

Ask: Which /t/ and /d/ sounds should be pronounced in the expressions in the chart? Ask Ss to underline the letters where these sounds are pronounced.

B **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the topics aloud.

- Ss do the task in pairs.
- Circulate and help as needed. Make sure Ss are using the phrases to respond to each other.

4 PRONUNCIATION: Saying diphthongs

A 2.08 Books closed, elicit words with /eɪ/, /aɪ/, /ɔɪ/, /oʊ/, and /aʊ/. For example, This person lives next to you (neighbor, /eɪ/). Point out that diphthongs are "double vowels" in which there is a movement from one vowel to another.

- Books open. Read the instructions aloud.
- Play the audio for Ss to listen and repeat the words.
- Check answers with the class.

Answer

Each underlined item has two sounds.

B 2.09 **PAIR WORK** Demonstrate with an example on the board.

n s d aʊ z (saundz)

- Read the instructions aloud. Have Ss unscramble the sounds to make words and then circle the diphthongs. If needed, have students search online for "American English IPA chart". Do one or more items as a class if they are struggling.
- Play the audio for Ss to check their answers and repeat.
- In pairs, Ss think of a word that uses the diphthong in each item. Allow Ss to use a dictionary to check.

Answers

(Note that circled sounds refers to diphthongs, not stressed syllables.)

- 1 dʒenəreɪʃən generation (rage)
- 2 mauntɪn mountain (count)
- 3 səsaiəti: society (sigh)
- 4 ɪmplɔɪ employer (enjoy)
- 5 greɪpvaɪn grapevine (plate, mine)
- 6 bækgraund background (town)
- 7 fəsineɪtɪŋ fascinating (nation)
- 8 ɔ:ktəbər October (toe)

C **PAIR WORK** Put students in pairs to scramble the sounds of the new words they wrote in exercise 4B. For example, for the word *rage*, Ss would write /eɪ/ /r/ /dʒ/. Pairs then swap words, reorder the sounds, and pronounce the words.

5 SPEAKING

A Read the instructions aloud. Ask a volunteer to read the questions aloud.

- Give Ss time to think of their stories individually. Encourage them to take notes of their responses to each question.

HOMEWORK IDEAS

Assign exercise 5A as homework. Suggest that Ss practice telling their story to a friend or family member or to themselves in a mirror. Tell them to make sure they incorporate the expressions for "commenting on your own story" and "expressing an opinion" from exercise 3A in their story. Ss tell their stories to a partner in the next class.

B **GROUP WORK** Ask two volunteers to read the model conversation aloud.

- Ss tell their stories in groups of three or four. Remind both speakers and listeners to use the expressions in exercise 3A.
- **Workbook Unit 7.3**

- summarize information about a topic

1 READING

A Read the instructions aloud. Direct Ss to look at the infographics and think of their answers to the questions.

- Ss share their answers with a partner.
- Ask Ss to share what they know about dying languages with the class.

Answer

The infographics show the number and distribution of world languages and also how endangered they are.

B **READ FOR MAIN IDEAS** Read the instructions and the main ideas aloud.

- Ss read the texts individually and match the main ideas to each.
- Ask Ss to scan the texts for words and phrases they don't know. Remind Ss of how they used context clues to help them understand unfamiliar words and phrases in lesson 3. Ss can work in pairs to see if context clues can help them understand these words and phrases.
- Ss write titles for each text. Encourage them to be creative, but remind them that the titles should reflect the main ideas.
- Check answers with the class.

Answers

a 2 b 3 c 1
Titles will vary.

C **PAIR WORK** **READ FOR ATTITUDE** Ask a volunteer to explain *bias* (a preference for or prejudice against a person, group, or idea). Read the instructions aloud.

- Give Ss time to review the readings and think about the writers' biases.
- Ss compare their answers in pairs and discuss differences in opinion. Encourage Ss to point to the specific parts of each reading that support their opinions.
- Check answers with the class. Discuss any differences in opinion.

Answer

The writer of text 1 is the most emotionally engaged. The writer uses adjectives such as "compelling"; more emotional and informal language, such as "because of the stubbornness of two old men"; less neutral punctuation, such as exclamation marks.
There is a lot of personal opinion expressed.

 HOMEWORK IDEAS

Ss look at the opinion section of a newspaper – online or in print – and find an article about a topic they are interested in. They bring the article to class or pull it up in a web browser and identify the words and phrases that show the writer's bias. Encourage Ss to choose a topic that is not too controversial and might upset other classmates.

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

- Ss discuss the questions in groups of three or four.
- Ss share their group's ideas and opinions with the class.

 EXTRA ACTIVITY

Ss research one specific minority language and look for answers to these questions: *Where is it spoken? How many people speak it? Is it dying out? Are there any efforts to preserve it? What are they?* Ss share their findings with the class. Some minority languages Ss may want to research are Basque, Cherokee, Scottish Gaelic, Maori, Welsh, Romansh, Frisian languages. Alternatively, Ss can search "endangered language" + "[country name]."

2 WRITING

- **Introduce the writing skill** Review with Ss what a summary is (a brief statement of the main points of an article). Say: *You will write a summary of two articles about the value of writing by hand, using your own words.*

A Read the information in the Register check aloud. Then read the instructions aloud.

- Ss read the summary to themselves. Alternatively, ask volunteers to take turns reading one or two sentences each aloud while the class follows along.
- Check understanding of *oversimplify* (to explain something so simply that it's no longer accurate), *complex* (having many parts that together are hard to understand), *pragmatist* (someone who deals with issues sensibly to match reality), and any other expressions Ss don't know.
- Give Ss time to consider the summary and answer the questions.
- Check answers with the class.

Suggested answers

The main ideas and arguments have been captured, but a lot of details have been left out. It is balanced and doesn't draw on one story more than the others.

B SUMMARIZE ARGUMENTS Read the instructions aloud.

- Elicit the two contrasting ideas from Ss and write them on the board.
- Ss do the task individually.
- Check answers with the class by asking Ss to share their new sentences that use each of the given structures.

Suggested answers

Some (linguists) argue that each language embodies a unique view of the world, but others disagree, saying that when a language dies, it may well be because it is no longer relevant in the world.

While some (linguists) say that each language embodies a unique view of the world, others feel that when a language dies, it may well be because it is no longer relevant in the world.

Many (linguists) claim that each language embodies a unique view of the world. However, others maintain that when a language dies, it may well be because it is no longer relevant in the world.



WRITE IT

C GROUP WORK Read the instructions aloud. Put Ss in groups of three.

- Groups decide who will be Student A, Student B, and Student C.
- Direct Students A to page 157, Students B to page 160, and Students C to page 158.
- Ss read their respective articles. Answer any questions about unfamiliar words. Ss should write down the main points of their texts so that they can summarize it to the rest of their group.
- Ss take turns sharing the key points in their summaries and taking notes on their partners' information.

D PLAN Read the instructions aloud.

- Ss do the task individually. Encourage them to review the model paragraph to help them structure their paragraph.
- Ss share their key points from exercise 2C with their partners and take notes on their partners' information.

E Read the instructions aloud.

- Ss write their paragraphs individually. Circulate and make sure they're using parallel structures and including information from all three texts

F GROUP WORK Read the instructions aloud.

- Ss compare their paragraphs with their group members' paragraphs and offer feedback. Make sure Ss look for instances of bias or personal opinion in each others' paragraphs.
- Circulate and help as needed. Monitor for good usage of language taught in this unit that you can highlight for the class at the end of the lesson.



MIXED ABILITY

Choose one article and work with weaker Ss in a group to write a summary.



HOMEWORK IDEAS

Assign exercise 2E for homework. Ss bring their summaries to the next class to discuss in groups and rewrite as needed.

- **Workbook Unit 7.4**

- present a plan to promote a cultural celebration



- **Introduce the task** **Aim:** Introduce the concept of preserving a custom.
- Books closed. Draw Ss' attention to the lesson title. Ask: *What does it mean to "preserve a custom"? (to keep a tradition going so that it isn't forgotten) Why is it important to preserve cultural traditions? Should all cultural traditions be preserved? Is it OK to change them a little or create new ones?* Explain that Ss will think about ways to preserve a cultural tradition.



A DISCUSS **Aim:** Ss learn about a traditional Thai festival.

- Read the instructions aloud.
- **GROUP WORK** In groups of three or four, Ss discuss what is happening in the photos.
- **OPTIONAL ACTIVITY** Ss use their phones to research what Songkran symbolizes. Alternatively, assign the research for homework and have Ss share their findings. If any Ss are familiar with Songkran, ask them to share what they know about it with the whole class.

B **Aim:** Ss share their experiences with a specific cultural celebration.

- Read the instructions aloud.
- **GROUP WORK** Ss share their experiences with a specific cultural celebration in their groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research information about their celebration that they might not know, e.g., its origins, regional variations, symbolism. Alternatively, assign the research for homework and have Ss share their findings.
- Direct Ss' attention to the "Discuss" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their discussion.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.



C PREPARE **Aim:** Ss prepare an event.

- Read the instructions aloud. Ask volunteers to read the promotional tools aloud.
- **GROUP WORK** Ss refer to their group discussion in exercise B to decide which cultural celebration to plan an event for. Suggest that one person per group act as "secretary," keeping notes on the details of the event.
- Ss decide which promotional tools they will use and assign members to create the content for them.

D PRESENT **Aim:** Ss present their plan for the promotion.

- Read the instructions aloud.
- Ss decide which group member will present each part.
- Direct Ss' attention to the "Present" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their presentations.

- **WHOLE CLASS** Groups take turns presenting their plan to the class.
- Encourage the rest of the class to listen actively and ask follow-up questions after each presentation.
- To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E AGREE **Aim:** Ss come to a consensus.

- **WHOLE CLASS** Read the instructions aloud.
- Conduct two class votes: one to determine which plan is most effective and the second on which event Ss would most like to attend. Ask volunteers to explain why they voted as they did.

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

PROGRESS CHECK

Direct Ss to page 155 to check their progress. Go to page T-153 for Progress Check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 For Development Activity 1, how did your students respond to this approach to giving feedback? Would you use a similar approach for a reading or listening task? Why or why not?
- 2 For some grammar or vocabulary tasks, teachers sometimes simply provide a copy of the answers so that students can self-check. What are the pros and cons of this approach?
- 3 For Development Activity 2, what correction options did your students choose? Did their choices surprise you?
- 4 How might you adapt Development Activity 2? For example, would you add anything to list 1–5? Could students use a different system to indicate their choices?

SHORT

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Critical reading

Students at higher levels will often encounter challenging texts that do not distinguish clearly between facts and opinions or that imply things but do not state them explicitly. Students therefore need to be able to read critically, looking beneath the surface of texts so that they can identify – and perhaps question – writers' beliefs and assumptions.

Facts and opinions (Activity 1): This is a straightforward activity that can be used to encourage Ss to engage critically with any written text. You will have the opportunity to try this in lesson 8.2.

Problems and solutions (Activity 2): This activity raises Ss' awareness of the problem > solution pattern that is implicit in many texts. You can try this in lesson 8.4.

You can find more ideas for developing critical reading skills in Chapter 8 of *Teaching and Developing Reading Skills* by Peter Watkins, pp. 185–200.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write on the board: *attention span* (the amount of time a person can concentrate on something), *instinct* (a reaction to something without thinking), *gut reaction* (a strong belief about something that cannot completely be decided by reasoning). Ask volunteers to define each expression. Ask: *How does the unit title "Short" relate to these words and phrases?* (Some people have a *short attention span*; *instincts* and *gut reactions* are responses that usually happen very quickly, in a short amount of time, with little time for someone to think.)

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to think of and write down their answers to the questions individually.
- In pairs, Ss take turns sharing their ideas.
- Ss share their responses with the class.

B Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their examples with a partner.
- Ss share their partners' examples with the class. For each example, ask whether other Ss agree.

C Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they use the same techniques as Eric.

EXPERT SPEAKER

Eric What I've learned that helps me is just do, like, quicker tasks. Like, doing, completing point A and point B to get to point C. So it's like little tiny milestones to accomplish something, so there is not as like–, you don't see the finish line. You don't focus on the finish line, you just focus on the one step at a time situation.

- discuss distractions and attention spans

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Ask: *What is a myth?* (something that isn't true but is believed by many people) Ask volunteers to share any modern myths they know about (e.g., the Loch Ness Monster; we only use 10% of our brains).

A 2.10 Do the task Read the instructions aloud.

- Allow Ss time to look at the picture and make a prediction about the meaning of the quote.
- Ss share their ideas with a partner.
- Ask volunteers if their prediction about the quote's meaning was correct according to the editorial.

Answer

The quote refers to the belief that an average person cannot focus for more than eight seconds, about the same as a goldfish.

- Read the information in the **Insider English** box aloud. Play the audio. Challenge Ss to listen to the editorial without looking at the audio script.
- Check understanding of the expression *take that* (an interjection said when hitting back at something or someone).

B 2.10 PAIR WORK THINK CRITICALLY Read the instructions aloud.

- Play the audio again. Ss read along silently as they listen. Answer questions about unfamiliar expressions.
- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

Answer

The speaker thinks our powers of concentration must have improved because we all have so many distractions and interruptions to deal with these days, yet we still manage to get things done.

EXTRA ACTIVITY

Ss write three more comprehension questions about the editorial to ask a partner. Challenge Ss to answer the questions from memory before checking answers in the audio script.

2 VOCABULARY: Talking about attention and distraction

- **Introduce the vocabulary** Write *connotation* on the board. Ask Ss to say what it means (an idea suggested by a word in addition to its main meaning). Give a couple of examples (e.g., lots of jewelry gives a connotation of wealth; the word *sofa* gives a connotation of relaxation).

A 2.11 PAIR WORK Do the task Read the instructions. Ask volunteers to take turns reading the bold words in the audio script.

- Ss work individually to complete the chart.
- Play the audio for Ss to check their answers.

Answers

Noun	Verb	Phrase
concentration	concentrate	–
distraction	distract	be / get distracted (by) avoid distraction
focus	focus on	get / stay focused (on) lose focus
interruption	interrupt	be / get interrupted (by)

- B Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** Read the questions aloud. Ask a volunteer to read the model response aloud. Tell Ss to underline the expressions from exercise 2A that are used in the model.

- Ss do the task in pairs.
- Ss share their response with the class. Monitor for usage of the expressions from exercise 2A.

HOMEWORK IDEAS

Ss research the most common distractions by age group and share their findings in the next class. Ask them to determine which of these distractions can be dangerous and how.

3 GRAMMAR: Phrases with *get*

A Present the grammar Books closed. Ask Ss to call out any phrases they know with the word *get*. Write them on the board. Ask Ss to use each phrase in a sentence. Explain to Ss that phrases with *get* are very common in English.

- **Do the task** Read the instructions aloud. Then give Ss time to read the information in the grammar box silently to themselves.
- Remind Ss that the exercise has two steps: (1) choosing the words to complete each rule and (2) matching the rule to one of the sentences in the grammar box.
- Ss do the task individually.
- Check answers with the class.

Answers

- 1 a, Sentence A 2 a, Sentence C 3 b, Sentence D
4 a, Sentence B

B Direct Ss to page 135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions and the information in the Accuracy check box aloud.

- Ss rewrite the sentences individually.
- In pairs, Ss check each other's sentences for accuracy.
- Check answers with the class.

Suggested answers

- 1 I promise to get / have your questions answered by the end of the day.
- 2 He is getting our new offices redecorated by a professional designer.
- 3 The interview got me wondering if I was the right person for the job.
- 4 I am getting very frustrated with this computer program!

4 SPEAKING

A PAIR WORK Read the instructions aloud.

- Allow Ss time to think of and write down their own answers to the questions.
- Ss share their responses with a partner. Ask: *Are the things that distract you and your partner the same or different?*
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have the same distractions as Eric.

EXPERT SPEAKER

Eric So for home, I usually tend to bucket these priorities as you have laundry, cleaning the apartment, grocery shopping, and just relaxing watching TV. Usually how I attack these is that whatever needs to be done at a certain time, I'll see them, but the one thing that would trump all of it is, like, if there's no food in the fridge, I can't do any of the other three. So, you know, you can't clean with an empty stomach is, you know, what I think.

B Read the instructions aloud. Ask a volunteer to read the model experience aloud.

- Ss share their experiences with the class, and share what tasks on their to-do list get done first.
- Volunteers share which tasks on their to-do list never get done.

HOMEWORK IDEAS

Ss research articles on how to get things done and gather advice from successful businesspeople or entrepreneurs on their daily routines or productivity strategies. Ss share their findings in the next class. Alternatively, Ss interview friends and family members about how productive and distracted they have been in the last week. Are people's distractions the same or different? Does anyone have good advice on how to get things done and not get too distracted?

- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.1; Vocabulary 8.1**

- talk about instincts and gut reactions

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write *gut reaction* on the board. As a class, brainstorm different situations when Ss have reacted to or decided something with their “gut” (as opposed to their brains). Have a brief discussion about what kind of situations benefit from a gut reaction and which ones require more thought over a period of time.

A Do the task Give Ss time to review the quote and title, and have them predict what the article is about. Tell them not to read the article yet.

- Ss compare predictions with a partner.
- Ss read the article.
- Check understanding of *hunch* (a feeling or guess without proof that something is true). Answer questions about any other unfamiliar words.
- Ss share if their guesses were correct or not.

Answer

The article is about the book *Blink*, whose author says that we should take our first impressions and gut reactions seriously.



TEACHER DEVELOPMENT ACTIVITY 1

Facts and opinions

In this activity students discuss which parts of a text are simple statements of fact and which are opinions.

- Ss look at the third paragraph of the article again and:
 - 1 underline sentences or parts of sentences that are *facts*.
 - 2 circle sentences or parts of sentences that are *opinions*.
- Ss work alone and then compare their ideas in pairs.
- Write the paragraph on the board and discuss as a class. A possible answer is:

Gladwell refers to this idea as “thin-slicing” – making a big judgment based on a first impression. What he is getting at is our initial instincts – our hunches – have value. As we can all attest, split-second decisions are often more accurate than those we spend hours debating and getting frustrated over. People are often suspicious of this idea at first, but when they see the research, they get blown away by just how reliable a hunch can be.
- Try to reach a consensus. The key is that the Ss engage critically with the text.



B PAIR WORK Read the instructions aloud.

- Ss do the task in pairs. Allow them to use a dictionary or their phone to look up unfamiliar words. Give them the option of underlining the expressions in the article.
- Check answers with the class.

Answers

took one look ... and ... , intuition, split-second decisions, thin-slicing, initial instincts, hunches, first impressions, gut reactions

2 VOCABULARY: Expressions with *get*

A **2.12 PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the questions below the word box aloud.

- Play the audio once for Ss to hear the expressions. Play it again and ask Ss to repeat them.
- Ss discuss the questions in pairs.
- Check answers with the class.

Answers

- 1 get the go-ahead, get something right, get at something, get frustrated, get blown away, get something straight, get accustomed to something
- 2 Answers will vary.
- 3 get accustomed to something, get attached to something, get blown away (become amazed), get complicated, get frustrated, get lost



EXTRA ACTIVITY

Challenge Ss to write a paragraph that uses as many of the expressions in the box as they can. Ss share their paragraphs with the class.

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

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

3 GRAMMAR: Phrases with *as*

- **Introduce the grammar** Books closed. Write *as* on the board. Tell Ss that, in English, *as* is used in many ways and in many parts of speech. Ask volunteers to share any expressions they know that use the word *as*. Explain that Ss will learn about some uses of *as* in this lesson.

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

- Ss do the task individually.
- Check answers with the class.

Answers

- 1 statement, evidence 2 passive 3 imagine
4 illustrate

B **Direct Ss to page 136 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**

C **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the model summary aloud.

- Put Ss in pairs. Give them time to work together to write their summarizing sentences.
- Check answers with the class by having volunteer pairs write their sentences on the board.

Sample answers

As the experts point out, our attention span is getting eaten away by modern technology and its distractions.
As Dr. Gemma Briggs mentions, it's impossible to prove that a person's attention span is only eight seconds.



MIXED ABILITY

Help weaker Ss point out the parts of the transcript on page 76 that can be summarized.

4 SPEAKING

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

- Ss discuss the idea of gut reactions in pairs. Encourage them to think of contexts when their instincts are right and times when they're wrong.
- Ss share their partners' responses with the class.

B **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ask two volunteers to read the model conversation aloud.

- First encourage Ss to settle on what makes a big decision by brainstorming examples as a class. Then Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.
- Write different big decisions on the board. These can be ideas you brainstormed earlier or new contexts, but be sure to include the following: buying a car, choosing where to live, getting married, accepting a job, having children. As a class, discuss the best process for each kind of decision. Ask volunteers to share the best advice they ever received about how to make a big decision.
- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.2; Vocabulary 8.2; Speaking 8**

- describe the best features and selling points of apps

1 LISTENING

A **PAIR WORK** Books closed. Write *selling point* and *app* on the board. Ask Ss to guess the meaning of *selling point* (a feature of a product that makes customers want to buy it). Ask: *What are the typical selling points of some of the apps you buy?* Then ask Ss to share what apps they use and what they use them for.

- Books open. Read the instructions aloud. Ss look at the app and discuss the question with a partner. Encourage Ss to write down their ideas to refer to later.

B **2.13 Audio script p. T-176 LISTEN FOR MAIN POINTS** Read the instructions and the information in the **Insider English** box aloud.

- Play the audio for Ss to check their answers from exercise 1A.
- Check answers with the class. Tell Ss to raise their hands if they guessed the aim of the app correctly.

Answers

The aim of the Focus app is to make users stay more focused (on track) and work more efficiently because it helps you block online distractions. It works by allowing users to set up blocks, allocate a time limit, or block the entire internet.

C **2.13 Audio script p. T-176 LISTEN FOR DETAILS** Read the instructions aloud

- Play the audio again. Tell Ss to listen this time for any unfamiliar words they hear and raise their hands. Pause the audio and look up meanings in a dictionary or online as a class. Some of these words might include *enables, exert, allocate, customizable, disciplined, algorithm, iteration, procrastinator*.
- Draw Ss' attention to the chart and ask a volunteer to read the topics aloud.
- Play the audio again. Ss listen carefully and complete the chart.

Answers

A website blacklist: sites that the user wants to block because they are too distracting (e.g., social media sites)

The purpose of "locked mode": to block all the distractions that you stipulate. You have to turn off and turn back on the device to get back online again, thus making it more difficult to access the distractions.

Target market: freelancers and students who are more easily distracted because they don't have a boss supervising them

The latest update: will include algorithms that will be able to detect the sites where the user wastes the most time and lock them down automatically during a preset time period

MIXED ABILITY

For weaker Ss, play the audio in small sections. Pause after Andrea talks about (1) the "blacklist" ("... the time period you set."), (2) the "locked mode" ("... a feature like this."), (3) who the app is aimed at ("... remove the temptation and stay focused."), and (4) the latest update ("... miss out on this great product.").

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

- Ss compare their charts in pairs and discuss the questions.
- Ss share their partners' responses with the class.

2 PRONUNCIATION: Listening for long word groups

A **2.14** Play the audio and ask Ss to say the number of word groups in each extract (one). Point out that word groups tend to be the same as grammatical units (e.g., clauses, verb phrases, noun phrases), so they can be long if the speaker uses complex grammar.

Answer

There is one word group in each extract.

B **2.15 Audio script p. T-177 PAIR WORK** Put Ss into pairs to listen to each word group twice. First, they write down the number of words (contractions count as two words). Second, they write the actual word groups. You may need to replay the recording several times.

Answers

- 1 We felt like that there'd be a lot of demand for it (13 words)
- 2 you physically have to block the sites that distract you the most (12)
- 3 We're aiming to give users all the flexibility they could possibly want (13)
- 4 where you can block the entire internet at the flick of a switch (13)
- 5 so that makes it a pain to get to your distractions (11)
- 6 If you're in an office with a boss looking over your shoulder (13)

C Tell Ss to choose the correct sentence. As an extension activity, have Ss find short word groups in the recording and expand them into longer word groups. For example: *we're working on a new app* → *we're now working on a new English-language studying app for college students*.

Answer

a

3 SPEAKING SKILLS

- **Introduce the skill** Explain to Ss that companies often use persuasive language to convince customers to buy their products.

A  **2.13** **Audio script p. T-176** **PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the phrases aloud.

- Play the audio. Ss work together in pairs to complete the phrases from Andrea and Will's conversation.
- Check answers with the class.

Answers

1 enables 2 whole point 3 bottom line 4 offers
5 goal 6 aiming 7 No other app 8 opportunity
9 miss out 10 all about

B **PAIR WORK** Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

- Ss do the task in pairs, describing apps they know well.
- Circulate and help as needed. Monitor for correct usage of the phrases from exercise 3A in their conversations.

MIXED ABILITY

For weaker Ss, suggest that they write out what they want to say about their app first before speaking with their partners. Additionally, brainstorm general follow-up questions with the class that Ss can ask. Write them on the board for Ss to refer to.

4 PRONUNCIATION: Saying primary and secondary word stress

A  **2.16** Books closed. Write *pronunciation* on the board with the primary and secondary stress marked. (The secondary stress is on *nun*.) Point out that longer words often have primary (main) stress and a secondary stress, with the other syllables unstressed.

- Books open. Read the instructions aloud. Play the audio for Ss to listen, mark the primary and secondary stress, and then repeat the words.
- Check answers with the class.

Answers

1 opportunity
2 applica**tion**
3 customiz**able**
4 flexi**bi**lity
5 automati**cally**
6 notifi**ca**tion

B  **2.17** Read the instructions aloud. Ss work individually to choose the correct stress pattern.

- Play the audio for Ss to check their answers and then repeat.
- Check answers with the class.
- As an extension activity, have Ss find long words, mark the primary and secondary stress, and then record them on digital devices or just read them aloud.

Answers

1 a 2 b 3 b 4 b 5 b 6 a

C **PAIR WORK** Read the instructions aloud. Ss complete the sentences in pairs.

- Ss read the sentences aloud and discuss them.
- Check answers with the class.

Answers

1 concentration 2 responsibility 3 flexibility
4 opportunity

5 SPEAKING

A **GROUP WORK** **THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

- Ss discuss the questions in the same small groups. Suggest that they make a list of the apps each person mentions. Ask them to come to a consensus on which three apps are the most useful or fun.
- Have Ss share their views on how much time, energy, or money they think apps really save. As a class, ask a S from each group to report on their group's three best apps. Write them on the board. Ask a spokesperson from each group to give a brief description of each app. Then ask each S to pick one app from the board and say why they would download it onto their phone.
- **Workbook Unit 8.3**

1 READING

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

- Ss brainstorm in pairs different ways people and companies sell things and make a list. Encourage Ss to look online to find more ways things are sold.
- Ss discuss which selling techniques from their list they have experienced (either as a seller or as a buyer).
- Ss share their responses with the class.

Suggested answers

commercials, online ads, telemarketing, infomercials, door-to-door sales, billboards or signs in public places

B Read the first five sentences of the instructions aloud, including all the questions about an elevator pitch.

- Ss read the title and introduction to the article. Ask them to jot down their answers to the questions about an “elevator pitch.”
- Read the last sentence of the instructions. Ss scan the article for answers about why an “elevator pitch” is important.
- Check answers with the class.

Answers

An elevator pitch is a summary of a new product, service, or idea that a person needs to be ready to deliver to potential investors to win their support. The “elevator” refers to the length of the speech. Unlike a presentation, it should be so short that you could deliver to a potential investor if you found yourself riding in an elevator together. It is important because investors are busy, so you have to get your point across quickly and in a unique way.

C **EVALUATE INFORMATION** Read the instructions aloud. Ask a volunteer to read the categories in the chart aloud.

- Direct Ss to write down or underline any unfamiliar words and phrases in the article. Remind Ss of how to use context clues to help them understand unfamiliar words and phrases. In pairs, Ss compare their lists and work together to find and use context clues to understand the words and phrases on their lists.
- Ss do the task individually.
- Check answers with the class.

Answers

- 2 Tips 4, 5, 6
- 3 Tips 3, 5, 6
- 4 Tips 1, 2, 4

 MIXED ABILITY

For weaker Ss, go over the model answers for the first row in the chart and work together to find where in the article they can find the answers. Then work together to fill out the second row. Allow them to fill out the third and fourth row themselves, if possible.

**TEACHER DEVELOPMENT
ACTIVITY 2****Problems and solutions**

Here students practice finding and evaluating problems and solutions in a text. In some cases problems are explicitly stated, while in others closer reading is required.

- Ss look again at Tip 1 and find a part that describes:
 - a problem (e.g., “investors typically watch hundreds of presentations”)
 - a solution to the problem (e.g., “think of an intriguing mission statement”)

In pairs, Ss do the same for Tips 2 through 6. Then compare and discuss answers as a class.

- Pairs discuss their opinions of the problems and solutions they’ve identified: Are the problems valid? Are they the most important problems? Do the solutions seem appropriate? Discuss answers as a class.
- Explain that many texts raise problems and then offer solutions. Ask Ss why it is important to identify problems and solutions in a text (because they’re often the main ideas – and so we can decide for ourselves if the problems are real and the solutions appropriate).

D **PAIR WORK** **THINK CRITICALLY** As a class, brainstorm different situations when someone has to speak in public (e.g., presenting a report at school, a presentation at work, a toast at a wedding, a speech for political office, your opinion at a school or work meeting). Ask Ss to talk about a time when they had to speak in public.

- Read the questions aloud.
- Ss discuss the questions in pairs.
- Ss share their partners’ responses with the class.

2 WRITING

- **Introduce the writing skill** Ask Ss to share a time when they had to listen to a presentation that included slides. Ask: *What did the slides look like?* (lots of images, graphs, not a lot of text) *What do slides show that speaking doesn't show?* (visual images, brief points that support a speaker's ideas)

- A** **PAIR WORK** Read the instructions aloud. Then read the information in the **Register check** aloud.
- Ss look at the slides and reread the article in exercise 1B.
 - Ss discuss the questions in pairs.
 - Check answers with the class.

Answers

Original: The tips have longer names. Points are explained in more detail.

Slides: Phrases/bullet points are used instead of full sentences. Use of imperative makes information more direct and concise.

- B** **PAIR WORK** Read the instructions aloud.
- Read the information in the **Register check** aloud.
 - Ss discuss the questions in pairs.
 - Discuss the questions with the class. Encourage Ss to take notes to use in the writing activity.

Suggested answers

- 1 Bullet points paraphrase the original ideas and use very direct language. This attracts the attention of the audience and helps reinforce what the presenter is saying, making it more likely that the audience will remember the message.
- 2 The text on the slide is a shortened form of what the presenter actually says, usually just the main ideas being presented. This can also provide cues for the presenter if they don't have or don't want to use notes.
- 3 Images, text animation, quotes, video clips

- C** **ADAPT CONTENT** Read the instructions aloud. Ask a volunteer to define *succinct* (very short and to the point).
- Ss do the task individually.
 - Have Ss compare their slides with a partner.
 - Check answers with the class. Write some on the board that can be made more succinct.



WRITE IT

- D** **PLAN** Refer Ss back to the first row of the chart on p. 82, exercise 1C, "your knowledge of the product or idea."
- **PAIR WORK** Ss complete the task in pairs.
 - Encourage Ss to reach an agreement about how the information in the article relates to the categories in their charts.
- E** Read the instructions aloud. Ask volunteers to read the bullet points aloud. Discuss what an introduction slide and an ending slide should include (e.g., introduction slide: name of presentation, your name, an impactful image; ending slide: a very brief summary of main points from the four content slides).
- **PAIR WORK** Ss create their slides in pairs. You can have them write slides by hand or use a computer.
 - Circulate and help as needed.



MIXED ABILITY

Choose one category and work together with weaker Ss to write a slide. Then have them write the rest of the slides in pairs or small groups.

- F** **GROUP WORK** Read the instructions aloud.
- Two pairs share their slides with each other and give feedback about how they can improve them.
 - Allow Ss time to make any edits to their slides.
 - Pairs present their slides with the class.
 - **Workbook Unit 8.4**

TIME TO SPEAK

Make a pitch

LESSON OBJECTIVE

- pitch a company, an idea, or a product to investors



- **Introduce the task** **Aim:** Introduce the task
- Books closed. Write *Make a pitch* on the board. Ask a volunteer to guess what they will be doing in this lesson. Under the lesson title, write: *Great gas mileage; Room for the family; Fun to drive.* Ask: *These phrases are from three slides for a pitch. What is the product? (a car)* Discuss with Ss why these phrases on a slide would be effective.

A **PREPARE** **Aim:** Ss analyze an effective pitch.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ss share their ideas with the class.

B **Aim:** Ss build on ideas and come to a consensus.

- Read the instructions aloud.
- **GROUP WORK** In groups of three or four, Ss add to the list of products or services that would need investments from other people.
- Remind Ss that investors are more likely to put their money behind a product that is attractive to consumers and will sell well.
- Ss choose one product to pitch to potential investors.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

C **PLAN** **Aim:** Ss identify key elements of their product.

- Read the instructions aloud, including the bullet points (key elements).
- **GROUP WORK** Ss chose one of their ideas from exercise B and discuss the key elements of it in their groups. Encourage them to make a bulleted list. Have Ss make slides if possible.
- Direct Ss' attention to the "Plan" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their discussion.
- Ss decide which group member will present each part of the promotion.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D **PRACTICE** **Aim:** Ss practice presenting their plan.

- Read the instructions aloud. Organize groups to join each other.
- **GROUP WORK** Groups take turns presenting their pitch to another group. Remind Ss that each group member should participate in the presentation.
- Encourage Ss to ask follow-up questions after each pitch.
- To minimize Ss' anxiety, consider allowing them to sit in a circle and present while seated.

E **PRESENT** **Aim:** Ss make their pitch

- Read the instructions aloud.

- **WHOLE CLASS** Groups take turns presenting.
- Make sure the "investors" ask questions after every pitch. You may want to allow all groups to present first, and tell Ss to take notes on the details of each pitch. Ss can then look at their notes and ask about any details they don't remember or are unsure about.
- **Feedback for speaking activities*** Monitor and note good language usage, such as good use of unit vocabulary, interesting questions, and natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.
- **AGREE** **Aim:** Ss analyze each pitch.
- Read the instructions aloud.
- **WHOLE CLASS** Discuss the questions as a class. Hold a class vote on the best product to invest in. Discourage Ss from voting for their own group's product.
- Direct Ss' attention to the "Agree" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct Ss 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 asks Ss to distinguish facts and opinions in a short text. How easy did they find this process? Were ambiguous cases frustrating for Ss, or did they stimulate useful debate? Did the activity achieve the aim of promoting critical reading?
- 2 Ss can also be encouraged to apply the technique in Activity 1 to their own / each other's writing. What might be the benefits of this? Can you see any potential difficulties?
- 3 Some of the problems in the article in Development Activity 2 are explicitly stated; others are more implicit. Were students able to agree what the key problem was in each tip?
- 4 Can you think of any other kinds of text that often use a problem > solution pattern and that your Ss need to be able to read/write (e.g., advertisements, product presentations, letters of complaint)?

HEALTH VS. MODERN LIFE

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Evaluating interaction

Being able to speak in a second language is not only a matter of being able to say something. Most spoken language involves other speakers and is interactive. This means that learners need to be able to manage conversation effectively by using different strategies such as turn taking, giving feedback, and checking comprehension. The CEFR framework that describes spoken competence at the C1 level says that learners “can easily follow and contribute to complex interactions.” Spoken interaction is also something that is evaluated in speaking tests and exams at C1 level. It is useful if students develop an ability to evaluate the way in which they manage interaction in conversations and discussions.

Chain reaction (Activity 1): Ss react to each other’s comments in a group discussion. Try this in lesson 9.1.

Observing interaction (Activity 2): Ss observe and give feedback on interaction. Try this in lesson 9.3.

You can find out more about spoken interaction by reading *Conversation: From Description to Pedagogy* by Scott Thornbury and Diana Slade, pp. 113–123.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *healthy lifestyle* on the board. Ask: *What does the average person need to do to live a healthy lifestyle? Can a person have a healthy lifestyle anywhere they live? Do you think that you live a healthy lifestyle?* Facilitate a short discussion.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to think of their answers to the questions individually.
- Ss share their opinions with the class. (Possible answer: The man is climbing a wall in a public park. He is doing it in this location because it’s more convenient than going to the mountains.)

B Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- Ss share their partners’ responses with the class.

C Read the instructions aloud.

- Allow Ss time to think of their own advice for staying healthy while enjoying city life.
- Ss share their responses with the class.

EXPERT SPEAKER

Audrey Well, what is really the most important is to be able to be in a restful area when you need to, and to be able to get the excitement and the movement of the city when you want to.

- discuss the effects of a sedentary lifestyle

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Read the title of the lesson aloud. Ask Ss to say what they think it means (that sitting for long periods of time every day is very bad for your health). Ask: *Do you think that you lead a sedentary lifestyle? What percentage of the day do you sit? Are there ways that you can sit less in your daily life?*

A Do the task Books open. Read the instructions aloud.

- Allow Ss time to look at the pictures and title of the article and make a prediction about the content of the article. Tell them to write down their guess in their notebooks.
- Read the information in the **Insider English** box aloud.
- Ss read the article silently to themselves.
- Ask volunteers to read their predictions aloud. How many were correct?

Answer

The pictures show ways to be more active while doing tasks that normally require sitting.

B PAIR WORK Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class. Ask: *Could you study English using any of these types of furniture?*

EXTRA ACTIVITY

Write all the bold words and phrases from the article on separate strips of paper, along with these words: *compromise, alleviate, treadmill, pedal desk, alert*. Books closed. Ask a volunteer to choose one of the papers and say how that word or phrase relates to the article in exercise 1A. Then that S chooses another S to choose the next paper. Alternatively, make enough strips for Ss to do the activity in pairs or small groups.



2 VOCABULARY: Discussing health issues

- **Introduce the vocabulary** Books closed. Set a time limit of one minute and ask Ss to write as many health-related words from the article as they can remember. Tell them to keep their lists and check how well they remembered the words in the next activities.

A 2.18 PAIR WORK Do the task Read the instructions aloud. Ask volunteers to read the bold words in the article.

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

Answers

Features of the body: blood pressure, cholesterol levels, internal organs, digestion, joints, circulation, immune system
Words associated with the "sitting disease": sedentary lifestyle, side effects, cardiovascular disease, posture, chronic pain

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C PAIR WORK THINK CRITICALLY Read the questions aloud.

- Ss brainstorm ideas in pairs.
- Ss share their ideas with the class.

HOMework IDEAS

Ss research ways that some companies are helping their employees be healthier. Encourage them to find out which companies are better at promoting a healthier lifestyle than others. Ss then share their findings in the next class.

3 GRAMMAR: Referencing

A Introduce the grammar Write this short paragraph on the board: *Exercising every day is good for everyone's health. However, exercising every day is difficult for some people. If exercising every day is not possible, try to exercise three times a week.* Books closed. Ask: *What is the topic of the paragraph?* (exercising every day) *Is repeating the topic in all three sentences necessary?* (no) Ask volunteers to change the sentences so that "exercising every day" is not repeated, e.g., substitute it (*However it is difficult ... / If it's not possible ...*).

- Explain that using the same words over and over makes writing repetitive and not interesting to read.
- **Do the task** Give Ss time to read the information in the grammar box silently to themselves.
- Ss complete the rules individually.
- Check answers with the class.

Answers

1 their 2 they 3 similar 4 do

B Direct Ss to page 136 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

- Ss do the task in pairs. If time allows, direct each S to talk about each of the four topics. Alternatively, assign two topics per S in each pair.
- Use a timer set at regular intervals of 30 seconds.
- Circulate and monitor conversations. Offer help as needed.

MIXED ABILITY

Allow weaker Ss time to jot down answers before speaking with their partners. Additionally, they can choose only one topic to talk about and be allowed to speak for one minute. Challenge stronger Ss to close their books while talking about each topic.

4 SPEAKING

A GROUP WORK Read the instructions aloud.

- Put Ss into groups of three or four. Ask them to decide which of the three groups to talk about. Alternatively, assign each group one of the three to ensure that all get covered.
- Allow Ss time to think of ways their chosen target audience could discourage a sedentary lifestyle.
- Ss discuss their ideas with the group.



FAST FINISHERS

If a group finishes the task before the others, direct them to choose another target audience to talk about.

B One S from each group shares with the class their group's target audience and the ideas for discouraging a sedentary lifestyle that they came up with. Have a class discussion and vote on the most creative idea for each group.



TEACHER DEVELOPMENT ACTIVITY 1

Chain reaction

Ss redo a group discussion activity to focus specifically on interaction strategies.

After feedback in exercise 4B, tell Ss they'll repeat the activity, but this time they should react more to each other's comments.

- Elicit different ways they can react to each other's comments, and put them on the board.
 - Using reaction expressions like *Really? Do you think so? That's a good point.*
 - Asking questions
 - Giving an example that backs up someone else's idea
- Remix Ss into different groups. Give members in each group numbers. S2 reacts to S1, then S3 reacts to S2, etc.
- Once they have gone around the group once, any S can react to another S.
- Ss repeat the discussion.
- Conduct feedback and ask in what way the second discussion was different.
- Ask Ss which reaction strategy they used most and which they could use more.



HOMEWORK IDEAS

Ss interview friends and family members about:

- how much time they spend sitting every day.
- ways they try to be active.
- things they think they can do to be healthier.

Ss share their information in the next class.

- **Workbook Unit 9.1**
- **Worksheets: Grammar 9.1; Vocabulary 9.1**

- suggest ways to establish good sleep habits

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write *sleep* on the board. Lead a class discussion about sleep. Ask: *Do you get enough sleep? If not, why not? How much sleep do people need?* Set a time limit of two minutes. Ask Ss to write down benefits of sleep and the problems associated with not getting enough of it. Tell them to keep their lists to use later in the lesson.

A Do the task Give Ss time to look at the infographic. Ask Ss to compare their lists of benefits from the introduction to the infographic. Do any match?

- Ss compare their lists with a partner.
- Ss share with the class any of their ideas that are not included in the infographic.
- Direct Ss' attention to the Glossary entry.
- Give Ss time to write their own answers to the first question.
- Play the audio and check answers.
- Ask volunteers to share any of their ideas that were not in the podcast.

Answers

Physical benefits of a good night's sleep: blood pressure lowers, heart rate slows down, memories are processed and stored, growth hormones are released, muscles and tissues are repaired, joints relax and recover
How modern life interferes with sleep: difficulty putting down smartphone, working from home late into the night, worries keeping you awake

EXTRA ACTIVITY

Tell Ss that they are going to role play a new podcast about sleep deprivation. Put Ss in pairs and tell them that one of them will be the host and one will be a sleep expert. Pairs work together to write a new interview using ideas they learned from exercise 2 on page 86. Pairs perform their interview for the class. Encourage stronger Ss to do the new interview from memory. Weaker Ss can use their written interview and read it to the class.

B PAIR WORK THINK CRITICALLY Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss discuss their ideas with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they are like Audrey.

EXPERT SPEAKER

Audrey Well, I think that it has a huge impact on the lack of sleep because, again, people feel like they should be not missing out anything so they forget to sleep. What is really impacting my sleep is all the work I do and the excitement about the mission that I have with my non-profit, so it's more that that prevents me from sleeping. I'm not really obsessed by Facebook or this type of social media, so I don't think that they really impact my sleep.

2 VOCABULARY: Discussing (lack of) sleep

A PAIR WORK Read the instructions aloud.

- Play the audio once for Ss to hear the expressions. Play it again and ask Ss to repeat them.
- Ss discuss the questions in pairs.
- Check answers with the class.

Answers

- 1 *add up:* accumulate
- 2 *build up:* increase over time
- 3 *cut back on:* reduce
- 4 *cut out:* stop using/doing something
- 5 *drift off:* slowly fall asleep
- 6 *drive somebody to:* push someone toward a course of action
- 7 *fit something into:* find time for something in a busy schedule
- 8 *keep somebody up:* cause someone to stay awake
- 9 *pack something into:* add something to something that is already full
- 10 *rack up:* accumulate, gain, accomplish
- 11 *slip away:* leave or lose something without noticing it immediately
- 12 *wind down:* relax

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

EXTRA ACTIVITY

Challenge Ss to write a paragraph that uses as many of the phrasal verbs in the box as they can. Ss share their paragraphs with the class.

C PAIR WORK Read the instructions aloud. Ask volunteers to take turns reading the questions aloud.

- Ss discuss the questions in pairs. Circulate and monitor for usage of the phrasal verbs.
- Ss share their partners' answers with the class.

3 GRAMMAR: Continuous infinitives

- **Introduce the grammar** Books closed. On the board, write: *I would love to swim every morning.* and *I would love to be swimming right now.*, –one above the other. Ask: *What grammatical forms do both sentences use?* (the infinitive to be) *Are the actions happening at the same time?* (No; the first one is a habitual action, and the second describes a continuous action in the future.) Explain that Ss will learn more about the second kind of sentence: continuous infinitives.

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

- Ss do the task individually.
- Check answers with the class.

Answers

1 be 2 seem 3 need 4 should

B Direct Ss to page 137 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions and the information in the Accuracy check box aloud.

- Ss complete the sentences individually.
- Ss compare their sentences in pairs and check accuracy. Then they discuss which statements they agree with and why.

Answers

1 to be sacrificing 2 to be asking 3 to be sleeping
4 to be getting worse

4 SPEAKING

A **GROUP WORK** Read the instructions aloud. Ask volunteers to take turns reading the descriptions of each category of people aloud. Check understanding of *rack up* in the first bullet and *first responders* in the third bullet.

- Ss discuss the questions in groups of three or four.
- If necessary, set a time limit for each of the three categories of people that groups discuss. Alternatively, assign one category per group of Ss to allow time for a longer discussion.
- Ask that one S in the group acts as “secretary” and takes notes on the discussion to use in the next activity.
- Circulate and monitor Ss’ conversations, checking for usage of continuous infinitives.

MIXED ABILITY

Pair weaker Ss together and help them come up with a new category. Encourage them to write a bulleted list of ideas to refer to in part B. Have the group member(s) decide ahead of time who will present each idea to the class.

B Read the model response aloud.

- Invite the secretary of each group to share the ideas they discussed in exercise 4A for each category of people getting more sleep. They can refer to their notes, if necessary, but should try to present their group's ideas fluently.
- **OPTIONAL ACTIVITY** As a class, brainstorm categories of people who don't usually get a good night's sleep. Discuss how these people can get a good night's sleep.
- **Workbook Unit 9.2**
- **Worksheets: Grammar 9.2; Vocabulary 9.2; Speaking 9**

- ask and deflect probing questions

1 LISTENING

- A  **2.21 Audio script p. T-177** Books closed. Write the words *probing question* and *deflect* on the board. Ask Ss to define these terms (*probing question* = a follow-up question used to find out additional or more detailed information; *deflect* = to verbally steer a conversation away from an undesirable topic). Ask: *In what kind of job does someone have to ask probing questions?* (news reporter, TV interviewer, doctor, lawyer, etc.)

- Books open. Read the instructions aloud. Ss look at the pictures and discuss the questions as a class.
- Play the audio for Ss to check their answers. (Photo on left: oil/energy industry; Photo on right: farming/agriculture industry)
- After listening, check understanding of high-level words: *misrepresented*, *(factors) in play*, *outside our control*, *abide*, *lift (restrictions)*, *get back to you on that*, *quarterly*, *in its power*.

- B  **2.21 Audio script p. T-177** **LISTEN FOR PURPOSE** Read the questions aloud.

- Play the audio again. Suggest that Ss write down any words or phrases that help them understand the attitudes of the administrator and the interviewer.
- Ss share their answers with a partner.
- Check answers with the class.

Answers

The administrator could be sincerely interested in finding solutions or not. It's difficult to know because he deflects questions.

The host is not satisfied with the administrator's answers because he continues to ask direct, probing questions and question the administrator's evasions.

- C  **2.22 Audio script p. T-177** **PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the questions aloud.

- Play the audio. Ss listen and do the task individually. If Ss need to hear the questions in context to help them understand what the bold words refer to, replay the whole interview in track 2.21.
- Ss compare their answers in pairs.
- Play the audio again for Ss to check their answers.

Answers

1 air quality 2 pollution / air quality 3 oil refineries and commercial dairy farms 4 relaxing existing regulations 5 the claim that the department is pro-industry and anti-community 6 the department is going to ask for restrictions to be lifted on area industries 7 avoiding tough questions

 MIXED ABILITY

For weaker Ss, play the audio of the full interview (track 2.21) in small sections, stopping after each part to allow Ss to write what the bold words refer to. Challenge stronger Ss to do the task without hearing the interview again.

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

- Ss discuss the questions with their partners. Suggest that they make a T-chart comparing Waylons to their hometown, with rows for industrialization, air quality, and local government response.
- Ss share their partners' responses with the class.

2 PRONUNCIATION: Listening for stressed and unstressed grammar words

- A  **2.23** Books closed. Demonstrate stress by writing a simple example on the board or saying it aloud.

Do you worry about the quality of the air in your city?
Yes, I do.

- Elicit that there are two pronunciations of *do* here: the first *do* is a weak form, /də/; the second is stressed, /du:/. Point out that grammar words are usually unstressed unless they are emphasized (e.g., because they are used to make a contrast or because they are positioned at the end of a word group).
- Books open. Read the instructions aloud.
- Play the audio. Ss identify the stressed grammar words. Check answers with the class.

Answers

1 a 2 b

- B  **2.24** Read the instructions aloud.

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

Answers

1 can't, can (*can* is stressed) 2 That, that (*That* is stressed)

- C Read the instructions aloud. Have Ss check answers in pairs and then with the class.

Answer

Grammar words are usually *unstressed*, but they are *stressed* to emphasize a point.

3 SPEAKING SKILLS

A  **2.21** *Audio script p. T-177* Read the instructions aloud. Draw Ss' attention to the chart headings and explain that the chart already has some expressions for asking probing questions and for buying time. Ss need to complete it with sentences from the interview.

- Allow Ss time to look at the sentence fragments to help them understand what they will be listening for.
- Play the audio for Ss to complete the chart. Play it again for Ss to check their answers.

Answers

Asking probing questions:

- 1 fair
- 2 agree

Possible answers:

- 3 ... are you suggesting that ...
- 4 Is that a policy ... supports?
- 5 What's your reaction to ... ?

Buying time to think / deflecting questions

Possible answers:

- 6 What do you mean?
- 7 I'm afraid I can't comment on ...
- 8 ... I can't confirm ... at the moment.
- 9 ... could you give me some concrete examples?
- 10 I'm afraid I don't have ... in front of me.

B **PAIR WORK** Read the instructions aloud. Explain that Ss need to come up with specific situations for each setting and decide whether they would be asking probing questions or buying time to think.

- Ss work in pairs. Encourage them to imagine what sentences they would say to ask probing questions or to buy time or deflect.
- If necessary to save time, assign just two or three situations for pairs to discuss.
- Ss choose a situation to act out. They use their notes from their discussions to role play the situation.
- Circulate and monitor for usage of probing questions and sentences for buying time or deflecting.



TEACHER DEVELOPMENT ACTIVITY 2

Observing interaction

Alternative instructions for exercise 3B

Students practice observing and giving feedback on peers' interaction strategies.

- Put Ss in groups of three (or four) and get them to discuss the situations in exercise 3B.
- Then ask each group to choose three situations to act out.
- For each situation, two Ss do the role play, and the other S (or Ss) observe(s).
- Ask the observing Ss to focus on the target language as well as the interaction – they note down the different examples that Ss use and different ways they interact with each other.

4 PRONUNCIATION: Saying consonant clusters

A  **2.25** Books closed. Ask Ss to work in pairs, and give them a time limit to write down as many words as they can beginning with /st/, e.g., *store, straight, strange*. See which pair has the most words. Write all the words on the board for Ss to repeat. Explain that /st/ and /str/ are examples of consonant clusters: two or more consonants said next to each other.

- Books open. Play the audio and repeat the words.

B  **2.26** Read the instructions aloud.

- Play the audio. Ss complete the sentences individually. Check answers with the class.
- Pairs practice the conversation, paying attention to whether they are pronouncing consonant clusters clearly.

Answers

1 traffic 2 pretty 3 block 4 trucks 5 straightforward

C **GROUP WORK** Read the instructions aloud. In pairs, Ss write a continuation of the conversation that includes words with consonant clusters from exercise 4A.

- Ss practice reading the expanded conversation aloud, focusing on the consonant clusters.
- Pairs form groups of four. Each pair reads their conversation aloud, and the other pair listens to identify which consonant clusters they heard. Have pairs check that they are pronouncing consonant clusters clearly.

5 SPEAKING

A **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the topics aloud.

- Put Ss in pairs and direct them to choose a topic. Alternatively, assign topics to pairs so that all four are covered.
- Ss discuss their ideas about the topic as it pertains to their town. Direct them to take notes to use in the next activity.

B **PAIR WORK** Read the instructions aloud. Ask volunteers to read the model interview aloud.

- Ss work on their interviews in pairs, using their notes from the previous activity.
- Pairs act out their interviews for the class.
- **Workbook Unit 9.3**

LESSON OBJECTIVE

- write about a clean-water initiative and how it works

1 READING

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

- Ss review the pictures and discuss the questions with a partner.
- Ss share their ideas with the class.

Suggested answers

Both show the struggles associated with accessing clean water across the world. The pictures tell us that solutions are needed to ensure that everyone has easy access to clean drinking water.

B Read the instructions aloud. Ask volunteers to take turns reading the three titles aloud.

- Ss discuss the titles and make predictions in pairs.
- Ss share their ideas with the class.

C **IDENTIFY PURPOSE** Read the instructions aloud.

- Ss read the stories individually. Alternatively, ask three volunteers to each read a paragraph aloud.
- Direct Ss to write in the correct titles and answer the questions.
- Ss compare their ideas in pairs. Have them work together to underline words and phrases that helped them identify point of view.
- Check answers with the class.

Answers

Article 1 (top left): c – The water crisis: Facts and figures; told from the point of view of a water charity
 Article 2 (top right): b – Star power in the fight for clean water; told from the point of view of a journalist
 Article 3 (bottom): a – Big business giving back; told from the point of view of the company featured

 HOMEWORK IDEAS

Ss search the internet, newspapers, or magazines to find an article about the water crisis (or another similarly urgent but noncontroversial issue). In the next session, they verbally summarize the article for the class, identify the point of view, and say if it is a balanced account, citing specific reasons for their answers.

D **PAIR WORK** **THINK CRITICALLY** Ask Ss if they are or ever have been involved in a charity. Ask: What is the focus of the charity? Does it have corporate sponsors or famous people involved in it?

- Read the question aloud.
- Ss discuss the question in pairs.
- Ss share their ideas with the class.

 EXTRA ACTIVITY

Ss research one specific charity that interests them. They should find out how it addresses an issue, what celebrities (if any) are involved, how much money the charity gets in a year, what the money is spent on, etc. Ss present their findings in the next class.

2 WRITING

- **Introduce the writing skill** Write on the board: *She donated all the money she made from her start-up to UNICEF, which, by definition, was an act of charity.* Underline *by definition*. Ask Ss what kind of phrase it is (adverbial). Ask a volunteer to define *adverbial* (a word or phrase that acts as an adverb and adds more information to a verb, adjective, or sentence). Tell Ss that they will learn more about adverbials in this section.

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

- Ss do the task individually. Encourage them to take notes of their answers.
- Check answers with the class.

B Read the instructions aloud.

- Ss do the task individually. Direct Ss to write each bold adverbial from exercise 2A in their notebooks. Then they add next to each the expressions from the box.
- Allow Ss to use their phones or a dictionary if necessary.
- Check answers with the class.



FIND IT

Answers

per se: as such, by or of itself
at its heart: intrinsically, by its very nature
inherently: essentially, by its very nature, intrinsically
more often than not: as a matter of course
in and of itself: by its very nature, as such
fundamentally: as a matter of course, essentially, by its very nature

C **EXPLAIN DISTINCTIONS** Read the instructions aloud.

- Ss do the task individually. Point out that more than one answer is possible for all of the items.
- Check answers with the class.

Answers

- 1 fundamentally, inherently, by definition, by their very nature
- 2 in and of themselves, as such, per se
- 3 inherently, intrinsically, as a matter of course
- 4 by definition, by its very nature, at its heart

D **PLAN** Read the instructions aloud. Draw Ss' attention to the diagram. Ask: *What does the diagram show?* (how LifeStraw filters water from unclean sources)

- Ss discuss how LifeStraw works, and then how it is different from the other initiatives in exercises 1C and 2A.
- Allow Ss to use their phones to research more information about LifeStraw.
- Check answers with the class.



FIND IT

Suggested answers

The device works by filtering dirty water. Dirty water goes in the top, and then through the ultrafiltration membrane cartridge. After the water is clean, it is stored in the tank at the bottom. People can use the safe water tap to pour drinking water.



WRITE IT

E Read the instructions aloud.

- Ss write their paragraphs individually. Remind Ss that the paragraph should describe how LifeStraw works and why it's unique or different from other initiatives to solve the water crisis.

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

- Ss exchange paragraphs with a partner and identify their use of adverbials. They should offer feedback for making their paragraphs clearer and stronger.
- Ss read their paragraphs aloud to the class. Ask volunteers to identify the adverbials that they hear.



HOMEWORK IDEAS

Assign the writing of the paragraph for homework. Ss bring their paragraphs to the next class to discuss with their partners and revise as needed.

- **Workbook Unit 9.4**

TIME TO SPEAK

Desert island dilemma

LESSON OBJECTIVE

- present and explain choices that you have made for other people



- **Introduce the task** **Aim:** Introduce the task.
- Books closed. Draw Ss' attention to the lesson title. Check for understanding of *desert island* (an island removed from civilization). Ask a volunteer to guess what will be talked about in this lesson. Ask: *Have you ever thought about what you would need if you were stranded on a desert island?* Discuss as a class.

A **RESEARCH** **Aim:** Ss think about the best things about modern life.

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss make a list of their ideas.
- Ss work together to write six to ten survey questions to ask their classmates.

B **Aim:** Ss discuss their questions.

- Read the instructions aloud.
- **GROUP WORK** Put two pairs together to ask each other their survey questions.
- Remind Ss they must take detailed notes on the responses of the other pair.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

C **DISCUSS** **Aim:** Ss analyze interview responses.

- Read the instructions and the announcement aloud. Ask volunteers to take turns reading the questions aloud.
- **PAIR WORK** With their partners from exercise A, Ss review the notes they took in exercise B. Suggest they make a list of the actual items that their study participants mentioned. Then they can make a pros-and-cons chart for each item/category.
- Direct Ss' attention to the "Discuss" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their discussion.
- Ss decide on one item for each of the two study participants to take to the island.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

D **PRACTICE** **Aim:** Ss practice presenting their proposals.

- Read the instructions aloud.
- **GROUP WORK** Pairs take turns presenting their proposal to another pair.
- Direct Ss' attention to the "Practice" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.
- Pairs evaluate each other's proposals and offer suggestions for improvement.

- Ss make changes to their presentations based on the other pair's feedback.
- To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.

E **PRESENT** **Aim:** Ss make their presentation.

- Read the instructions aloud.
- **WHOLE CLASS** Pairs take turns presenting their proposal to the class.
- After the presentation, give study participants the chance to ask questions about or object to the choices made for them.
- Ss share if they think they can survive on the island with the one item chosen for them.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.
*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct Ss to page 155 to check their progress. Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 In what ways did students say that the discussion was different when they used more interactive strategies? Did you have the same impression? Why or why not?
- 2 Interactive strategies mean that students need to be good listeners as well as good speakers. Overall, in which skill do you think your students need to improve most?
- 3 When students interact well when speaking, there is a sense of them building the conversation together. Which students in your class seem stronger at doing this? Why do you think so?
- 4 How observant were students when they were watching their peers in Development Activity 2?
- 5 To what extent do you think observing each other helped students speak better when it was their turn to do the role play? Did students mention this in whole-class feedback?

REVIEW 3 (UNITS 7–9)

- **Introduce the review** Before beginning the review, write these two categories on the board: *Grammar* and *Vocabulary*.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much language as they can from the grammar and vocabulary they learned in Units 7 to 9. Groups write words, phrases, and topics for each category.
- Check answers as a class. Encourage Ss to take notes of any words, phrases, or topics that they didn't think of themselves.

EXTRA ACTIVITY

Ss look at their words and phrases and work individually or in pairs to group them into categories by part of speech – *verbs, adjectives, nouns, adverbs* – and by unit theme topics such as words related to genealogy, cultural celebrations, expressions with *get*, etc.

1 VOCABULARY

- A Ss work individually to complete the conversation.
- Challenge Ss to attempt to complete the conversation first by covering the word cloud and trying to recall the vocabulary they learned in the previous three units. Then they uncover the cloud to complete the remaining sentences.
 - Ss check answers in pairs.
 - Check answers as a class.

Answers

1 genealogy 2 ancestors 3 ethnic 4 focused
5 distracted 6 mark 7 keep, alive 8 concentrating
9 interrupt 10 festivities 11 rituals 12 inherited

EXTRA ACTIVITY

Ss role play the conversation in exercise 1A. Pairs can either memorize the conversation as it is, or they can add their own details to make a new conversation. Pairs perform their role play for the class.

- B **PAIR WORK** Give Ss time to think of their own ideas about what distracts them.
- Ss discuss their responses in pairs.
 - Ss share their partners' answers with the class.

2 GRAMMAR

- A Ss work individually to rewrite the sentences. If they need help, refer them to the **Negative and limiting adverbials** grammar box on page 67 and the **Phrases with *get*** grammar box on page 77.
- Ss compare answers in pairs.
 - Check answers with the class.
 - If time allows, challenge Ss to explain why each answer is correct.

Suggested answers

- 1 Never would I have thought my parents' native language could die out.
- 2 Only after the article was published did I realize my mistake.
- 3 In the town square linger memories of ancient festivals.
- 4 On the city streets lie the remains of last night's celebration.
- 5 That documentary got me thinking about donating money to water charities.
- 6 I haven't been able to get any work done this morning.

- B **PAIR WORK** Read the instructions and the model sentence aloud. Give Ss time to rewrite the sentences from exercise 2A to say something about themselves.
- In pairs, Ss read their sentences to each other. Encourage them to ask each other questions about their statements.
 - Ss share their sentences with the class.

3 VOCABULARY

- A Ss do the task individually.
- Check answers with the class.

Answers

1 posture 2 sedentary lifestyle 3 rid of 4 frustrated
5 cholesterol levels 6 high blood pressure 7 straight
8 cut back on 9 wind down 10 fit

EXTRA ACTIVITY

Make photocopies of the advice column in exercise 3A, one for each S. Direct them to circle the referents they can find and draw an arrow to what each refers to. Ss compare their answers in pairs. Go over answers with the class. Ask Ss what part of speech is used in each referencing technique.

(get one = a general physical exam; It's an inherited condition = high blood pressure; ... to reduce it = high blood pressure; ... you can absolutely improve it = this condition / high blood pressure; stick to it = a plan)

- B **PAIR WORK** Give Ss time to identify the complaints Brian and Celia state. Ask Ss if they are familiar with these types of issues and if they agree or disagree with the advice Dr. Watts gives. Encourage them to write some notes first and pay close attention to correct grammar.
- Ss discuss the questions in pairs.
 - Ss share their responses with the class.

4 GRAMMAR

- A Ss complete the sentences individually. If they need help, refer them to the **Phrases with as** grammar box on page 79 and the **Continuous infinitives** grammar box on page 89.
- Check answers with the class.

Answers

1 you can see 2 points out 3 can all attest
4 should be getting 5 to be suggesting 6 appear to be
7 to be looking at

- B **PAIR WORK** Ss do the task in pairs. If they need help, refer them to the **Referencing** grammar box on page 87.
- Check answers with the class. Ask Ss to say what the referent refers to in the sentence.

Answers

1 them 2 it/this 3 it/that/this 4 the same 5 do
6 don't 7 similar

REINVENTION

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Changing roles with the students

In this unit, we'll think about how we can change the typical interaction patterns of a classroom. In many classes, it is usually the teacher who asks most of the questions. However, if students are given the chance to create follow-up questions for an article they have read or a recording they have listened to, they benefit in several ways. Not only can they practice using a wide range of question forms, but they may feel more in control. In advanced classes, students may also have the knowledge and experience to review a grammar point.

Students create follow-up questions (Activity 1): Ss create questions to ask the teacher. Try this in lesson 10.1.

Students review a grammar point (Activity 2): Ss review the simple past for hypothetical situations. Try this in lesson 10.1.

To find out more about the balance between teacher talking time and student participation, read "Researching Interaction" from *Classroom Management Techniques* by Jim Scrivener, pp. 183–184.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *reinvention* on the board. Ask: *Do you think that we live in an age of reinvention? What are some things that have been reinvented (e.g., how we communicate, forms of entertainment, types of medical treatment)?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the questions aloud.

- Ask Ss if they have heard the expression "We don't need to reinvent the wheel". Ask: *What does this expression mean?* (We don't need to waste time learning something we already know how to do.) *How does this expression relate to the picture?*
- Give Ss time to review the picture and write notes of their answers to the questions individually. (Possible answer: The car has been reinvented so that it can fly. The car can use wheels, but it can also attach to propellers that allow it to fly.)
- In pairs, Ss take turns sharing their ideas.
- Ss share their responses with the class.

B Read the questions aloud.

- Allow Ss time to think of their own answers to the questions.
- Ss share their responses with a partner.
- Ss share their partners' responses with the class.

C Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions. If they struggle to come up with something they reinvented, encourage them to think about simple modifications they may have made to everyday things, like meals, clothing, or computer applications.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss whether Ryoko's reinvention is appealing.

EXPERT SPEAKER

Ryoko Sometimes I cook traditional style, and sometimes I update my recipes. So, for example: tofu. We eat a lot of it in Japan. The flavor is not the same here in the United States. So, I feel the tofu I get here in the U.S. has no taste. So what I have to do to just, you know, to be able to eat, is add some spices, maybe stir fry it, just cook it very differently than how we usually eat in Japan.

LESSON OBJECTIVE

- talk about future food options and how likely they are

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Read the title of the lesson aloud. Ask Ss what they think it means (that bugs might be a food substitute for beef). Ask: *Have you ever eaten bugs? Do you know where in the world people regularly eat bugs as part of their diet?* (Thailand, Ghana, Mexico, China, etc.)

A 2.27 **Do the task** Read the instructions aloud.

- Allow Ss time to look at the picture and think of their answers.
- Play the audio. Challenge Ss to listen for answers in the news story without looking at the audio script.
- Ask Ss if their answers were correct about the type of insect and where it is found.

Answers

The picture shows a cricket, which is found in most parts of the world.

TEACHER DEVELOPMENT
ACTIVITY 1**Students create follow-up questions**

This activity gives students the chance to form and ask questions of their choice and gives them a little more “power” in the classroom.

- In feedback, elicit and write on the board the main points of the “Bugs Not Beef” text, e.g.:
Main points
The rise in meat consumption is bad for the environment.
It's normal to eat insects in many parts of the world.
Crickets are a possible new greener superfood.
- Write an example of a discussion-type question on the board that is related to the “Bugs Not Beef” text, e.g.:
Can you imagine ever giving up meat completely?
- In groups, Ss have five minutes to write six of their own discussion questions. These must also be related to the text in some way.
- Monitor and help Ss with correct wording.
- Sit at the front. Allow Ss to ask questions.
- Keep your answers relatively brief, as the focus should be on the Ss questioning you.

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

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.

Answers

Insects will likely help avoid water shortages, leave more land to be used for agriculture, and produce less harmful gases. Insects, such as crickets, require far less water, food, and land than cattle and other farm animals do.

Possible protein alternatives to beef and livestock meats: wild fish, wild birds, nuts, beans and other legumes, etc.

2 VOCABULARY: Discussing global food issues

- **Introduce the vocabulary**  2.27 Books closed. Play the audio again for Ss to write the food-related words they hear.

A 2.28 **PAIR WORK** **Do the task** Read the instructions. Ask volunteers to read the bold words in the article.

- Ss do the task in pairs.
- Play the audio for Ss to check their answers.
- Check answers with the class.

Answers

1 supply, shortage 2 grains, cereals, fiber 3 wholesome, nutritious 4 livestock, cattle 5 foodstuffs, superfood 6 consumption, appetite

- B Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **GROUP WORK** Read the questions aloud.

- Ss research and answer the questions in small groups.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Ryoko.

EXPERT SPEAKER

Ryoko Superfood is something that is packed with nutrition and something good for you. So I think some of the examples are blueberries, kale, salmon. I like blueberries, I like salmon. Not so much kale; I would eat it only if it's in the soup when I cannot smell it and I cannot really taste it.

I think it's actually better to eat a small amount of regular food from a lot of different sources than eating just a few superfoods.

3 GRAMMAR: Simple past for unreal situations

A Introduce the grammar Books closed. Write on the board: *We ate crickets on our trip to Thailand.* Ask: *What is the verb, and what tense is it? (ate, past tense)* Say: *This sentence uses the past tense to talk about something in the past. But sometimes a sentence can use a past-tense verb even though it isn't referring to a time in the past.* Explain that Ss will learn about these sentences in the lesson.

- **Do the task** Give Ss time to read the information in the grammar box and the **Notice** box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 sentence B 2 sentences A and D 3 sentence C



TEACHER DEVELOPMENT ACTIVITY 2

Students review a grammar point

Alternative instructions for exercise 3A

Students in advanced levels have often “done” most grammar points before. It may be more motivating for them to discuss and fill in the gaps in their existing knowledge than to be presented with the same grammar again.

- Ss close their books.
- Write on the board the four sentences from the grammar box in exercise 3A (without underlining/bold).
- Tell Ss: *All these sentences talk about situations that aren't real, but that we would like to be real.* Tell Ss to imagine they are going to teach this grammar point to a lower-level class.
- Write on the board:

Which parts of the sentences are important?

Which parts will you underline?

What questions will you ask so that lower-level students will understand when and how to use this grammar?

- Put Ss in groups. Give them ten minutes to discuss and plan.
- Monitor and prompt with ideas, if necessary.
- Nominate more confident groups to come to the front and “teach” one of the four sentences.

B Direct Ss to page 137 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Ask two volunteers to read the categories and model aloud.

- Ss write their sentences individually and then discuss them in pairs.
- Circulate and monitor Ss' conversations.
- Ss form groups and share their sentences. They discuss how likely all of their desired changes are.



MIXED ABILITY

For weaker Ss, work together to brainstorm some topics for their sentences, e.g., health care, public transportation, communication systems. Allow them time to practice saying their sentences before speaking with their partners.

4 SPEAKING

A Read the instructions aloud. Ask volunteers to read the captions on the pictures. Clarify any unfamiliar terms or have Ss use their phones to look up more information.

- Ss answer the questions in pairs or small groups.
- Each group shares one or more items most people in their group would like to try, and how nutritional value affected their decision.



HOMEWORK IDEAS

Ss research one of the protein sources from exercise 4A. Have them identify where in the world it is found. They can also search for other popular protein sources from around the world. Ss present their findings in the next class.

- **Workbook Unit 10.1**
- **Worksheets: Grammar 10.1; Vocabulary 10.1**

LESSON OBJECTIVE

- discuss new ways to use natural energy sources

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write *renewable energy source* on the board. Ask Ss to name renewable natural energy sources and technologies that they know of [solar panels, wind power / windmills, geothermal energy, hydroelectric power / waterfalls, biomass (plant matter and animal waste), etc.]. Ask: *Do you use power from any of these sources? What kind of energy sources are nonrenewable?* (coal, petroleum, natural gas) Set a time limit of two minutes. Ask Ss individually to write down the advantages and disadvantages of using renewable and nonrenewable energy. Tell them to keep their lists to use later in the lesson.

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

- Direct Ss to look only at the title, headings, and pictures but tell them not to read the article yet.
- Ss discuss their predictions in pairs.
- Ss read the article individually and check if their predictions were correct as a class.
- Ask Ss if any of their ideas on renewable and nonrenewable energy from the introduction are mentioned in the article.
- Direct Ss to read the article again and write down unfamiliar expressions on a piece of paper. Collect their papers. Call out an expression and ask for a volunteer to give a definition or an example. If any expressions are still undefined, write them on the board and give Ss time to look them up on their phones or in a dictionary.

Answers

The article will be about how people can reduce their carbon footprint by using solar energy and beans. Some other ideas that might be presented are renewable energy and making energy easily accessible to more people.

2 VOCABULARY: Discussing global energy issues

A **2.29** Read the instructions aloud. Ask volunteers to take turns reading the vocabulary words aloud.

- Ss label the words in the list individually.
- Play the audio for Ss to listen and check their answers.

Answers

1 N 2 N 3 A 4 V 5 N 6 A 7 A 8 A 9 V
10 A 11 A 12 N

Positive connotation: biofuel, carbon-neutral, low-carbon, low-emission, renewable, self-sustainable, solar panels

Negative connotation: carbon footprint, fossil fuel

Neutral: energize, off-grid, power

EXTRA ACTIVITY

Challenge Ss to write a paragraph that uses as many of the words and phrases in exercise 2A as they can. Ss share their paragraphs with the class.

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

- Ss discuss the questions in pairs. Allow them to look up information on their phones, if necessary.
- Ss share their answers with the class.

HOMEWORK IDEAS

Ask Ss to research a country that uses all or mostly renewable energy (Costa Rica, Denmark, Nicaragua, Sweden, Uruguay). Assign a country to each student and direct them to find out what kind of renewable energy is used, why it is used, how much energy comes from that source, the country's energy goals, and so on. Ss share their findings in the next class.

3 GRAMMAR: *It* constructions

- **Introduce the grammar** Books closed. Write this quotation by Eleanor Roosevelt on the board: *It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.* Ask: *What is the subject of the first and third sentences?* (it) Explain that in more formal writing, an *it* clause sometimes acts as the subject at the beginning of a sentence. Tell Ss they will learn some examples of how to begin a sentence with *it*.

A Do the task Read the instructions aloud.

- Give Ss time to read the example sentences in the grammar box. Explain that Ss will complete the rules individually. Point out that items 2 and 3 each match two of the rules in the grammar box.
- Ss do the task individually.
- Check answers with the class.

Answers

- 1 report (sentences B and D)
- 2 appear (sentences A and C)

B Direct Ss to page 138 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions aloud. Ask volunteers to take turns reading the sentences and the model conversation aloud. Direct Ss to the **Accuracy check box** and read the information aloud.

- In pairs, Ss change the sentences so that the information is reported with *It* constructions. Tell them to review their work and check their accuracy.
- Ss discuss the information in the reported sentences, using the phrases in the grammar box in exercise 3A to either comment or speculate.
- Circulate, monitor, and offer help as needed.

Answers

- 1 It is believed that wind power is the cleanest energy source.
- 2 It is hoped that primary energy sources like coal will soon disappear.
- 3 It has been reported that many countries will have only renewable energy sources by 2050.
- 4 It is thought that waste products like coffee grounds can continue to be useful.

4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

- Ss discuss the questions in pairs. If most Ss live in the same place, allow them to talk about other places they have lived or a place they know well.
- Ss share their ideas with the class.



B **GROUP WORK** Read the instructions aloud. Ask a volunteer to read the model response aloud.

- Before beginning the group discussion, allow Ss to use their phones to research other energy resources that might work in their area.
- Ss discuss the question in groups of three or four.
- Ss share their group's ideas with the class.

HOMEWORK IDEAS

Assign the research task in exercise 4B for homework and have Ss complete the discussion activity in the next class.

- **Workbook Unit 10.2**
- **Worksheets: Grammar 10.2; Vocabulary 10.2; Speaking 10**

- discuss the advantages of rethinking daily habits

1 LISTENING

A Books closed. Write *plastic* on the board. Ask Ss to name things they use every day that are made of plastic. Write their ideas on the board.

- Books open. Read the instructions aloud. Ss look at the pictures and discuss the questions with a partner.
- As a class, look at the items you wrote on the board and have a class discussion about which ones could be made of a non-plastic material. Have students list some plastic alternatives so that they can refer to these ideas later in the lesson.

Answer

The pictures show everyday things made of something other than plastic (wooden toothbrush, metal straws).

B  2.30 **Audio script p. T-177** **DISTINGUISH MAIN IDEAS FROM DETAILS** Read the instructions and the information in the **Insider English** box aloud. Ask volunteers to take turns reading the topics in the chart aloud.

- Individually, Ss make their predictions by checking the columns in the chart.
- Play the audio for Ss to listen. Play it again for Ss to check their answers and circle the ones that they predicted correctly.

Answers

1 main idea 2 detail 3 detail 4 main idea 5 detail
6 detail 7 detail

 MIXED ABILITY

For weaker Ss, play the audio in small sections, stopping after each part to allow Ss to check the correct box. Encourage stronger Ss first to complete the chart from memory and then listen after to check their answers.

C **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ss discuss in pairs, then share their ideas with the class.

2 PRONUNCIATION: Listening for sound changes in connected speech

A  2.31 Books closed. Say these phrases aloud once clearly, then say them again with the sound changes. Elicit the sound changes from Ss.

can buy /n/+b/ → /m/+b/

had better go /d/+b/ → /b/+b/

Did you know? /d/ /j/ → /dʒ/

- Books open. Read the instructions aloud. Play the audio for Ss to listen and complete the task.
- Check answers with the class.

Answers

1 c 2 a 3 b

B  2.32 Demonstrate with an example on the board. Read the sentence aloud twice: once with *would like* and once with *would prefer*.

I would (like / prefer) to use my own cup.

(*prefer* /d/ → /b/)

- Guide Ss to notice that the shape of the mouth in the second word often causes the preceding sound to change. For example, /p/ in *prefer* has closed lips. In this example, when we say *would*, our brain is already preparing us to say *prefer*, so our lips begin to close before we are even finished saying *would* and instead of saying a /p/, they form a /b/.
- Read the instructions aloud. Play the audio for Ss to listen and check their answers, then repeat aloud.

Answers

1 plastic 2 management 3 planned 4 you

C Read the instructions aloud. Ss to complete the sentences individually.

- Check answers with the class.

Answer

In connected speech, words that end with /t/, /d/, or /n/ often change to /p/, /b/, or /m/ if the following words start with /p/, /b/, or /m/. Additionally, when a word ends with /t/ or /d/ and the following word starts with /j/, these sounds often combine to make /tʃ/ or /dʒ/.

3 SPEAKING SKILLS

A  **2.30** **Audio script p. T-177** **PAIR WORK** Read the instructions aloud. Explain that Ss should focus on filling in the blanks in the sentences and should leave the right column for the next exercise.

- Play the audio for Ss to listen and fill in the blanks.
- Ss compare their answers in pairs.
- If Ss disagree on any answer, play the section of the audio in question again to resolve it.

Answers

1 comes down to 2 might think so 3 not that difficult
4 simple as that 5 all I'm saying 6 That's the point
7 so much more 8 don't see why 9 agree to disagree

FAST FINISHERS

Direct fast finishers to identify which person says each sentence from the audio. Ss write G for "Grace" and J for "Jake" to the left of the item numbers.

B **PAIR WORK** Read the instructions and the title of the chart aloud. Check Ss' understanding of *defending an opinion*. (explaining why you think your idea is correct) and *concluding a turn* (ending your speaking turn).

- Ss label the sentences C or D individually and then compare their answers in pairs.
- Check answers with the class.

Answers

1 C 2 D 3 C 4 D 5 C 6 C 7 C 8 D 9 C

C **PAIR WORK** Read the instructions aloud. Ask two volunteers to read the model conversation aloud. Check for understanding and the correct pronunciation of *Styrofoam*. Ask Ss to underline the expressions used from exercise 3A and note if they are concluding a turn or defending an opinion.

- Ss do the task in pairs. Remind Ss of their discussion about alternatives to plastics in exercise 1A. Allow them to refer to their notes for ideas.
- Circulate and monitor for usage of the expressions for concluding a turn and defending an opinion. Offer help as needed.

MIXED ABILITY

Allow weaker Ss to work together to write two or three conversations. Guide them to have the conversations several times until they can do them from memory.

4 PRONUNCIATION: Saying the /ŋ/ sound

A  **2.33** Books closed. Ask Ss to work in pairs and give them a time limit to write down as many words as they can with the /ŋ/ sound, e.g., *thing, song*. When time is up, see which pair has the most words. Write all the words Ss thought of on the board and have Ss repeat them aloud.

- Books open. Read the instructions aloud. Play the audio for Ss to listen and repeat the sentences.

B  **2.34** Read the instructions aloud. Ss underline the /ŋ/ sounds.

- Play the audio. Ss listen and check their answers.
- In pairs, Ss practice the conversation and check that their partner is pronouncing /ŋ/ sounds clearly.

Answers

- A The speaker said that it all comes down to being "mindful of your daily routine;" that's when you notice things.
B I'm not sure going totally plastic-free is something people will respond to. It's too much all at once. That's all I'm saying.
A For me, anything that reduces plastic trash is worth doing.
B So, what other plastic things should we all give up, besides coffee cups and grocery bags, I mean?

C **PAIR WORK** Give Ss several minutes to think of ways to end the sentences. Have students refer to the conversations in exercise 3C and exercise 4B as examples. Then have them work in pairs and take turns reading complete sentences aloud. Explain to Ss that some words ending in *-nk*, such as *think*, have an /ŋ/ sound when they are followed by a vowel sound.

5 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to read the topics aloud. You can direct Ss to come up with three or four more topics individually, or brainstorm ideas as a class.

- Give Ss time to think of what they want to say about their chosen topic.
- Ss discuss their ideas with their partners. Tell them to take notes to use in the next activity.

B **GROUP WORK** Read the instructions aloud. Ask volunteers to read the model sentence aloud.

- Ss join another pair to share their ideas.
- **Workbook Unit 10.3**

- write a summary of a discussion about the new economy

1 READING



FIND IT

A Read the instructions aloud.

- Ss look at the picture and discuss the questions in pairs. Encourage them to start their conversation with what they know about these new business categories. Then allow them to use their phones, if possible, to research different businesses that are a part of the gig economy and sharing economy (e.g., ZipCar, Uber, Task Rabbit, Rover).
- Ss share their responses with the class.

Answers

The picture shows an example of the gig economy. The gig economy refers to businesses that make it possible for people to do one small job (one gig) at a time instead of receiving a salary or working for only one company. The sharing economy, on the other hand, refers to businesses that facilitate the sharing of goods and services between private individuals.

VOCABULARY SUPPORT

gig economy: Also called the “freelance economy.” A free-market system in which temporary positions are common and organizations contract with independent workers for short-term jobs. Until recently, the word *gig* has usually meant an informal single performance by a musician or a band. Uber is an example of a company that is part of the gig economy.

sharing economy: a business model that involves a direct transaction between two people, where there is a sharing of goods or services, with the transaction usually happening online. Airbnb is an example of a shared-economy business.

B **PREDICT CONTENT** Read the instructions aloud. Ask volunteers to take turns reading the key words aloud.

- Ss predict if the key words will be used to defend or criticize the new economic models. Allow them to use their phones or a dictionary to look up any words that are unfamiliar.
- Ss read the thread to check their predictions.
- Check answers with the class.

Answers

to defend new economic models: human-scale commerce
to criticize new economic models: unfair competition, minimum wage



MIXED ABILITY

Go over the meaning of the key words with weaker Ss. Read through the thread with them, underlining the key words and discussing whether each is used to criticize or defend the new economy.

C **PAIR WORK** **EVALUATE INFORMATION** Read the instructions aloud. Check Ss understanding of any unfamiliar words in the discussion thread.

- Ss do the task in pairs.
- Check answers with the class.

Answers

In favor: B (Amanda), C (Abdul), D (Daniel), G (Sven)

Against: A (Kevin), E (Laura), F (Carolina)

Main ideas

Amanda: It's time that an economy based on everyone having regular, long-term jobs was challenged.

Abdul: What I like about the sharing economy is that it's a human-scale version of commerce...

Daniel: The “gig economy” business model revolves around tech companies that view legal regulations as outdated or irrelevant.

Carolina: People need to understand that these cool new companies could be destroying small neighborhood businesses.

Sven: In many places the gig economy has really benefited people...

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

- Give Ss time to think of their own answers and write down some ideas.
- Ss discuss the questions in groups of three or four.



HOMEWORK IDEAS

Ss research one specific gig- or sharing-economy business: How does the business work? What service does it provide? How many people use it for work? How many people use the service every year? What is the company worth? Ss present their findings in the next class. Then ask the class to say which business they would be most likely to work for and most likely to use.

2 WRITING

- **Introduce the writing skill** Review the definition of a *summary* (a short version of a reading that describes just the main points). Identify one popular book or a movie that everyone in the class knows. (You might want to provide more than one option for Ss to choose from.) Have Ss write a one-sentence summary of the book or movie in two minutes. Ss read their summaries. Discuss as a class which summarize the story well without too many extra details.
- Explain that the same principles of a good summary apply to a nonfiction article or the group of opinions in the thread in exercise 1B.

A Read the instructions aloud.

- Ss do the task individually.
- Go over any unfamiliar vocabulary.

Answer

The summary focuses on arguments for new economic models.

B **USE APPROPRIATE REGISTER** Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class.

Answers

The set of expressions in the box is more formal.
not at all = by no means; *so* = in this respect, it would seem;
in terms of = with respect to, regarding; *and for* = with respect to, regarding; *in a nutshell* = in brief;
probably true = it would seem; *even if* = regardless of whether (Note: “even if” can take a negative or affirmative verb; “regardless of whether” takes a positive verb.)



WRITE IT

C **PLAN** Read the instructions and the information in the Register check box aloud.

- Ss do the task in pairs.
- Check answers with the class.

Answers

Themes: unfair competition, lack of legal regulations, people losing out

D Read the instructions aloud.

- Ss do the task in pairs.
- Check answers with the class.

Answers

Paragraph 1: introduces the topic and presents the two points the writer will focus on (freedom of choice and flexibility)

Paragraph 2: summarizes the opinions in the discussion thread related to the two main points identified in paragraph 1 from the customers' and workers' side.

Paragraph 3: draws a conclusion (probably true that gig economy is here to stay) without giving a personal opinion (it has many champions)

The body paragraph includes two points: customers have what they want when they want it (music, accommodation, food delivery, rides); workers are their own bosses (set own hours, determine own income)

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

- Ss work in pairs to write a summary. Remind them to use formal expressions.

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

- Ss exchange summaries with another pair and offer feedback.
- Circulate and monitor Ss' discussions based on the questions. Offer help as needed.



HOMEWORK IDEAS

Assign the writing of the summary for homework. Ss bring their paragraphs to the next class to discuss with a partner and rewrite together as needed.

- **Workbook Unit 10.4**

LESSON OBJECTIVE

- present and evaluate an idea for reinventing pet ownership



- **Introduce the task** **Aim:** Introduce the topic.
- Books closed. Draw Ss' attention to the lesson title. Ask a volunteer to guess what they will be doing in this lesson. Ask: *Do you have a pet? What kind? Why do people have pets?*

A **DISCUSS** **Aim:** Ss discuss pets.

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss look at the pictures and discuss the questions.

B **PLAN** **Aim:** Ss learn their role and tasks.

- Put Ss into small groups and assign each group as Group A or Group B.
- **GROUP WORK** Ss read the instructions for their group.
- Group A Ss work together to come up with points in favor of a rent-a-pet business. Tell Ss that they should also outline how the business works: Where do the pets come from? What are the fees? How do the pets get from one home to another? How long can someone rent a pet? What kinds of pets can be rented? How can the safety of the pets and the customers be assured? etc.
- Group B Ss work together to come up with questions for the entrepreneurs that will help them decide if they will approve the business.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

C **PREPARE** **Aim:** Ss test their main points and revise as needed.

- **PAIR WORK** Each S from a Group A meets with one S from a Group B and tests their main points. The S from Group B asks questions and gives their opinion on whether the plan will be approved, and why or why not.
- Direct Ss' attention to the "Prepare" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their discussion.
- **GROUP WORK** Ss return to their group and share what they have learned. Group A Ss revise their presentations based on the feedback. Group B Ss revise their questions based on what they heard from Group A Ss.
- Group A Ss decide who will present each point. Group B Ss decide who will ask which questions.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or to look up words.

D **PRESENT** **Aim:** Ss present and decide on the proposal.

- Read the instructions aloud.
- **GROUP WORK** Group As take turns presenting their revised proposal to Group Bs. Ss in Group B ask their revised questions.

- Direct Ss' attention to the "Present" phrases in the **Useful phrases** section. Encourage them to use at least one of the phrases in their presentations and questioning.
- Group B Ss take a few minutes to make their decision on whether to approve the business or not. Remind them to make decisions based on the merit of Group A's arguments for the business idea.
- To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

E **DECIDE** **Aim:** Ss evaluate the presentations.

- Read the instructions aloud.
- **WHOLE CLASS** Each Group B shares their decision and explains why they approved or denied the request for Rent-a-Pet.
- As a class, discuss how Rent-a-Pet fits in with the sharing economy model.

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

PROGRESS CHECK

Direct Ss to page 156 to check their progress. Go to page T-153 for Progress Check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 For Development Activity 1, did the Ss produce a variety of sentences? To what extent did Ss understand the activity's value and purpose?
- 2 How could you extend the speaking activity so Ss have as much practice as possible asking their questions – and perhaps adding to them?
- 3 For Development Activity 2, which aspects of the grammar were they least confident about? For example: *They all seemed to know that you have to use simple past, but there was some confusion about "it's high time" versus "it's time."*
- 4 If your Ss already seem confident with the grammar, how do you manage this situation?
- 5 In your experience, what role(s) do Ss expect teachers to play? How willing are your students to take responsibility for their own learning?

TRUE COLORS

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Recognizing noun phrases

Long and complex noun phrases (NPs) are characteristic of texts at higher levels. They are commonly found in academic texts and journalistic articles because they allow the writer to express a large amount of information in a small number of words. Recognizing where long NPs begin and end is a challenge for many Ss but is an essential ingredient of fluent reading.

Subjects and objects (Activity 1): Ss practice identifying long subject and object NPs in an article. Try this in lesson 11.1.

The importance of of (Activity 2): Ss learn about the importance of the preposition *of* in making NPs and identify examples in an article. Try this in lesson 11.4.

You can find more activities for helping Ss understand complex sentences in texts *Developing Reading Skills* by Francoise Grellet, pp. 42–53.

INTRODUCE THE THEME OF THE UNIT

Books closed. Direct Ss to write as many colors in English as they can in one minute. When time is up, Ss say their colors. Write them on the board. How many colors did the class come up with? Which of the colors can they identify in the classroom? Lead a discussion about color. Ask: *What colors affect you in a positive way? Do you prefer bright colors or softer colors? What color are the rooms in your home? What's your favorite color to wear? Why?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING

A Read the instructions aloud.

- Give Ss time to think of their answers to the questions individually. Encourage students to talk about a time they or someone they know used colors to support a person, team, or event.
- In pairs, Ss take turns sharing their ideas.
- Ss share their responses with the class.

Answers

The people are supporting their team by painting their faces with the colors of their country's flag: Germany, Japan, Brazil.

B Read the instructions aloud.

- Allow Ss time to think of a group or groups they belong to and how they demonstrate connections to the group(s).
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they are similar to João.

EXPERT SPEAKER

João I think an example is a World Cup. We always get to wear yellow and green whenever Brazil is playing. And sometimes we paint our faces also.

EXTRA ACTIVITY

Bring in magazine pictures of different colors and display them on the board. Alternatively, place blank sticky notes on different colored items in the classroom. Ss work individually to write imaginative names for ten of the colors without using the color name, e.g., *light blue* > *Caribbean vacation*; *bright yellow* > *daisy bouquet*. Ss share their names with a partner and the partner must try to point to the color the name describes.

- discuss the importance of color for businesses

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Tell Ss to think of a place they enjoy visiting because of its colors. *How do the colors make you feel?*

A Do the task Read the instructions aloud.

- Allow Ss time to look at the picture and make predictions.
- Ss share their ideas with a partner.
- Ss read the article silently to themselves.
- Ask Ss if their predictions were correct.

Answers

The picture shows color cards from the Pantone company. People often use them when choosing colors for paints or fabric.

B PAIR WORK THINK CRITICALLY Read the questions aloud.

- Ss discuss the questions in pairs.
- Ss share their partners' responses with the class.



TEACHER DEVELOPMENT ACTIVITY 1

Subjects and objects

This activity gives students practice in identifying the extent of long noun phrases (NPs) surrounding key words in a text.

- Write the opening words of the article on the board. Work with Ss to circle the verb and underline the subject and object:

subject

Pantone, the world's number one color company,

object

has a library containing 10,000 unique colors ...

Explain that writers often use long NPs as subjects and objects to pack more information into fewer words.

- Dictate four words from the article: *idea, impact, shade, news*. In pairs, Ss find the words and underline the surrounding NP. Then check answers as a class, establishing which NPs are subjects, and which objects:

the idea of low cost (object)

a big impact on the fashion industry (object)

one shade that reflects current trends and captures the collective mood (object)

News of Pantone's "Color of the Year" (subject)

2 VOCABULARY: Describing color associations

- **Introduce the vocabulary** Books closed. Ask Ss to write the colors they remember being mentioned in the reading and what each one usually signifies. Encourage them to use any verbs they remember for making associations.

A 2.35 Do the task Read the instructions aloud. Ask a volunteer to read the words in the box.

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

Answers

1 imply 2 convey, transmit 3 reflect 4 resonate with
5 evoke, conjure up 6 capture



B 2.36 PAIR WORK Read the instructions aloud.

- Play the audio for Ss to listen to the words. Play it again for Ss to repeat them.
- Individually, Ss find an example of each shade in the classroom. If they have trouble with the meaning of an adjective, refer them back to the article in exercise 1A and help them to figure out the meaning of the word from the context.
- Ss compare their ideas in pairs.
- If possible, allow Ss to use their phones to find other visual references for each shade. Suggest they use the adjective plus a color word as their search term.
- Ss share their findings with the class.

C Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.



D PAIR WORK Read the instructions aloud. Ask a volunteer to read the model answer aloud.

- Ss do the task in pairs. Allow them to use their phones or look for colors outside the classroom.
- Ss share their responses with the class.

HOMework IDEAS

Ss find colorful pictures in magazines, books, and printouts from the internet to bring to class. Display Ss' pictures on the board and let them take turns describing just the colors they see. The other Ss have to guess which picture is being described.

3 GRAMMAR: Subject–verb agreement

A **Introduce the grammar** Books closed. On the board, write: *Jo and Tim has been very good friends for many years. The company we work for are located in California.* Ask: *Are these sentences grammatically correct?* (no) *Why not?* (The verb in each sentence doesn't agree with the subjects.) Ask volunteers to identify the subject and verb in each sentence (Jo and Tim / to have; The company / to be). Ask volunteers to correct the sentences (Jo and Tim have; The company ... is) Explain that Ss will learn more about subject–verb agreement.

- **Do the task** Read the instructions aloud. Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 B 2 C 3 E 4 A 5 D

B Direct Ss to page 138 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions and the information in the **Accuracy check** box aloud. Ask volunteers to take turns reading the sentences aloud.

- Ss do the task in pairs. Allow Ss to use their phones to help them find information to use in their discussion (e.g., what the most common favorite color for men/women/children is; pictures of oceans of different colors; colors that represent particular political groups).
- Check answers with the class.

Suggested answers

- 1 Everybody has a favorite color, but nobody's favorite color is brown.
- 2 People usually say the ocean is blue, but neither of my parents sees it as blue.

Avoid colors associated with politics when you are with people you don't know well. (Answers will vary.)

MIXED ABILITY

Allow weaker Ss time to jot down answers before speaking with their partners. Additionally, they can choose only one of the topics to talk about. Encourage stronger Ss to discuss all three topics without referring back to the grammar box.

4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to read the model response aloud.

- If necessary, brainstorm popular products and brands as a class. Write Ss' responses on the board for their reference.
- In pairs, Ss describe the logo and color of a brand and discuss their opinions of their look and feel.
- Ss discuss their ideas with another pair.

EXTRA ACTIVITY

Write on the board: *luxury cars, furniture store, children's clothing store, small-town sandwich shop, housecleaning service.* In pairs, Ss discuss which colors would be appropriate for each kind of product or business. Encourage them to use the verbs they learned for describing color associations and the adjectives they learned for describing shades. Then Ss choose one of the products or services and create a name and logo for it using the colors. Ss share their logos with the class and explain their color choices.

- **Workbook Unit 11.1**
- **Worksheets: Grammar 11.1; Vocabulary 11.1**

- talk about color expressions and their meaning

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write on the board: *I have a green thumb.* Ask Ss if they know what this means (to be good at growing plants and flowers). Ask Ss to write as many color expressions as they can, either in English or their native language, in one or two minutes. Tell them to keep their lists to refer to later in the lesson.

A **Do the task** Give Ss time to look at the picture and read the quote.

- Ss compare their answers in pairs and then check the answer at the bottom of the page.
- Ss share their answers about similar expressions in their language with the class.

Answer

Out of the blue refers to when something happens completely unexpectedly, and is often surprising and unusual.

B **2.37 PAIR WORK** Read the instructions aloud.

- Play the audio and tell Ss to follow along in the audio script.
- Check understanding of *consequences* (the results of an action or situation), *ecological* (relating to the environment), and *inexperienced* (without much knowledge of something).
- Ask Ss to identify any of the color expressions from the report that are the same or similar in their own language.
- In pairs, Ss compare the color expressions used in the report to the lists they made in the introduction.
- Ask Ss to share any of the expressions that are not in the report.

C **2.37 PAIR WORK** Read the instructions aloud.

- Play the audio. Ss silently read along in the audio script.
- Allow Ss time to identify the color expressions from the report.
- Ss compare their answers in pairs.

Answers

not related to red or green: "... but color expressions aren't always black and white." = something is more complex than simply one way or another, or "yes or no."
expression with two meanings: *green* can mean "go" or "young and inexperienced"

2 VOCABULARY: Color expressions

A **2.38 PAIR WORK** Read the instructions aloud. Ask a volunteer to read the categories aloud.

- Ss work in pairs to categorize the color expressions. Challenge Ss to do as much of the task from memory as they can before they reread the report.
- Play the audio for Ss to check their answers.
- Check answers with the class.

Answers

age: be green, be a greenhorn
approval: get the green light
bad behavior: get caught red-handed
emotion: see red, turn red
government: cut through red tape, green party
health: be/look green around the gills
money: be in the red
nature: have a green thumb

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

- Ss discuss the questions in pairs.
- Direct Ss to take notes of their discussions so they can share them with the class.
- Ss share their ideas with the class.

C Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

D **PAIR WORK THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

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

HOMEWORK IDEAS

Ask Ss to choose one color and research what associations it has in different countries and cultures. Ss share their findings in the next class.

3 GRAMMAR: Articles

- **Introduce the grammar** Books closed. Write *article* on the board. Ask Ss to name the three articles (a, an, the). Ask: *Which one is a definite article? (the) Which are indefinite? (a, an) When do you use an instead of a? (Use an when the noun that follows begins with a vowel sound.)* Explain that Ss will learn more about articles.

A Do the task Read the instructions aloud. Give Ss time to read the information in the grammar box. Ask: *Which sentence doesn't have an article?* (sentence 2)

- Ss do the task individually.
- Check answers with the class.

Answers

1 generalization 2 superlatives 3 category

B Direct Ss to page 139 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions aloud.

- Ss complete the sentences individually.
- Ss compare their sentences in pairs and discuss any differences in their answers.

Answers

1 the, the, the 2 a 3 the, -, -

D PAIR WORK Read the instructions aloud. Tell Ss they are to write sentences similar to those in exercise 3C but about a different color.

- Ss write their sentences individually. Ask them to underline articles and any nouns where they omitted articles.
- Ss compare their sentences in pairs and check each other's work for the correct use of articles.

4 SPEAKING

A PAIR WORK Read the instructions aloud. Volunteers read the model conversation aloud.

- Ss think of situations in pairs, then write a conversation that uses the color expression they chose.
- Pairs practice reading the conversation aloud.

B Pairs take turns acting act out their conversations in groups. The other pair listens to check that articles are used correctly.

C PAIR WORK Read the questions aloud. Write the four colors on the board.

- Ss discuss the questions in pairs. To manage the task, set a time limit for each color.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have an expression similar to João's.

EXPERT SPEAKER

João Yes, "sorriso amarelo," which is *yellow smile*. And that means a fake smile or somehow forced.

- **Workbook Unit 11.2**
- **Worksheets: Grammar 11.2; Vocabulary 11.2; Speaking 11**

- respond to questions in different ways

1 LISTENING

A **PAIR WORK** Books closed. Write *sweet* and *savory* on the board. Invite volunteers to call out examples of foods that are sweet and foods that are savory. Ask Ss what their favorite sweet and savory foods are.

- Books open. Read the instructions aloud. Ss look at the pictures and discuss the questions with a partner.
- Ss share their responses with the class. Ask them which of the foods in the pictures they have eaten.

B **2.39 Audio script p. T-178 LISTEN FOR MAIN POINTS** Read the instructions and the example aloud.

- Play the audio for Ss to listen for the main points made by each speaker. Play the audio again while Ss take notes on those points.
- Check answers with the class.

Answers

Prof. Jenkins: Other senses and also memory affect taste expectations.
Prof. Suarez: Snack food companies use color for branding; they also use color to play with taste expectations; manufacturers consider cultural associations with colors and respect them

C **2.39 Audio script p. T-178 PAIR WORK LISTEN FOR DETAILS** Read the instructions and the information in the Insider English box aloud. Ask volunteers to take turns reading the topics in the list aloud.

- Play the audio. Ss listen and write details about each topic individually.
- Ss compare their answers with a partner.
- Play the audio again for Ss to check their answers in pairs. Give them time to revise any of their answers, if necessary.
- Check answers with the class.

Answers

Expectations of taste and specific colors: red = sweeter, yellow = citrus, green = mint

Color and the other senses: All senses affect taste expectation: the look of it, the smell

Colored foods and marketing: Oreos known for iconic black/white look; the makers of Oreos use different colors to reinvent and boost interest; pastel shades for spring and orange for Halloween; use different colors for different flavors also (green = mint)

Cultural associations and food color: e.g., orange = Halloween in the U.S., but maybe not in other places; green = mint in the U.S., but green tea flavor in Japan; blue corn chips = American expects something strange, but taste not very different

MIXED ABILITY

For weaker Ss, play the audio in small sections, stopping after each part to allow Ss to fill in each section. Challenge stronger Ss to write as many details as they can remember before listening to the audio again.

2 PRONUNCIATION: Listening for uncertainty

A **2.40** Books closed. Have Ss ask you questions about your favorite foods. Reply to some with “well” using a falling intonation and “well” using a fall-rise intonation. See if Ss can hear the difference in intonation and identify the difference in meaning.

- Books open. Read the instructions aloud. Play the audio for Ss to listen to the pronunciation of *well*.
- Check answers as a class.

Answers

The intonation is different. The falling tone in the first one sounds more certain, less hesitant. In the second one (with fall-rise intonation), the listener will realize that the speaker is uncertain and probably has something more to say or ask.

B **2.41** Read the instructions aloud.

- Play the audio for students to do the task.
- Check answers with the class.
- Play the audio again for students to repeat and make sure they understand the difference in intonation.

Answers

- 1 S (falling)
- 2 N (drawn out, fall-rise)
- 3 N (drawn out, fall-rise)
- 4 S (falling)
- 5 N (drawn out, fall-rise)
- 6 S (falling)

C **PAIR WORK** In pairs, Ss take turns reading the sentences and replying using intonation to show how certain they are. Circulate and monitor that Ss are using the correct intonation with each other.

D Ss complete the sentence. Check answers with the class.

Answer

The *fall-rise* intonation often means that there is something the speaker is unsure about or not fully prepared to state.

3 SPEAKING SKILLS

A  **2.39** *Audio script p. T-178* **PAIR WORK** Read the instructions aloud.

- Give Ss time to read the responses from the Q&A and mark their answers individually.
- Play the audio for Ss to listen and check their answers.
- Ss compare their answers in pairs.
- Review answers as a class.

Answers

1 B 2 C 3 B 4 B 5 A 6 B 7 C 8 C 9 B
10 A 11 A 12 B

B **PAIR WORK** Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

- Give Ss time to think of challenging color-related questions to ask each other. If possible, allow Ss to use their phones for question-and-answer ideas.
- If time allows, Ss take turns asking and answering questions with a partner.
- Circulate and monitor to ensure Ss are using the expressions for responding to questions.
- Ss ask their questions to the class to see how many Ss know the answers. (Remind Ss who were partners and already know the answers not to blurt them out.)

HOMEWORK IDEAS

Before doing exercise 3B, Ss research interesting color-related facts at home and create questions about them. They bring the questions to the next class to ask a partner. Alternatively, assign a specific color-related topic to Ss such as, colors of flags, colors of well-known company logos, animals with colors in their name, sports teams' colors, etc. Ss write their questions at home and bring them to the next class to ask a partner. Ss use the expressions for responding to questions in their conversations.

4 PRONUNCIATION: Saying vowels before consonants

A  **2.42** Read the instructions aloud.

- Play the audio. Ss identify the word in each pair with the longer vowel sound.
- Elicit the answer to the question about vowel length. Tell Ss to say the pairs of words aloud. Model where necessary, and make it clear that the vowel length is longer before voiced consonants and shorter before unvoiced. For example: beet (shorter), beam (longer), bead (also longer).

Answers

1 wide 2 green 3 Sweden 4 broad 5 lose
Long vowels (like /i:/) are longer before voiced consonants (like /d/, /n/, /z/, /v/).

B  **2.43** **PAIR WORK** Read the instructions aloud. Ss complete the task in pairs.

- Play the audio for Ss to check their answers and repeat the words.

Answers

1 a L, b S 2 a S, b L 3 a S, b L 4 a L, b S 5 a S, b L
6 a S, b L

C **PAIR WORK** Read the instructions aloud. In pairs, Ss write sentences for their partners to say the missing word with the correct pronunciation.

5 SPEAKING

A **GROUP WORK** **THINK CRITICALLY** Read the questions aloud. Ask volunteers to read the model conversation aloud.

- Give Ss time to think of and jot down their answers to the questions.
- Put Ss in groups of three or four to discuss answers to the questions. Circulate and monitor each group's discussion and provide support as needed.
- **Workbook Unit 11.3**

1 READING

A Read the instructions aloud. Draw Ss' attention to the pictures of fans wearing teams' jerseys.

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

B Read the instructions aloud.

- Ss read the article individually. Check understanding of *uproar* (a situation in which many people complain angrily about something), *iconography* (the use of images and symbols to represent ideas), *hybrid* (a mixture of two or more things), *unimaginable* (hard to imagine, very unlikely), and *transplanted* (moved from one place to another).
- Ss label the pictures.
- Check answers with the class.

Answers

- A Cardiff City FC (soccer, Cardiff, the UK)
 B Barcelona de Guayaquil (soccer, Guayaquil, Ecuador)
 C The Green Bay Packers (American football; Green Bay, Wisconsin, USA)
 D The Pittsburgh Penguins (ice hockey; Pittsburgh, Pennsylvania, USA)

 EXTRA ACTIVITY

Ss write two comprehension questions about the article and take turns asking and answering them with a partner. Challenge Ss to answer the questions from memory first.

C **EVALUATE INFORMATION** Read the instructions aloud.

- Ss make notes individually.
- Ss compare their notes with a partner.

Suggested answers

Cardiff City FC: 1908 – blue jerseys become the standard uniform; 2012 – new owner from Malaysia changed to red (good luck in his culture); also changed dragon to bluebird. Fans not happy. 2015 – owner changed it back to original blue with dragon.
 Barcelona de Guayaquil: 1925 – founded; owner (Eutimio Perez) from Barcelona, so took Barcelona colors and crest; changed color after losses; 1940s – yellow adopted and still color today, but old crest the same (hybrid)
 Green Bay Packers: The colors represent the landscape around Green Bay. Community owns team, so colors connect all.
 Pittsburgh Penguins: At creation, team adopted yellow/black color scheme to match other sports teams; colors on town flag, too; owners changed yellow to gold, but fans didn't like it. Changed back quickly.

D **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ask a volunteer to read the model response aloud.

- Give Ss time to answer the questions about a sports team they know and make notes.
- Ss discuss the questions in pairs.

 HOMEWORK IDEAS

Ss research the questions about a sports team and bring their findings to the next class to share with a partner.

**TEACHER DEVELOPMENT
ACTIVITY 2****The importance of of**

Here students learn about the key role of the preposition *of* in forming long noun phrases (NP).

- Write the second paragraph of the article – a single sentence – on the board. Work with Ss to circle the verb and underline the subject:
This story of fans embracing the iconography of their team's colors and symbols to give themselves a sense of identity and belonging is typical but not universal.

The subject is a single NP of 22 words! Remind Ss that they will often need to deal with long NPs when reading real-life texts. Ask: *Which word is especially important in making long NPs? (of; it occurs in the above sentence three times.)*

- In pairs, Ss scan the first paragraph of the article for three more examples of *of* and identify the surrounding NPs. Then check as a class:
the importance of color
Vincent Tan, the Malaysian chairman of Cardiff City soccer team in the U.K.
three years of uproar
- Encourage Ss to use NPs with *of* in the writing section of the lesson.

2 WRITING

- **Introduce the writing skill** Write on the board: *When you go to someone's house for dinner, chocolate is the best gift to offer the host. Most people like chocolate. It's possible to buy high-quality chocolate that isn't too expensive. The host can share the chocolate with other guests. Ask: Which sentence gives an opinion? Which sentences offer examples to support that opinion?*
- Explain to Ss that they will learn more about supporting opinions with examples in an essay.

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

- Ss read the essay and answer the questions individually.
- Go over any unfamiliar vocabulary.
- Check answers with the class.

Answers

Factors: name of team, colors for team, history of town (seaport), other local teams' colors, landscape
Most important factor for team unity: color

B **SUPPORT OPINIONS** Read the instructions aloud.

- Ss do the task individually.
- Ss compare their answers in pairs.
- Check answers with the class.

Answers

2 the debate over a name is heated – The Whales, The Kraken, The Emeralds, The Metropolitans
3 there is no disagreement on team colors – every proposal uses a version of the city's signature color scheme
4 color is more powerful than names – other teams all use dark blue/forest green/silver-gray; these are also city signature colors; all proposals for the new team want the same colors, but they disagree on the names

E Read the instructions aloud. Ask a volunteer to read the start of the model essay aloud.

- Ss write their essays individually.

F **GROUP WORK** Read the instructions aloud. Put Ss in groups of three or four.

- Ss share their essays with their group and offer feedback to each other.
- Circulate and monitor as groups discuss. Offer help as needed.
- Ask one or two Ss from each group to read their essays aloud. As a class, Ss share which essays or points they strongly agree or disagree with and offer examples.



HOMEWORK IDEAS

Assign the research for the opinion essay, the writing, or both for homework. Ss bring their research or completed essay to the next class to discuss with a group and revise together as needed.

- **Workbook Unit 11.4**

WRITE IT

C **PLAN** Read the instructions aloud. Pairs answer the questions and make notes.



D Read the instructions and the information in the Register check box aloud. Ask volunteers to read the bulleted questions aloud.

- Ss discuss the questions in pairs. Allow pairs to use their phones to research information on the group they choose.
- Encourage Ss to take notes, which they can use as they write their essays in the next step.

- create a flag for a specific group



- **Introduce the task** **Aim:** Introduce the topic.
- Books closed. Draw Ss' attention to the lesson title. Ask:
What colors and symbols are on your/our/the country's flag? What significance do they have? Do you know the symbolism of any other flags?



FIND IT

A RESEARCH **Aim:** Ss discuss the elements of two flags.

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss look at the flags and discuss the questions. Allow them to use their phones to research the symbolism of New Zealand's old flag and the new one. (The top flag is the traditional one. The four stars are the same; the colors blue, red, and white are the same. In the proposed flag, the UK flag was replaced by a fern leaf, and black was added above it.)

B **Aim:** Ss analyze the symbolism of a flag.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss the question and think of three more possibilities.

Suggested answers

Geography/landscape, native plant and animal life, cultural symbols or designs, connection with region, famous people from its history, circumstances around its discovery by Western people

C PLAN **Aim:** Ss synthesize information to create a list of new elements for a flag.

- Read the instructions aloud.
- **PAIR WORK** Ss complete the task in pairs. Alternatively, assign a specific organization to each pair or assign the same organization to the whole class to see how each pair designs their flag.
- Direct Ss' attention to the "Plan" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

D PREPARE **Aim:** Ss analyze their list and edit their ideas.

- Read the instructions aloud.
- **PAIR WORK** Ss work in pairs to complete the task, making notes and drawing a flag for use in the next task.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

E PRACTICE **Aim:** Ss practice their presentation and evaluate another presentation.

- Read the instructions aloud.
- **GROUP WORK** Ss work with another pair to practice their presentations and offer each other feedback.
- **PAIR WORK** Pairs revise their flags and their presentations based on the feedback they received.

F PRESENT **Aim:** Ss present their flags.

- Read the instructions aloud.
 - To minimize Ss' anxiety while giving their presentations, consider allowing them to sit in a circle and present while seated.
 - **WHOLE CLASS** Ss present their flags and the reasons for their design choices.
 - Direct Ss' attention to the "Present" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.
 - As a class, Ss discuss which designs are the most interesting and which would likely be chosen.
 - Check understanding of *referendum* (a vote in which people decide on an important question).
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct Ss 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 In Development Activity 1, Ss are given a noun and have to find the long noun phrase (NP) that surrounds it. Did they have problems with any structure before or after the noun?
- 2 Many English nouns are often followed by expressions with *of* to make long NPs, like those in Development Activity 2. How could you draw Ss' attention to these nouns?
- 3 Both of the activities in this unit are variations of traditional *parsing* activities, which require Ss to identify grammatical constituents of sentences. How did the student groups react to the activities?

THINGS CHANGE

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Evaluating longer turns of spoken language

Many adult students study English because they need to use it in a professional or academic context. In these contexts, they might be asked to give some kind of speech or presentation, which means they have to speak alone for an extended period of time. Students need to use grammar, vocabulary, and pronunciation well, but for longer turns, they also need to have good content. They will be evaluated not only on how they say something, but also on what they say. Their speaking needs to be well-organized so the ideas are clear and easy to follow. Many speaking tests and exams require students to speak for a longer turn, and they are also assessed on their ability to manage the language and context.

Evaluating the rehearsal (Activity 1): Ss practice a longer turn in pairs before presenting to a group. Try this in lesson 12.1.

Setting the feedback agenda (Activity 2): Ss ask their partners to give feedback on their storytelling. Try this in lesson 12.3.

You can find out more about longer turns by reading *Teaching the Spoken Language* by Gillian Brown and George Yule, pp. 16–20.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write on the board: *There is nothing permanent, except change.* – Heraclitus (Greek philosopher) Ask volunteers what they think this saying means and to explain if they agree with it or not. Ask: *Do you prefer every day to be mostly the same, or do you like to be doing something different each day? What things do you like to remain the same? What things do you like to be different sometimes?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to brainstorm words they think they will see in the unit. Write their answers on the board and ask them to copy the words into their notebooks. Tell them that at the end of the unit they can check the words they used.

START SPEAKING



A Read the instructions aloud.

- Give Ss time to jot down their answers to the questions individually. Allow them to use their phones to research other changes that take place in nature and find pictures.
- In pairs, Ss take turns sharing their ideas and their pictures.
- Ss share their responses with the class.

Answer

A chameleon is changing colors.

B Read the instructions and the events in the box aloud.

- Check understanding of *milestone* (an important event in someone's life). Allow Ss time to think of their own answers to the questions.
- Because Ss are being asked to share personal changes that have been challenging, be sensitive to their feelings and possible reluctance to share details.
- Ss share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have had an experience similar to Susanne's.

EXPERT SPEAKER

Susanne The most challenging life milestone for me has been to find a profession that I really love. I have changed professions a couple of times, which, for a German, is very hard because usually the Germans stay in the same profession throughout their whole life. And I am a teacher by training; I did not enjoy teaching. And then I was in book publishing for a while, and now I'm in real estate, and I absolutely love it. But it took me a while to find the right profession for me.

- answer job interview questions about change

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Read the title of the lesson aloud. Ask Ss if they have ever changed jobs or schools, or moved to a completely new place. Ask volunteers to share their feelings at the time: excitement, stress, both? Elicit from Ss the extent to which it is important to adapt to changes and why.

A  **2.44 Do the task** Read the instructions. Ask a volunteer to define *guru* (an expert on a subject who can give good advice).

- Allow Ss time to look at the screenshot and make predictions about the “change question.”
- Ss share their ideas with a partner.
- Play the audio. Challenge Ss to listen for answers in the interview without looking at the audio script.
- Ask Ss if their predictions about the advice were correct.

Answer

The “change question”: How do you handle change?

EXTRA ACTIVITY

Ss write three more comprehension questions about the interview to ask a partner. Challenge Ss to answer the questions from memory before checking the audio script in the book.

B  **2.44** Read the instructions and the **Insider English** box aloud. Check Ss’ understanding of *tall order* (a request that is difficult to fulfill).

- Play the audio again.
- Ss discuss the questions in pairs.
- Ss share their partners’ responses with the class.

HOMEWORK IDEAS

Give Ss the option to research advice on good job interview techniques or advice on dealing with change in modern society. In the next class, Ss share the best piece of advice they found on either topic.

2 VOCABULARY: Talking about change

- **Introduce the vocabulary** Books closed. Write the bold words from the screenshot and the audio script as a list on the board. Allow Ss time to research the meaning of the words on their phones. Assign each S two words randomly. Say: *You have one minute to write two complete sentences that use your words correctly.* Set a timer for one minute; then elicit sentences from each S. The rest of the class gives feedback on the use of the words in sentences.

A  **2.45 Do the task** Read the instructions aloud.

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

Answers

Nouns: resistance, adaptation, innovation, disruption, shake-up, transition

Verbs: undergo, embrace, implement, facilitate

Adjectives: disruptive, innovative

Words that suggest negative attitude: resistance, disruption, disruptive

B Direct Ss to page 152 to complete the vocabulary exercises. Teacher’s tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Ss tell a partner which expression best describes their attitude toward change and why.

- Ss discuss the questions in pairs. Remind them that they can have different attitudes about change than their partners have.
- Ss share their responses with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Susanne's attitude.

EXPERT SPEAKER

Susanne It means that you're not supposed to rattle the boat or you're not supposed to change course as long as it seems to kind of still be working. I think this is terrible advice because then nothing is ever going to change. You're not going to discover new things and you're just gonna keep doing the same old things that might not be working that well anymore. Just because something isn't broken doesn't mean it's great.

3 GRAMMAR: The present subjunctive

- A **Introduce the grammar** Books closed. Write on the board: *I advised him to change jobs.* Ask: *What is the main verb?* (advised) *What form is it?* (past) *What is the other verb?* (to change) *What form is it?* (infinitive) Circle *to change*. Explain that this structure is one way to give advice or make recommendations. Now write under that sentence: *I advised that he change jobs.* Ask: *Is the meaning the same or different?* (same) *What is different about the sentences?* (the word *that*, the use of *he* instead of *him*, the base form of the verb without *to*). Explain that the second sentence uses the subjunctive, and the subject changes from *I* in the main clause to *he* in the subordinate clause.

- **Do the task** Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers with the class.

Answers

1 insist, recommend 2 demand 3 essential, important

- B Direct Ss to page 140 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- C **PAIR WORK** Read the instructions and the information in the **Accuracy check** box aloud.

- Ss do the task in pairs.
- Circulate and help as needed.

Suggested answers

- 1 I suggest that you practice the interview with someone you trust.
- 2 I recommend that you talk to her again tomorrow after both of you have had time to think.
- 3 It is essential that you make people understand the rule and why it is important.

4 SPEAKING

- A **GROUP WORK** Read the instructions aloud. Ask volunteers to take turns reading the questions aloud. Put Ss in groups of three or four.

- Ss work together to choose one of the questions.
- Each Ss shares their answer with the group. Ss evaluate the answer and give feedback.



TEACHER DEVELOPMENT ACTIVITY 1

Evaluating the rehearsal

Students practice planning and presenting a longer turn focusing on coherent organization.

- Ss work alone and choose one of the contexts, and they make notes on it.
- In pairs, Ss practice or rehearse what they will say to the group.
- Write the following questions on the board:
Did you ...
 - ... give background to the change?
 - ... outline the reasons for it?
 - ... describe the result / potential result?
 - ... evaluate the experience/advantages?
- Ask Ss to evaluate their own performance and tell their partner how well they did these things. They can also ask their partners for feedback.
- Point out that the suggestions on the board help make their speaking more detailed and specific.
- Ss can practice in pairs again before they move into small groups and talk about their experience. It's a good idea for pairs to be in different groups.

- B Read the instructions aloud. Ask a volunteer to read the model response aloud.

- Have a class discussion about likely interview questions. To organize the discussion, write the contexts on the board and talk about each one in turn. Write Ss' ideas on the board under the appropriate context.
- Ask Ss about other questions they have had to answer in interviews, and write these on the board.



EXTRA ACTIVITY

Pairs write a short role-play interview for one of the contexts. One student is the interviewer, and the other is the interviewee. Allow Ss a few minutes to practice their interview before performing it for the class.

- **Workbook Unit 12.1**
- **Worksheets: Grammar 12.1; Vocabulary 12.1**

- talk about places that have changed drastically

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Books closed. Write *drastic/drastically* on the board. Ask Ss if they know what these words mean and what part of speech they are (extreme, having a strong or far-reaching effect; adjective/adverb). Ask: *Has your neighborhood, town, or city changed drastically over the last ten years? If so, what caused the change? What things usually cause drastic changes to a place?*

- A Do the task** Books open. Read the instructions aloud. Give Ss time to look at the pictures. Check Ss' understanding of *thriving* (successful, developing in a positive way).
- Ss think of their own answers to what happened to the places in the pictures.
 - Ss share their ideas with a partner.
 - Read the information in the **Insider English** box aloud. Then Ss read the article to see what drastic transformations the places endured.
 - Check answers with the class.

Answers

San Juan Parangaricutiro, Mexico: buried by lava from a volcano
The Aral Sea, Kazakhstan/Uzbekistan: suffered a tragic transformation into a desert



- B** Direct Ss to page 152 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

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

- Ss discuss the questions in pairs.
- Allow Ss to use their phones to research how the Aral Sea was transformed.
- Ss share their findings with the class.

Answer

The Aral Sea has been shrinking since the 1960s after the rivers that fed it were diverted by irrigation projects. By 1997, it had declined to 10 percent of its original size.

EXTRA ACTIVITY

Ss research another place in the world that has had a drastic change. They can include dates, what the location was like before the change, what caused the change, and if the location is still changing.

Some suggestions: Flevoland, Netherlands; Pompeii, Italy; Singapore; basecamp at Mt. Everest; Giza, Egypt; Shanghai, China. Ss share their findings in the next class.

2 VOCABULARY: Describing change



- A** **2.46** Read the instructions aloud. Ask a volunteer to read the words in the box aloud.

- Ss do the matching task individually. If possible, challenge Ss to do the task without rereading the article.
- Play the audio for Ss to check their answers.
- Check answers with the class.
- Ss then try to think of an example of each kind of change. They can do this task in pairs or small groups.
- Ss share their answers with the class.

Answers

Used in article: drastic, radical, lasting, gradual, welcome
1 abrupt, gradual, lasting
2 drastic, fundamental, profound, radical, sweeping
3 subtle
4 desired, refreshing, welcome
5 unforeseen

3 GRAMMAR: Perfect infinitive

- **Introduce the grammar** Books closed. Elicit from Ss an example of a sentence in the present tense that uses an infinitive, e.g., *I am excited to watch movies on my new computer*. Ask: *Does the form of an infinitive change depending on the subject that comes before it?* (no). To check understanding, ask them to identify the verb and the infinitive in the example sentence.
- Now elicit examples of sentences that use the present perfect, e.g., *I have watched three movies on my new computer today*. Check understanding of the present perfect form (it shows an action that started in the past and continues in the present). Ask Ss to explain how they formed the present perfect in their example sentences (*have* + past participle).
- Write two phrases on the board: *I am excited to watch* and *I have watched*. Explain that Ss will learn about ways to use infinitive forms with a perfect tense.

A Do the task Books open. Read the instructions aloud. Give Ss time to read the information in the grammar box.

- Ss complete the rules individually.
- Check answers with the class.

Answers

1 have, to 2 sad, seem 3 reported

B Direct Ss to page 140 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss complete the paragraph individually.
- Ss compare their paragraphs in pairs.
- Check answers with the class.

Answers

1 to have prepared 2 to have worked 3 to have taken
4 have been

4 SPEAKING



A GROUP WORK Read the instructions aloud. Ask a volunteer to read the model response aloud. Ask volunteers to take turns reading the bulleted questions aloud. Put Ss in groups of three or four.

- If Ss did the extra activity in exercise 2C in class or for homework, allow them to use their findings to share with their group.
- Allow Ss to use their phones to find out more information about a location that answers the questions or to find out about a new one. Ss answer the questions about each place they find.

B Read the instructions aloud.

- Ss take turns telling the rest of the class about the places they discussed. Encourage Ss to ask questions of each presenter.
- Ask: *What place would you like to have visited before it changed? What place would you like to visit now that it has changed?*
- **Workbook Unit 12.2**
- **Worksheets: Grammar 12.2; Vocabulary 12.2; Speaking 12**

- tell a story that you heard from someone else

1 LISTENING

A Books closed. Write *impersonator* on the board. Ask volunteers to call out famous people who are often impersonated (e.g., Elvis Presley, Marilyn Monroe, famous politicians). Ask if Ss have ever impersonated someone. Ask them what makes a person easy to impersonate.

- Books open. Read the instructions aloud. Ss look at the pictures and discuss the questions with a partner.
- Ss share their responses with the class.

Answers

Frida Kahlo, the Duke and Duchess of Sussex (Prince Harry and Meghan Markle), Barack Obama

B 2.47 **Audio script p. T-179** **LISTEN FOR MAIN POINTS** Read the instructions aloud.

- Play the audio for Ss to listen. Play it again for them to fill in the blanks with short answers to the questions.
- Don't check answers at this time.

Answers

1 Barack Obama 2 fell into it 3 waiter in a hotel restaurant 4 professional Obama impersonator 5 yes

C 2.47 **Audio script p. T-179** **PAIR WORK** **LISTEN FOR DETAILS** Read the instructions aloud.

- Play the audio again. Ss listen and work individually to add details to their answers in exercise 1B on the second line for each question.
- Ss compare their answers, both main points and details, in pairs.
- Play the audio again for Ss to check their answers in pairs. Give them time to revise any of their answers if necessary.
- Check answers with the class.

Answers

- 1 He looks like Barack Obama but is younger and shorter, and he's English. He's studied gestures, mannerisms, and voice in order to seem more like him.
- 2 American businessmen saw him, took pictures, and posted them on social media; an event planner saw the pictures and contacted him for a corporate gig.
- 3 Before Obama was elected, Sam didn't know who Obama was but let the businessmen take pictures, etc.
- 4 He came to the U.S., got an agent, and now gets enough work to do it full-time.
- 5 He wants to do it as long as the work lasts.

D 2.47 **Audio script p. T-179** **LISTEN FOR CERTAINTY** Read the instructions aloud.

- Ss discuss the questions as a class.
- Play the audio again for Ss to check their answers.

Answer

She is certain of the main parts but has forgotten some details, which she points out.

E **GROUP WORK** **THINK CRITICALLY** Read the questions aloud.

- Ss discuss the questions in groups of three or four.
- One S from each group shares their answers to the questions with the class.

2 PRONUNCIATION: Listening for sound changes in colloquial speech

A 2.48 **Books open. Read the instructions aloud.**

- Play the audio. Ss write the full forms of the expressions underlined.
- Check answers with the class.

Answers

1 kind of 2 because

B 2.49 **Audio script p. T-179** Read the instructions aloud and do the first example with the class. Check that Ss understand the meaning of *colloquialism* (an informal word or expression that is more suitable for use in speech than in writing).

- Play the audio. Ss write how many words they hear (contractions count as two words).
- Play the audio again. Ss write the sentences they hear.
- Check answers with the class.

Answers

- 2 9; There are a lot of people who would disagree.
- 3 7; It will have to be really quick.
- 4 12; I do not want to go because it is going to rain.
- 5 9; I am going to have to think it over.
- 6 8; A few of them are asking about it.
- 7 5; Would you like to try?
- 8 7; That is kind of up to you.

C Ss answer the questions individually. Check answers with the class.

Answers

- 1 False. Content words such as nouns and main verbs aren't usually changed or shortened in connected speech.
- 2 True

3 SPEAKING SKILLS

A  **2.47** **Audio script p. T-179** Read the instructions aloud.

- Challenge Ss to first complete the expressions from memory individually. Then tell them to write the column headings.
- Ss compare their answers in pairs.
- Play the audio for Ss to listen and check their answers.

Answers

Col 1: Referring to the original: 1 Those; 2 what; 3 mouth
Col 2: Skipping details: 4 short; 5 say
Col 3: Signaling a retelling: 6 details; 7 speak; 8 better

B  **2.50** **PAIR WORK** Read the instructions aloud.

- Pairs work together to fill in the blanks with expressions from the chart in exercise 3A.
- Play the audio for Ss to check their answers.
- Ask students to practice the conversation in pairs.

Answers

1 what he said 2 all the details 3 were her exact words



C **GROUP WORK** Read the instructions aloud. Have Ss find information about someone well known, using their phones to research as necessary. Ss then write their paragraph. Remind them not to use the person's name or make it too obvious who it is.

- Ss then prepare their text to read aloud and practice individually.
- In groups, Ss take turns reading their paragraphs aloud and identifying the person.
- See which group was able to correctly identify the most number of people. Ask volunteers to read their paragraphs to the class.

5 SPEAKING

A **PAIR WORK** Read the instructions aloud. Decide who will be Student A and who will be Student B. Direct Students A to page 158 and Students B to page 160.

- Ss read their respective stories. Answer any questions about unfamiliar vocabulary.
- Give Ss time to think about the main points of the story and the important details and suggest they write brief notes.

4 PRONUNCIATION: Reading aloud

A  **2.51** **PAIR WORK** Books open. Read the instructions aloud.

- Ss look at the marked text. Elicit which types of words are stressed and which are not. (Key words such as nouns, adjectives, adverbs, numerals, main verbs, conjunctions are usually stressed; the verb *be*, articles, prepositions, pronouns are usually not.) Ask Ss how many main verbs or verb phrases are in each word group (one).
- Ask Ss to listen to how the text is read aloud and pay attention to stressed words and the small pauses between the words groups.
- Play the audio for Ss to listen and read along.
- In pairs, Ss take turns reading the text aloud to each other with the same marked stresses and word groups.

B  **2.52** **PAIR WORK** Read the instructions aloud.

- Ss underline the stressed words in each sentence and add slashes to separate the word groups.
- Play the audio for Ss to check their markings. You may have to play it several times, and there may be some disagreement about where the pauses occur.
- Put Ss in pairs to practice reading the text aloud to each other.

Answers

Obama became president of the United States in 2008, // having run a campaign // based on the need for change // and the importance // of hope for the future. // He was president for eight years, // having successfully won reelection in 2012. // Among his other achievements, // Obama introduced a universal health care program // and helped save the auto industry // after a financial crisis.



TEACHER DEVELOPMENT ACTIVITY 2

Setting the feedback agenda

Students set for each other a peer feedback agenda for a spoken narrative.

- Ss will retell the story they read in exercise 5A for the pair work activity using expressions for retelling a story.
- Put the two key language focuses from the lesson on the board: retelling expressions, stresses in word groups.
- Tell Ss they should choose which one of the two they want feedback on.
- Ask Ss to think of one other area of language they would like feedback on, e.g., narrative tenses, use of time/sequence linkers, interesting vocabulary.
- Each S gives their feedback points to their partner and asks their partner to listen for how well they use this language when they speak.
- Remind Ss to listen for their partner's strengths in these language areas, as well as any opportunities to provide support.
- Ss retell their stories in pairs and then give feedback to each other.
- Conduct feedback with the class and try and establish the strengths and needs of the group as a whole.

• **Workbook Unit 12.3**

- write a review of a movie or book

1 READING

A Read the instructions aloud.

- Allow Ss time to think of their own answers to the questions and then discuss their ideas with a partner. Encourage them to give other examples of successful movies to defend their answer.

B **READ FOR MAIN IDEA** Read the instructions aloud.

- Ss read the article. Answer any questions about unfamiliar expressions.
- Check answers with the class.

Answers

Most important element of a screenplay: change – specifically, the key moments of change that drive the story
Movies referenced: WALL-E, the Harry Potter series, Iron Man, The Wizard of Oz

 EXTRA ACTIVITY

Ss write three comprehension questions about the article and take turns asking and answering them with a partner. Challenge Ss to answer the questions from memory first before searching for the answers in the article.

 EXTRA ACTIVITY

Do a scanning activity. Call out a word from the article, e.g., *anticipation*. Ss race to find the word in the article and raise their hand when they find it. The first S to find it reads the sentence that contains it. Ask the S to define or give a synonym of the word. If correct, the S gets to call out another word for the class to find. If incorrect, the first S to define the word correctly gets to call out the next one. Alternatively, write a list of about ten words from the article and see who can find them all first. Then ask volunteers for definitions of each word.

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

- Ss read the article again and fill in the chart individually.
- Ss compare their answers in pairs.
- Check answers with the class.

Answers

1 motivator 2 challenge 3 Progress 4 stakes
 5 good fight 6 loss 7 resolution 8 sense

D **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Put Ss in groups of three or four.

- Give Ss time to think of a movie. The group can decide on a movie together, or each S can choose their own movie.
- Ss map the movies to the chart in exercise 1C. Then they discuss the questions in their group.
- Ss share their group's ideas with the class.

 MIXED ABILITY

For weaker Ss, choose one movie they all know and do the mapping for exercise 1D as a class. Ss can then discuss the questions in small groups.

2 WRITING

- **Introduce the writing skill** Write these sentences on the board, all on one line: *I went to the supermarket. I saw Lady Gaga. She was buying bananas.* Then write under them: *When I went to the supermarket, I saw Lady Gaga buying bananas.* Ask: *Why is it sometimes better to write a longer sentence than a few shorter ones?* (Longer sentences flow better; they are less repetitive and more interesting.)

A Read the instructions aloud.

- Ss read the review individually.
- Check understanding of *predecessor* (something that existed before another similar thing), *captivated* (very interested in or attracted to someone), and *melodramatic* (showing much stronger emotions than is necessary in a situation).
- Discuss the questions as a class. Ask volunteers to identify the words or sentences that helped them know how the reviewer felt about the movie.

Answer

The reviewer likes it very much.

B CREATE COHESION Read the instructions and the information in the Register check box aloud.

- Ss do the task individually.
- Ss compare their answers in pairs.
- Check answers with the class.

Answers

Telling the age-old tale of the transformation from struggling artist to headliner, *A Star Is Born* follows the classic movie structure full of twists and turning points, ending with an inevitable dramatic climax. Necessary grammatical changes were made by forming the present participle of the verbs.

C Read the instructions aloud.

- Ss do the task individually.
- Check answers with the class. Write Ss' short sentences on the board.

Suggested answers:

Ally is played by Lady Gaga. Ally is a small-town singer and songwriter. She is discovered by Jackson Maine. Maine is played by Bradley Cooper. Maine is a country/rock legend. He is on the hunt for new talent.

There are four other complex sentences:

Ally (played by Lady Gaga) is a small-town singer/songwriter who is discovered by Jackson Maine (played by Bradley Cooper), a country/rock legend on the hunt for new talent. After seeing her perform, Jackson is captivated by Ally's voice and becomes both a mentor and a romantic interest, at once her idol and her biggest fan.

As Ally's star rises, however, Jackson's career begins to fall, and the couple faces the inevitable challenges created by the dramatic transitions in their lives.

Others say that, while the beginning is enchanting and we are carried along by the romance, the second half is disappointing.

Necessary grammatical changes: The complex sentences are formed with the addition of a subject and auxiliary verbs.

D PAIR WORK Read the instructions aloud.

- Ss read the paragraph and then rewrite it by combining simple sentences into complex sentences.
- Ss exchange rewritten reviews with a partner and give each other feedback.
- Ss revise their reviews as needed.

Example answer:

In the movie *La La Land*, struggling actress Mia, played by Emma Stone, and struggling jazz pianist Sebastian, played by Ryan Gosling, meet against the backdrop of Hollywood. They both love the past, with its old-style Hollywood movies and traditional jazz music, and this shared sentiment coupled with their passion to realize their own dreams of fame and acclaim draw them together. Thus begins their romance.



WRITE IT

E PLAN Read the instructions aloud. Ask a volunteer to read the words in the word cloud. To check understanding, ask Ss to name a movie, book, or TV show that can be described using that word.

- Pairs agree on a movie, a TV series, or a book to review and discuss the key plot points. They refer back to the review in exercise 2A to see where key plot points and opinions are expressed; Ss will use this information in the next part.

F Read the instructions aloud.

- Ss write their reviews individually. Remind them to include key plot points and opinions at appropriate places in their reviews, and to include complex sentences where appropriate.



HOMEWORK IDEAS

After pairs choose what they will review, assign the writing of the review for homework. Ss bring in their review to the next class to exchange with a partner and complete exercise 2G.

G Read the instructions aloud.

- Ss exchange reviews with a partner and see if they agree or disagree with the writer's opinions. They should offer each other feedback about the use of complex sentences.
- Ss share their reviews with the class.
- **Workbook Unit 12.4**

- create a structured story from pictures



- **Introduce the task** **Aim:** Introduce the task.
- Books closed. Write on the board: *A picture is worth a thousand words*. Discuss what this saying means. Tell Ss that they will be looking at pictures that are all part of the same story, and they will write a story to match them.

A **RESEARCH** **Aim:** Ss analyze pictures and discuss what story they tell.

- Read the instructions aloud.
- **GROUP WORK** In small groups, Ss look at the pictures and discuss the questions.

B **DISCUSS** **Aim:** Ss choose pictures to create a particular kind of story.

- Read the instructions aloud.
- **GROUP WORK** Ss work together to choose their pictures, the story genre, and the characters, and write their plot. Emphasize that they will only have two minutes to tell their story to the class, so their plot can't be too complex.
- Direct Ss' attention to the "Discuss" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.

C **PREPARE** **Aim:** Ss assess the pattern of their story.

- Read the instructions aloud.
- **GROUP WORK** Ss map their story's plot to the chart on page 124 and check if it has a clear beginning, middle, end, and at least one plot twist.
- Direct Ss' attention to the "Prepare" phrases in the **Useful phrases** section. Encourage them to incorporate at least one of the phrases in their discussion.

D **Aim:** Ss practice telling their story.

- Read the instructions aloud.
- **GROUP WORK** Ss decide in their groups how they will present their story to the class and who will present each part. Encourage them to think about how to use their voices and intonation to make telling story more dramatic. Also, encourage them to incorporate clever timing in their presentation, e.g., if there is a plot twist, the person telling the story should pause before telling the twist to create suspense.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

E **PRESENT** **Aim:** Ss present their stories.

- **CLASS WORK** Ss present their stories. Encourage attentive listening by suggesting that Ss take notes on the strong points of each story.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

F **AGREE** **Aim:** Ss vote on the most creative story.

- Read the instructions aloud.
- **CLASS WORK** Hold a class vote by a show of hands for the most creative story. Then, on the board, write these categories: *best movie, best book, best TV series, best comic book, best character*.
- As a class, Ss discuss which stories fit each "best" category and explain their answers.

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

PROGRESS CHECK

Direct Ss to page 156 to check their progress. Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 In Development Activity 1, was there a difference in terms of content between the first and second attempt?
- 2 When they talked about their experience for a second time in Activity 1, how was the organization of ideas different? Was it clearer and easier to follow?
- 3 In Development Activity 2, which of the two language focuses from the lesson was a more popular choice? Why do you think so? Do you think this was the best choice?
- 4 What other language areas did Ss want feedback on?
- 5 How useful was the peer feedback? Would you manage this differently in the future?
- 6 Many Ss have easy access to audio-recording devices. How can these be exploited to help Ss develop their ability to speak for longer turns?

REVIEW 4 (UNITS 10–12)

- **Introduce the review** Before beginning the review, write these two categories on the board: *Grammar* and *Vocabulary*.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much language as they can from the grammar and vocabulary they learned in Units 10 to 12. Groups write words, phrases, and topics for each category.
- Check answers as a class. Encourage Ss to take notes of any words, phrases, or topics that they didn't think of themselves.

EXTRA ACTIVITY

Ss look at their words and phrases and work in pairs to group them into categories by part of speech – *verbs, adjectives, nouns, adverbs* – and by unit theme topics, such as words related to global food/energy issues, color, describing change, etc.

1 VOCABULARY

- A Ss work individually to complete the conversation.

- Ss check answers in pairs.
- Check answers as a class.
- Ask two volunteers to read the conversation aloud.

Answers

1 wholesome 2 renewable 3 carbon footprint
4 convey 5 pastel 6 conjure up 7 foodstuffs
8 grains 9 reflect 10 off-grid 11 muted

EXTRA ACTIVITY

Make photocopies of the conversation, enough so that there is one for each pair. Cut the A/B lines into individual strips of paper and mix them up. Give each pair a complete set. Pairs work together to put the lines in the correct order. Check answers with the class by having volunteers read the lines in the correct order.

- B **PAIR WORK** Give Ss time to think of their own ideas of products they know.

- Ss discuss the question in pairs.
- Ss share their partners' answers with the class.

2 GRAMMAR

- A Ss work individually to rewrite the sentences. If Ss need help, refer them to the **Simple past for unreal situations** grammar box on page 99, **It constructions** grammar box on page 101 and the **Subject-verb agreement** grammar box on page 109.

- Ss compare answers in pairs.
- Check answers with the class.

Answers

- 1 It's high time we painted the house.
- 2 I'd rather we stayed in tonight.
- 3 It is believed that Pompeii is the greatest Roman ruin.
- 4 It has been reported that the prisoners escaped through a tunnel.
- 5 The data shows that unemployment is falling.
- 6 The news today is all about the train strike.

- B **PAIR WORK** Give Ss time to rewrite the sentences from exercise 2A to say something about themselves.

- In pairs, Ss read their sentences to each other. Encourage them to ask each other questions about their statements.
- Ss share their sentences with the class.

3 VOCABULARY

- A Ss do the task individually.
- Check answers with the class.

Answers

1 disruptive 2 lasting 3 adaptation 4 desirable
5 resistance 6 has undergone 7 sweeping
8 innovative 9 abrupt 10 unforeseen 11 transition
12 refreshing

- B **PAIR WORK** Give Ss time to think about how they feel about change compared to how the author feels. Encourage them to write some notes first and pay close attention to correct grammar.
- Ss discuss the questions in pairs.
 - Ss share their responses with the class.

4 GRAMMAR

- A Ss complete the sentences individually. If they need help, refer them to the grammar box on page 119, the **Present subjunctive** and the **Perfect infinitive** on page 121.
- Check answers with the class.

Answers

1 embrace, shake-up 2 bring 3 meet 4 to have won

- B **PAIR WORK** Explain that Ss will write sentences with the words not used in exercise 4A (*be, facilitate, see, suggest, and undergo*).
- Ss write their sentences and then read them to a partner for feedback.
 - Ss read their partners' sentences to the class.

EXTRA ACTIVITY

Ss write a paragraph or two about a big change in their life, using the essay in exercise 3A as a guide. Tell them that they can write about a real change that they experienced or an imaginary change that is funny or interesting. Ss exchange essays with partners and give feedback on vocabulary and grammar. Allow Ss to make any changes needed before reading their essays aloud to the class. Encourage the class to listen carefully and ask follow-up questions about each essay.

GRAMMAR REFERENCE AND PRACTICE: TEACHER TIPS

The grammar practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new grammar with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new grammar in an engaging way.

- 1 • Ss work in groups to think of situations in their own lives where they can use the grammar pattern. Set a time limit of three minutes.
 - Groups share their ideas with the class. Write their ideas on the board.
 - As a class, vote on the three most common or useful situations.
 - In pairs or small groups (depending on the situations chosen), Ss write a role play for each situation. Allow them time to practice their role plays and encourage Ss to memorize them.
 - Pairs or groups do their role plays for the class.
- 2 • On the board, write ten sentences using the grammar pattern, but include one grammar mistake in each one.
 - In pairs or small groups, Ss work together to write all the sentences correctly.
 - The first pair or group to write all the sentences correctly wins.
- 3 • Let a S volunteer “be the teacher.”
 - Give Ss time to read the information and sentences in the grammar box.
 - Ss close their books.
 - A volunteer comes to the board and explains the grammar pattern to the class, writing example sentences on the board. The “teacher” then asks other Ss to give example sentences to show that they understand the grammar pattern.
 - This activity can also be done in groups, with Ss taking turns being the teacher until all Ss have had a chance to “teach” the grammar pattern.
- 4 • Ss write three to five true sentences about themselves using the grammar pattern.
 - Each S stands up and says their sentences one time (e.g., *I can sing well.*). The other Ss in the class listen and try to write the sentences they hear.
 - After all Ss have read their sentences, point to a S (S1) and have them say a sentence about another S (S2) based on what S2 wrote (e.g., *Mari can sing well.*). If the sentence is incorrect, you or S2 can correct the fact or grammar.
 - S1 then points to another S (S3) to say one of the sentences about another S (S4). Then S3 points to another S (S5), etc. Continue until all Ss have said a sentence about another S in the class.
- 5 • Using the grammar pattern, Ss write two true sentences and one false sentence about themselves or about any topic that they know about.
 - Pairs exchange sentences and try to guess which sentence is the false one.
- 6 • Ss close their books. Set a time limit. Individually or in teams, Ss write as many sentences as they can using the grammar pattern.
 - The person or team with the most correct sentences wins.
- 7 • Play “Telephone.” Put Ss in rows of at least four Ss.
 - 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, they write it on the board.
 - The first team to write the correct sentence wins.
- 8 • Divide the class into two teams. Write a sentence on the board with a blank using the grammar pattern and two spaces for each team’s answer. For example:
I didn’t use to _____.
Team A: _____
Team B: _____
 - Ss discuss ideas in their groups. Set a time limit.
 - One S from each group writes the group’s answer on the board.
 - Once both groups have written an answer, discuss them as a class. If one or more teams has an answer that is not grammatically correct, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
 - Write a new sentence with a blank and have a new S from each group write the group’s answer.
 - Continue as time allows. The team with the most points wins.

GRAMMAR REFERENCE AND PRACTICE

1.1 COMMENTING ADVERBS WITH FUTURE FORMS (PAGE 3)

Using commenting adverbs with future forms

Commenting adverbs with future forms express the speaker's opinion or attitude about the likelihood or desirability of an action or condition. They generally follow the modal *will* or the verb *be* in future expressions.

- 1 *will* + commenting adverb + (*not* / *never*) + verb OR commenting adverb + negative contraction (*won't*, *aren't*, *shouldn't*) + verb

*They **will undoubtedly become** part of everyday life.*

*They **probably won't gain** a lot of support among labor unions.*

- 2 future expressions

■ *be* + commenting adverb + *going to* + verb: the action is planned or intended

■ *be* + commenting adverb + *about to* + verb: the action will happen very soon

■ *be* + commenting adverb + *bound to* + verb: the action cannot be avoided

*This **is inevitably going to cause** problems.*

*It **is undoubtedly about to change** everything we do.*

*They **are definitely bound to be met** with resistance.*

- A Put the commenting adverb in parentheses () in the correct position.

- 1 Robotic nurses will ^{inevitably} become a fixture in all modern hospitals. (inevitably)
- 2 They are ^{undoubtedly} going to take over most of the heavy lifting work from nurses. (undoubtedly)
- 3 There are ^{certainly} bound to be a few problems as medical staff get used to working with a machine. (certainly)
- 4 They are ^{surely} about to change hospital practices forever. (surely)

1.2 FUTURE PERFECT AND FUTURE CONTINUOUS (PAGE 5)

Future perfect and future continuous

Use the future perfect and the future continuous to describe situations in the future.

- 1 *will* + *have* + past participle (the future perfect): For actions that will be completed by a point in the future or before another event in the future

*Chatbots **will have taken over** from humans by the end of the next decade.*

***Will they have taken over** on helplines, too?*

*They **won't have taken over** on all helplines.*

- 2 *will* + *be* + verb + *-ing* (future continuous): For actions that will be, or are planned to be, in progress at a given time in the future

*We'll **be having** real conversations with them.*

***Will we be having** real conversations with them?*

*We **won't be having** conversations with real people anymore.*

- A Circle the correct form of the verbs to complete the sentences.

- 1 If my train's on time, I'll be knocking / have knocked on your door at ten o'clock sharp.
- 2 By the end of the semester, we will be covering / have covered most of the material in the book.
- 3 By this time tomorrow, we'll be flying / have flown to Hawaii for a two-week vacation!
- 4 We'll be meeting / have met with the head of Research and Development at the conference next week.
- 5 I hope I'll be having / have had time to read the book before we meet to discuss it.

2.1 USES OF WILL (PAGE 13)

Uses of will

The modal *will* can be used in many different situations:

- 1 To make predictions, assumptions, and deductions about the future
*Online personality quizzes **will** always **give** positive, flattering results.*
*In five years' time, we **will** all **be seeing** much more targeted advertising.*
*By the time you read this, you'll **have seen** hundreds of quizzes on social media.*
- 2 To describe typical behavior, habits, and things that are true now or in general
*Personality quizzes **won't** ever **provide** truly valuable information.*
- 3 To express decisions about the future made at the point of speaking
*I **will** never **take** another personality quiz! This one was totally wrong.*
- 4 To criticize habits, behavior, and characteristics *Quiz developers **won't** **admit** to their real motivation.*
- 5 For making offers, agreeing, and promising *Our site **won't** ever **misuse** or **sell** personal information.*

A Use the information given to write sentences reflecting the different uses of *will*. Which use does each of your sentences relate to?

- 1 My grandmother loves to bake. She has always offered to make cakes for special occasions in our family.
My grandmother loves to bake. She'll always offer to make a cake for a special occasion. (to make a prediction)
- 2 Don't bother asking Sylvester to help you. He says no to everything. *He'll say no. (to criticize behavior)*
- 3 My father loves to talk about politics, but he told me that he wouldn't do that when my girlfriend's parents come over for dinner next week. *My father told me he won't talk about politics when my girlfriend's parents ... (to promise)*
- 4 You've worked in this building for a year. Do you know that the elevator isn't very reliable? Of course you do.
Of course you know that the elevator won't be working. (to make a deduction)
- 5 I answered a call from an unknown number, which was just a robocall trying to sell me something. Now I get calls like that all the time. Never again! *I'll never answer a call from an unknown number again! (to express a decision)*

2.2 USES OF WOULD (PAGE 15)

Uses of would

The auxiliary verb *would* is used in many different ways:

- 1 To refer to past habits and typical, expected behavior *When I was a kid, I **would** ride my bike everywhere.*
- 2 To make polite requests ***Would** you **help** me with these bags, please?*
- 3 To express an opinion or judgment politely *I **would** think he'd wear something nicer to a wedding!*
- 4 To report a statement or question with *will* *He promised I **would** get the job.*
- 5 To express what someone or something is willing or able to do *The car **wouldn't** start, so I had to walk.*
- 6 To talk about actions in an unreal situation *What **would** you **do** in that situation?*

A Rewrite the sentences using *would*. Which use does each of your sentences relate to?

- 1 Close the door. *Would you close the door? (to make a polite request)*
- 2 That seems like a perfect job for you. What's the problem?
I'd think this would be the perfect job for you. (to express an opinion politely)
- 3 He said he was going to arrive at eight. *He said he'd arrive at eight. (to report a statement with will)*
- 4 That's so typical of him to say that. *He would say that. (to refer to typical, expected behavior)*
- 5 In those days, I used to walk for miles. *In those days, I'd walk for miles. (to refer to a past habit)*
- 6 I asked him many times, but he didn't say anything.
I asked him many times, but he wouldn't say anything. (to express what someone is willing to do)

3.1 VARIATIONS ON PAST UNREAL CONDITIONALS (PAGE 23)

Variations on past unreal conditionals

Different conditional constructions can be used to talk about past unreal situations. Continuous forms express actions in progress, in both the *if* clause and the main clause. The *if* clause can come first or last in a sentence.

1 To express a situation where both the unreal condition (*if* clause) and the imagined result are in the past, use:

- *if + had(n't) + past participle | would(n't) + have + past participle*
If you'd told me, I would have written it down.
- *if + had(n't) + been + verb + -ing | would(n't) + have + past participle*
We would've missed the announcement if you hadn't been paying attention.

2 To express a situation where the unreal condition is in the past, and the imagined result is in the present, use:

- *if + had(n't) + past participle | would(n't) + verb*
If you hadn't heard the announcement, we would still be at the station.
- *if + had(n't) + past participle | would(n't) + be + verb + -ing*
If you hadn't heard the announcement, we would be waiting on the wrong platform now.
- *if + had(n't) + been + verb + -ing | would(n't) + verb*
If you had been watching the children, Oliver wouldn't have a broken arm now.
- *if + had(n't) + been + verb + -ing | would(n't) + be + verb + -ing*
If you had been watching the children, we wouldn't be cleaning up this mess now.

A Write the correct form of the verbs in parentheses () to complete the sentences.

- 1 If he had been paying (pay) attention, he would've noticed (notice) that the chair was broken.
- 2 If you had been waiting (wait) as long as I have, you would complain (complain), too.
- 3 This wouldn't have happened (not happen) if you had been watching / had watched (watch) what you were doing.
- 4 You would've enjoyed (enjoy) the party more if you had been wearing / had worn (wear) a costume like the rest of us.
- 5 I would still be sitting (still sit) on the side of the road if he hadn't helped (not help) me change my flat tire.

3.2 COMMENTING ON THE PAST (PAGE 25)

Commenting on the past

Use the modal verbs *may*, *might*, and *could* to discuss possible alternative scenarios. Use *should* and *shouldn't* to criticize actions or lack of action. Use perfect forms after the modals when commenting on the past.

- 1 For a completed action, use *may/might/could* or *should + have + past participle*.
She may/might not have heard the full story.
- 2 For an action in progress, use *may/might/could* or *should + have + been + verb + -ing*.
You could have been telling a story about someone else.
- 3 For passive voice, use *may/might/could* or *should + have + been + past participle*.
That information shouldn't have been shared with the public.

A Complete the sentences with *should* or *shouldn't* and the appropriate form of the verb in parentheses (). Use the progressive form where possible.

I'm really sorry. I really ¹ should have checked (check) before taking the keys. I ² should have been paying (pay) more attention, but I was distracted. But you know, you ³ shouldn't leave (not leave) your car keys out in the first place.

I ⁴ shouldn't have left (not leave) the bike outside, and I ⁵ should've used (use) a lock. I was in a big hurry, but I know I ⁶ shouldn't have rushed (rush). I ⁷ could have given (give) myself enough time. But even so, the bike ⁸ shouldn't have been stolen (not steal) at all. I can't help it if bad people steal things!

4.1 QUANTIFIERS AND PREPOSITIONS IN RELATIVE CLAUSES (PAGE 35)

Quantifiers and prepositions in relative clauses

To add details in a relative clause, use quantifiers such as *all of, each of, many of, most of, much of, none of, some of*.

- 1 Use *which* for things and *whom* for people. (When used with a quantifier, *which* cannot be replaced by *that*.)

To avoid confusion, place the relative clause immediately after the person or thing it refers to.

*Microphotography gives a fresh perspective on everyday objects, **most of which we usually ignore**.*

*Microphotographers, **many of whom are scientists**, focus on the tiniest details.*

- 2 In speech and in most written registers, prepositions in relative clauses come after the verb. In formal or academic writing, you will often see the ending preposition before the relative pronoun.

*Special microscopes, **which cameras are attached to**, bring out the delicate details of pollen and dust.*

*Special microscopes, **to which cameras are attached**, clarify the structure of the pollen molecule.*

- A Combine the sentences using relative clauses. Use quantifiers where appropriate. Be sure prepositions are correctly placed for an informal context.

- 1 I took hundreds of photos on my vacation. Most of my pictures are really awful.

On my vacation, I took hundreds of photos, most of which were really awful.

- 2 We've invited about a hundred people to the party. Many of these guests will have to stay at a hotel.

We've invited about a hundred people to the party, many of whom will have to stay at a hotel.

- 3 My mother and I both told you about a great book I was reading. It's now available in paperback.

The great book I was reading, which my mother and I both told you about, is now available in paperback.

- 4 I'm working at a restaurant right now. That man over there is the manager of it.

I'm working at a restaurant right now, which that man over there is the manager of.

- 5 This old book is full of words that are very strange to me. I had to look up many of the words.

This old book is full of old words, many of which I had to look up, that are very strange to me.

4.2 NOUN CLAUSES WITH QUESTION WORDS (PAGE 37)

Noun clauses with question words

- 1 Question words can replace general nouns in noun clauses:

■ *what* = the thing / things

■ *how* = the way

■ *who* = the person / the people

■ *where* = the place / location / the point in a process or story

■ *why* = the reason

*I didn't know **why** you wanted to see me.*

***How** eyes adjust to light levels is by expanding or contracting the pupil.*

- 2 Noun clauses with question words can be the subject or object of the verb.

Subject: ***What we see** is a world of grays.*

Object/complement: *Iris scanning proves we are **who we say we are**.*

- 3 Noun clauses with question words use statement word order. They are not questions.

*I can't remember **where I left my glasses**. (not where did I leave my glasses.)*

- A Replace the **bold** words with the correct question word.

- 1 This is **the reason** I love summer. why

- 2 Spending time with my family is **the thing** I like to do more than anything. what

- 3 I love **the way** you talk to the kids in your class. how

- 4 If I know **the location** you're standing, I can find you on GPS. where

- 5 **The way** we see the world is an important part of **the people** we are. How who

- 6 The man in the hat is not **the person** the police are looking for. who

- 7 You need to pay more attention to **the things** your grandfather tells you. what

- 8 I can play most of the song, but the chorus is **the point at which** I always have trouble. I don't know **the reason**.

where

why

5.1 PARTICIPLE PHRASES IN INITIAL POSITION (PAGE 45)

Participle phrases in initial position

Participle phrases at the beginning of a sentence add extra information about the main action or the subject of the sentence. They are often used to avoid repetition and to shorten complex sentences. A participle phrase doesn't contain a subject.

- 1 Begin with a present participle to describe an action in progress at the same time as the action in the main clause.
***Feeling** overwhelmed by the crowd, he quickly made his way to the exit.*
 - 2 Begin with *Having* + past participle to describe an action that happened before the action in the main clause.
***Having experienced** the beauty of a desert sunset, she became determined to move to Arizona.*
 - 3 Begin with a past participle to describe the subject of the sentence (in the main clause).
***Convinced** this was his last chance, John dropped everything and ran to catch the train.*
- Participle phrases in initial position sound formal and are more common in writing than in speech.

A Rewrite these sentences using participle phrases. Which of these sentences are true for you?

- 1 After I finished college, I took a year off to travel. *After having finished college, I took a year off to travel.*
- 2 Because I live on my own, I mainly eat out. *Living on my own, I mainly eat out.*
- 3 I was totally exhausted after a hard week, so I decided to take it easy on the weekend.
Totally exhausted after a hard week, I decided to take it easy on the weekend.
- 4 I didn't have a lot of time today, so I took a taxi here. *Not having a lot of time today, I took a taxi here.*
- 5 I was so relieved that I passed all my exams. I had a big party to celebrate.
Relieved that I passed all my exams, I had a big party to celebrate.
- 6 I have almost finished my English course. I'd like to learn another language now.
Having almost finished my English course, I'd like to learn another language.

5.2 REDUCED RELATIVE CLAUSES (PAGE 47)

Reduced relative clauses

A relative clause contains a relative pronoun (*which, who, that*) and a verb phrase. When the verb of the relative clause is *be* and there is no subject pronoun, the clause can be reduced by dropping the relative pronoun and *be*.

- 1 *be* + verb + *-ing* Tourists ~~who are~~ staying on the island need to book their hotel room early.
- 2 *be* + adjective Students ~~who are~~ interested in visiting the sites need to sign up at the office.
- 3 *be* + past participle Areas of the site ~~that are~~ surrounded by fences cannot be visited by the public.
- 4 *be* + prepositional phrase Requests ~~which are~~ from approved organizations will be given priority.

A Rewrite the sentences using a reduced relative clause.

- 1 I've just read a great book that is entitled *Ancient Aztecs*. *I've just read a great book entitled Ancient Aztecs.*
- 2 I thought the man who was walking down the street was my neighbor, but I was wrong.
I thought the man walking down the street was my neighbor, but I was wrong.
- 3 She will be on the train, which is arriving on platform 3. *She will be on the train arriving on platform 3.*
- 4 I know a lot of people who are worried about their health. *I know a lot of people worried about their health.*
- 5 Students who are concerned about climate change should join the environmental action group.
Students concerned about climate change should join the environmental action group.
- 6 People who are familiar with her work say that this piece is one of her best.
People familiar with her work say that this piece is one of her best.
- 7 Buildings that are older than 100 years can be submitted to the Preservation Society for consideration.
Buildings older than 100 years can be submitted to the Preservation Society for consideration.
- 8 Conditions that are well suited to one species may not be conditions that another even closely related species could survive in. *Conditions well suited to one species may not be conditions that another even closely related species could survive in.*

6.1 CLEFTS (PAGE 55)

Clefts

Clefts are introductory clauses that are used to emphasize new information or something particularly interesting or surprising. Clefts can take several forms:

- 1 *What ... + be* **What she wanted was a big party!**
- 2 *The thing (that) ... + be* **The only thing we wanted to do was dance!**
- 3 *The ... (that) ... + be* **The only guests at the party will be people from school.**
- 4 *It + be + that/who/when* **It was my uncle who told me the good news.**
It wasn't until they brought out a cake that I realized the party was for me!

A Use the words in parentheses () to rewrite the sentences with clefts. More than one correct answer is possible.

- 1 Some people don't like surprises because they make them feel embarrassed. (thing)
The thing some people don't like about surprises is that they make them ...
- 2 My mom loves surprises because life is usually so predictable. (reason)
The reason my mom loves surprises is that life is usually ...
- 3 A surprise was on its way, but he didn't know that until he read the card. (it)
It wasn't until he read the card that he knew a surprise ...
- 4 I really miss the birthday surprises I had when I was a kid. (what) *What I really miss is the birthday surprises ...*
- 5 I'd really like to go to the Galapagos Islands on our honeymoon. (place)
The place I'd really like to go on our honeymoon is the ...
- 6 While we're there, we really hope to see John's cousins. (people).
The people we really hope to see while we're there are ...

6.2 QUESTION WORDS WITH -EVER (PAGE 57)

Question words with -ever

Question words can be changed to pronouns by adding the suffix *-ever* (*whatever, whichever, whenever, wherever, whoever, however*, but rarely *whyever*). They indicate uncertainty or indifference (not a question):

- 1 To indicate that nothing will change the result
Whatever the critics say, I think it's a great movie. We'll get there, **however** long it takes.
- 2 To indicate that the other person is free to choose Sleep **wherever** you like. There are lots of free rooms.
- 3 To indicate that the details are uncertain or unimportant **Whoever** told you that was lying. It's not true.
- 4 To indicate that the speaker doesn't mind, doesn't care, or has no opinion. **A** When should we arrive?
B Whenever. People can come and go as they like.

A Add the appropriate question word with *-ever*.

- 1 However good their campaign was, I don't think they'll win the election.
- 2 He says he'd like to get together, but whenever I try to set something up, he says he's busy.
- 3 Wherever you want to go for dinner is fine with me. I'll eat anything!
- 4 Whatever we do to help, they always complain.
- 5 I'm voting for Sarafina, but I'll help whoever wins. It's too big a job for one person.

7.1 NEGATIVE AND LIMITING ADVERBIALS (PAGE 67)

Negative and limiting adverbials

To add emphasis, you can start a sentence with a strong adverbial phrase. Negative adverbials include *Never, Never again, Never before, No way, Not until*. Limiting adverbials include *Little, Hardly, Only then, Only when*.

- 1 When a sentence starts with a negative or limiting adverbial, the word order in the verb phrase changes so that the auxiliary verb comes before the subject.
Never again will I take my family for granted. Only then can we really understand our own history.
Only when everyone is settled and paying attention am I starting the presentation.
- 2 When the verb is in the simple present or simple past, it expands to include the auxiliary verb *do/does* or *did*. This looks like question order, but the adverbial before it marks it as a statement.
Not until then did I fully appreciate their importance. Little do they know what they're going to find.

A Rewrite the sentences using the adverbial in parentheses ().

- 1 I didn't think about the consequences until I got the results. (Not until)
Not until I got the results did I think about the consequences.
- 2 We had only just arrived when someone knocked at the door. (Hardly)
Hardly had we arrived when someone knocked at the door.
- 3 I didn't tell anyone my news until I got home. (Only when) *Only when I got home did I tell anyone my news.*
- 4 This was the first time I'd come face to face with my grandfather. (Never before)
Never before had I come face to face with my grandfather.
- 5 I didn't suspect there was so much more to the story. (Little) *Little did I suspect that there was so much to the story.*
- 6 We would never see my aunt's beautiful, smiling face again. (Never)
Never would we see my aunt's beautiful, smiling face again.

7.2 FRONTING ADVERBIALS (PAGE 69)

Fronting adverbials

To add dramatic effect, you can bring adverbials of place or movement to the front of a sentence.

- 1 When the subject of the sentence does not take a direct object, the **subject** and **verb** of the main clause change position. This is true when:
 - the verb is *be* *In the envelopes are crisp new dollar bills.*
 - the verb indicates place, like *sit* or *lie* *On the table cloth lies a stack of red envelopes.*
 - the verb indicates movement, like *fly* or *waft* *From the kitchen wafts the smell of fresh dumplings.*
- 2 If the subject has a **direct object**, the word order does not change.
In the garden, she placed a little ceramic frog near the door for good luck.

A Change the sentences so that they have fronting adverbials. More than one correct answer is possible.

- 1 A soft breeze floats in through the window every morning.
Through the window floats a soft breeze every morning.
- 2 Three generations of the Escobar family waited in the living room.
In the living room waited three generations of the Escobar family.
- 3 A small boy stands silently between the chairs. *Between two chairs stands a small boy silently.*
- 4 The big tree we played in as children is next to the front door.
Next to the front door is the big tree we played in as children.
- 5 A cold wind blows under the door, warning us all of the coming winter.
Under the door blows a cold wind, warning us all of the coming winter.

8.1 PHRASES WITH GET (PAGE 77)

Phrases with *get*

The verb *get* is often used with other verbs to express causation, completion, and changing states.

- 1 To describe the completion of a task, use *get* + noun/pronoun + past participle.
*How can I **get this paper finished** with all the noise you're making?*
- 2 To describe a changing state, use *get* + past participle.
*In the second act, the story **gets very complicated** and hard to follow.*
- 3 To indicate that something or someone is prompting an action, use *get* + noun/pronoun + verb + *-ing*.
*Coffee is the only thing that can **get me moving** in the morning.*
- 4 To indicate that something or someone else is responsible for an action, use *get* + noun/pronoun + past participle (+ *by ...*). (Note: This is passive voice construction using *get* instead of *be*.)
*Our new sofa is **getting delivered** (by the store) this afternoon.*
- 5 If someone or something else (not the subject) will cause a task to be done, we can use *get* or *have*.
*We're going to **get/have** internet service installed on Tuesday.*

A Write five sentences about your life using *get* in the five different ways presented in the chart. Which of your sentences can also use *have*? (Answers will vary)

8.2 PHRASES WITH AS (PAGE 79)

A Combine the sentences using a phrase with *as*. More than one correct answer is possible.

- 1 We learned something in class. Most people can tell the difference between two nearly identical pictures instantly.
As we learned in class, most people can tell the difference between two nearly identical pictures instantly.
- 2 The majority of people say that they trust their gut about entertainment. Here is an example of that.
As can be seen from this example, the majority of people say that they trust their gut about entertainment.
- 3 First impressions usually turn out to be wrong. That's what our survey results indicate.
As our survey results indicate, first impressions usually turn out to be wrong.
- 4 We can all guess the answer. Is it better to marry someone you just met or get to know them first?
As we can all guess, it is better to get to know someone first than to marry someone you just met.
or *As we can all guess, it is better to marry someone you just met than to get to know them first.*
- 5 Fairy tales illustrate a lot of basic truths. For example, a person can fool you for a while, but not forever.
As fairy tales illustrate, a person can fool you for a while, but not forever.

9.1 REFERENCING (PAGE 87)

Referencing

Referencing techniques make it possible to avoid repetition in a text.

- 1 To avoid repeating a noun or concept mentioned earlier in the same text, use ...
 - pronouns such as *it, they, them, this* (the pronoun *it* can also refer forward to a new idea)
 - possessive adjectives such as *its* and *their*
 - phrases such as *the same* or *similar* + noun

A sedentary lifestyle has harmful side effects. It increases the risk of cardiovascular disease.
It's worrying that young children are not getting enough exercise.
Pedal desks help students focus on their studies.
Schools give children active alternatives. Companies offer their workers the same.
- 2 To avoid repeating a verb or verb phrase, use an auxiliary verb such as *be, have, or do*. Make sure the auxiliary verb is in the same form as the original verb.

The fact that a sedentary lifestyle is bad for you doesn't make for a big news story, but the fact that the sitting disease now affects all ages does.
She doesn't like it, but her parents do.
They haven't tried it, but he has.

A Complete the promotional announcement with appropriate referencing devices.

Our sedentary lifestyle is killing us!

But engineers at Hamster Desks have come up with a solution.

¹ it 's revolutionary and fun!

No more high cholesterol levels, chronic back pain, or early morning trips to the gym.

With ² this new office concept, you can exercise while you work.

Hamster wheel desks allow you to walk and work.

³ They save you time at the gym and keep you focused on work.

Do you want to maximize your time?

Well, there's no better way to ⁴ do it than with a Hamster Desk!

Be the first to get a Hamster Desk workstation for your office.

Soon all your coworkers will want the ⁵ same.

No doubt about it, ⁶ this is the best way to beat the sitting disease!

9.2 CONTINUOUS INFINITIVES (PAGE 89)

Continuous infinitives

The continuous form of an infinitive verb emphasizes that an action is in progress over a period of time.

1 *to be* + verb + *-ing*

- Use with the verbs *appear* and *seem* to comment on ongoing actions and situations.

- Use with the verbs *want*, *would like*, and *need* to comment on intentions and plans.

*We're going **to be looking** at the flip side.*

*We seem **to be packing** way too much into our days.*

*We know we need **to be racking up** at least seven hours of sleep a night.*

2 modal + *be* + verb + *-ing*

- Use with the modals *should*, *could*, and *might* to criticize or speculate about an ongoing situation.

*You're watching cat videos when you **should be sleeping**!*

A Rewrite the sentences using the words in parentheses () and a continuous infinitive.

- 1 It looks like my daughter is sleeping, but she isn't! (My daughter appears ...) *My daughter appears to be sleeping.*
- 2 It has been suggested that the problem is growing. (The problem seems ...) *The problem seems to be growing.*
- 3 I should run five to ten miles every day if I want to compete in the marathon. (I need ...) *I need to be running five to ten miles every day.*
- 4 I was scheduled to meet with my manager right now, but my train was late. (I should ...) *I should be meeting with my manager right now.*
- 5 It's possible that we may drive for 24 hours straight. (We ...) *We might/could/may be driving for 24 hours straight.*

10.1 SIMPLE PAST FOR UNREAL SITUATIONS (PAGE 99)

Simple past for unreal situations

The simple past does not always refer to the past. When used with particular structures or in particular expressions, the simple past can be used to express hypothetical or desirable situations.

- 1 In unreal conditional sentences, use *if* + simple past.

*If we **had** a more varied diet, we would reduce our negative effect on the environment.*

- 2 To express present wishes, desires, and preferences, use *I wish* / *If only* / *would rather* + simple past.

*I wish / If only people **were** more careful about what they ate.*

*My parents **would rather** we **didn't eat** red meat.*

- 3 To speculate or describe an imaginary situation, use *What if* / *Imagine (if)* / *Suppose* + simple past.

***What if** we **created** a new food product based on insect protein?*

***Imagine (if)** we **started** a company based on our new product!*

***Suppose** we all **stopped** eating beef. What would we eat instead?*

- 4 To make comparisons, use *as if* / *as though* / *even if* + simple past.

*We cannot keep ignoring the problems **as if** / **as though** they **didn't exist**.*

***Even if** people **knew** all the benefits, it would still be hard to reduce meat consumption.*

- 5 To express the need to start doing something, use *It's (about / high) time (we)* + simple past.

***It's time** we **started** exploring alternatives. Let's make a list.*

***It's high time** we **expanded** our diet to include insect proteins.*

A Rewrite the sentences using the words in parentheses () and an appropriate simple past expression.

- 1 I don't like it that they're driving here. Public transportation is faster. (I'd rather) *I'd rather they took public transportation.*
- 2 A new apartment would be good. We've lived in this ugly place too long. (It's time) *It's time we got a new apartment.*
- 3 Imagine living to be 120 years old. (What if) *What if you lived to be 120 years old.*
- 4 Just imagine it: All people on earth are vegans, so climate change slows down enormously. (*if* + simple past) *If all people on earth were vegans, climate change would slow down enormously.*
- 5 I warned you that her dog bites. Stop acting like this is new information. (*as if* / *though*) *Stop acting as if / as though this were new information.*

10.2 IT CONSTRUCTIONS (PAGE 101)

It constructions

It constructions make statements more impersonal and objective. They are common in academic writing.

- 1 To report ideas without stating the source, use *It* + passive reporting verb.
It is said that renewable energy is our future.
It has been argued that climate change is the cause of the increase in hurricanes.
It was found that solar batteries can be adapted for use almost anywhere.
- 2 When summarizing, speculating about, or drawing a conclusion about an idea, the choice of verb and adjective determines the degree of certainty and strength of the statement.
 - *It* + *is* + adjective + infinitive *It is reasonable to assume a connection between fossil fuels and climate change.*
 - *It* + *is/appears/seems* + adjective + *that* clause
It seems unlikely that social enterprises will replace traditional energy companies.
 - *It* + *appears/seems* + *that* clause *It appears that this may be a solution to a lot of our problems.*
 - *It* + modal + verb (+ noun / verb phrase) + *that* clause
It could be a mistake to assume that this trend will continue.
 - *It* + modal + verb + adjective
It would seem logical to start small, but a wider presence is necessary for success.

A Rewrite the sentences using an appropriate *It* construction.

- 1 Everybody now believes that it's too late to stop global warming completely. *It seems that it's too late to stop ...*
- 2 According to the research I've done, nobody has figured out how to recycle Styrofoam containers yet.
It would appear that nobody ...
- 3 The newspapers have just reported that the government will give tax breaks to companies that use solar energy.
It has been reported that the government ...
- 4 There is no indication that cell phone use will decrease in the future. *It seems unlikely that cell phone use will ...*
- 5 The general feeling is that the people in this neighborhood don't want to put windmills on their houses.
It is true that people in this neighborhood don't want ...

11.1 SUBJECT-VERB AGREEMENT (PAGE 109)

Subject-verb agreement

- 1 Collective nouns take a singular verb when the focus is on the organization as a whole. They take a plural verb when the context clearly refers to the people in the organization. Some common examples: *association, class, club, community, department, family, government, press, public, school, staff*
*The marketing **department is located** on the third floor.*
*The marketing **department are** so excited to show everyone the new logo at the meeting.*
- 2 Singular nouns that end in *-s* take a singular verb. Some common examples: *gymnastics, news, politics*. School subjects that end in *-s* take a singular verb when they refer to a class or subject of study. Some common examples: *economics, ethics, mathematics, physics, statistics*
*Good **news is** always welcome. **Economics starts** at 11, I have lunch, and then **physics is** at two.*
- 3 Some words that come from Latin (*datum, medium, criterion, phenomenon*) form the plural with the ending *-a*. Some (*media, data*) take a singular verb. Some (*criteria, phenomena*) take a plural verb.
*The **media** never **admits** when **they're** wrong about something.*
*His team documented **phenomena** that **show** that color can change behavior.*
- 4 Words beginning with the prefixes *every-, any-, some-,* and *no-* take a singular verb. When referring back to them, however, use plural pronouns *they, them,* or *their*. ***Everyone knows** that red means stop.*
***Nowhere is** the preference for blue more obvious than in the clothing industry.*
- 5 When the subject of a sentence or clause includes *either* or *neither*, the form of the verb depends on context. When referring back to them, however, use plural pronouns *they, them,* or *their*.
*If **neither of them cares** about the color, **they** should paint it white.* (not one person or the other person **cares**)
***Either John or my parents** are going to meet us at the station.* (one person or two people **are**)
- 6 Monetary amounts take a singular verb when the focus is on the amount as one thing.
***A thousand dollars is** a lot of money for one dress!*

A Complete the sentences with the correct form of the verb in parentheses ().

- 1 Everybody knows (know) that a company like this makes (make) a big profit.
- 2 I think statistics is (be) a difficult subject. The data on unemployment rates that I need for my project is (be) so confusing.
- 3 Neither the lawyer nor the paralegal has (have) time to see you now. They meet with new clients on Fridays.
- 4 The news today is (be) all about the elections in Mexico City. Politics is (be) often the focus at this time of year.
- 5 Nobody feels (feel) good about this decision. The committee usually votes (vote) one way or the other, but today they are (be) split five to four.
- 6 Please give! A few cents a day is (be) all that's needed to make a big difference.

11.2 ARTICLES (PAGE 111)

Articles

- 1 Use a definite article ...
 - when you both share knowledge of the noun.
*In U.S. weddings, it is common for **the** bride to wear white.*
 - when you are giving additional information to identify a specific noun previously mentioned.
*Members of **a** team wear uniforms so people can identify **the** team on the field.*
 - with superlatives.
*This is **the** darkest shade of green I've ever seen in a living room.*
 - to talk about things that are unique: *the king, the moon, the equator, the army, the media.*
*People used to say that **the** moon was made of green cheese.*
 - with general geographical areas: *the beach, the country, the town, the forest.*
*This color scheme reminds me of **the** beach.*
- 2 Use no article when a non-count noun or plural noun is being used to make a generalization.
***Color** can evoke **feelings** and **memories** just like **sound** can.*
- 3 Use an indefinite article ...
 - when the noun is first mentioned, new to the reader, or not specifically identified.
*He used **a** shade of orange that I've never seen before.*
 - to talk about jobs and professions or when the noun is part of a category.
*I'm **a** real estate agent, but I'd like to work as **an** interior decorator one day.*
 - when making a generalization using a singular noun.
*Muted yellows and greens work really well in **an** open space, like **a** kitchen.*

A Complete the sentences with *a, an, the*, or – (no article).

Some people would argue that ¹ - colors are not important in ² - daily life, but if, for example, you're ³ a salesperson or work in ⁴ - marketing, your image can be very important. If you dyed your hair ⁵ a strange color one day, ⁶ - clients might be turned off.

Consider also ⁷ the colors you wear. Your clothes are ⁸ the most visible thing about you and ⁹ the first thing ¹⁰ - people notice. ¹¹ The colors you choose say a lot about you.

12.1 THE PRESENT SUBJUNCTIVE (PAGE 119)

The present subjunctive

The present subjunctive is used to lend authority to a speaker's words. It is usually used to refer to demands, suggestions, and recommendations; to describe what should happen; or to identify what is important.

- 1 Verbs in the present subjunctive do not add -s for the third person. The present subjunctive form of the verb *to be* is *be*.
*He insists that we all **be** ready to go at noon. I suggest that you **not come** any earlier than two.*
- 2 Use the present subjunctive with *that* clauses ...
 - after verbs that express a request or a proposal: *advise, ask, demand, insist, recommend, suggest*.
*He **recommended** that we **allow** extra time for traffic.*
 - after expressions containing adjectives that suggest importance: *essential, imperative, important, vital*.
*It is **imperative** that he **complete** the application and **send** it in immediately.*
 - after nouns that express a strong request or a proposal: *demand, insistence, recommendation, suggestion*.
*The officer's **demand** that we **pull** the car over and **wait** was surprising to all of us.*

A Use the prompts to rewrite the sentences with the subjunctive.

- 1 Students need to be on time for class. That's a requirement at this school.
The school requires **that students be on time for class.**
- 2 He visits his grandma at least once a week, which they say is important for her recovery.
For her recovery, it is important **that he visit his grandma at least once a week.**
- 3 The mayor has ordered people to stay indoors during the hurricane for their own safety.
The mayor's order that **people stay indoors during the hurricane was for their own safety.**
- 4 Medical professionals agree that all patients, whatever their age or physical condition, need to do some form of exercise every day.
It is recommended that everyone **do some form of exercise every day.**

12.2 PERFECT INFINITIVE (PAGE 121)

Perfect infinitive

The perfect infinitive is used to talk about situations and completed actions in the past.

- 1 Use *to have* + past participle ...
 - with reporting structures such as *it is said / thought / reported* to indicate information is from other sources, not firsthand knowledge.
*The hanging gardens of Babylon **are thought to have been built** about 3,000 years ago.*
 - with adjectives to describe feelings that resulted from a situation or action in the past.
*We were **relieved to have made** it to the end of the trail before sunset.*
 - with the verbs *appear* and *seem* to comment on something that already happened.
*Based on the mess in the kitchen, her dinner party **appears to have happened** after all.*
- 2 Use modal + *have* + past participle with the modals *should, would, could, and might* to criticize or speculate about the past.
*The residents **might not have wanted** to move, but they had to go.*

A Tell the story behind the headline using your own ideas and perfect infinitives.

MAYOR LOSES ELECTION AFTER CORRUPTION SCANDAL BREAKS

- 1 The mayor was shocked ... **The mayor was shocked to have lost the election.**
- 2 He thinks his defeat might ... **have been a direct result of the scandal.**
- 3 In a recent newspaper story, he was alleged ... **to have known about the scandal for a long time.**
- 4 Sources say that the mayor is questioning the election's honesty. He is said ... **to have requested a new election.**
- 5 Supporters of the opposing candidate believe the mayor should ... **have stopped seeking election months ago.**

VOCABULARY PRACTICE: TEACHER TIPS

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

- 1 • Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word, and on the other side they can write the definition or draw a picture of the word.
 - Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
 - Ss can use the cards to review new vocabulary in pairs. S1 can use their cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.
- 2 • Divide the class into teams and play “Hangman.”
 - Team A chooses a word, and one S from Team A (S1) writes on the board.
 - One S from Team B (S2) guesses a letter. If they are correct, S1 writes the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
 - Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
 - The game continues until Team B correctly guesses the word or until they guess incorrectly enough times that a whole body is drawn.
 - Teams switch roles.
- 3 • Play “Telephone.” Put Ss in rows of at least four Ss.
 - Whisper a vocabulary word to the last S in each row.
 - When you say “Go!” the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
 - When the first S in each row hears the word, they write it on the board.
 - Give S one point if the word is correct but misspelled and two points if it is spelled correctly. The first team to write a correct word wins.
 - For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.
- 4 • Write the vocabulary words on the board.
 - Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
 - Ss read their sentences to the class. Ss can vote on the best sentence.
 - Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.
- 5 • Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
 - Put the cards face down on a table in front of each team.
 - One S (S1) chooses a card but does not look at it. Instead, S1 holds the card on their forehead with the word facing out so their team can see it.
 - Each person on the team takes turns giving one clue about the word. S1 tries to guess the word.
 - Continue until each S in the group has a chance to guess a word.
 - For an extra challenge, include vocabulary words from previous units for a review.

VOCABULARY PRACTICE

1.1 USING ADVERBS TO ADD DETAIL (PAGE 2)

A Write the appropriate adverb using the word in parentheses (). What do you think the development might be?

- 1 This is unquestionably (question) one of the greatest developments in public transportation in the last ten years!
- 2 It will radically (radical) change the way we move around our cities and drastically (drastic) cut back on our consumption of fossil fuels.
- 3 It will progressively (progress) take over for all traditional modes of transportation.
- 4 People could feasibly (feasible) save time and money, as well as help the environment.

B Circle the correct adverbs to complete the paragraph.

The new robot surgeon is the radical medical development that is ¹*drastically* / *gradually* being introduced in hospitals around the world. Currently, the robots are directed by a human and can only perform a limited range of operations. The hope is, however, that they will ²*increasingly* / *unquestionably* be able to perform all kinds of major surgery. Researchers expect robot surgeons will ³*markedly* / *ultimately* reduce surgical errors, possibly by as much as 25 percent. The robots will ⁴*inevitably* / *progressively* meet with resistance from patients, but they will soon see how effective robot surgeons can be.

1.2 TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY (PAGE 4)

A Complete the sentences with the correct form of an appropriate word or phrase from the box.

artificial intelligence (AI)	beta version	computer-generated speech	chatbot
computer translation	facial recognition	image recognition	
operating system (OS)	text to speech / speech to text	virtual assistant	
voice activation	voice recognition	working prototype	

- 1 Recent developments in artificial intelligence / AI mean that computers are getting better and better at imitating human thought.
- 2 This new home-security software uses voice recognition technology, so your front door won't open until it hears you say it's OK.
- 3 I can't open any of these work files on my laptop at home. I think my office computer must use a different operating system / OS.
- 4 There have been stories in the news recently about virtual assistants that seem to be laughing at their owners and are refusing to answer their questions!
- 5 The researchers are currently trying to get a working prototype of their robot ready to show investors. If they get enough funding, they could have a beta version in a year.

B **PAIR WORK** Read the needs and decide which type(s) of technology would address them best. Then write four needs and think of the best ways to address them. Compare your work. Can you think of other technology that might address your partner's needs?

- | | |
|---|--|
| 1 You need to identify an object in a photo.
<u>image recognition</u> | 6 You need to check your email, but you're driving.
<u>text to speech</u> |
| 2 Passport machines need to check passenger identity. <u>facial recognition</u> | 7 An app company needs to test their new product and find "bugs." <u>beta version</u> |
| 3 You need to run programs on your computer.
<u>operating system / OS</u> | 8 A message on a social media feed is in Korean, but you want to read it in English. <u>computer translation</u> |
| 4 A digital help line needs to answer simple requests for information. <u>chatbot</u> | 9 _____ |
| 5 You want to dictate a message on your cell phone.
<u>speech to text</u> | 10 _____ |
| | 11 _____ |
| | 12 _____ |

2.1 DESCRIBING PERSONALITY (PAGE 12)

A Complete the sentences with the words in the box.

accepting chatty genuine insensitive rigid self-centered

- 1 I like that he's so chatty and sociable, but he has to learn to shut up sometimes.
- 2 My parents are very rigid. I wish they could relax a little and be a bit more flexible.
- 3 I thought that question was very insensitive. I understand why they were offended.
- 4 Teenagers tend to be pretty self-centered. But they grow out of that and start caring about the rest of the world eventually.
- 5 I think she'll be a good therapist because she's very accepting and not at all judgmental.
- 6 When you're a little child, you're genuine and honest. You don't hide your feelings at all.

B Circle the correct adjectives for the context of the paragraph.

My roommate Selma is amazingly sweet. I've never heard her say a negative thing about anyone! There's this guy in our building who never says hello. I think he's antisocial / genuine and unfriendly, but Selma tells me not to be narrow-minded / sincere. He's just shy. But there's no reason for him to be so aloof / talkative. I may be a little open-minded / talkative at times, but "hello" isn't much to expect. Selma says I'm a rigid / sincere person who likes to connect with others, which is why it bothers me. I think that's her nice way of saying I'm kind of pushy.

2.2 USING THREE-WORD PHRASAL VERBS (PAGE 14)

A Complete the sentences with correct form of the phrasal verbs in the box.

come down to fit in with get through to mess around with stand up for

- 1 It's really hard to get through to him. He has such rigid ideas and doesn't want to listen.
- 2 I thought he was serious about working this weekend, but he was just messing around with me.
- 3 I owe her a big favor because she stood up for me when nobody else would.
- 4 He has good ideas for new products, but they don't really fit in with the rest of the product line. I think he should start his own company.
- 5 I don't care about fancy brands and fashion. For me, it all comes down to comfort.

B Match the two parts to create collocations. Then use the collocations in context in the sentences below.

- | | | |
|-------------------|----------|---------------------|
| 1 fall back on | <u>d</u> | a people |
| 2 face up to | <u>e</u> | b any nonsense |
| 3 look down on | <u>a</u> | c opposition |
| 4 run up against | <u>c</u> | d established ideas |
| 5 not put up with | <u>b</u> | e (their) mistake |

- 1 They look down on people who don't dress well. I don't like their superior attitude.
- 2 The bosses at my company are so afraid of taking risks. They always fall back on established ideas and never want to try anything new.
- 3 I wish Mariella ran these meetings. She doesn't put up with any nonsense, and we'd surely finish more quickly.
- 4 We all wanted her for the job, but we ran up against opposition from headquarters when they saw that she doesn't have a college degree.
- 5 My son and his friends broke a window at school when they were messing around. They could have run away, but they faced up to their mistake and reported it. They even paid for the repairs.

3.1 THOUGHT PROCESSES (PAGE 22)

A Write the words in the box next to their definitions.

analyze disregard fixate foresee presume review

- | | | | |
|--|----------------|---|------------------|
| 1 a be obsessed with a particular idea | <u>fixate</u> | d think something is not important | <u>disregard</u> |
| b think that you know | <u>presume</u> | e look back over something | <u>review</u> |
| c be able to predict the future | <u>foresee</u> | f examine something in detail in order to understand it | <u>analyze</u> |

dismiss envision evaluate interpret reconsider reject

- | | | | |
|---|-------------------|---|------------------|
| 2 a change your point of view | <u>reconsider</u> | d don't accept something because it isn't good enough | <u>reject</u> |
| b decide something is not worth considering | <u>dismiss</u> | e explain what something means | <u>interpret</u> |
| c imagine a future situation | <u>envision</u> | f consider the value of something | <u>evaluate</u> |

B Circle the word that is different from the others.

- | | | | |
|-------------|----------|------------------|-------------------|
| 1 analyze | evaluate | interpret | <u>reconsider</u> |
| 2 disregard | dismiss | <u>fixate</u> | reject |
| 3 envision | foresee | <u>interpret</u> | predict |

3.2 DESCRIBING EMOTIONAL REACTIONS (PAGE 24)

A Complete the sentences with words from the box.

flustered gracious harmless mellow resourceful spiteful victorious

- After that truck nearly hit us, I was so flustered that I had to pull over and calm down for a while.
- John has a very particular way he likes to mow the lawn. It's harmless, so I don't try to stop him. Who cares how he does it as long as he does it?
- With no money for decorations for the play, we had to be resourceful. We used green paper for the bushes and made flowers from balloons!
- When our team's design was chosen for the campaign, we walked around feeling victorious for weeks!
- His coworker was so angry about Pablo's promotion that he started doing little things just to cause problems. His behavior was really childish and spiteful.
- During the presentation, I completely forgot to give Sharon credit for her work. I felt awful, but she was really gracious about it. She said everyone makes mistakes when they're nervous.
- Big parties are OK, but I usually prefer a more mellow gathering, like a small dinner party.

B Circle the correct adjectives to complete the paragraph.

What's the most important thing a manager should always remember?

"Don't take it personally."

When people are looking to you for answers, it can feel like they're questioning your judgment, which can easily make you feel defensive / victorious about your decisions. Just remember, it's not about you. The workplace can be tense and stressful, which can cause people to blow things out of proportion and become ²harmless / hysterical over the smallest problem. If you stay calm and composed / resourceful, people will follow your lead. If you're ⁴melodramatic / spiteful, you'll only add to their anxiety. But nobody's perfect. If you do lose control, admit it and apologize. People are ⁵flustered / forgiving when they believe you're sincere.

4.1 DESCRIBING THINGS (PAGE 34)

- A Which adjectives from the box would you use to describe the things? More than one correct answer is possible. Compare your answers with a partner.

circular	cylindrical	delicate	elaborate	filthy	flaky
mammoth	miniature	multicolored	ridged	stringy	

- | | |
|--|---|
| 1 your favorite dessert <i>delicate, flaky</i> | 7 decorations related to your favorite holiday
<i>circular, miniature, delicate, multicolored, elaborate</i> |
| 2 your favorite athlete's uniform
<i>multicolored, elaborate, filthy</i> | 8 a space ship (real or from a movie)
<i>mammoth, elaborate</i> |
| 3 your favorite musical instrument
<i>cylindrical, elaborate, ridged</i> | 9 a mountain in your country <i>mammoth, ridged</i> |
| 4 an animal you can see in a zoo
<i>mammoth, miniature, delicate</i> | 10 equipment in a doctor's office
<i>cylindrical, delicate, elaborate</i> |
| 5 a piece of jewelry that you like
<i>delicate, multicolored, elaborate</i> | 11 the design on the rug or curtains in your room
<i>multicolored, elaborate</i> |
| 6 a machine you have in your home
<i>cylindrical, filthy, ridged</i> | 12 the oldest book you ever saw
<i>mammoth, delicate, filthy</i> |

- B **PAIR WORK** Think of common objects from daily life and take turns describing them to your partner using the adjectives in exercise A and others. Don't use your hands when you talk. Can your partner guess the object from your description? *(Answers will vary)*

4.2 EYE IDIOMS AND METAPHORS (PAGE 36)

- A Match the expressions to their definitions.

- | | | |
|--|----------|--------------------------------------|
| 1 agree | <u>i</u> | a a bird's eye view |
| 2 be aware of everything around you | <u>d</u> | b catch your eye |
| 3 ignore (usually something bad) | <u>j</u> | c feast your eyes on |
| 4 focus on your main aim | <u>h</u> | d have eyes in the back of your head |
| 5 enjoy looking at | <u>c</u> | e in the blink of an eye |
| 6 draw your attention unexpectedly | <u>b</u> | f in the public eye |
| 7 not caring about the result | <u>k</u> | g in your mind's eye |
| 8 seeing something from above | <u>a</u> | h keep your eyes on the prize |
| 9 very quickly | <u>e</u> | i see eye to eye on |
| 10 currently well known and in the media | <u>f</u> | j turn a blind eye to |
| 11 using imagination | <u>g</u> | k without batting an eye |

- B Replace the **bold words** with idioms and metaphors from exercise A.

- 1 I don't need to ~~share opinions on~~ *see eye to eye on* absolutely everything to be friends with someone.
- 2 If you know that someone is doing something wrong and you ~~don't do anything about~~ *turn a blind eye to it* it, you're just as guilty.
- 3 This map doesn't give any details. It just gives ~~a wide-angled perspective~~ *a bird's eye view* of the area.
- 4 Long-term goals are more difficult than short-term ones. But no matter what obstacles come up, just ~~remind yourself how wonderful it's going to be when you've finished~~ *keep your eyes on the prize*, and you'll get there.
- 5 Most celebrities prefer that their kids not be ~~the subject of media attention~~ *in the public eye*, so they have to be careful not to take them places where there's paparazzi.
- 6 We waited forever for the check. Finally, I managed to ~~get~~ *catch* the server's ~~attention~~ *eye* and ask for the bill.
- 7 Never take your attention off the road when you're driving. An accident could happen ~~very quickly~~ *in the blink of an eye*.
- 8 ~~Get a good look at and enjoy~~ *Feast your eyes on* our showroom full of beautifully restored sports cars from the 1970s!

5.1 DESCRIBING REMOTE PLACES (PAGE 44)

A Circle the correct words to complete the sentences. Which sentences are true for you?

- I love landscapes that are vast and barren / picturesque – great empty lands like Patagonia or Iceland.
- I don't feel comfortable in deserted / nameless places, especially if there are lots of abandoned / anonymous buildings around.
- My favorite landscapes are rich, green places that are hostile / lush, with different types of vegetation.
- I like to hike through the forest to a scenic overlook spot on top of the mountain. It has a beautiful view of the barren / immense landscape that goes on for hundreds of kilometers!
- There is a harsh / vast area in the center of my country where there aren't many people, only forests and plains. Most people live near the coast.

B For each group, match the words in the box to their synonyms.

anonymous harsh immense 1 a very large <u>immense</u> - b difficult to live in <u>harsh</u> - c unremarkable <u>anonymous</u>	abundant isolated scenic 3 a plentiful <u>abundant</u> - b by itself and hard to reach <u>isolated</u> - c pleasant to look at <u>scenic</u>
abandoned hostile picturesque 2 a empty <u>abandoned</u> - b visually attractive <u>picturesque</u> - c uninviting <u>hostile</u>	barren lush unspoiled 4 a not touched by people <u>unspoiled</u> - b with few living things <u>barren</u> - c rich and abundant <u>lush</u>

5.2 TALKING ABOUT INFLUENCES (PAGE 46)

A Rewrite the ideas in the sentences using words from the box. More than one answer is possible. Compare sentences with a partner.

consequence motivate	force result in	impact source	implications stem from	influence trigger
-------------------------	--------------------	------------------	---------------------------	----------------------

- The accountant noticed some unusual items in an expense report and asked the owner of the company about them. ~~Soon, a full investigation of company finances happened.~~ This triggered a full investigation of company finances.
- After the government announced it was closing the local school, ~~parents were worried about how this would affect their children's lives.~~ parents worried about the impact on their children's lives.
- ~~Sometimes a big problem causes you to think about things differently. This can lead to~~ Sometimes a big problem forces you to think about things differently. This can result in a really surprising or interesting way to solve the problem.
- Many adult problems ~~exist because of experiences that happened in childhood.~~ stem from experiences that happened in childhood.
- When they try to explain their own work, musicians often refer to the music or styles of other musicians ~~that they like or admire.~~ that influenced them.
- ~~Many factors shape~~ Many factors influence the final design of a product, for example, money, time, target market, and the creativity of the design team.

B PAIR WORK Discuss the questions. (Answers will vary)

- What (not who) has had the greatest positive influence on your life? What aspects of your life has it impacted?
- What forces motivate people to make big changes in their lives? Have any of these forces triggered action in you?
- Imagine you were offered a great job in a country far away. What implications would taking the job have on your family? Your friends? Your current employer?

6.1 USING ADVERBS TO ADD ATTITUDE (PAGE 54)

- A Choose an appropriate adverb–adjective combination to complete the sentences. More than one correct answer is possible.

Adverbs	deeply	genuinely	highly	immensely	incredibly	noticeably	remarkably	utterly
Adjectives	anxious	calm	helpful	popular	shocked	surprised	thrilled	unusual

- When they announced that they were getting married, I was genuinely shocked. I didn't even know they were dating!
- That play was highly unusual. I've never seen anything like it before.
- It was a tense situation, but she remained remarkably calm throughout.
- The guy at reception was incredibly helpful and gave us lots of useful tips.
- I could tell that Max was utterly thrilled. He kept jumping up and down in excitement.
- That movie has been immensely popular. There are still lines down the block to get tickets.
- I was noticeably surprised when they made me an offer. I didn't think the interview went very well at all.
- He's been deeply anxious these last few days. He still hasn't heard whether his company is going to get the contract. His business really needs the work.

- B **PAIR WORK** Use the prompts to talk about your experiences. Add attitude with adverbs when you can. (Answers will vary)

- Something that was immensely popular but you didn't like: Why?
- An experience that made you noticeably anxious: What happened?
- A time when you were remarkably calm while others were not: What happened?
- Behavior that utterly shocked you: Why?
- A product you are highly surprised to find is genuinely helpful: What is it? What does it do? What did you expect?

6.2 USING THE PREFIXES UNDER- AND OVER- (PAGE 56)

- A Add *under-* or *over-* to the words in the box to match the definitions. More than one correct answer may be possible.

confident	crowded	developed	estimated	paid	priced	rated	whelmed
-----------	---------	-----------	-----------	------	--------	-------	---------

- too many people overcrowded
- receiving wages that are too low for the job underpaid
- too expensive for what it is overpriced
- feeling too sure about a result overconfident
- not calculated high enough underestimated / underpriced
- not able to handle something because it is too much overwhelmed
- without modern facilities underdeveloped
- reviewed as lower than it should be underrated

- B Rewrite the ideas in the sentences using *over-/under-* words.

- The critics gave this movie five stars, but I didn't like it at all.
I think this movie is overrated. It got five stars, but I didn't like it!
- Even if you think you're perfect for a job, prepare well for the interview. ~~You never know what will happen.~~
Don't be overconfident.
- I think this phone is a real bargain. ~~People would pay twice as much for it!~~ It's really underpriced.
- If you're claustrophobic, don't take the subway between 5 and 7 p.m. ~~There are a lot of people trying to get home after work at that time.~~ It's overcrowded during rush hour.
- In the U.S., ~~servers in restaurants don't have high salaries, so they depend on tips to get by.~~
servers are often underpaid
- I have too much work to do this month! ~~It's really stressful.~~ I'm feeling really overwhelmed.

7.1 TALKING ABOUT ANCESTRY (PAGE 66)

A Match the words in the box with the definitions.

adoptive	ancestor	ancestry	ethnic	ethnicity
genealogy	genetic	heritage	inherit	

- | | |
|--|------------------|
| 1 a person related to you who lived a long time ago | <u>ancestor</u> |
| 2 belonging to or relating to genes | <u>genetic</u> |
| 3 the history and traditions of a particular group | <u>heritage</u> |
| 4 a person's family going back generations | <u>ancestry</u> |
| 5 get from a parent | <u>inherit</u> |
| 6 related to a group of people with common origins | <u>ethnic</u> |
| 7 the study of tracing a family tree back in time | <u>genealogy</u> |
| 8 the group of people you identify with biologically | <u>ethnicity</u> |
| 9 taking in and accepting as family | <u>adoptive</u> |

B Write the correct form of the word in parentheses (). Look at the chart on page 66 to help you.

We were greeted at the door of the grand old house by an older gentleman. He was well dressed and friendly but walked with some difficulty. He invited us in and gave us a brief tour, sharing stories of his famous family as we looked at the many generations of portraits hanging on the walls. He was deeply proud of his ¹ ancestral (ancestor) home and clearly enjoyed showing it off.

A young man joined us, and the gentleman introduced him as his son. The son looked very different from his father. In fact, the ² hereditary (heritage) qualities so obvious in the older man's face were nowhere in the son's. We must have been noticeably surprised because the two smiled and explained that the young man was ³ adopted (adopt) from another country, far away.

"He's lucky," the gentleman said. "He'll ⁴ inherit (heritage) this house, but not my bad knees!"

7.2 TALKING ABOUT CUSTOMS AND TRADITIONS (PAGE 68)

A Match the verbs with the phrases.

- | | | |
|--------------------------|----------|---------------------------------------|
| 1 mark / observe | <u>b</u> | a the fight between good and evil |
| 2 honor / pay tribute to | <u>c</u> | b a special day |
| 3 signify / symbolize | <u>a</u> | c a special person or group of people |

B Circle the correct words to complete the paragraph.

The Indian celebration Diwali is called the festival of lights. To ¹mark / signify the occasion, families place lanterns outside their homes to ²observe / symbolize their fight against darkness. Colors are also an important part of the ³rituals / significance. People draw patterns called "rangoli" with colored sand or powders on the floor outside their door. The intricate patterns ⁴observe / signify the unity of humans and nature and welcome guests to the house. Diwali is a very special occasion, and families of Indian origin ⁵honor / keep the traditions alive all around the world.

8.1 TALKING ABOUT ATTENTION AND DISTRACTION (PAGE 76)

A Circle the correct words to complete the conversation.

- A I'm sorry to ¹concentrate on / interrupt you, but I need your help.
- B That's OK. I could use ²a distraction / an interruption. ³I've been / I got focused on this report all morning, and my eyes are crossing!
- A Well, it's about Sam. He's kind of driving me crazy.
- B Oh, no! What's he doing?
- A Well, talking. Not to me – to himself. It's so ⁴distracting / interrupting. It's impossible to ⁵be interrupted by / concentrate on your work when there's someone constantly talking. It's hard enough to ⁶avoid / get focused on distractions around here.
- B I'll talk to him. Maybe we can move his desk to that area by the lobby. Then he'll be the one getting ⁷distracted / focused.

B Complete the sentences with the words and phrases in the box. Which of the sentences are true for you?

avoid concentration focus on get focused interruptions stay focused

- I turn off my phone when I'm working in order to stay focused on my work.
- I can't get anything done when I work from home because of the constant interruptions in my house: the telephone, my neighbors coming by, sirens from the ambulances, my kids fighting. It's impossible!
- When I get distracted by something, it's really hard for me to get focused again.
- Sometimes you just can't avoid distractions. It's hard to be disciplined all day!
- I don't think my powers of concentration are weaker now. If anything, they're getting stronger!
- I'm not bad at multitasking, but I prefer to focus on one thing at a time.

8.2 EXPRESSIONS WITH GET (PAGE 78)

A Look at the expressions with get in context. Then match them to the definitions.

- | | | |
|--|----------|---|
| 1 What are you getting at ? I don't understand your point. | <u>g</u> | a figure out / understand |
| 2 I've gotten really attached to my old car over the years. | <u>b</u> | b feel close to or affectionately about |
| 3 I got really frustrated in line at the bank. They take so long! | <u>i</u> | c be amazed / overwhelmed |
| 4 It took him three tries to put the shelves together, but he finally got it right . | <u>a</u> | d become familiar / comfortable with |
| 5 We need to get rid of that sofa. It's disgusting. | <u>k</u> | e not know your way |
| 6 We got the go-ahead from the boss to hire the crew and get construction started. | <u>h</u> | f become difficult |
| 7 I don't think I could ever get accustomed to driving on the left. | <u>d</u> | g try to communicate |
| 8 I just got blown away by how much damage there was. Would we ever get it all repaired? | <u>c</u> | h receive approval |
| 9 Designing a computer program can get really complicated , so you have to stay focused. | <u>f</u> | i feel angry or annoyed |
| 10 It's easy to get lost on these trails if you don't pay attention to the markers. | <u>e</u> | j be clear about |
| 11 We need to get something straight . This is my car, and I'll say who can drive it. | <u>j</u> | k remove forever |

B Replace the underlined expressions with a *get* expression. Make any changes necessary to the structure of the sentences.

- When children are learning to ride a bike, they rarely figure it out immediately. *get it right*
- I can't understand what you're trying to say. *getting at*
- I was totally amazed by the news. I just couldn't believe it. *got blown away*
- The campus was so big that I couldn't figure out which way to go while trying to find my classroom the first time. *got lost*
- It takes a while to familiarize yourself to life in a new country. *get accustomed*

9.1 DISCUSSING HEALTH ISSUES (PAGE 86)

A Match six of the terms from the box to the correct descriptions.

blood pressure	cardiovascular disease	cholesterol levels	chronic pain
circulation	digestion	immune system	internal organs
joints	posture	sedentary lifestyle	side effects

- what gives the body resistance to infection and toxins *immune system*
- the amount of a type of fatty substance in the blood *cholesterol levels*
- what you have if you spend most of your time sitting down *sedentary lifestyle*
- the position of the body when standing or sitting *posture*
- medical conditions that affect the heart *cardiovascular disease*
- the process of absorbing nutrients from food *digestion*

B Use the other words in the box in exercise A to complete the paragraph.

Research suggests that standing for too long may also have harmful medical ¹ *side effects*. It has been suggested that prolonged standing might cause ² *chronic pain* in the hip ³ *joints* and lower back, as well as affecting ⁴ *circulation* in the legs and feet. Although standing helps relieve pressure on your ⁵ *internal organs*, such as the stomach, liver, and pancreas, it has no effect on your ⁶ *blood pressure* or general heart health. It is important not to stay still in one place for too long, whether you're sitting or standing.

9.2 DISCUSSING (LACK OF) SLEEP (PAGE 88)

A Match the phrasal verbs to their definitions.

- | | | |
|---|----------|-----------------------|
| 1 eliminate | <i>d</i> | a add up |
| 2 go away unnoticed | <i>k</i> | b build up |
| 3 slowly relax | <i>l</i> | c cut back on |
| 4 accumulate | <i>a</i> | d cut out |
| 5 increase over time | <i>b</i> | e drift off |
| 6 reduce the amount | <i>c</i> | f drive somebody to |
| 7 gently fall asleep | <i>e</i> | g fit something into |
| 8 make time for an activity | <i>g</i> | h keep somebody up |
| 9 obtain or achieve to reach a target | <i>j</i> | i pack something into |
| 10 stop someone from going to sleep | <i>h</i> | j rack up |
| 11 motivate someone to do something | <i>f</i> | k slip away |
| 12 do a lot of things in a limited amount of time | <i>i</i> | l wind down |

B Complete the paragraph with phrasal verbs. Look back at exercise A on page 149 to help you.

There's no doubt that ¹ cutting back on screen time before bed and ² cutting out caffeine in the afternoon can help you get to sleep quicker, but there's another problem. We ³ fit so much into our schedules during the week that no matter how hard we try, we just can't ⁴ rack up the recommended number of hours of sleep. Work commitments ⁵ keep us up late at night. Family commitments get us up extra early in the morning. Slowly but surely, sleep deprivation ⁶ builds up until we're barely functioning by Friday.

But there's good news! Some research shows that by sleeping late on the weekend we can actually make up for all those lost hours. Don't set your alarm clock Saturday morning – let yourself ⁷ drift off and take it easy. Feel the tension and tiredness ⁸ slip away. All that extra sleep will ⁹ add up to give you a cheerful Monday morning!

10.1 DISCUSSING GLOBAL FOOD ISSUES (PAGE 98)

A Write the words from the box next to their definitions. There are three extra words.

appetite	cattle	cereal	consumption	fiber	foodstuffs	grain
livestock	nutritious	shortage	superfood	supply	wholesome	

1	animals that are kept on a farm	<u>livestock</u>	7	a situation when there is not enough of something	<u>shortage</u>
2	cows that are used for beef	<u>cattle</u>	8	seeds used to make bread	<u>cereal</u>
3	anything people can eat as food	<u>foodstuffs</u>	9	the desire to eat food	<u>appetite</u>
4	a substance in certain foods that helps digestion	<u>fiber</u>	10	how much of something that is available to use	<u>supply</u>
5	wheat, corn, rice, oats	<u>grain</u>			
6	able to improve your health	<u>nutritious</u>			

B Complete the story with words from the box in exercise A.

The açai fruit comes from a palm tree in the Amazon rainforest and has long been popular in Brazil. Now, however, açai is gaining popularity in North America, not only for its flavor, but because it's ¹ nutritious and ² wholesome. It's a great source of dietary ³ fiber, keeping the digestive system clean and functioning normally. It is also said to improve skin, boost energy, and increase mental function. For these reasons, ⁴ consumption of açai has gone up dramatically around the world. People love it! Try açai for yourself and you'll soon understand why it's being celebrated as the ⁵ superfood of tomorrow!

10.2 DISCUSSING GLOBAL ENERGY ISSUES (PAGE 100)

A Complete the story about a social enterprise with words from the box. There are four extra words.

biofuel	carbon footprint	carbon-neutral	energize	fossil fuel	low-carbon
low-emission	off-grid	power	renewable	self-sustainable	solar panels

Pollinate Energy (PE) is an Australian social enterprise that is improving the lives of India's urban poor by providing them with ¹ renewable energy options. Cooking appliances powered by ² solar panels is just one way PE has helped families who live in ³ off - grid communities and lack access to conventional energy sources. PE provides families with products that can ⁴ power their homes but that are ⁵ self - sustainable because they require only sunlight or wind. If another energy source is needed, PE products are made to use only ⁶ low - emission / carbon or, better still, ⁷ carbon - neutral fuels, as opposed to the different types of ⁸ fossil fuel previously used in these communities.

B Circle the best words to complete the sentences.

- 1 Social enterprises have the knock-on effect of energizing / powering inventors to develop more creative ways to meet people's needs, help the planet, and also make a profit.
- 2 A biofuel / fossil fuel is produced through biological processes, such as agriculture.
- 3 Livestock farms are bad for the environment due to their emission / power of dangerous greenhouse gases.
- 4 A carbon footprint / Low-carbon energy refers to the total emissions caused by an individual, event, organization, or product. The smaller, the better!

11.1 DESCRIBING COLOR ASSOCIATIONS (PAGE 108)

A Replace the underlined words with a verb from the box in the correct form. More than one option may be correct.

capture	conjure up	convey	evoke
imply	reflect	resonate with	transmit

- 1 The strong colors and sharp angles suggest that the artist didn't like the person he was painting. *imply*
- 2 To me, this photograph of an eagle in flight perfectly represents the idea of freedom. *captures*
- 3 The child in the wagon, the ice-cream truck, the women wearing hats – it all communicates a real feeling of nostalgia. *evokes*
- 4 I really love her paintings. I grew up near the ocean in western Canada, so her smoky greens and grayish blues really are meaningful to me at a deep level. *resonate with*
- 5 Looking at old family photos brings back memories of winter nights by the fire with my grandmother. *conjures up*
- 6 These new designs show the current popularity of pink! *reflect*

B Match the descriptions of shades to their definitions.

bold	muted	neutral	pastel	saturated	vibrant
------	-------	---------	--------	-----------	---------

- | | |
|--|------------------|
| 1 not bright, mixed with gray | <u>muted</u> |
| 2 bright and strong | <u>vibrant</u> |
| 3 not strongly any definite color | <u>neutral</u> |
| 4 pale and soft | <u>pastel</u> |
| 5 pure, not mixed with other colors | <u>saturated</u> |
| 6 strong and noticeable against other colors | <u>bold</u> |

11.2 COLOR EXPRESSIONS (PAGE 110)

A Circle the correct color to complete the expressions.

- 1 My boss gave me the green / red light to go ahead with the project.
- 2 The police caught the burglar green - / red - handed as he was leaving the bank carrying a bag full of money!
- 3 I'm going to vote for the green / red party in the next election because they're the only ones with a focus on the environment.
- 4 Is she OK? She looks a little green / red around the gills.
- 5 I'm worried about my business. We've been in the green / red for about three months, and one of our clients just canceled a big order.

B Rewrite the sentences using an appropriate color expression.

- 1 You wouldn't believe all the red tape I had to cut through official paperwork I had to do to open a business in a residential building!
- 2 Look at this garden! She really has a green thumb knows how to grow plants.
- 3 I can always tell when my little brother is embarrassed because his face turns red changes color.
- 4 I'm not sure he's ready for the job. He's still a little young and inexperienced green to handle so much responsibility.
- 5 She shouldn't watch the news. She just gets incredibly angry sees red and is no fun the rest of the evening.



12.1 TALKING ABOUT CHANGE (PAGE 118)

- A Make a word family chart for the words in the box with noun, verb, and adjective forms. Not all words have all forms. Compare your chart with a partner. Use a dictionary or your phone to check your work.

innovation	disruption	implement	embrace	innovative	disruptive
adaptation	resistance	shake-up	facilitate	transition	

- B Circle the correct words to complete the answer to “the change question” discussed in the unit.

How do you handle change?

I enjoy working in ¹a shaken up / an innovative environment, so I generally ²disrupt / embrace change and see it as an opportunity rather than a threat. Recently, my team ³implemented / transitioned a new communication system across the company. I was chosen to be on the team that ⁴facilitated / underwent this massive ⁵innovation / transition because I helped choose it. Well, people didn't like the system at first and showed a lot of ⁶embrace / resistance to it because they feared that ⁷adapting / undergoing changes like this during our busiest season was too ⁸disruptive / resistant. But we went slowly so that it didn't feel like a big ⁹facilitation / shake-up. And after a few ¹⁰adaptations / innovations to align it with our company's processes, people really like it.

Do you think this is a good answer? Why or why not?

12.2 DESCRIBING CHANGE (PAGE 120)

- A Write the type of change described in the examples. More than one correct answer is possible. Discuss your choices with a partner.

abrupt	desired	drastic	fundamental	gradual
lasting	profound	radical	refreshing	subtle
sweeping	unforeseen	welcome		

- 1 It was a beautiful day. The sky was blue, and the birds were singing. Then, all of a sudden, big black clouds filled the sky, and it started to pour down rain.
- 2 We hadn't expected the storm, but the cool water was actually really nice after the blistering heat of the sun.
- 3 Recent storms have caused a great deal of damage to roads and buildings. Many families have lost their homes, too.
- 4 They've caused the landscape to change also. When you look at photos from a hundred years ago, for example, you can see that some features are definitely different now.
- 5 No one predicted the negative effect the storms would have on the local birdlife.
- 6 Many species have disappeared from the local woods and might not ever come back.

abrupt, drastic, unforeseen

desired, refreshing, welcome

sweeping, drastic, fundamental

lasting, profound, fundamental

unforeseen

lasting, profound, radical, fundamental

- B Circle the correct words to complete the sentences.

- 1 My mom made tacos for dinner last night. It was a refreshing / sweeping change from what she usually makes.
- 2 If you raise your chair a centimeter or two, you won't put so much stress on your wrists and shoulders. Sometimes just a drastic / subtle change in positioning can make a big difference.
- 3 This isn't working! We need to make some fundamental / unforeseen changes to the way we do our marketing.
- 4 He seems to have transformed over the summer. He grew his hair out, got a tattoo, and made a desired / radical change in his wardrobe. I didn't even recognize him at first.

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 commenting adverbs to express an opinion.
- ☐ use commenting adverbs to talk about future probability.
- ☐ talk about changes in technology.
- ☐ use future perfect and future continuous to describe future actions.
- ☐ acknowledge arguments and propose counterarguments.
- ☐ write an essay about future possibilities.

Prove it

Use four adverbs from the unit to discuss how useful robots could be in your community.

Write three predictions related to technology using commenting adverbs.

Use four words from the unit to describe a tech item, its functions, and what it is used for.

Write about a future machine and how it will have changed life and what we will be doing differently because of it.

Respond to this argument with two different counterarguments: "Robots will eventually take over the service industry."

Look at your essay from lesson 1.4. Find three ways to make it better.

UNIT
1

Now I can ...

- ☐ describe someone's personality.
- ☐ use *will* to talk about assumptions, deductions, and predictions.
- ☐ talk about labels and their effects on people.
- ☐ use *would* in a variety of contexts.
- ☐ compare and discuss similar experiences.
- ☐ write a report based on graphs.

Prove it

Use adjectives to describe the personality of someone you know well.

Rewrite the sentence using *will*: They always share their quiz results with friends and are not likely to stop.

Write sentences using these phrasal verbs: *look down on*, *fit in with*, *get through to*, *stand up for*, *put up with*.

Rewrite the sentence using *would*: I'm not willing to make assumptions about someone based on their age.

Write two ways to say you had the same experience as someone and two to say you understand their feelings.

Look at your paragraphs from lesson 2.4. Find three ways to make them better.

UNIT
2

Now I can ...

- ☐ discuss ways to think about past actions and their effects on the present.
- ☐ react to past situations.
- ☐ describe emotional reactions.
- ☐ comment on the past.
- ☐ describe a negative experience and offer sympathy and reassurance.
- ☐ write a short story based on a set of facts.

Prove it

Describe a past situation that you regret. What happened?

Describe the thought processes that led you to change your mind.

Write three sentences about your hindsight situation proposing different actions and results. Use *if* constructions.

Describe a past situation in which you reacted emotionally. What happened?

Respond to the situations using the prompts:

"I ran out of gas." (should / pay attention)

"I can't find my passport." (could / leave)

Write three different ways of showing sympathy and offering reassurance to somebody who has had a bad experience.

Look at your story from lesson 3.4. Find three ways to emphasize the coincidences more.

UNIT
3

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 4

Now I can ...

- ☐ describe things.
- ☐ use quantifiers and prepositions in relative clauses.
- ☐ talk about how eyes function.
- ☐ use question words in noun clauses.
- ☐ use expressions to clarify points or highlight problems.
- ☐ write a personal statement for a résumé.

Prove it

Describe something in your home but not in the classroom to a partner. Can they guess what it is? Take turns and describe five things.

Write four sentences about eyes using quantifiers and prepositions in relative clauses. For example, "My cousins, *all of whom* have their father's green eyes, also have their mother's dark skin."

Write three expressions about eyes in context.

Use your expressions in sentences with question words. For example, "Whenever we get together, what we mostly do is argue."

Think of an issue with different viewpoints. Write three sentences clarifying your own perspective. For example, "The *truth of the matter is ...*"

Look at your profile statement from lesson 4.4. Find three ways to make it better.

UNIT 5

Now I can ...

- ☐ describe remote places and landscapes.
- ☐ use participle phrases in initial position.
- ☐ talk about influences and how they have affected your life.
- ☐ use reduced relative clauses.
- ☐ discuss the pros and cons of working from home.
- ☐ write a company profile.

Prove it

Think of two very different remote landscapes you have seen pictures of. Use adjectives to describe them.

Write four sentences about the above landscapes using initial participle phrases. For example, "Looking at the lush forest, I ..."

Choose three things that have influenced your life choices and describe them. Then think of three personal habits and think of possible reasons for them.

Combine sentences you've written above using reduced relative clauses. For example, "Anyone afraid of snakes should not travel there."

Write two responses to signal a cause and an effect. 1 Working from home is gaining popularity. 2 Some remote workers feel lonely.

Look at your company profile from lesson 5.4. Find three ways to make it better.

UNIT 6

Now I can ...

- ☐ discuss different reactions to unexpected events.
- ☐ use clefts to make sentences more emphatic.
- ☐ use words with the prefixes *under-* and *over-* to modify descriptions.
- ☐ use question words with *-ever* to show uncertainty or indifference.
- ☐ add emphasis in different ways in a discussion.
- ☐ write a paragraph drawing from multiple sources.

Prove it

Write five adverb–adjective combinations. Use one of them to talk about something that surprised you recently.

Write three things that you like and give reasons why using clefts. Use *reason*, *thing*, *it*, and *what* one time each.

Give your opinion on six things that you think are not fair or accurate in some way. For example, "I think most pro athletes are *overpaid* because ..."

Write four questions and responses with question words with *-ever*. For example, "What time should we leave?" "Whenever you want."

Write one example sentence for each emphasis technique: Adverb–adjective combination, cleft, adverbial (*even*, *at all*, etc.), auxiliary *do*.

Look at your paragraphs from lesson 6.4. Find three ways to make them better.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- ☐ talk about ancestry and genealogy.
- ☐ use negative and limiting adverbials for emphasis.
- ☐ discuss cultural celebrations and preserving them.
- ☐ use fronting adverbials to add dramatic effect.
- ☐ share an anecdote about traveling and also comment on it.
- ☐ summarize a topic with information from different sources.

Prove it

Write down five terms related to ancestry. Use them to write a few sentences about your family history.

Rewrite the sentence starting with *no way*, *never*, and *little*: I thought her presentation would be boring, but it was interesting.

Write four verb–noun collocations associated with customs and traditions (mark an occasion, e.g.). Use them to write about a tradition that you observe.

Describe the look of a celebration with fronting adverbial phrases. For example, “*Around the fence* hang strings of colored lights.”

Write a short conversation about a recent trip. Comment on your own story and respond to it.

Look at your paragraph from lesson 7.4. Find three ways to make it better.

UNIT
7

Now I can ...

- ☐ talk about attention and distraction.
- ☐ practice causative structures with *get* and *have*.
- ☐ use *get* expressions to talk about actions and reactions.
- ☐ refer to information with *as* phrases.
- ☐ describe selling points and best features of products.
- ☐ create effective presentation slides.

Prove it

Write five phrases related to attention. Use them to write about an experience in which your concentration was tested.

Write four sentences using expressions with *get* + verb. Could you also use *have* + verb?

Write five expressions with *get*. Use them to write how you feel about the digital age. For example, “*I get frustrated* when ...”

Why do we use phrases with *as*? Give three examples.

Think of an app and write a few ways to present its best features and main selling points, and then its specific selling points.

Look at your slides from lesson 8.4. Find three ways to make them better.

UNIT
8

Now I can ...

- ☐ discuss health issues.
- ☐ use referencing techniques to avoid repetition.
- ☐ use complex phrasal verbs.
- ☐ talk about actions over a period of time with continuous infinitives.
- ☐ ask questions and buy time when answering them.
- ☐ explain how an initiative works.

Prove it

Write about three physical effects of some aspect of modern life on health.

Using different types of referencing, write a paragraph based on your sentences from the previous task.

Write sentences using the phrasal verbs *cut back on*, *drift off*, *pack something into*, *fit something into*, and *wind down*.

Complete the sentence using the continuous infinitive: “My career _____ nowhere, but I don’t know what to do about it.”

Imagine that you want to press a local government official on an important issue. Write three probing questions you could ask.

Look at your paragraph from lesson 9.4. Find three ways to make it better.

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 ...

- ☐ talk about rethinking issues around food production.
- ☐ use the simple past to imagine possibilities or pose scenarios.
- ☐ talk about rethinking energy options for the future.
- ☐ use *it* constructions to present information.
- ☐ defend my opinion and allow others to give theirs.
- ☐ write a summary of one side of a debate.

Prove it

Write five words associated with food production and use them to talk about foods that are popular where you live.

Complete the sentence about something wished for: Some people _____ we _____ plastic at all.

Write five expressions related to energy issues: two with a negative connotation and three with a positive connotation.

Write three sentences on topical issues or trends using *it* constructions. For example, "*It would appear* that beards are back in fashion."

Write a short conversation about using plastic. Use expressions to defend an opinion and conclude a speaking turn.

Look at your summary from lesson 10.4. Find three ways to make it better.

UNIT 11

Now I can ...

- ☐ talk about what colors represent.
- ☐ make sure different types of subjects agree with their verbs.
- ☐ talk about color idioms.
- ☐ use articles correctly in different contexts.
- ☐ respond to questions in different ways for different purposes.
- ☐ write an opinion essay.

Prove it

Think of one color you like and one you dislike. What does each represent for you? Use different verbs in your answer.

Do the nouns usually take a singular (S) or plural (P) verb? *company* S, *data* _____, *everyone* _____, *criteria* _____, *news* _____

Write three color idioms that you learned in this unit. Use them in a sentence in an appropriate context.

Write about your favorite color as a child. Do you still like it? Use *a*, *an*, and *the* correctly.

Write one sentence to buy time while thinking, one to pass the question to someone else, and one to clarify your understanding.

Look at your essay from lesson 11.4. Find three ways to make it better.

UNIT 12

Now I can ...

- ☐ discuss change and my experience with it.
- ☐ use the subjunctive to present a call to action or important information.
- ☐ talk about different types of changes.
- ☐ use the perfect infinitive to talk about completed actions in the past.
- ☐ retell a story.
- ☐ write a review.

Prove it

Think of two nouns, verbs, and adjectives related to the action of changing. Use them to write about changes in your life.

Rephrase the statements as advice using the subjunctive: 1 Be adaptable. 2 Companies want open-minded people.

Write five adjectives that combine with *change* and describe a situation that captures each one of them.

Write three sentences about a change in the past using the perfect infinitive – with a modal verb, a reporting verb, and an adjective.

Write a conversation about a story you heard from someone else. Use expressions to signal retelling, to refer to the original story, and to skip details.

Look at your review from lesson 12.4. Find three ways to make it better.

UNIT 1 LANGUAGE SUMMARY

Adverbs

Using adverbs to add detail

comprehensively
demonstrably
dramatically
drastically
feasibly
gradually
increasingly
inevitably
markedly
potentially
progressively
radically
ultimately
undoubtedly
unquestionably

Nouns

Talking about developments in technology

artificial intelligence (AI)
beta version
chatbot
computer-generated speech
computer translation
facial recognition
image recognition
operating system (OS)
text to speech / speech to text
virtual assistant
voice activation
voice recognition
working prototype

Insider English

I've got your back.

Discussing the potential uses of robots in everyday life

MiRo will undoubtedly ease the burden on overstretched social services.

Home health care alternatives are inevitably going to become a necessity.

Social services will certainly not be able to offer human companionship for everyone.

Talking about developments in artificial intelligence

By the end of the next decade, chatbots will have replaced humans in call centers.

We'll be having conversations with computers and not even know it?

Acknowledging arguments and proposing counterarguments

I can see how that might be interesting, but ...

I understand what you're saying, but I still don't get it.

It's a valid point, ... but consider the other side.

You have a good point there.

I get where you're coming from, but ...

I hadn't really thought of it like that. I guess you're right.

I guess so, but I'm still not convinced.

You could look at it that way, but that doesn't mean ...

Writing an essay about AI in our homes

Exemplifying arguments

for instance,

just to name a few

namely

such as

take, for example,

Useful phrases

A robot could certainly ... as well as a person, but maybe not ...

Once ... , people won't ... anymore.

It's going to need to be able to ...

In order to ... , it'll need ...

We believe people will gradually ...

With better AI, our robot could feasibly ...

UNIT 2 LANGUAGE SUMMARY

Adjectives

Describing personality

accepting
aloof
antisocial
chatty
genuine
insensitive
narrow-minded
open-minded
rigid
self-centered
sincere
talkative

Verbs

Using three-word phrasal verbs

come down to
face up to
fall back on
fit in with
get through to
look down on
mess around with
put up with
run up against
stand up for

Insider English

makes me dizzy

Discussing assumptions, deductions, and predictions about behavior

Some people will share quiz results every single day!
But will we really learn more about ourselves from a quiz?
They will nearly always return positive results.
Now that you've read this article, will you continue to enjoy online quizzes?

Talking about assumptions related to age

Would you mind telling us that story you told me earlier?
I wouldn't accept it. I had to stand up for myself.
You'd think so.
She asked if I would leave the room.
In the early days, I would run up against attitudes like that a lot.

Comparing and discussing similar experiences

I hear you.
I can relate to that.
I know exactly what you mean!
Has that been the case for you?
That reminds me of the time (when) ...
That's just like the time (when) ...
I know how you feel.
Same here, ...
Tell me about it!
What a coincidence!

Writing a report based on graphs

Explaining data

As can be inferred / observed / seen ...
This depicts / highlights / points out / presents / shows the reasons for / causes of ...
This confirms / implies / indicates / leads us to conclude / reveals / suggests that ...

Useful phrases

Of the people I surveyed, 75% said ...
Only one in four respondents agreed that ...
The majority of our responses seem to point to ...
In general, the survey data indicates ...
However, it would appear that ...
It would be fair to conclude that labels ...

UNIT 3 LANGUAGE SUMMARY

Adjectives

Describing emotional reactions

composed
defensive
flustered
forgiving
gracious
harmless
hysterical
mellow
melodramatic
resourceful
spiteful
victorious

Verbs

Thought processes

analyze
dismiss
disregard
envision
evaluate
fixate
foresee
interpret
presume
reconsider
reject
review

Glossary

bleach

Discussing past actions and their present results

Well, if you'd mentioned all this road work, I would've gone a different way.

Well, if you'd been listening, you'd have heard me, ...

... and we wouldn't be sitting in this traffic jam right now.

Reacting to past situations

You should have checked that you had your keys before you left.

You should have given an extra key to a neighbor.

You knew she could have been having lunch then, too.

She might not have been offended by it.

She may not have heard you.

Describing a negative experience; offering sympathy and reassurance

Describing a bad experience

It was a total/unmitigated disaster!

I wish I'd just stayed in bed today.

I just couldn't believe this was happening!

It was the worst presentation ever!

You haven't heard the worst part yet.

Everything that could possibly go wrong did go wrong.

Offering sympathy and reassurance

It can't have been that bad.

I'm sure it just felt that way.

I'll bet no one even noticed.

We've all been there.

Everybody (goes blank) now and then.

I think you're blowing it out of proportion.

Things are never as bad as you think they are.

You'll see – everything'll be just fine.

Writing a short story based on a set of facts

Creating cohesion by emphasizing coincidences

... the country roads between their two houses ...

Neither of the sisters ...

... and both ended up sliding ... / They were both taken to the hospital ...

They ended up spending Christmas together in the same hospital!

Useful phrases

If that were the case, I probably wouldn't have ...

My whole world would have been different.

We explored the second scenario, and we figured ...

We should present your scenario because ...

It would have been a disaster because ...

We might have stopped ... before it happened.

UNIT 4 LANGUAGE SUMMARY

Adjectives

Describing things

circular
cylindrical
delicate
elaborate
filthy
flaky
mammoth
miniature
multicolored
ridged
spiral
stringy

Nouns

Eye idioms and metaphors

a bird's eye view of
in the public eye
in the blink of an eye
in your mind's eye
without batting an eye

Verbs

Eye idioms and metaphors

catch your eye
feast your eyes on
keep your eyes on the prize
see eye to eye on
turn a blind eye to
have eyes in the back of your head

Insider English

Easier said than done.

Glossary

fibers
particle

Discussing the value of changing perspective

It shows us everyday objects, most of which we ignore at normal size.

The images show grains of sand, each of which is totally unique.

Microphotographers, many of whom are scientists, remake the tiniest pieces of the world around us.

Pollen, which we usually only notice when it makes us sneeze, looks like a handful of fruit candy.

It allows doctors to study the structures of viruses that previously they knew very little about.

Talking about how eyes function in humans and animals

Here are a few amazing facts about what our eyes can do and how they do it.

Without light, colors fade, and what we see is a world of grays.

Today, security agencies use iris scanning to confirm we are who we say we are.

Discussing problems caused by staring at screens

Clarifying a problem

It's not quite that straightforward when you look at it more closely.

That's the key to finding a solution.

That has a major impact on ...

There's considerably more to it than just blinking.

The truth of the matter is, ...

This gets to the heart of the problem.

Blue light isn't a bad thing in itself.

It all comes down to how much blue light our eyes are exposed to.

Looking at it objectively, ...

Writing a personal profile statement for a résumé

Creating cohesion with concise statements using prepositions

I have a clear, logical mind with a practical approach to problem-solving ...

As a graduate with a double major in marketing and business, I am eager ...

A seasoned professional with a successful track record and strong technical skills, I approach each project with a keen eye for detail.

From the corporate word to dot come startups, my abilities ...

With resourceful problem-solving techniques and an optimistic outlook on life, I excel at ...

Useful phrases

For the venue, we'll need to consider ... in our decision.

Before we choose ... , let's decide ...

Figuring out ... will help us determine ...

For ... , it all comes down to ...

In this category, the highest priorities are ...

Once you've done ... , I can start ...

UNIT 5 LANGUAGE SUMMARY

Adjectives

Describing remote places

abandoned
abundant
anonymous
bare
barren
deserted
harsh
hostile
immense
isolated
lush
nameless
picturesque
scenic
unspoiled
vast

Nouns

Talking about influences

consequence
force
impact
implications
source
trigger

Verbs

Talking about influences

force
impact
influence
motivate
result in
stem from
trigger

Insider English

I thought I'd hate working in a big office, but as it turns out, I find it really energizing.

Glossary

in the loop

Discussing traveling to remote places

Walking down a crowded, noisy beach, they looked at each other and had the same thought.

Having explored all the spots **close to** home, they found themselves itching for more.

Now addicted to the beauty of unspoiled landscapes, they drove from state to state.

Commenting on loneliness and working in remote places

I can see how someone (who is) freaked out by solitude would find this job impossible.

Wildfires, (which are) common during the summer season, can happen anytime.

It is an area (that is) known to be extremely difficult to reach.

Discussing cause and effect

Signaling cause and effect

More and more people are working from home, and we all know that's due to the digital revolution.

That's why studies found lower stress levels among remote workers, a reduction in their chance of suffering heart attacks and strokes.

This must be thanks to the reduction in distractions that people have at home.

Because of the added flexibility that remote working allows, the gender gap is reduced.

A common side effect of working from home is loneliness.

For all the reasons I've presented, remote work should no longer be just regarded as a job "perk."

As an employee, seeing as how I have more power over the way I do my work, I'm happier and I get more done.

Writing a company profile

Creating cohesion with concise statements using participial phrases

The Company, interested for years in remote business models, has gone 100% virtual.

Millennials, already accustomed to working remotely, are the key to a good staff.

Meetings held via video chats are replacing traditional messaging methods.

Employees, happy with their own customized schedules, work far more efficiently.

Useful phrases

Due to the fact that this role is ... ,

Anyone working in an office all day knows ... , so ...

Having read the description for ... , I think it's fair to say ...

You might think ... , but actually ...

Thanks to ... , the challenges of ... are no longer a problem.

The other jobs Consequently, ours is the best candidate.

UNIT 6 LANGUAGE SUMMARY

Adjectives

Using the prefixes *under-* and *over-*

overconfident
overcrowded
overdeveloped
overestimated
overpaid
overpriced
overrated
overwhelmed
overworked
underdeveloped
underestimated
underpaid
underpriced
underrated
underwhelmed
underworked

Adverbs

Using adverbs to add attitude

deeply (anxious)
genuinely (surprised)
highly (unusual)
immensely (popular)
incredibly (helpful)
noticeably (thrilled)
remarkably (calm)
understandably (upset)
utterly (shocked)
visibly (shaken)

Insider English

Whatever.
the good old days

Glossary

tandem

Discussing shocks and surprises

What she never expected was to spend the day falling through the air.

What I love most is being there when the client finds out.

It wasn't until it was all over that I realized what a great experience it had been.

The thing that they try hardest to avoid, ironically, is shock.

The reason why is that I get to share in that feeling.

Talking about great upsets in sports and other contexts

However you look at it, the "Miracle on Ice" was one of the greatest sports upsets of all time.

Whatever the reason, Team USA was significantly underrated.

Whenever there's a big upset, it's always compared to the Miracle on Ice.

Whoever you ask will point to the 1948 U.S. presidential election.

Discussing the differences between local and global brands

Adding emphasis

Since then, Seattleites have been totally obsessed with the drink.

But the thing that's most surprising is, despite the hundreds ...

It is local businesses they want to support now.

Vinyl is really making a comeback. Even new music is coming out on vinyl.

Not long ago people really did think that we'd stop buying books altogether.

So, actually, we're talking about two trends here ...

What they have in common is that desire for interaction.

I do wonder whether this trend ... is having an effect on the corporate world.

Writing a paragraph drawing from multiple sources

Paraphrasing

To paraphrase, state information from the original text using different words.

Useful phrases

We should ask if they prefer ...

A good question would be "How do you feel about ...?"

Let's be sure to ask about ...

The reason why we chose X is because ...

The best thing about this surprise is ...

They can ... whenever they want.

UNIT 7 LANGUAGE SUMMARY

Adjectives

Talking about ancestry

adopted
adoptive
ancestral
ethnic
genetic
hereditary

Nouns

Talking about ancestry

adopt
ancestor
ancestry
ethnicity
genes
genealogy
heritage

Talking about customs and traditions

festivities
practice
rites
ritual
significance

Verbs

Talking about ancestry

inherit

Talking about customs and traditions

honor
keep a tradition alive
mark
observe
pay tribute to
signify
symbolize

Insider English

a touch of
from top to bottom

Discussing the growing interest in DNA testing and genealogy

No way would I have done it otherwise.
Little did I know how fascinating my results would be!
Never had I imagined that I had ancestors from Asia.
Only when the results arrived did I realize how little my ethnic background matters.
Not until then did I fully appreciate my wonderful adoptive parents.

Talking about celebrations in your family and community

Through the kitchen door wafts the delicious smell of fresh dumplings.
On the red tablecloth lies a stack of red envelopes.
In the envelopes are crisp new dollar bills.

Sharing a story about visiting a place with special significance

Expressing an opinion

I have to admit,
To tell you the truth, ...
To be (perfectly) honest, ...
Don't get me wrong, ...

Responding to someone else's story

I can see how it would be strange.
I think I can understand that.
How did you handle that?
It must have been pretty overwhelming.
It can't have been easy.

Commenting on your own story

It's difficult to put into words.
It's hard to describe.
It's difficult to say why exactly.
That was the best part!
... if you know what I mean.

Summarizing information about a topic

Summarizing arguments

On one side ... while on the other ...
Some [people] argue that ... but other [people] disagree ...
While some [people] say ... other [people] feel ...
Many [people] claim that However, other [people] maintain that ...

Useful phrases

The thing that makes it special for me is ...
From every direction come the sounds of ...
Not until you take part in it yourself do you fully appreciate the ...
In the center of the poster sits a colorful ...
It's really important to stress that it's fun for the whole family ...

UNIT 8 LANGUAGE SUMMARY

Nouns

Talking about attention and distraction

concentration
distraction
focus
interruption

Verbs

Talking about attention and distraction

avoid distraction
concentrate
be / get distracted (by)
be / get interrupted (by)
focus (on)
get / stay focused (on)
interrupt
lose focus

Expressions with *get*

get accustomed to
get at
get attached to
get blown away by
get complicated
get frustrated
get lost
get rid of
get something right
get something straight
get the go-ahead

Insider English

I don't buy it.
go off the rails
stay on track

Discussing distractions and attention spans

We can't get anything done because we constantly get interrupted.

Our ability to concentrate is getting eaten away by technology.

It is increasingly difficult for us to get focused and stay focused.

This got me thinking about all the things demanding my attention.

Talking about instincts and gut reactions

As Gladwell points out, sometimes all it takes is one person's intuition.

As can be seen from this example, there really is something to be said for "split-second thinking."

As we can all attest, split-second decisions are often more accurate.

Describing the best features and selling points of apps

Speaking persuasively about a product

It enables users to block distractions.

That's the whole point of this new app.

The bottom line is, with this app, you can ...

What the app also offers is a way to ...

Our goal is to make it as customizable as possible.

We're aiming to give users all the flexibility they could possibly want.

No other app on the market offers a feature like this.

This is a great opportunity to remove that temptation ...

You won't want to miss out on this great product.

We're all about keeping you on track ...

Writing presentation slides

Adapting content for presentations

Present all points succinctly, using formal language.

Add images, quotes, and statistics to make presentation slides more interesting.

Include one introduction slide.

Include content slides, one for each aspect of the presentation.

Include one ending slide.

Useful phrases

What's a unique selling point for our product?

... is something no other product on the market can offer right now.

I think ... should present the details because I'll get confused if people ask questions.

I love the idea of ... – it's simple but exciting.

I don't think there's much of a market for ...

UNIT 9 LANGUAGE SUMMARY

Nouns

Discussing health issues

blood pressure
cardiovascular disease
cholesterol levels
chronic pain
circulation
digestion
immune system
internal organs
joints
posture
sedentary lifestyle
side effects

Verbs

Discussing (lack of) sleep

add up
build up
cut back on
cut out
drift off
drive somebody to
fit something into
keep somebody up
pack something into
rack up
slip away
wind down

Insider English

knock-on effect

Glossary

flip side

Discussing the effects of a sedentary lifestyle

This *[the knowledge of side effects of a sedentary lifestyle]* doesn't make for a big news story, but the fact that the sitting disease now affects all ages does *[make this a big news story]*. It's worrying to think that even young children are not getting enough exercise.

Stand-up meetings give similar results *[to those of standing desks]*.

By installing pedal desks, schools make it easy for students to stay active. Adopting treadmill desks allows companies to do the same for their employees. *[make it easy to stay active]*

The action of pedaling or walking not only gets them *[users]* moving, it also means they *[users]* stay physically and mentally engaged with their *[the users']* work.

Suggesting ways to establish good sleep habits

We're going to be looking at the flip side.

We seem to be packing way too much into our days.

We know we need to be racking up at least seven hours of sleep a night.

You're watching cat videos when you should be sleeping!

Asking and deflecting probing questions

Asking probing questions

Surely you can't be suggesting that ... ?

Isn't it fair to say that ... ?

Wouldn't you agree that ... ?

How do you explain the fact that ... ?

Buying time to think / deflecting questions

I'm glad you brought that up ...

Well, that's an interesting point ...

Writing about solutions to specific problems

Explaining distinctions

Water.org does not provide people with clean water, per se / as such.

It does something that is, at its heart / intrinsically, much more important.

The problem is, fundamentally / essentially, a financial one.

More often than not / By definition, people who spend hours every day in search of water do not have time to work ...

... money, in and of itself / by its very nature, won't break the cycle.

Water.org is, fundamentally / as a matter of course, investing in communities ...

Useful phrases

What will ... miss most about ... ?

... loves ... , but he could use ... as a substitute.

If we let her take ... , they could both use it.

... appears to be studying ... in her free time, so ...

... will be taking ... because he'll miss ... more than anything else.

People need to be doing something, or they go crazy.

Maybe think about ...

UNIT 10 LANGUAGE SUMMARY

Adjectives

Discussing global food issues

nutritious
wholesome

Discussing global energy issues

carbon-neutral
low-carbon
low-emission
off-grid
renewable
self-sustainable

Nouns

Discussing global food issues

appetite
cattle
cereals
consumption
fiber
foodstuffs
grains
livestock
shortage
superfood
supply

Discussing global energy issues

biofuel
carbon footprint
fossil fuel
solar panels

Verbs

Discussing global energy issues

energize
power

Insider English

It's doable.

Talking about future food options and how likely they are

Imagine if we could reduce our appetite for beef?
Some people would rather we gave up meat altogether.
It's (high) time we started exploring alternatives.
What if we created a cool new food product?

Discussing new ways to use natural energy sources

It would appear that these initiatives are leading the way.
It is believed that this technology could be adaptable for use almost anywhere.
It would seem this company has found an affordable energy source.
It is reported that kites like these require 90 percent less construction material.

Discussing the advantages of rethinking daily habits

Defending an opinion and concluding a turn

The speaker said that it all comes down to being mindful of your daily routine.
You might think so, but actually ... they're coated in plastic.
We can just recycle straws, too. I mean, it's not *that* difficult.
No, listen, it's not as simple as that. I'm talking about ...
It's too much all at once. That's all I'm saying.
Anything that reduces plastic trash is worth doing. That's the point I'm trying to make.
Recycling is only skimming the surface. There's so much more that can be done.
I hear you, I just don't see why anything so radical is necessary. I think ...
Well, I guess we're going to have to agree to disagree on this.

Writing a summary of a discussion

Using appropriate register

The topic is not at all / by no means a simple one, but two clear arguments emerge.
Gig and shared economy practices liberate people ...
so / in this respect it is beneficial to society
In terms of / With respect to customers, they can have whatever they want ...
And for / Regarding workers, they are their own bosses,
In a nutshell / In brief, the freedom and flexibility offered by these new ways of working make it beneficial to everyone.
Though probably true / it would seem that the gig economy is here to stay, even if / regardless of whether we don't like it, the freedom and flexibility it offers has won it many champions.

Useful phrases

It's a kind and clever way to ...
It's not as straightforward as that. ...
The supply of animals in shelters ... , but the supply of pet owners ...
... That's all I'm saying.
We want to rethink the assumptions about pet ownership. First, ...
Most people would rather ... than ...
But just think: What if we could ... ?
From our perspective, it all comes down to ...

UNIT 11 LANGUAGE SUMMARY

Adjectives

Describing color associations

bold
muted
neutral
pastel
saturated
vibrant

Color expressions

green
green around the gills

Nouns

Color expressions

greenhorn
green party
green thumb

Verbs

Describing color associations

capture
conjure up
convey
evoke
imply
reflect
resonate with
transmit

Color expressions

be in the red
caught red-handed
cut through red tape
get the green light
see red
turn red

Insider English

It could be another food that just happens to look like a chocolate chip cookie.

Discussing the importance of color for businesses

Everyone knows the famous Pantone color swatches. The company has facilities around the world. News of Pantone's "Color of the Year" is anxiously awaited. If neither of those yellows resonate with customers, they can choose another shade. Data also shows that Pantone has a big impact on the fashion industry.

Talking about color expressions and their meaning

Red is the color with the most common associations. People who get caught red-handed also get punished. Someone like a gardener, who is good with plants, has a green thumb.

Responding to questions in different ways

That's a good question ...
Would you like to take this one?
I guess I would have to say ...
I'm glad you asked that.
Let me just check that I've understood your question.
Well, the short answer is yes / no. ...
I'm afraid that's not really my area.
Perhaps [name] can answer that one.
Let me think ...
Sorry, but what do you mean by that exactly?
I'm not sure I understand. Could you rephrase the question, please?
Well, I've never really thought about it like that, but now that you ask, ...

Writing a short opinion essay

Supporting opinions with examples

In opinion essays, you can start with general information about the topic. You can then provide specific examples that support your opinion, and finally state your opinion.

Useful phrases

If we make a flag for ... , it should include ...
The flag we make needs to evoke ...
I think ... is the most important element because ...
The color ... could symbolize both ... and ...
Our flag uses the colors These are colors that ...
To most people, saturated colors convey ... , but in our flag, ...
That's a good question. ... , would you like to take that one?

UNIT 12 LANGUAGE SUMMARY

Adjectives

Talking about change

disruptive
innovative

Describing change

abrupt
desired
drastic
fundamental
gradual
lasting
profound
radical
refreshing
subtle
sweeping
unforeseen
welcome

Nouns

Talking about change

adaptation
disruption
innovation
resistance
shake-up
transition

Verbs

Talking about change

embrace
implement
facilitate
undergo

Insider English

a tall order
slowly but surely

Answering job interview questions about change

Companies today are insisting that recruiters find out as much as possible.

The demand that employees be comfortable with handling change is universal.

An essential quality of a good answer is that it be practical and specific.

Talking about places that have changed drastically

The lava is reported to have taken over a year to reach the village. They would have preferred to stay in their ancestral homes. Whole communities were forced to leave, sad to have lost their homes.

A dam was built for the purpose of redirecting water back to the lake, which seems to have worked.

The people are moving back, too, glad to have lived to see their beloved Aral Sea come back to life.

Telling a story that you heard from someone else

Referring to the original

Those were his exact words, ...

In his own words, ...

That's what he said.

I got it straight from the horse's mouth.

Skipping details

To make a long story short, ...

And the rest, as they say, is history.

Signaling a retelling

I can't tell it the way he does.

I don't remember/know all the details, but ...

I can't speak for him, but ...

It's much better the way he tells it!

Writing a review of a movie or book

Creating cohesion with complex sentences

Telling the age-old tale of the transformation from struggling artist to headliner, *A Star Is Born* follows the classic movie structure full of twists and turning points, ending with an inevitable dramatic climax.

After seeing her perform, Jackson is captivated by Ally's voice and becomes both a mentor and a romantic interest, at once her idol and her biggest fan.

As Ally's star rises, however, Jackson's career begins to fall, and the couple faces the inevitable challenges created by the dramatic transitions in their lives.

Useful phrases

Something terrible seems to have happened ...

I guess it could have been ...

If this one goes here, the plot twist could be ...

It's important we be clear about ...

Everything depends on ... , so we should ...

When you say "... , " then I'll step in and reveal the plot twist!

STUDENT'S BOOK AUDIO SCRIPT

Track 1.06

Lesson 1.3, pages 6–7, Exercises 1B, 1C, & 3A

- Jeff** Who are you texting? You've been at it for the last five minutes. You didn't hear a word I said, did you?
- Dani** What? Oh, sorry. It's just Berta.
- Jeff** Who?
- Dani** It's this app I've been trying out. I call it Berta. It's fascinating.
- Jeff** Let's see.
- Dani** Here, look.
- Jeff** Just looks like a bunch of text messages to me. And who is this Berta? Who are you texting?
- Dani** It's a bot.
- Jeff** A bot? What do you mean a bot? You're texting a bot? But it looks like a conversation with a *friend*.
- Dani** Well, yeah, that's the point. It's a *virtual* friend.
- Jeff** You mean a *virtual assistant*? Like Alexa or Siri or whatever? Like it tells you about the traffic or reminds you about appointments – stuff like that, but by text?
- Dani** No, it's totally different. It just chats. It asks questions to find out about you and get to know you, and then chats with you.
- Jeff** Just chats?
- Dani** Yes, it's cool. You have your own, personal talking machine – a *learning* machine! I mean, it learns from talking to you and learns about you. It changes and adapts to you. It's cool.
- Jeff** Yeah, OK, I can see how that might be interesting, in a kind of nerdy way, but what's the actual point of the app? I mean, why did they design it? *Who* did they design it for?
- Dani** Well, it could definitely work as a friend for someone who's feeling lonely. You know, maybe you moved to a new town and don't know anyone yet, or maybe you're working really hard and don't have time to socialize. It's a kind of ... virtual friend who's there for you whenever you want.
- Jeff** I understand what you're saying, but I still don't get it. Can't you just text a real friend? Or, hey, revolutionary idea, maybe you could talk to me? I'm here, right in front of you!
- Dani** Yeah, I know, I know, and it's a valid point – we all spend too much time in front of our screens; we don't talk to each other anymore. We all know all those arguments, but consider the other side. I mean, would you be happy if I started texting you *all day* just to chat? No way. You can't always be there for me, but my *bot* can. And anyway, you never answer text messages with more than a monosyllable or an emoji. Berta talks to me. She asks me how my day is, how I'm feeling ...
- Jeff** Hold on, hold on, did you just say "she"? You're starting to talk about this bot as if it were a real *person*. That sounds dangerous to me. I mean, I think it could be dangerous for vulnerable people, you know? They could get addicted to it, don't you think?
- Dani** I hadn't really thought of it like that. I guess you're right, though it's a pretty harmless addiction, don't you think? I mean, you could get addicted to much worse things! This is just ... conversation!
- Jeff** I guess so, but I'm still not convinced. I mean, does it really feel like you're talking to a real person?
- Dani** Well, it isn't perfect; it's a free app. It's kind of clunky sometimes, and sometimes it doesn't get what I mean. The kind of sophisticated AI that can react and reason like a human being is a long, long way off, but that doesn't mean it isn't fun to play with it.
- Jeff** So it's a toy.
- Dani** Well, yeah, but ... Oh, hold on, she just texted me again. She wants to tell me a joke. Want to hear it?
- Jeff** (laughs)

Track 1.13

Lesson 2.2, page 14, Exercise 2B

- Interviewer** So, Manuel, what advice would you give to other people who have to fight against labels the way you do?
- Manuel** Well, you need to face up to the fact that it's not going to change by itself. And no one should have to put up with that kind of prejudice.
- Interviewer** But people don't always use labels as a way to look down on others.
- Manuel** True, and some people don't really realize that they're insulting you when they use them. It can take a while for the message to get through to them.
- Interviewer** What do you mean by that?
- Manuel** Some people say, "Oh I'm just messing around with you. I wasn't serious." Or they say, "What's the matter? 'Millennial' is just an age category. It's a neutral term." You know, they kind of try to reduce the weight of it that way.
- Interviewer** Can you give us an example?
- Manuel** Um, sure. I'll use a friend of mine, same age as me, teaches French in a high school. A parent said to him something like, "Wow, a millennial like you is probably just one step ahead of your students!" My friend used to spend summers in France with his French grandparents and lived there for two years after college. He's fluent! But that parent didn't ask about his qualifications. By referring to him as a millennial, she was basically saying that she assumed he was inexperienced or even incompetent because of his age.
- People do this all the time. It's so easy to fall back on labels – these *ideas* of people from TV or whatever, rather than making the effort to get to know them. It's lazy.
- Interviewer** OK then. How would *you* define millennials, apart from age range, I mean?
- Manuel** Generally, I'd say we're open-minded, not afraid to try new things. Like, we'll learn a language by living abroad instead of getting it all from a book.

Track 1.15

Lesson 2.3, page 16, Exercises 1B & 1C

- Adam** You know, it's weird how you gain more confidence when you start speaking another language.
- Bella** What do you mean?
- Adam** I mean, I was always the quiet kid at school, you know, the one who never had much to say.
- Bella** I hear you. I never opened my mouth either. I was the *shy* one, the *introvert*, that's how they labeled me anyway.
- Adam** Really? I got stuck with the "shy" label, too. I mean, I was quiet, but I never really considered myself shy or introverted.
- Bella** I can relate to that. But kids want to please people, you know, fulfill expectations, especially adults' expectations. If they label you an introvert, that's how you behave, right?
- Adam** So true! But I've found that it's kind of like that with speaking a foreign language. Half the time you don't know what they're saying, so you just nod and smile. But even when you do understand, you aren't sure you can express yourself well or correctly, so you don't take part in the conversation. I always feel like that quiet kid who gets mislabeled as shy all over again.
- Bella** I know exactly what you mean. And when that happens, people think you have nothing to say and just kind of ignore you.
- Adam** Yeah. But I've found that as you get more fluent and can start expressing what you think, people take you more seriously. Has that been the case for you?

- Bella** Oh, sure. The first time that happened was a few years ago. I was at a wedding where practically nobody spoke English, so I just went for it! People were surprised at first – and my Spanish wasn't great then – but speaking their language changed things. They included me in the conversation, just like everyone else.
- Adam** That reminds me of the time when I was at a meeting and I had to speak German. It really boosted my confidence when I could see that people were actually listening to me and taking me seriously.
- Bella** That's just like the time I went to Mexico for a conference. I could speak to everyone, and it changed how I saw myself – well, how I see myself, even *now*. It's amazing! I'm a more confident person, you know? I feel more assertive. In fact, I feel more assertive in Spanish than I do in English!
- Adam** I know how you feel. Same here, with me and German. The best thing is that people respect you more when you can speak their language, don't you think? They don't label you as some amateur; they treat you like an equal.
- Bella** Tell me about it! One person at the conference even called me "professor" because I spoke so well.
- Adam** Or maybe it was because of your glasses!
- Bella** Ha! What a coincidence! That's exactly what my sister said!

Track 1.23

Lesson 3.1, page 23, Exercise 3C

Speaker I was looking for my first job as a journalist. My first interview was with a local news site. A friend told me that she'd had an interview there the year before. She claimed that she'd done badly because she didn't know enough about the local high schools. So I did my homework. I learned all about them – their sports teams, their upcoming events, awards they had received, local issues that affected them ... everything! I was ready.

At the interview, I answered their questions about the schools and local news with no problem, but then they asked to see my portfolio ... so they could evaluate my writing. I froze. I hadn't prepared anything to show them! Of course, I should have spent more time working on my portfolio.

I didn't get the job. I told my friend the story, and she said that she'd made the same mistake. What? Why hadn't she told me that? And why had I fixated on the schools thing and completely disregarded the importance of a portfolio? I should have known better.

Luckily, I was able to learn from both our mistakes. For my next interview, I put together a great portfolio – stories I'd written for my university's news site and transcripts of interviews I'd done for the college radio station. It worked. I got the job!

Track 1.25

Lesson 2.2, page 26, Exercises 1B & 1C

Conversation 1

- Claire** Hey Ruben. How did your presentation go?
- Ruben** Oh, Claire, don't ask! It was a disaster – a total disaster!
- Claire** Oh, come on, it can't have been that bad.
- Ruben** No, no, it was bad, believe me, really bad! I wish I'd just stayed in bed today!
- Claire** Oh, please. Don't you think you could be *overreacting*?
- Ruben** Overreacting? I don't think so. It was just one thing after another. First, I didn't have the file. I mean, I had it on a thumb drive, but when I put the thumb drive into the computer, the file wasn't on it.
- Claire** That's weird. But you probably just brought the wrong thumb drive with you. You have a lot of them.
- Ruben** I *must* have brought the wrong one, or wiped it by mistake, or something, but it just wasn't there. I just couldn't believe this was happening. Great start!
- Claire** Well, what did you do? I mean, you must have had a copy somewhere, right?
- Ruben** Well, yeah, I'd emailed it to myself, but it took me forever to get it set up and running.

- Claire** I'm sure it just felt that way. I'll bet no one even noticed.
- Ruben** Maybe, but everybody was just sitting there looking at me, and I got totally flustered.
- Claire** I can imagine! You poor thing. But you know, we've all been there. I've forgotten things plenty of times.
- Ruben** Yeah, but then when I finally started talking, I just froze – I mean, I literally froze. I was opening my mouth but no words were coming out, like some stupid goldfish or something. I finally got it together, but it was the worst presentation ever!
- Claire** I'm sure that's not true. Everybody goes blank now and then. I'm sure they understood. It was probably just fine.
- Ruben** But you haven't heard the worst part yet. I was just gathering up my stuff to go sit down, and I went to pick up my cup of coffee and, of course, spilled it on my boss's jacket. I grabbed a napkin and tried to wipe it off, but I still had the coffee cup in my hand, and ...
- Claire** Oh no, don't tell me ...
- Ruben** I spilled it all over her laptop! I don't know what happened next. I just left the room!

Conversation 2

- Amelia** Hello, Ruben. Hey, what's wrong? Did somebody die or something?
- Ruben** Huh! Almost, Amelia, almost! I think my career just died!
- Amelia** Oh, did you just give your big presentation?
- Ruben** Yeah, and it was the worst presentation ever! I might as well just pack my stuff.
- Amelia** Oh, come on. There's no way it could have been that bad. I mean, the worst that might have happened was your presentation was a little dull. That happens to everyone!
- Ruben** Yeah? And forgetting my file? And getting the password wrong? And dropping my notes? And just freezing like a little kid? I'm telling you, everything that could possibly go wrong did go wrong. It was a total and unmitigated disaster!
- Amelia** Mmm, sounds like you'll be looking for a new job ... No, seriously, Ruben, I think you're blowing it out of proportion. Things are never as bad as you think they are. You'll see – everything'll be just fine.

Track 1.33

Lesson 4.3, pages 38–39, Exercises 1B, 1C, & 3A

- Host** We spend a lot of our time looking at screens of all kinds every day, and there's a general feeling that this must be bad for our eyes. But exactly how bad is it? We've invited ophthalmologist Kit Bradley to the studio today to give us an eye doctor's professional perspective on the question. So, Kit, are screens ruining our eyesight?
- Kit** Basically, the answer is no. Looking at computer screens – or any other screens – will not permanently damage your eyesight ...
- Host** Oh, that's great news!
- Kit** Yes, but, like most things, it's not quite that straightforward when you look at it more closely. Although it may not cause *permanent, irreversible* damage, too much time spent watching any kind of screen can cause physical problems. The good news is that we can solve, or at least alleviate, those problems for the most part.
- Host** So what are the problems?
- Kit** Well, first we need to understand how screens affect the way our eyes function. That's the key to finding a solution. For example, did you know we blink a lot less when we're looking at a screen?
- Host** Really?
- Kit** Yes, sixty-six percent less. And that has a major impact on our eyes. Unlike other parts of our body, eyes don't sweat – they don't create their own moisture. Blinking lubricates and cleans our eyes. It's a function for healthy eyes, so blinking less means our eyes get dry – and that is not good!
- Host** I had no idea. Can we do anything about that?
- Kit** Yes, blink more! And look away from the screen. Even a short period focusing on something else will cause you to blink more. But of course, there's considerably more to it than just blinking! We think of watching screens as a relaxing, low-energy activity. But the truth of the matter is, the muscles in our eyes are working very hard. This gets to the heart of the problem: We don't realize how hard our

eyes are working, so we don't give them enough time to rest. This constant fatigue leads to eyestrain with all its related problems: dry eyes, blurry vision, headaches. Other factors contribute, as well, of course. Reflections from light bulbs or sunlight on the screen add to eyestrain. And it's also been suggested that overexposure to blue light can cause damage to a part of the eye called the retina.

Host Blue light? What's that?

Kit Blue light is emitted by digital screens. It's at one of the extremes of the color spectrum – its wavelengths are shorter, and they travel faster, making our eyes work harder than, say, yellow light. Now, blue light isn't a bad thing in itself. In fact, it can have positive effects – it increases alertness, can boost memory, and lighten your mood. It all comes down to *how much* blue light our eyes are exposed to. Too much blue light can be damaging.

Host So we need to cut back on the time we spend in front of our screens, right?

Kit Yes, if we can. But we all know that's easier said than done. Looking at it objectively, it's very difficult to avoid spending time in front of a screen, but there are lots of practical things you can do to manage your screen time better. You can position your monitor to minimize reflections. You can use screen filters to decrease glare, or wear special yellow-tinted glasses to block blue light. You can practice the twenty/twenty/twenty rule.

Host twenty/twenty/twenty? What's that?

Kit You take your eyes off your screen every twenty minutes for twenty seconds to look at something that's twenty feet away – or about six meters away.

Track 1.41

Lesson 5.3, page 48, Exercises 1A, 1B, & 1C

Presenter Welcome everybody. I'm Barbara Sinclair, and today we're going to be looking at the whole concept of remote work. More and more people are working from home, and we all know that's due to the digital revolution. Last year, forty-three percent of U.S. employees said they spent at least some time working remotely, according to a survey of more than 15,000 adults. So, what are the real benefits?

Well, to start with, stress reduction. Commuting is a major source of stress. And sitting under bright lights in an office all day also ramps up stress levels. That's why studies found lower stress levels among remote workers, and so a reduction in their chance of suffering heart attacks and strokes.

Various surveys have also shown that remote workers are more productive. In a recent poll, the productivity of remote workers was ranked as seven point seven out of ten, compared to six point five out of ten for office workers. This must be thanks to the reduction in distractions that people have at home – no telephones ringing, no noise from other people's conversations, fewer interruptions – remote workers finish more tasks and finish them sooner than when they work in the office.

And because of the added flexibility that remote working allows, the gender gap is reduced. Many workers now have the freedom to make adjustments to their schedules, no questions asked, because of their family obligations.

But there are findings that suggest that remote working is not all positive. Many people are distressed by the lack of human interaction – a common side effect of working from home is loneliness. Yet, as it turns out, another survey found that those who spent sixty to eighty percent of their time away from the office had the highest rates of engagement with their coworkers. Additional time away from managers doesn't seem to have negative results, either. In fact, remote workers are more likely to report that their coworkers care about them as a person and as a professional.

Of course, not all professions embrace remote work as readily as others. The shift has been slower in the fields of community and social services, science, engineering, and architecture. This is primarily due to the infrastructure that the office environment provides, which is key to actually carrying out the work. This contrasts with the finance, insurance, and real estate industries in which the number of remote workers has risen to nearly fifty percent.

To wrap up, let's return to the employee's perspective. As it turns out, I am a remote worker, too! You know, for me, it's not just that I can work in my pajamas or with my dog next to me. What's important is the autonomy of working where I like, instead of where someone else puts me.

For all the reasons I've presented, remote work should no longer be just regarded as a job "perk." Because in the end, the employer and the employees both win. As an employee, seeing as how I have more power over the way I do my work, I'm happier, and I get more done, and that suits the company just fine!

Track 1.50

Lesson 6.3, pages 58–59, Exercises 1B, 1C, & 3A

Amanda Hi, I'm Amanda Fitzgerald for *Business Talk*, and today we're coming to you live from the Pacific Northwest city of Seattle, Washington. I'm here with Josh Stephens, a long-time resident and a coffee aficionado. We're enjoying a great cup of coffee together, but we're *not* at a Starbucks. We're at Ted's Coffee Roasters, a new artisanal coffee shop near the waterfront. So, Josh, why Ted's?

Josh Well, Starbucks opened its first coffee shop here in Seattle in nineteen seventy-one. Since then, Seattleites have been totally obsessed with the drink. People really do like their coffee here! But the thing that's most surprising is, despite the hundreds of chain coffee shops, small local coffee shops are actually coming back. Ted's is just one of them.

Amanda It definitely has a different vibe than Starbucks – it's incredibly cozy here. But their coffee *isn't better* than Starbucks. It's good, but it's probably *not* the reason for the trend. Am I right?

Josh Yeah, I think you are. A lot of people are just tired of the big chains. It is *local* businesses they want to support now. The places that are more personal and friendly, like in the good old days. And I'm not just talking about coffee shops.

Amanda No, I know. It's immediately obvious that this trend is moving into all kinds of businesses in the area.

Josh Right! One good example is records – you know, vinyl records for music. Little independent record stores are opening up all over the place. Vinyl is really making a comeback. Even new music is coming out on vinyl.

Amanda And these little vinyl stores are taking on big streaming services like Spotify or Pandora?

Josh Yeah. People want to own their music again, and there's simply nothing more tangible than a record. Music and memories are strongly connected, so holding that record is kind of like holding your memories, feeling them again. What the digital revolution has taught us is physical things have value.

Amanda Which could explain the revival of local bookstores.

Josh That's exactly right! You know, not long ago people really did think that we'd stop buying books altogether, that everything would be digital. But, just like with vinyl, people are craving something physical. It's all part of this nostalgia for the analog age – even for young people who weren't even alive then!

Amanda Huh. So, actually, we're talking about two trends here – local businesses winning out over global giants and a revival of interest in physical objects like books and records.

Josh But they're kind of related, really. What they have in common is that desire for interaction. Coffee, books, music – it's all about that personal touch. Sure, Amazon can recommend a book to me based on some algorithm, but bookstore employees can recommend one based on a conversation we're having or just because they like it.

Amanda So local stores can surprise you.

Josh Yeah! I mean, chain stores are all about consistency and speed, but you'll never walk out of there feeling genuinely delighted. You probably won't remember the experience at all in a few hours.

Amanda I do wonder whether this trend back to local businesses and physical objects is having an effect on the corporate world yet.

Josh Uh, I don't know. I think it all depends on how big it gets. I hope it isn't just Seattle. I hope neighborhoods all over America embrace whatever small businesses are still alive and create a demand for more.

Amanda So, you don't worry about the fate of chain stores and the corporate world?

Josh No, no, I don't worry about that at all.

Track 2.05

Lesson 7.3, page 70, Exercises 1A, 1B, & 1C

Host Welcome back to Life Stories. I'm your host, Malcolm Martinez. We're talking to Katerina Christopoulos, who's been telling us about her personal journey of discovery, and the *actual* journey that resulted from it. So, Katerina, how was the trip?

Katerina It was amazing. I'm really glad I went. I don't know why I waited so long!

Host It must have been very exciting!

Katerina It was, but, I have to admit, it's a little weird, as well. It's difficult to put into words.

Host I can see how it would be strange – the mixture of known and unknown, I mean. Right?

Katerina You can say that again! It was exactly that. Especially visiting my grandparents' village. I mean, they told me so many stories about this village that I'd built this kind of idyllic picture of it in my mind, and I was worried that the real thing might be a disappointment, you know?

Host And was it?

Katerina Oh, no. In fact, it was way better than anything I could have imagined!

Host Sounds intriguing. Tell us about seeing the place for the first time, your first impressions.

Katerina OK, well, we arrived at night, so it wasn't until early the next morning that I really saw it, with its cobbled streets and the view down to the little harbor filled with fishing boats. It was so beautiful in the morning sun – the sea was sparkling! Suddenly, I was filled with this feeling – ugh, it's hard to describe. It was like ... coming home ... or, no, not coming home, more like ... feeling so ... grateful that this was part of my ... my heritage, part of me! It's difficult to say why exactly.

Host I think I can understand that. And did you meet your cousins that day?

Katerina Yes, later that morning, in fact.

Host How did you handle that? It must have been pretty overwhelming meeting all these new people.

Katerina It was! My uncle had organized this big family lunch. There were so many people, so much kissing and hugging and smiling and nodding. It was totally exhausting trying to remember everyone's name, frantically trying to remember the little bit of Greek that I know, apologizing all the time because I didn't understand them. To tell you the truth, that felt really awkward sometimes.

Host Well, it can't have been easy, meeting a whole side of your family for the first time!

Katerina No, it wasn't easy. Everyone was being so friendly and welcoming, but to be perfectly honest, I hated being the center of attention. Don't get me wrong, they were lovely, but somehow I felt like I didn't really belong. But then we started eating, and everyone relaxed – and the food ...

Host Was it good?

Katerina Good? That was the best part! It was like being back in my grandmother's kitchen. And that really helped me feel at home. The food I understood. I knew the names of all the dishes. It was the food we eat at home but ... better somehow. It made more sense there, if you know what I mean – a stone's throw from the sea, with olive trees and grapevines all around. The food and the setting just went together. That's when I started to feel like maybe I did belong after all.

Host So, are you going back? Do you think you'd ever consider living there?

Katerina Live there? No, I don't think so. It was great to get the chance to visit my family's ancestral home, to understand a bit more about the world my grandparents came from. But my life is here; my people are here.

Host And that's a good thing to know, right?

Katerina Mmm, it really is.

Track 2.13

Lesson 8.3, pages 80–81, Exercises 1B, 1C & 3A

Will Andrea! Hi!

Andrea Hi! Just a sec.

Andrea Hi!

Will Hey. Ready for lunch?

Andrea Definitely!

Will Looks pretty intense in there. Is that the think tank you were telling me about?

Andrea Yeah, we're working on a new app.

Will Cool! Tell me about it. Oh! ... If that's OK, ... I mean, if it isn't a big secret or anything.

Andrea No, it's OK. Basically it's an app that enables users to block distractions. You know, text messages, push notifications, websites, social media ... whatever distracts you.

Will Wow, I could use that at work. I want to keep my phone near me, but I get distracted by it all the time and don't get anything done.

Andrea Well that's the whole point of this new app. We felt like there'd be a lot of demand for it. It's called "Focus." The bottom line is, with this app, you can stay focused and work more efficiently.

Will So, how does it work?

Andrea It's pretty simple, but the user has to exert a little self-control, too.

Will Uh-oh. What do you mean?

Andrea Well, you physically have to block the sites that distract you the most. That's how it works. You have to decide what to block. For example, if you really want to stay away from Twitter first thing in the morning, you can set up a "block" from eight to nine a.m. So then you know that Twitter won't distract you during that time.

Will Oh, OK. I get it.

Andrea What the app also offers is a way to allocate a maximum amount of time per day to a particular site. So, for example, you set a maximum of one hour on Facebook, and after that you can't log on.

Will OK, but what if a time limit or a short block isn't enough? What if you, like, really can't trust yourself for the whole day?

Andrea Oh! Then you create a "blacklist" of sites or tools that distract you the most. This feature makes sure those are in "off" mode for the time period you set.

Will Ah, but I still set it, right?

Andrea Oh yeah. Our goal is to make this as customizable as possible. So you can block things a little or a lot. We're aiming to give users all the flexibility they could possibly want.

Will And if I still find it too distracting?

Andrea Then you can go into “Locked Mode,” where you can block the entire internet at the flick of a switch. It basically turns your devices into something straight out of nineteen ninety-four! And you have to turn off the whole device in order to get back online, so that makes it a pain to get to your distractions. As far as I know, no other app on the market offers a feature like this.

Will So, who would you say this app is aimed at, Andrea?

Andrea It's for everyone really, but especially for people who work remotely and students who need to be more disciplined about managing distractions. If you're in an office with a boss looking over your shoulder, you can't sneak peeks at social media. But remote workers have to control themselves. This is a great opportunity to remove that temptation and stay focused.

Will Can the app tell me what my biggest distractions are? I'm not even sure I would block the right things.

Andrea Oh! We're working on an algorithm that will be able to identify the sites that most distract you and lock those down automatically during a set time frame. That's going to be included in the next iteration of the Focus app, so if you're a serious procrastinator, you won't want to miss out on this great product.

Will That's fascinating, Andrea ... So, what's the app's main aim, would you say? Give me the pitch.

Andrea It's very simple – we're all about keeping you on track at all times. “With the Focus app, you'll never go off the rails.”

Will Sold! I'll be your first customer!

Andrea Thanks!

Track 2.15

Lesson 8.3, page 80, Exercise 2B

- 1 We felt like there'd be a lot of demand for it.
- 2 You physically have to block the sites that distract you the most.
- 3 We're aiming to give users all the flexibility they could possibly want.
- 4 where you can block the entire internet at the flick of a switch
- 5 So that makes it a pain to get to your distractions.
- 6 If you're in an office with a boss looking over your shoulder

Track 2.21

Lesson 9.3, pages 90–91, Exercises 1A, 1B, & 3A

Host Good evening. We're in Waylons, California, a town that is, unfortunately, best known for having some of the worst air pollution problems, not only in the state of California, but in the whole of the United States. We are joined this evening by a spokesperson for the Waylons Environmental Services Department, Nathan Locke.

Good evening, Mr. Locke. Thank you for joining us.

Mr. Locke Thank you for inviting me.

Host So, to start off with, could you just tell us, why is the air quality so bad here in Waylons?

Mr. Locke Well, first of all, let me just say that I think you're underrating the town. There are a lot of good things about Waylons that just don't make the news, and it's totally unfair to focus solely on one story.

Host I'm sorry, are you suggesting that air quality is not really an issue in Waylons?

Mr. Locke No, not at all, but don't you think maybe it's getting too much attention?

Host What do you mean? Isn't it fair to say that the situation is critical here? The level of pollutants in the air is dangerously high, and it's directly affecting people's health. Wouldn't you agree that this is an issue that deserves attention?

Mr. Locke Yes, yes, of course it deserves attention, and it's getting attention. But the situation isn't as straightforward as it may seem. There are a lot of factors in play, and many of them are outside our control ...

Host Let me just stop you there for a moment. I think we need to give the audience some background before we go on. Waylons is a heavily industrialized town, with oil refineries and commercial dairy farms, both of which produce a lot of harmful pollutants that are compromising the health of the local residents, as reported by the American Lung Association. So, Mr. Locke, are you suggesting that there's nothing that can be done to regulate those industries?

Mr. Locke No, I'm not saying that. There are laws in place that regulate those industries ...

Host But the current administration in Washington is planning to relax those regulations, and that could, in fact, make matters worse in Waylons. Is that a policy your department supports?

Mr. Locke I'm afraid I can't comment on federal legislation. But I can say we're doing everything we can to make sure that industries abide by the state and local regulations currently in place.

Host That's not what activist groups are saying. They claim that your department is pro-industry and anti-community. What's your reaction to that?

Mr. Locke Well, that's certainly an interesting claim, but I'd like to see some facts to back that up, if you have any.

Host Well, the newspaper reports that the Environmental Services Department is going to be asking for restrictions to be lifted on industries in the area. Is that story not true?

Mr. Locke I'm sorry, I can't confirm that at the moment. I'll need to get back to you on that.

Host OK, let's look at another issue. Cars, vans, trucks – what are you proposing to do to reduce pollution from personal and commercial vehicles?

Mr. Locke Well, of course, this is something we're working on, and it's obviously an area where there's room for improvement ...

Host And how exactly are you proposing to make improvements? Do you have anything in the works?

Mr. Locke That's a very good question. Yes, we are working on a number of measures that we hope will ease the situation ...

Host I'm sorry, but could you give me some concrete examples? What “measures”? How big of a difference will these measures make?

Mr. Locke I'm afraid I don't have those figures in front of me ... but I do know that there are a lot of interesting initiatives being explored, which will have a significant impact ...

Host Mr. Locke, are you purposefully avoiding answering my questions? Is that the administration's position?

Mr. Locke I'm sorry, but that isn't fair! Do you really not suppose that the Environmental Services Department is doing everything in its power to alleviate the pollution problems in Waylons? The truth is that we are seeing some very positive results from our current efforts. When the numbers from the quarterly testing study are released next week, residents will see this for themselves.

Host Well, I'm sure we all look forward to reading that report. I'd like to thank our guest, Mr. Nathan Locke, from the Environmental Services Department for speaking with us today ...

Track 2.22

Lesson 9.3, page 90, Exercise 1C

- 1 Isn't it fair to say that the situation is critical here at the moment?
- 2 Wouldn't you agree that this is an issue that deserves attention?
- 3 Are you suggesting that there's nothing that can be done to regulate those industries?
- 4 Is that a policy your department supports?
- 5 What's your reaction to that?
- 6 Is that story not true?
- 7 Is that the administration's position?

Track 2.30

Lesson 10.3, pages 102–103, Exercises 1B & 3A

- Grace** You know something, I watched this presentation online the other day called “A Plastic-Free Lifestyle,” and it really affected me.
- Jake** Yeah? How so?
- Grace** Well, when you think about how much plastic we use, it’s just obscene!
- Jake** I don’t know. I don’t think I use *that* much plastic.
- Grace** No one does. That’s the point. We don’t realize how much we use until we have to find alternatives. I was skeptical at first, too, but that talk really made me want to try it. So I decided to live plastic-free for one week. It’s doable, but let me tell you, it is *not* easy.
- Jake** OK, so tell me about it. How did you start?
- Grace** Well, ... by thinking. No, I mean it! The speaker said that it all comes down to being “mindful of your daily routine”; that’s when you notice things. And it’s true.
- Jake** OK, so you’re more *mindful*. Great. But what have you *done* about it?
- Grace** The first thing I did was buy a travel mug – you know, like a reusable coffee cup. The next morning, at the coffee shop, I counted twenty-seven people – so twenty-seven disposable cups – around me.
- Jake** But the cups they give you aren’t plastic, are they?
- Grace** You might think so, but actually it turns out that the cups are paper, but they’re coated in plastic, so it amounts to the same thing. They’re as bad as plastic straws! You know, some places are even banning straws.
- Jake** But straws don’t use that much plastic, I mean, it’s plastic bags that are the real problem, and people recycle that already. We can just recycle straws, too. I mean, it’s not *that* difficult.
- Grace** No, listen, it’s not as simple as that. I’m talking about not using plastic at all. You have to bring your own bag whenever you go shopping and refuse to accept plastic lids or straws whenever you get fast food.
- Jake** I know, but I’m not sure going totally plastic-free is something people will respond to. It could even be counterproductive. They’ll feel overwhelmed and just stop trying altogether. It’s too much all at once. That’s all I’m saying.
- Grace** For me, anything that reduces plastic trash is worth doing. That’s the point I’m trying to make.
- Jake** OK, I can see that. So, what other plastic things should we all give up, besides coffee cups and grocery bags, I mean?
- Grace** Well, there are a lot of products out there that come in plastic containers, like shampoo, deodorant, toothpaste, cleaning products, and it’s high time we started demanding alternatives there, too.
- Jake** But we have laws about recycling plastics.
- Grace** The requirement to recycle household plastics is only skimming the surface of the problem. There’s so much more that can be done. The government could certainly do more, but they don’t want to because businesses will complain.
- Jake** I hear you. I just don’t see why anything so radical is necessary. I think we should start small and let people get used to the changes gradually. Like, just raise consciousness about over-packaging of food, and make people pay for plastic bags so they’ll realize how many of those they actually use. Then move on to banning straws or whatever. I think that approach would be more successful in the long run.
- Grace** Well, I guess we’re going to have to agree to disagree on this.

Track 2.39

Lesson 11.3, pages 112–113, Exercises 1B, 1C & 3A

- Host** Well, that was fascinating. Thank you, Professor Harold Jenkins and Professor Angela Suarez. We’ll now take questions about their presentation from the floor. Yes?
- Person 1** What’s been the *most surprising* finding from your research into taste and color?
- Angela** Hmm. That’s a good question. Professor Jenkins, would you like to take this one?

- Harold** Sure ... I guess I would have to say ... the results of the experiment we did with different colored candies. Other results were interesting, but the candy study was really surprising. So, to explain, people in different groups ate the same candy but in different colors; then they reported on the taste. Red was reported to taste sweeter, yellow was imagined to have hints of lemon or citrus, and green conjured up mint.
- Person 1** So, would you say that our expectations always affect taste?
- Harold** I’m glad you asked that. Yes. Even with familiar foods, our expectations affect taste perception.
- Host** OK, thanks. Can we have another question please? Yes, there in the back.
- Person 2** So, it’s not just color then?
- Harold** Let me just check that I’ve understood your question. Are you asking if our expectations are based on more than just color?
- Person 2** Yeah, because the example was just about color.
- Harold** Ah, OK. I see. Well, the short answer is yes. All our senses, and memory, too, contribute to perception, ... but color associations are deeply integrated with those. For example, look at this cookie. From the brown color, I’d say it’s chocolate. But then I *smell* it and get new sensory information. If it smells salty rather than sweet, then it could be another food entirely that just happens to look like a chocolate cookie. Do you see? Color works in combination with the other senses.
- Host** Fascinating. OK, any more questions?
- Person 3** Yes, Professor Jenkins, are manufacturing companies using this research?
- Harold** Well, I’m afraid that’s not really my area. Perhaps Professor Suarez can answer that one.
- Angela** Uh-huh. Um, ... yes, they are, but it’s mostly just snack food companies right now. Um, let me think, uh ... Oh, I know – Oreos. Oreo cookies are a perfect example. Oreos are the best-selling cookie in the United States, and one reason they’re so popular is the color combination – black cookies with white cream between them. Everybody knows them. But now they’re using that familiarity, that *expectation*, to surprise people and make them see this very familiar product as something new and different. How? By simply changing the color. So, you’ll have a Halloween Oreo with orange filling or springtime Oreos with pastel fillings, that kind of thing. And sales go up every time, even though it’s the same cookie by taste.
- Person 4** So ... it’s also cultural?
- Angela** Sorry, but what do you mean by that exactly?
- Person 4** Well, only some people would associate orange with Halloween, right?
- Angela** Ah, I see what you mean. If you see Oreos with orange cream around the time of Halloween *and you live here in the States*, you’ll make the connection instantly. If you’re from somewhere else, maybe not. It’s the same with the different *flavors* of Oreos, too. I mean, ones with green filling are mint flavored here, but in Japan, they’re green tea flavored. You see what I mean? Manufacturers respect the cultural associations with color and use them to their advantage.
- Host** OK, we’re running out of time, so let’s have one final question, please. OK, yes, go ahead.
- Person 5** I was just wondering, does Professor Jenkins have any anecdotes like that?
- Harold** Uh, ... I’m not sure I understand. Could you rephrase the question, please?
- Person 5** Sure. Can you share an example from your own personal experience that supports your research?
- Harold** Oh, I see. Well, I’ve never really thought about it like that, but now that you ask, yes, I can. Blue corn chips from Mexico, ... you know, nacho chips. The first time I saw a blue corn chip, I assumed it was going to taste really weird, or at least be something totally new. I didn’t know that blue corn existed. But as we all know now, the taste is almost the same as any other corn chip, so I was actually kind of disappointed. ...

Track 2.47

Lesson 12.3, pages 122–123, Exercises 1B, 1C, 1D, & 3A

- Talia** Hey, Maggy, take a look at this picture.
- Maggy** Oh! Let me see ... What? ... Talia, is that really ... Barack Obama?
- Talia** Fooled you! But he really does look like him, doesn't he? A little younger and not quite as tall, but honestly, they're like twins!
- Maggy** Where did you meet him? I mean, did you just go up to him on the street or something?
- Talia** No. He's actually a friend of Gael's. His name's Sam; he's a sweet guy, hilariously funny! And he is so good at impersonating Obama. He has it all, the voice, the gestures, the facial expressions. I was really impressed. We all were. And I guess we should have been because, turns out, he's a professional impersonator.
- Maggy** A professional Obama impersonator? You mean, like, he does this for a living?
- Talia** Yeah. And he isn't even American. He's British, which is kinda freaky, 'cuz when he's not impersonating Obama, he's got this really thick English accent.
- Maggy** That must be weird – Obama with an English accent! So, how did he get into it?
- Talia** Well, he said he just kind of fell into it. I mean, those were his exact words, he "fell into it." It wasn't like he planned it. It all just happened.
- Maggy** Yeah, OK, but how did it start? Did someone discover him, or did he, I don't know, answer an ad or something?
- Talia** Oh, that's a great story. So funny! I can't tell it the way he does, of course, and the accent makes it even funnier. But OK, ... so ... he was working as a waiter in a hotel in London, and one night some American businessmen came into the restaurant. This was months before the presidential election in two thousand eight.
- Maggy** Oh, so a long time ago ...
- Talia** Yeah, so, anyway, one of the businessmen spotted him and shouted across the room, "Hey, Barack! Guys, look, it's Barack Obama!" Sam didn't even know who Obama was at the time, but he smiled and waved, and these guys went crazy. They took pictures with him, and made him do all these funny poses with them. They finally left, and he forgot about it.
- Maggy** So, then what happened? Did they come back?
- Talia** Well, I don't remember all the details, but it was like months later, Obama had won the election, and it seems one of the businessmen had a friend who was an event planner in London and desperately needed something special for this big corporate event she was planning. So, well, to make a long story short, she had seen her friend's pictures with Sam on social media, so they tracked Sam down, got him on a video call, and he got the gig!
- Maggy** Even with the accent?
- Talia** Yeah, Sam could already do a basic American accent, and the gig was more visual than audio, so she was cool with it.
- Maggy** Huh! So he didn't have to talk much.
- Talia** No, just a few words, but he wanted to do a good job. He didn't tell me how much they were paying him, but I got the feeling it was a lot, and he could see this might be his big break, so he really threw himself into it and just practiced and practiced and practiced. In his own words, he ate, slept, and breathed Barack Obama for three whole days.
- Maggy** And it paid off?
- Talia** Oh yeah! He did the event, and then everything changed. That's what he said. He said it was his moment, the moment when everything changed. He moved to Los Angeles, found an agent who specializes in celebrity impersonators – and the rest, as they say, is history.
- Maggy** Oh, come on. There are agents who only handle impersonators?
- Talia** Yes! I got it straight from the horse's mouth! And not just one or two. This is like, an industry!
- Maggy** I had no idea! But is he still doing it? I mean, Obama isn't president anymore.

- Talia** Yeah, but he still gets called for all kinds of different events, seems to be doing pretty well for himself.
- Maggy** So, is he just going to keep doing this forever? Doesn't he get bored?
- Talia** I ... well, I can't speak for him ... but he seems totally fine just doing the Obama thing for as long as the work lasts. But you can ask him about that yourself.
- Maggy** What? What do you mean? Are you ... ? I mean, is he ... ?
- Talia** We're meeting up for coffee later today. Come with me, and you can ask him to tell the story. Believe me, it's much better the way he tells it. And that accent!

Track 2.49

Lesson 12.3, page 122, Exercise 2B

- 1 Do you wanna meet 'er?
- 2 There're a lotta people who'd disagree.
- 3 It'll hafta be really quick.
- 4 I don wanna go 'cuz it's gonna rain.
- 5 I'm gonna hafta think it over.
- 6 A few of 'em are askin' bout it.
- 7 Wudja like to try?
- 8 That's kina upta you.

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-181
Grammar activities	T-189
Vocabulary teacher's notes	T-213
Vocabulary activities	T-221
Speaking teacher's notes	T-245
Speaking activities	T-249

- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

Teacher's notes for photocopiable activities:

GRAMMAR

1.1 ARE YOU SURE?

page T-189

Comment adverbs with future forms

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write on the board:
Soon, people will _____ start going to the moon for a vacation.
By 2028, we _____ won't be eating meat or fish at all.
- Ask Ss to give suggestions to fill in the blanks (*certainly; probably*).
- **Do the task** A Ss read and complete the chart with their own ideas and opinions.
- **B** Put Ss into pairs and tell them to take turns discussing each of the statements from the questionnaire. They should use a comment adverb from the box to give their opinion. For example: *Robots will undoubtedly look identical to humans. / I disagree. I think they will increasingly look like aliens.*
- **Review** Pairs work together to write a new sentence using each of the comment adverbs from the box with a future form. For example: *We are clearly about to see an increase in the number of robots we use. I will certainly get a robot to help me clean my apartment.* Ss then present their sentences to the class.

1.2 WHAT WILL YOU HAVE DONE?

page T-190

Future perfect and future continuous

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *By the end of the day, I will have taught English to 60 different Ss. I won't have had time to eat lunch, but I will have graded some assignments and drunk a lot of coffee.*
Ask: *What will you have done by the end of the day?* Elicit answers from several Ss. Remind Ss that *will have taught*, *won't have had*, *will have graded*, and *[will have] drunk* are all in the future perfect.
Say: *This time on Sunday, I'll be taking my kids to the park, and we'll be eating ice cream.*
Ask: *What will you be doing this time on Sunday?* Elicit answers from several Ss. Remind Ss that *will be taking*, *will be eating*, and *will be doing* are all in the future continuous.

- **Do the task** A Ask one S in each group to choose a timeframe from the list and make a sentence using the positive form of the future perfect. Explain that they can say whatever they like. The next S repeats the first S's sentence in the negative form and adds a new sentence using the positive form of the future perfect. Ss continue until each S in the group has spoken.
- **B** Now put Ss into pairs. Tell them to take turns choosing a time and a verb from the box and making sentences using the future continuous. For example: *Twelve hours from now, I'll be sleeping.*
- **Review** Pairs work with a new pair of Ss and take turns asking and answering questions using the future perfect or the future continuous. For example: *What will you have done by the time you retire? / I'll have made a contribution to scientific research. What will be happening in the world in ten years? / We'll all be using electric cars, and we'll be trying to help the environment.* Ss then present their sentences to the class.

2.1 TRUE, POSSIBLE, OR OUTRAGEOUS?

page T-191

Uses of will

40 minutes

- **Prepare** Make one copy of the worksheet for each group of 3 or 4 Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
By 2050, the world's population will be 20 billion people.
I will usually be asleep in bed by nine o'clock every evening.
- Ask: *What do you think about these statements? Are they true? Are they possible? Or are they outrageous?* Check Ss understand the meaning of *outrageous*. Elicit answers from several Ss. (The world population by 2050 is estimated to reach 9.8 billion.)
- **Do the task** One S in each group chooses a card and completes it with the correct form of *will*. Ss take turns reading what's on their card to the group. The group decides whether the statement is true, possible, or outrageous. Encourage Ss to defend their opinions. Ss continue until each S in the group has spoken. For example: *By the end of today, you will have taken just over 23,000 breaths. I think that's possible because people take about 16 breaths a minute, so if you calculate ... / I don't agree. It sounds like far too many breaths. Tomorrow I'll count my breaths and let you know!*
- **Review** Ask Ss to categorize the statements according to different uses of *will* (predictions, typical behavior, annoying behavior).
Groups use each of the verbs in parentheses to write new sentences with *will*. For example: (take) *We will have taken big steps toward reducing plastic pollution by the time I'm 30.* Ss then present their sentences to the class.

2.2 IT'S A MATCH!

page T-192

Uses of *would*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
I _____ lend you my phone, but I'm worried you might lose it.
As a child I _____ sleep past 7 a.m. I was always up at sunrise!
Ask Ss to tell you how to fill in the blanks (*would/wouldn't*).
- **Do the task** Put Ss into groups and give each group a set of cards. Ss divide up the cards and fill in the blanks with the missing forms of *would*. Monitor and make sure Ss are completing the blanks correctly.
- When Ss have finished filling in the blanks, they put all the cards in a pile and take turns turning them over. Student A puts down the first card. Then Student B puts down a card. If the meanings of the two sentences match, Student B keeps both cards. For example: *Would you say that again, please?* / *Please repeat what you just said.* If the meanings do not match, then both cards stay on the table. Alternatively, non-matching cards can be put back in the pile and reshuffled. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- **Review** Go around the class eliciting new sentences using different uses of *would*. Tell Ss they cannot use the same use of *would* as the previous S. For example: *I would often listen to music while I was out jogging.* / *Would you like me to carry your bag for you?* / *You would think people could park their cars more carefully.* / *I wouldn't do that if I were you!*

Answers

1 Would; 16 2 would/d; 29 3 would/d or would not/
wouldn't; 25 4 wouldn't; 28 5 would; 20 6 would/d; 23
7 wouldn't; 9 11 Would; 30 12 would; 17 13 would/d; 32
14 would/d; 31 15 would/d; 24 18 wouldn't; 10
21 wouldn't; 8 22 Would; 27 26 wouldn't; 19

3.1 WHAT WOULD HAVE HAPPENED?

page T-193

Variations on past unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
If I hadn't forgotten my phone, ...
If I'd called the restaurant beforehand, ...
If I had been listening to the news last night, ...
- **Ask:** *Did I forget my phone? Did I call the restaurant? Did I listen to the news last night?* Elicit answers from several Ss (yes, no, no).

- **Ask:** *What would have happened if I hadn't done those things?* Elicit sentence endings from several Ss. For example: *If I hadn't forgotten my phone, I would've seen your text. If I'd called the restaurant beforehand, I would've found out that it was closed.*
- **Do the task** Ask one S in each group to choose a card and read it to the group. Another S completes the sentence to make a past unreal conditional sentence. The next student uses the end of the last sentence to make a new past unreal conditional sentence. Ss continue around the group until everyone has spoken. Then another S takes a new card. Have three Ss read the example conversation aloud to model the task.
- **Review** Groups shuffle their cards and pass them out again. (If Ss have written on their cards, make new copies.) This time, groups try to be the first to complete all of the sentences with new endings and read them aloud. The group that finishes first and completes the sentences accurately wins.

3.2 WHAT COULD/SHOULD ... ?

page T-194

Commenting on the past

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *Last week I lost my bus pass, so I couldn't get to my uncle's house to help him move some furniture. I feel bad I didn't go. What should I have done?*
- **Ask** Ss to give suggestions using *could/should/may/might (not) have + past participle*. For example: *He might have been worried about you. You should have called to tell him what happened. Or you could have asked a friend for a ride.*
- **Do the task** Put Ss into groups of four and give each group a worksheet. Ss read the problems/situations. Explain that for each problem/situation, they should discuss the best advice to give. For example: *The neighbor should have warned them about the cat. They could have complained to the landlord.* Groups share their advice with the class.
- **Review** Ask groups to think of small problems they, or people they know, have experienced. Groups present a problem to the class. Ss take turns offering advice, for example: *My neighbor had problems this winter. Her apartment was very cold. She didn't want to say anything to the landlord. / She should have emailed the landlord. She could have talked to her neighbors. They might have had a similar problem. She could have gone online to check what her rights were.*

4.1 GETTING TO KNOW YOU

page T-195

Quantifiers and prepositions in relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets into A and B halves.

- **Introduce** Write on the board:
I have three very close friends, all of _____ are interested in astronomy.
There are five different cooking shows on Netflix right now, none of _____ I have heard anything about.
- Ask Ss how to complete the sentences (*whom, which*). Then ask Ss to give you some other examples of sentences that include quantifiers, for example: *I have two neighbors, both of whom I really like. I have an hour of free time every afternoon, most of which I spend reading.*
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss take turns asking and answering the questions on their worksheet. Explain that the information they need to answer their partner's questions is given in part B for Student A and in part A for Student B. Ss need to read this information and answer using relative clauses with quantifiers and prepositions.
- **Review** Put Ss with new partners. Ask each pair to ask and answer the questions on the worksheet with their own, true information, for example: *Have you had a lot of different jobs? / Yes, actually I have. I've had six jobs, all of which I've absolutely loved. / Have you seen any good movies lately? / Well, not really. I saw three movies last month, none of which I enjoyed.*

4.2 WHAT A RACE!

page T-196

Noun clauses with question words

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:
My husband/wife always loves _____ I cook for him/her.
Please ask me _____ I am late this morning.
_____ a man walked on the moon, I will never know!
Ask Ss to suggest ways of completing the sentences (*what, why, How/Why*).
Ask: *Are these questions? Do they use the same word order as questions?* (no)
- Elicit from Ss what is being substituted for each of the question words in the sentences on the board (*what* = the thing, *why* = the reason, *how* = the way).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause, for example: *I'm amazed by what my child can do!* Note that many blanks have more than one possible correct answer.
- **Review** Write on the board:
what, where, when, how, why, which; It was ... ; The thing ...
- Divide the class into two groups. Give them five minutes to write down as many noun clauses as they can using the words on the board. At the end of five minutes, ask groups to share their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

5.1 SOCIAL MEDIA: A CURE FOR ISOLATION?

page T-197

Participle phrases in initial position

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Ask: *How does seeing friends' pictures on social media make you feel? What does interacting with people from other cultures do for us?*
- Elicit answers to the questions from several Ss. (Seeing friends' pictures makes me feel happy. Interacting with people from other cultures teaches us about the world.)
- Write on the board: *Seeing friends' pictures on social media, I feel happy. Having interacted with other cultures, I feel I understand people better.*
- Elicit from Ss where the participle phrase is in the sentences (at the beginning: *Seeing, Having interacted*).
- Ask: *Is there a subject in the participle phrase? (no) Is the subject of the participle phrase the same as the subject of the sentence? (Yes: it's I.)*
- **Do the task** Put Ss into groups of three and give each group a worksheet. Ss work together to write sentences in part A, using participle phrases in initial position, for each of the two opinions on social media (good and bad). Encourage Ss to add details. For example: *Scrolling through my newsfeed, I feel connected to my friends and family. Reading friends' posts, I sometimes feel jealous because they're having a better time than I am.*
- Next, ask Ss to write new sentences using participle phrases in part B. The sentences should reflect their own attitudes toward social media. For example: *After reading happy news stories on social media, I feel cheerful.* Groups then share their sentences with another group.
- **Review** Ask Ss to look at the "good" and "bad" attitudes on the worksheet again. Ask Ss which of the attitudes they agree or disagree with.

5.2 TIC-TAC-TOE

page T-198

Reduced relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *The TV show that was filmed in our town was fantastic.* and *Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*
- Ask Ss to identify the relative clause in each sentence. Then ask Ss to suggest ways of reducing the relative clauses. (*The TV show that was filmed in our town was fantastic. Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*)

- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a grid on the board.
- Put Ss into pairs and give them a copy of the worksheet. Each S chooses X or O and takes a turn choosing a square and completing the sentence with a reduced relative clause.
- If the S completes the sentence correctly, they write X or O in the square.
- The first S with three Xs or Os in a row – horizontally, vertically, or diagonally – is the winner.
- Ss play two more games to determine the overall winner.
- **Review** Pairs work together to write six new sentences with reduced relative clauses. They present their sentences to the class.

6.1 THE THING IS ...

page T-199

Clefts

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:
There's nothing I love more than snow!
The ambassador flew in last Wednesday.
We need a vacation.
- Ask Ss to suggest ways of rewriting the sentences using clefts (*What I love most is snow. / The thing I love most is snow. It was last Wednesday that the ambassador flew in. What we need is a vacation.*).
- Ask: *Why do we sometimes use clefts?* (to add emphasis and draw attention to interesting or surprising information)
- Elicit from Ss different ways of starting a cleft (*What, The thing ... that, The reason ... why, It wasn't until ...*).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause.
- **Review** Write on the board:
What; The thing ... that; The reason ... why; It wasn't until ...
- Divide the class into two groups. Give them five minutes to write down as many cleft sentences as they can using the words on the board. At the end of five minutes, ask groups to say their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

6.2 HOW TOLERANT ARE YOU?

page T-200

Question words with -ever

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Ask: *Who in this class thinks they are tolerant? Can you give me an example of being tolerant?* Elicit answers from several Ss. If Ss are unsure of the meaning of *tolerant*, have them use their dictionaries or phones to look it up.

- Write on the board: *how, what, where, when, which, who*. Ask Ss what suffix can be attached to all these words (-ever). Ask Ss to make a few sentences using the question words with -ever. (*Whatever you want to do is fine by me. I make friends wherever I go. However you decide to get there, please be at the meeting by 3:15.*)
- Ask: *Can we use these words as question words?* (No.)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to fill in the blanks in each question with a word from the box. Then Ss take turns asking and answering all the questions in the quiz and, finally, determining who is more tolerant.
- **Review** Ask Ss to tell the class what they found out about themselves and their partners from taking the quiz. For example: *I'm the type of person who will watch whichever movie everyone else wants to watch, even if I've seen it many times. I always dress however I want to dress – it's part of my personality.* Ask Ss, in pairs, to write three more quiz questions of their own. They present their questions to the class and elicit answers from other Ss.

7.1 DOMINOES

page T-201

Negative and limiting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three Ss. Cut the squares into dominoes. Alternatively, leave the worksheet as is and have Ss take turns making connections between the beginnings and ends of sentences, for example: *Not only does Santos love food ... he's also a brilliant chef.* They then cross out the ones they have used.
- **Introduce** Write on the board:
Never have I been ...
Little did I think ...
Not until I finish teaching ...
- Elicit ways of ending the sentences from several Ss. (*Never have I been so happy. Little did I think I would marry a movie star. Not until I finish teaching will I get a chance to eat.*)
- Ask: *Which sentence contains a limiting adverbial?* (Little did I think ... ; the other two sentences contain negative adverbials.) *Can you give me an example of another limiting adverbial?* (Only when, Hardly, Only then)
- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns placing one-half of a domino next to another so that the start of the sentence at the bottom of one can be combined with the end of the sentence at the top of the next, and so on. The combination must make sense and be grammatical. The first player to use all their dominoes is the winner. If they can't use all the pieces, the one with fewer pieces is the winner.
- **Review** Tell Ss to take turns choosing a domino that begins a sentence and creating a new ending for it. (*Little did the teacher know ... she would one day star in a movie.*)

7.2 WHERE ARE YOU?

page T-202

Fronting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board:
A gentle breeze wafts across the beach.
Three humpback turtles lie on the golden sand.
Thousands of seashells are along the shore.
- Ask Ss to suggest a different way of writing each of the sentences. (*Across the beach wafts a gentle breeze. On the golden sand lie three humpback turtles. Along the shore are thousands of seashells.*)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to rewrite the sentences using fronting adverbials. For example: *In front of the fire lies a large dog.* When Ss have completed each set of four sentences, they should try to guess the location or situation being described. Ss unscramble the letters to check their answers (*house, market, concert*).
- Next, ask Ss to agree on a new location or situation. Ss write four new sentences using fronting adverbials to describe the location. For example, *Through the kitchen door wafts a sweet smell of spices.* Pairs then share their sentences with another pair, who try to guess the location.
- **Review** Put Ss into small groups. Ask them to come up with six different beginnings for a story using fronting adverbials. For example: *In the corner sits an old man with a long gray beard and flashing white teeth. / In the distance lies the magnificent ocean with all its mysterious depths.* When they have finished writing their sentences, they share them with the class. The class can vote on the story they would most like to hear more of.

8.1 GET UP THE LADDER!

page T-203

Phrases with *get*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:
My hair is too long.
My bedroom needs repainting, but I'm hopeless when it comes to painting.
My laptop doesn't work, and I'm really annoyed because I can't fix it!

- Elicit descriptions of your problems and solutions to them from Ss. Tell them their suggestions must include a form of the verb *get*. (*You need to get your hair cut. You need to get your bedroom repainted. You're getting frustrated.*) Ask students to give you more examples of sentences with causatives, for example: *I was reading an article, and it got me thinking about ... / I find it difficult to get focused when ... / I can't get anything done these days!*
- **Do the task** Tell Ss to work in groups of three or four. Ss roll the dice and move along the board. When Ss land on a square, they complete the sentence with a *get* phrase, for example: *I need to get my prescription filled. I've got a lot to do.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are completing the sentences correctly.
- **Review** Groups work together to write a new sentence using the words in each square of the worksheet and a phrase with *get*, for example: (fix) *I need to get my car fixed.* (frustrated) *Kids get frustrated when they don't have enough to do.* Ask the groups to share their sentences with the class.

8.2 AS WE KNOW ...

page T-204

Phrases with *as*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:
As _____ points out ...
As my mom always _____ ...
As _____ seen in this example ...
As this _____ illustrates ...
- Elicit ways to complete the phrases. (*As the journalist points out ... / As my mom always used to say ... / As can be seen in this example ... / As this chart illustrates ...*). Ask Ss when we use *as* phrases (*to support a statement; to simplify introductory information*).
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the debate topics and discuss whether they agree or disagree with the statement. Ask Ss to find one debate topic that they all agree on. Tell Ss to work together to write a short paragraph that they will use to defend their opinion. Direct Ss to look at the example given on the worksheet. Ss can use verbs from columns 1 and 2 to help them. Ask Ss to use phrases with *as* where appropriate, for example: (*The effects of climate change are exaggerated.*) *We completely disagree with that. As we can all attest, the weather is becoming more and more unpredictable. Just this year, we've seen hurricanes, wildfires, and flooding. As a journalist from the Washington Post pointed out ...*
- When Ss have finished writing their paragraphs, they present their opinions to another group.

- **Review** Groups work together to choose a debate topic they do not agree with. Tell Ss that they need to defend the statement, even though they don't agree with it. Ss write a new paragraph using verbs from the worksheet and phrases with *as*, for example: (Plastic products are cheap, convenient, and shouldn't be banned.) *We agree with this. As many experts have pointed out, plastic products are great for transporting many things, such as food.* Ask the groups to share their paragraphs with the class.

9.1 WHAT CAN YOU DO ABOUT IT?

page T-205

Referencing

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Say: *It was so hot last weekend! I bought some ice cream. The ice cream was delicious. I ate the ice cream on the way to the beach. When I got to the beach, I saw that the beach was very crowded. There were people all over the beach. The people were lying on towels, and the people were sitting on chairs.*
- Elicit ways of avoiding the repetition of the nouns *ice cream*, *beach*, and *people* from Ss. (*I bought some ice cream. It was delicious. I ate it on the way to the beach. When I got to the beach, I saw that it was very crowded ...*). Ask Ss what other parts of speech we can avoid repeating (verbs) and how we can avoid repeating them (*Use an auxiliary verb – be, do, have*).
- **Do the task** Put Ss in pairs. Ask them to read the article. Then ask Ss to read the article again, paying attention to the words in bold. Tell Ss to work together to replace all the words in bold using a referencing technique. When Ss have finished rewriting in part A, ask them to tell another pair of Ss one interesting thing they read about. Ss should try not to repeat the nouns and concepts in the article.
- **Review** Tell Ss either to look on the internet for a similar article or to choose one of the reading texts from their Student's Book. Ask Ss to identify all the examples of referencing that they can find in the article they've chosen. Ss present their findings to the class.

9.2 CONVERSATION STARTERS

page T-206

Continuous infinitives

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will ask them three questions. They should try to answer using a continuous infinitive. Say:
How are you sleeping at the moment? (Possible answer: I'm often awake when I should be sleeping.)
What's the public transportation like where you live? (Possible answer: Public transportation in my neighborhood seems to be getting better and better.)
What are you doing this weekend? (Possible answer: This weekend I'm going to be seeing a couple of friends and making a special meal for my family.)

- **Do the task** Put Ss in pairs and ask them to read the conversation starters. Tell Ss they each need to choose five of the topics to ask their partners about. Ss take turns asking and answering questions using continuous infinitives, for example: *What can you tell me about the technology you use?* / *It seems to be getting more expensive, but on the other hand, it's also getting a lot smarter and faster. My smartphone does so many things for me now!* Ss score five points for every correctly used continuous infinitive. The S with the most points at the end wins the game.
- **Review** Ss choose one or two topics and write a short paragraph using continuous infinitives. When Ss have finished writing, ask them to share their paragraphs with the class. For example: *In the next five years, I'm going to be doing a lot more studying. I'm planning on going to college to get a nursing degree. I seem to be wasting too much time at the moment, so I'd like to be doing something that has a real purpose.*

10.1 LET'S CHANGE THE WORLD

page T-207

Simple past for unreal situations

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *What do you think about a law that requires every adult to adopt a dog?*
- Elicit opinions from Ss. Encourage them to use the simple past with the phrases *what if, it's (high) time, if only, imagine if, I'd rather, supposing*. (*It's high time that people realized what a difference a dog can make to a person's quality of life. / Imagine if we all had dogs! There wouldn't be any space for people! / Supposing some people had a dog allergy. What would we do about that?*)
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the statements first. Ss then take turns choosing one of the phrases from the box and one of the statements from the list to make a sentence using the simple past, for example: *What if we all did random acts of kindness every single day? Wouldn't that be great?* The rest of the Ss in the group have to argue against the statement, for example: *No, I don't agree at all. That might mean complete strangers would come up to you on the street. It might be very scary and weird.* Ss continue until they have run out of topics from the list or until everyone has had a chance to make a proposal.
- **Review** Groups work together to write two to four new proposals for changing the world. Tell Ss that their proposals can be serious or just for fun. Ss test out their ideas on another group, for example: *What if all children had to do some form of community service before they were 18? They could help out in a community garden or take care of an older person's shopping.* The other group then responds, for example: *That's a great idea, but supposing they started taking their "job" too seriously? They might not do their homework because they were so busy.* At the end, ask groups to vote on the best proposal for changing the world.

10.2 IT IS BELIEVED ...

page T-208

It constructions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will tell them three things about an activity. They should try to guess what the activity is. Say: *It is believed that this activity makes your core muscles stronger. It would seem that this activity helps people increase their flexibility. It would seem that this activity improves posture – that's the way you stand and the way you hold your body.* (It's yoga.)
- Ask Ss to give you other examples of *It* constructions (*It is reported, It would appear, It is thought, It is said, It is estimated*).
- **Do the task** Put Ss in pairs and ask them to read the activity boxes. Tell Ss they need to choose one of the activities to tell their partners about. Explain that they should use *It* constructions from the box and the information given for each activity. They should not mention the activity by name, for example: *It would appear that this activity improves your memory.* Ss take turns giving information about the activity they've chosen until their partner guesses the activity. In part B, they work individually to write a short paragraph about a new activity of their choosing. Ss take turns reading their paragraphs aloud and guessing what the activity is.
- **Review** Ask Ss to share their paragraphs with the class, for example: *This is an activity that is mostly done outside, either in a backyard or out in the countryside. It is said that this activity is extremely good for keeping people calm and focused. It's an activity you don't have to pay for, and anyone of any age can do it. It is estimated that there are nearly 60 million people in the U.S. who enjoy this activity. / Is it bird-watching? / Yes, it is!*

11.1 IS EVERYONE OK?

page T-209

Subject-verb agreement

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board:
My favorite team _____ going to win the game.
Neither of my parents _____ ready to be a grandparent.
_____ everyone in this class like pizza?
- Ask Ss to tell you how to fill in the blanks (*is, was, Does*). Now ask Ss to think of two singular nouns that end in *-s* (such as *news, politics*) and two singular nouns that are Latin in origin and end in *-a* (such as *media, data*). Elicit from Ss that these nouns usually take a singular verb.
- **Do the task** Put Ss into pairs and give each pair a copy of the worksheet. Ss take turns going through the game board. At

each square, Ss complete the sentence using an appropriate form of the verb in parentheses. Their partner should check the answer. (If there is disagreement, they should ask you.) Monitor and make sure Ss are using the correct forms. The first pair to finish the race with all sentences correct is the winner.

- **Review** Ask Ss to select five subjects from the board and write new sentences of their own with them. Ask Ss to share their sentences with the class.

11.2 DINOSAUR OR JELLYFISH?

page T-210

Articles

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets in half.
- **Introduce** Write on the board: *Tigers live in India. Coke is the drink with the most recognizable brand.* Ask Ss to tell you why there is no article in front of *tigers* (because it refers to tigers in general). Ask Ss why there's a definite article before *drink* and *most* (*the* identifies a specific noun; *the* is used with superlatives). Elicit several sentences using indefinite, definite, and no articles from Ss. Write them on the board and check that Ss remember the rules.
- **Do the task** Put Ss into pairs and give each S half the worksheet. Explain to Ss that they are going to take turns reading sentences to each other. Every time they hear the word *dinosaur* or *jellyfish*, they will need to think what article is needed in its place. They repeat the sentence to their partner, inserting the appropriate article or no article, for example: (Student A) *I downloaded DINOSAUR great app today. It's DINOSAUR app that tracks my sleep.* (Student B) *I downloaded a great app today. It's an app that tracks my sleep.* Ss score one point for each correct sentence. Tell Ss that in some cases more than one answer may be correct.
- **Review** Ask pairs to write six new sentences of their own, replacing the articles with *dinosaur* or *jellyfish*. Pairs play the game with a new pair of Ss. Ask Ss to share the best sentences they heard with the class.

Answers

Student A 1 a, an 2 the, an 3 the 4 no article, no article
5 a, the 6 a/the, The 7 The, no article 8 the 9 the
10 The/A, the/a 11 the, a/the/no article 12 the, the.
Student B 1 no article, no article/the 2 a, the 3 the 4 no
article, no article 5 the 6 a, an 7 the, the 8 an, the 9 no
article, no article 10 the 11 the, a 12 no article, no article.

12.1 CROSSWORD PUZZLE

page T-211

The present subjunctive

30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *I Insist that all students _____ (be) on time. She suggested that Peter _____ (find out) as much as possible.* Elicit the correct verb form from Ss (*be, find out*). Ask what other parts of speech are often used with the present subjunctive (*nouns that are calls to action, e.g., suggestion or recommendation, and adjectives that suggest importance, e.g., essential or crucial*). Ask Ss to give examples of some sentences using these words.
- **Do the task** Give each pair of Ss a worksheet. Check that they know how to complete the puzzle. Monitor as necessary; then check the answers as a class.
- When they have completed the puzzle, tell Ss to do part B and use each of the clue answers from the puzzle to write a new sentence using present subjunctives. For example: *We suggest that they visit the Tenement Museum. I ask that you return my phone as soon as possible.*
- **Review** Put Ss into small groups. Ask each group to write six new sentences using present subjunctives and then to practice saying them. Explain that the sentences can be serious or fun. For example: *I absolutely insist that they invite me to their party next weekend! The college recommends that students complete their registration online.* Ask Ss to share their best examples with the class.

Answers

Across

2 suggest 7 demands 8 imperative 9 asks 10 crucial

Down

1 recommendation 3 insists 4 vital 5 advise 6 important

12.2 TRICKY SITUATIONS

page T-212

Perfect infinitive

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *I drove the wrong way on the freeway!*
- Ask Ss to react to your statement using perfect infinitives with modals, for example: *You could have been pulled over! You should have been paying more attention. You must have been extremely tired to make that mistake! I might have done the same thing.* Elicit a list of modals that we use with perfect infinitives and write them on the board (*may, might, could, should, would, must, can't*). Ask several Ss to give example sentences using each of the modals.
- **Do the task** Put Ss in small groups and ask them to read the eight situations. Tell Ss to take turns choosing one of the situations and reading it aloud to their group. Explain that the group should react to the situation using perfect infinitives with modals, for example: *(I ran out of gas on the freeway. It was so embarrassing.) Don't worry. It could have been worse. At least you didn't have an accident. / You should have filled your gas tank before you got on the freeway. / You might have felt embarrassed, but no one else knew what had happened, so it's not so bad.* When Ss have used up all the situations, they work in pairs on part B. Ss complete each of the sentences in their own words using *to have + past participle*, for example: *I'm sorry to have interrupted you. We're delighted to have met our favorite singer. I'm relieved to have finished that job.*
- **Review** Ask Ss to write three new situations like those in activity A. Tell Ss to take turns sharing their situations with the class. The class reacts using perfect infinitives with modal verbs, for example: *I cooked this massive meal for my family last weekend, but I burned pretty much everything and put far too much salt in each dish. / You shouldn't have cooked for so many people. / You could have used a recipe book. / It might not have tasted as awful as you think it did.*

1.1 GRAMMAR

ARE YOU SURE?

A First, complete the chart to reflect your own ideas and opinions.

Statement	Agree (✓)	Disagree (X)
Humans will live on Mars in the next 50 years.		
The majority of jobs are going to be performed by robots.		
People will have nothing to do, so they will get bored and angry.		
In the next century, we will all be eating vegan food.		
By the year 3000, most animals and birds will be extinct.		
The world's population is bound to grow to an unmanageable size.		
Life will become easier as technology gets smarter.		
The human race is going to die out.		
By 2050, all elderly people are going to have a robot companion.		
Artificial intelligence will one day be smarter than human intelligence.		
Living to over 100 years old will be normal and expected.		
Robots will look identical to humans.		

B Now work in pairs. Choose an adverb from the box for each statement and take turns telling your partner your opinion.

A Humans will undoubtedly live on Mars in the next 50 years.

B I disagree. I think humans could potentially live on Mars one day, but it's going to take a long time.

certainly
evidently
potentially

clearly
gradually
surely

comprehensively
increasingly
undoubtedly

dramatically
inevitably
unfortunately

eventually
markedly
unquestionably

1.2 GRAMMAR

WHAT WILL YOU HAVE DONE?

- A** Work in small groups. First, one student chooses a timeframe from the list and makes a sentence using the future perfect. The sentence can be serious or silly, real or invented. The second student repeats the sentence using the negative form of the future perfect and adds a new statement. If you forget what's been said or make a mistake, choose a new timeframe and start again.

What will you have done ... ?

by the end of the day
by the end of the week
by the end of this month
by the end of the year
by 2025
by 2030
by the time you retire

Student A By the end of the day, I will have drunk three cups of coffee.

Student B By the end of the day, I won't have drunk three cups of coffee, but I will have run a marathon.

Student C By the end of the day, I won't have drunk three cups of coffee, and I won't have run a marathon, but I will have called my mom.

Student D By the end of the day, I won't have drunk three cups of coffee, I won't have run a marathon, and I won't have called my mom, but I will have discovered a new planet.

- B** Now work in pairs. Take turns choosing a time and a verb. Add your own subject, and take turns making sentences using the future continuous.

Time	Verb
By 2050	buy
In ten years	do
By next year	communicate
In five years' time	work
In a few months	sleep
This time next week	eat
This time next year	live
Twelve hours from now	use

By 2050, robots will be doing our household chores.

In ten years, I'll be working from home.

2.1 GRAMMAR

TRUE, POSSIBLE, OR OUTRAGEOUS?

Work in groups. Take turns choosing a card. Complete the card with the correct form of *will* and the verb in parentheses. Then read the statement to the group. Decide as a group whether the statement is true, possible, or just outrageous! Explain your opinion.

By the time they begin school, many kids won't have eaten a banana.

I think that's outrageous! Of course they will have eaten a banana! There are bananas in many foods made for kids.

I think it's possible. It depends where the kids are. Some countries might not import bananas, so they won't have seen them before.

By the end of the day, all of us _____
(take) about 23,000 breaths each.

As you post on social media, potential employers _____
(assess) your posts.

By the time they're two years old, most children _____
(watch) 15,000 cartoons on TV.

As you upload pictures of your amazing vacation, your friends _____
(feel) secretly jealous.

Almost always, salespeople in clothes stores _____
(give) you a compliment when you try on clothes, even if you look terrible in them.

By now, you _____
(swallow) at least 30 bugs during your lifetime by accident.

As you search online, your computer camera _____
often _____ (take) pictures of you.

By the age of 50, most people _____
(have) at least one surgery.

Don't you think users of most websites _____
(not / read) the site's privacy agreements closely?

By the end of your life, you _____
(sleep) for about half of it.

The average person in the U.S. _____
(not / read) for any more than 19 minutes today.

Almost all dogs _____
(look) guilty if you shout at them.

2.2 GRAMMAR

IT'S A MATCH!

In this matching game, you collect cards by matching their meanings. Work in groups of four. Divide up the cards and fill in any blanks with the missing forms of *would*.

Student A puts down the first card. Then Student B puts down a card. The group decides: Do the cards go together? If they do, Student B keeps both cards. If they do not, then both cards stay on the table. Students take turns trying to match and collect cards. The student with the most cards at the end is the winner.

A 1, Would you say that again, please?

B 16, Please repeat what you just said.

C and D They match!

1 _____ you say that again, please?	2 You're wearing a wedding dress, so it's natural they _____ think you're the bride.	3 Of course she _____ think that.	4 I often worried that I _____ fit in with my coworkers.
5 How much _____ you like to donate today?	6 You _____ think I'd have saved enough by now.	7 I _____ go to the top of the Empire State Building even if you paid me a million dollars.	8 I tell the truth no matter what happens.
9 I have a terrible fear of heights, so I avoid them at all times.	10 It's a habit that annoys me a lot.	11 _____ you mind opening a window?	12 You _____ say that, wouldn't you?
13 You _____ imagine he would have apologized by now!	14 As a kid, I _____ always ride my bike everywhere I could.	15 Back then, I _____ get a lot of compliments, but not anymore.	16 Please repeat what you just said.
17 That's absolutely typical of the type of things you say.	18 I wish my coworker _____ always borrow my coffee cup.	19 I think you should refuse.	20 Can you tell me the amount you want to give to charity?
21 No way! I just _____ lie for any reason.	22 _____ you excuse me for a moment?	23 It's hard to explain why I don't have enough money put aside.	24 People used to say nice things about me, but they don't now.
25 There's no reason for her to think anything else.	26 I absolutely _____ accept that if I were you. It's not right.	27 Sorry, but I need to go out briefly.	28 I used to be scared of not getting along with people at work.
29 If you dress as if you're getting married, they're going to think you're getting married.	30 I'm hot. Could we have a little fresh air in here?	31 I never used to walk anywhere unless I couldn't ride my bike.	32 I can't understand why he hasn't said he's sorry yet.

3.1 GRAMMAR

WHAT WOULD HAVE HAPPENED?

Work in groups. Take turns choosing a card. The first student completes the sentence to make a past unreal conditional. The next student uses the end of the last sentence to make a new past unreal conditional sentence. Continue around the group until everyone has spoken. Then another student takes a new card.

If I hadn't lost my bag, I wouldn't have been locked out of my house.

If I hadn't been locked out of my house, I wouldn't have gotten cold and wet.

If I hadn't gotten cold and wet, ...

If I hadn't lost my bag, _____.	If I hadn't answered that phone call, _____.
If I'd never learned any English, _____.	If I hadn't told that joke about the manager, _____.
If I hadn't drunk that cup of coffee, _____.	_____. People wouldn't be laughing at me.
_____. I would have saved a lot of money.	_____. I would have chosen a different career.
If I had been born in another country, _____.	_____. I wouldn't have taken a selfie.
_____. I wouldn't have walked away.	_____. there wouldn't be so much garbage on the streets.
If he had called me when he missed the train, _____.	If I had known how long it would take to walk there, _____.

3.2 GRAMMAR

WHAT COULD/SHOULD ... ?

Work in groups. Read the problems and discuss the advice you would give to each person.

Use a structure like the one below.

You/He/She could/should/may/might (not) have + past participle

You really should have called him to say you weren't coming.

Comments

Profile Sign Out

My best friend does so many things for me. She's incredibly kind and always checks in to ask how I'm doing. At the beginning of last month, I totally forgot her birthday. (It was a special birthday – her 40th!) Since then, I haven't called her to apologize. I guess if she's a real friend, she'll forgive me, right?

Sam72

We live in an apartment building that allows dogs and cats. Three of our neighbors have dogs and two have cats. My daughter (age 8) is extremely allergic to cats. Unfortunately, our next-door neighbor's cat has started to climb out of the window and come over to our place. I'm pretty scared that my daughter will get sick because of this. Yesterday, I put a note under my neighbor's door telling him to find a new home for the cat. He's furious and refuses to speak to me. Any advice?

LilahsDad85

I'm a recent graduate. I've tried hard to get a job locally so that I can live at my parents' house to save money, but there just aren't any suitable jobs available. I haven't traveled much in my life, so I haven't applied for any jobs outside the city. I don't want to waste my degree, but I think I can get by on an allowance from my parents. They don't seem too happy – and I think they're being unreasonable.

Tina.B

A couple of months ago, I was walking in the park. After a while, I sat on a bench to eat a sandwich. Just as I was leaving, I noticed a purse under the bench. I opened the purse to look for a name or an address, but there was nothing in it except for ... a \$100 bill! I was so shocked! Who would leave \$100 in an empty purse? Anyway, I thought maybe it was just good luck or something, so I put the \$100 in my pocket and threw the purse in the nearest trash can. I spent the money on a very cool pair of sneakers. My girlfriend doesn't approve and says my values aren't too good. Yikes!

Incognito66

Hey, I hope you can help. I went on a road trip from New York to Los Angeles in May. No big deal, right? Well, the issue was that I went on my own. My car broke down several times, and that cost me all my savings, so I borrowed money from friends along the way. Now I can't repay the money for a while, so everyone has to be patient and wait. That's what friends are for, I think. Some of them seem angry with me.

Confused17

4.1 GRAMMAR

GETTING TO KNOW YOU

STUDENT A

A **Work in pairs. Ask your partner these questions.**

- 1 Can you tell me a little about your family?
- 2 Do you have any sisters?
- 3 How many close friends do you have?
- 4 Why are you studying English?
- 5 Do you have many books?

B **Now use this information to answer your partner's questions.**

Use relative clauses with quantifiers and prepositions.

Example information: Yes, there are two good gyms in the city. One of them is just two blocks from here.

Do you know if there are any good gyms in the city?

Yes, there are two good gyms in the city, one of which is just two blocks from here.

- 1 No, you've only had two jobs. They were both fascinating.
- 2 Yes, you know about 40 people. A few of the people are your neighbors.
- 3 You have several favorites. You like them for different reasons.
- 4 You've watched five movies this month. You didn't like any of them.
- 5 No, you just have two hours free a day. You spend a lot of that studying.

STUDENT B

A **Work in pairs. Use this information to answer your partner's questions.**

Use relative clauses with quantifiers and prepositions.

Example information: Yes, there are two good gyms in the city. One of them is just two blocks from here.

Do you know if there are any good gyms in the city?

Yes, there are two good gyms in the city, one of which is just two blocks from here.

- 1 You have a lot of relatives. Many of them live right here in the city.
- 2 Yes, you have two sisters. They're both doctors.
- 3 You have about ten close friends. They're all interested in music.
- 4 Learning English means you learn things you didn't know anything about before.
- 5 Yes, you have lots of books. You haven't read most of them.

B **Now ask your partner these questions.**

- 1 Have you had a lot of different jobs?
- 2 Do you know many people in the city?
- 3 Do you have a favorite restaurant?
- 4 Have you seen any good movies lately?
- 5 Do you have a lot of free time?

4.2 GRAMMAR

WHAT A RACE!

Work in a group. Roll a dice  and move along the board. Use the words given and a question word from the word box to complete the sentences when you land on a square.

how what when where which who why

30 _____ matters most is being happy.	31 Do you know _____ I live?	32 GO BACK TWO SPACES	33 My kids rarely eat _____ I cook for them.	FINISH 
29 _____ old she is, I'm not sure.	28 Do you know _____ took the cookie jar?	27 It's hard to believe _____ you just said.	26 MISS A TURN!	25 I've always known _____ an amazing person you are!
20 _____ I ate last night was delicious!	21 I wonder _____ you lost your purse.	22 If you don't know _____ you're going, maybe you should go home.	23 Did you hear _____ I just heard?	24 Mornings are _____ I feel at my best.
19 _____ you came from isn't important.	18 As long as I can go to Mars by spaceship one day, it doesn't matter _____ I go.	17 You are _____ you eat.	16 Are you really _____ you say you are?	15 _____ won the tennis game, we still don't know.
10 GO FORWARD 2 SPACES	11 Can you guess _____ I met today?	12 I'm not sure _____ I should react.	13 Let's go _____ you want to go.	14 _____ I got into this mess, I just can't explain.
9 I have no idea _____ you got into the house without your keys.	8 _____ you know matters a lot in business.	7 _____ a lot of people don't realize is that I'm a genius.	6 Please ask him _____ he is late.	5 It's interesting _____ quickly children learn to speak.
START 	1 I'm amazed by _____ my child can do!	2 Do you remember _____ she married?	3 I'm not sure _____ you're laughing.	4 Please show me _____ to make pasta.

5.1 GRAMMAR

SOCIAL MEDIA: A CURE FOR ISOLATION?

- A Work in groups of three. First, write about different attitudes toward social media, beginning your sentences with participle phrases. Use the clues in the lists to help you. You can vary what tense you use.

Scroll through newsfeed > feel connected to friends and family

Scrolling through my newsfeed, I feel connected to my friends and family.

Attitudes toward social media

The good 😊

- Scroll through newsfeed > feel connected to friends and family
- See photos of cousin's kids > stay in touch with what happens in their lives
- Read friends posts about parties and job promotions > feel inspired to do more yourself
- Spend average of two hours a day on social media > better informed about world events
- Interact with people far away > gain insights into other cultures
- Joined several work groups > have new opportunities
- Addicted to social media > can't imagine life without it

The bad 😞

- Read friends' posts > sometimes feel jealous
- Browse friends' profiles > start to compare their lives to mine
- Look at photos of fantastic vacations > begin to think should get out more
- See friends' successful children > think own kids ought to be doing better
- Realize people only post the things they're happy about > I stop feeling anxious
- After reading about friends' amazing jobs > feel dissatisfied with own job
- Annoyed about wasting time on social media > decide to do something more productive

- B Now write about your own attitudes toward social media. Begin as many sentences as you can with participle phrases. Share your views with another group.

5.2 GRAMMAR

TIC-TAC-TOE

Work in pairs. Choose a square and finish the sentence by using a reduced relative clause. If your partner agrees that the sentence is correct, write an X or O in the square. The first person to get three in a row is the winner.

The woman sitting to your right is my cousin.

The woman ... is my cousin.	Anyone ... needs to book an appointment.	It is a city ... for its many sights.
Someone ... would find this job difficult.	It is a mountain ... the tallest in the world.	People ... shouldn't apply for the job.
The teenager ... lives at the end of my block.	The man ... works at MaxComputers.	Plastic pollution, ... , needs to be stopped.

This animal ... is in danger of extinction.	My sister, ... , likes to live dangerously.	Yoga, ... , is thought to have a calming effect.
The professor, ... , will give a lecture at one o'clock.	The movie ... one of the best I've seen.	I thought the boy ... was my neighbor's son.
Young people ... can't imagine a world without smartphones.	People ... will enjoy working at ConnectMe.	The computers ... are brand new.

The dolphin ... can be set free.	I just read a book ... by a new author.	Passengers ... will get a fine.
The person ... is a well-known actor.	The bag ... had my passport in it.	The 10:00 a.m. flight ... is ready to depart.
The car ... crashed into a tree.	The students ... come from all over the world.	It's a college ... in medicine and nursing.

6.1 GRAMMAR

THE THING IS ...

Work in a group. Roll a dice  and move along the board. Complete the cleft sentences in your own words.

What we need _____.

What we need is more time to spend with our families.

The thing we want most _____.

The thing we want most is enough money to buy the things we need.

It wasn't until _____.

It wasn't until the police arrived that they told us what had happened.

30 What matters _____	31 What I'd prefer _____	32 GO BACK TWO SPACES	33 The place where _____	FINISH 
29 _____ I don't understand.	28 _____ I flew to Beijing.	27 It was our teacher _____	26 MISS A TURN!	25 _____ told us what had happened.
20 _____ I'll wait for you.	21 What you just said _____	22 It wasn't until last Tuesday _____	23 What you should do _____	24 The thing that's really important _____
19 The reason why _____	18 The thing I dislike most _____	17 It was the dog _____	16 _____ I was born.	15 _____ everything started to go wrong.
10 GO FORWARD 2 SPACES	11 _____ gave me the idea.	12 What I really enjoy _____	13 The thing we want _____	14 _____ what I want to know.
9 The person who _____	8 _____ the beach in summertime.	7 The thing that impresses _____	6 It was your brother _____	5 What we need _____
START 	1 What I love most about _____	2 The thing I remember _____	3 It was in October _____	4 The reason _____

6.2 GRAMMAR

HOW TOLERANT ARE YOU?

Work in pairs. Complete the answers with the question words with *-ever*.

Then take turns asking and answering the questions with your partner. Who is more tolerant?

however whatever whenever wherever whichever whoever

- 1 A friend is feeling sad. What do you say?
A Call me _____ you want – night or day.
B Hope you feel better soon!
- 2 Your spouse wants to move to another country. What do you say?
A I'm staying right where I am.
B We'll go _____ you want to go.
- 3 Your child/roommate wants to paint the living room black. What do you say?
A Paint it _____ color you want.
B You've got to be kidding.
- 4 Your aunt is coming to visit. She asks if her three best friends can come and stay with you, too. What do you say?
A Of course! Bring _____ you like.
B Um ... we don't have enough space at home.
- 5 You take your friend to choose a birthday present. He wants a very expensive watch. What do you say?
A I'm sorry. That's way too expensive.
B Please have _____ you want.
- 6 Your family wants to watch one of two movies. You've already seen them both. What do you say?
A We'll watch _____ movie you prefer.
B I've seen them both. Let's watch the game instead.
- 7 Your friend decides to wear a pink hat, yellow jeans, and a green T-shirt. What do you say?
A You can't go out looking like that!
B Dress _____ you want! It's great to be different.
- 8 There are two ways to drive to your parents' house – a short way and a long way. Your brother wants to go the long way. What do you say?
A You can go _____ way you like. I don't mind.
B Let's go my way – the short way.

7.1 GRAMMAR

DOMINOES

so happy in my life.	did I really understand the problem.	as much as I did last Thanksgiving.	a zoo keeper.	did they find true love.	we'd move to Costa Rica.
Never had I imagined	Not until then did I	Little did I know	Only when my alarm went off	Only when it got dark	No way would I
that they would marry one day.	we'd end up on the TV news.	have sold that beautiful car.	will she take a break.	when more dirty ones appeared.	do we begin to feel healthy.
Only when John mentioned the hospital	Only when we got home	Never again will you forget	Not until the rain stopped	Little did the teacher know	Never did Raul think
Hardly had I finished washing the dishes	No way would they	realize I was in the wrong class.	Not until she finishes the report	Never had they thought	did I wake up.
that I had won the lottery.	did I realize I was lost.	Only when we exercise regularly	that I was related to a famous person.	climb a mountain alone.	Little did we think
he would become an airline plot.	how much everyone liked her.	Never again will I eat	did we notice the cat was missing.	Only after a week of thinking	did I figure out he had been my nurse.
Not until they met	Little did we know	could we see the view.	No way would I be	to call Mom on her birthday.	Never had I felt

7.2 GRAMMAR

WHERE ARE YOU?

A Work in pairs. First, rewrite the sentences using fronting adverbials. Guess the place that is described. Then unscramble the word to check your answer.

1 A large dog lies in front of the fire.

2 The smell of burning wood hangs in the air.

3 Familiar voices come from the kitchen.

4 A delicious cake sits on the table.

Answer:
You're in a S O H E U.

5 The voices of excited customers come through the entrance.

6 Baskets of fruit sit on tables.

7 The sweet smell of freshly baked bread hangs in the air.

8 Cheeses of all kinds lie in wooden boxes.

Answer:
You're in a T A M R E K.

9 The excited fans gather near the stage.

10 The sound of drums echoes all around the place.

11 Hundreds of cell phone cameras flash in the crowd.

12 The musicians wait patiently behind the stage.

Answer:
You're at a T R E C N O C.

B Write four new sentences about a place. Give them to another pair to guess the place.

1 _____

2 _____

3 _____

4 _____

Answer: You're _____.

8.1 GRAMMAR

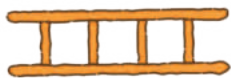
GET UP THE LADDER!

Work in a group. Roll a dice  and move along the board.

When you land on a square, ask and answer a question using the words given and phrases with *get*.

Sometimes more than one answer is possible.

Go up the ladders



and down the snakes



Where can I get my computer fixed?

You can get your computer fixed at Tom's PCs downtown.

30 damaged / the bike	31 interrupted / often	32 a lot / do	33 grass / cut	FINISH 
29 prescription / filled	28 dishwasher / repair	27 concerned / my health	26 cell phone / destroyed	25 a special quilt / make for my baby
20 a new dress / make	21 people / talk to each other	22 distracted / children	23 your presentation / finish	24 confused / following a recipe
19 annoyed / the noise	18 train / delayed	17 you and your friends / thinking	16 report / complete	15 destroy / the storm
10 focused / work	11 plant / some new flowers	12 hair / cut	13 homework / do	14 the research / done
9 get / lock out	8 people / arguing	7 situation / worse	6 anything / do	5 think / my career
START 	1 fix / my computer	2 the car / repair	3 frustrated / this problem	4 redecorate / house

8.2 GRAMMAR

AS WE KNOW ...

- A Work in small groups. Read the debate topics and decide whether you agree or disagree. Choose one topic you all agree on. Write a short paragraph that reflects your opinion. Use phrases with *as* and verbs from both columns to support your ideas.

Topic	Verbs 1	Verbs 2
The effects of climate change are exaggerated.	<i>see</i>	indicate
Social media greatly improves people's lives.	<i>attest</i>	show
People should be allowed to eat whatever food they like.	<i>infer</i>	illustrate
International travel has improved life on Earth.	<i>guess</i>	point out
Health is completely the responsibility of the individual.		present
Online shopping is nothing but good.		explain
Selfies should be banned in all public places.		underline
Plastic products are cheap, convenient, and shouldn't be banned.		

People should follow professional advice about their diet

We agree with this statement. People should follow the advice of doctors and other healthcare professionals when choosing what foods to eat. As statistics show, obesity is on the increase. Education is also key. As we can all agree, a lack of education about nutrition can lead to poor food choices.



- B Now read your paragraph to another group. Does the other group agree or disagree with your opinion?

9.1 GRAMMAR

WHAT CAN YOU DO ABOUT IT?

A Work in pairs. Read the article. Then replace the words in bold using a referencing technique.

Imagine this: It's a hot day, and you drink a bottle of water. What do you do with **the bottle** once **the bottle** is empty? You throw **the bottle** away, of course. But according to the eminent naturalist David Attenborough there is no such place as "away." **David Attenborough** points out that the bottle you threw in the garbage may very well end up in the ocean, where **the bottle** will never disappear.

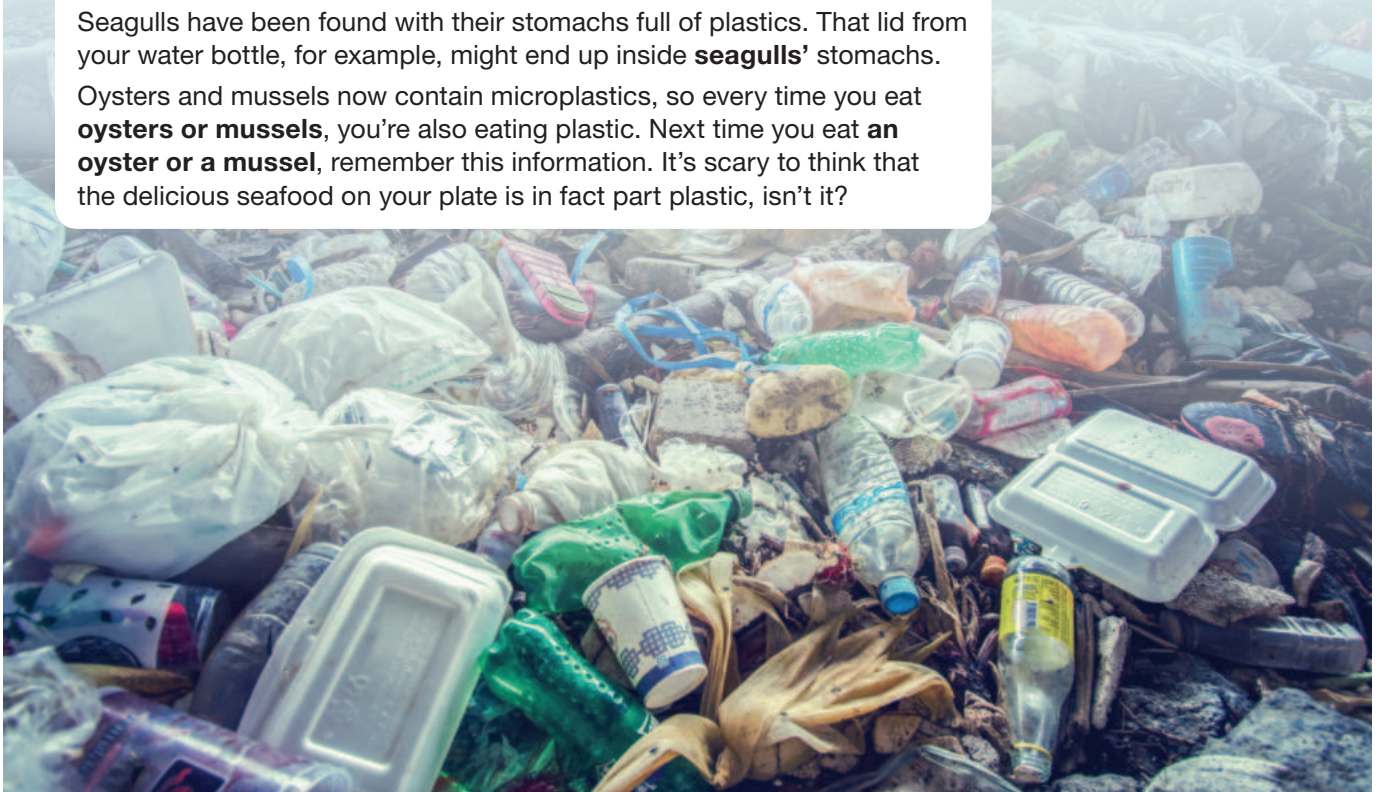
By now, we all know that plastic pollution is a major problem. In particular, **plastic pollution** creates a problem for our environment. Every year, we drop about eight million tons of plastic into our oceans – and **plastic** is killing fish, turtles, whales, dolphins, and many other marine animals. **Fish, turtles, whales, dolphins, and many other marine animals** are suffering, and we need to do something about **the suffering**.

Did you know?

Turtles eat plastic shopping bags, wrongly thinking **plastic shopping bags** are jellyfish?

Seagulls have been found with their stomachs full of plastics. That lid from your water bottle, for example, might end up inside **seagulls'** stomachs.

Oysters and mussels now contain microplastics, so every time you eat **oysters or mussels**, you're also eating plastic. Next time you eat **an oyster or a mussel**, remember this information. It's scary to think that the delicious seafood on your plate is in fact part plastic, isn't it?



B Now choose another pair of students to work with. Tell them one interesting thing you read about in the article. Try not to repeat the nouns or concepts in the article.

I was surprised to learn that plastics have been found ...

9.2 GRAMMAR

CONVERSATION STARTERS

Choose about five topics to ask your partner about. Your partner answers using a continuous infinitive. Score five points for every correct sentence. Then swap roles. Who has the most points at the end of the game?

What are you doing on the weekend?

Actually, on Saturday I'm going to be chilling out at home. I seem to be doing too much at the moment, and I just want some time to relax.

the weekend

your health

your family

our sleep

life in general

your
neighbors

the music
you're
listening to

your next
vacation

your studies

the food
you eat

your fitness

movies these
days

your
commute
to school
or work

your
ambitions

your plans
for the next
five years

your use of
social media

the
technology
you use

what you're
reading

traffic where
you live

your work
or job

tomorrow

public
transportation
in your town

the state of
the planet

your
friendships

your house or
apartment

10.1 GRAMMAR

LET'S CHANGE THE WORLD!

Work in small groups. Take turns choosing an expression from the box and an idea from the list to make a sentence. Your group has to think of an argument against your proposal.

- A What if everyone adopted a dog? Then there wouldn't be any strays!
- B Well, I don't agree. Imagine if everyone had a dog! You couldn't walk down the street.
- C I'd rather people had to adopt children. There are a lot of children without parents.
- D Also, supposing people can't afford to keep a dog. It's expensive to feed and take care of an animal.

What if ... It's high time ... If only ... Imagine if ... I'd rather ... Supposing ...

adopt a dog
ban plastic
do random acts of kindness
use only one language
volunteer for a good cause every week
donate 5 percent of income
stop driving cars
say "thank you" for everything
always focus on the good things
get off social media
stop eating fish
listen more, talk less
travel more responsibly
give more stuff away
tell the truth all the time
compliment strangers
have a vegetable garden
plant a tree

10.2 GRAMMAR

IT IS BELIEVED ...

A First, choose one of the activities and tell your partner what the benefits are without mentioning the activity itself. Use the phrases from the box and the information about the activities to make sentences. Your partner guesses which of these activities you are describing.

it would appear it is believed it would seem it is reported

A It would appear that this activity improves your self-esteem.

B Is it exercise?

A No. It is reported that this activity creates positive change in the world. ...



Exercise

- reduces risk of major illness by up to 50 percent
- boosts self-esteem
- improves sleep
- lowers the chances of memory problems in old age
- helps with weight control



Veganism

- becoming a popular lifestyle choice
- helps weight loss
- good for the environment
- prevents obesity
- increases vitamin levels



Mindfulness

- reduces anxiety and stress
- improves mood
- boosts your immune system
- protects you from age-related damage
- increases productivity at work
- improves relationships



Volunteering

- helps others
- creates positive change in the world
- looks good on a job application
- teaches you new skills
- improves your self-esteem



Travel

- makes you more creative
- teaches tolerance
- builds strength of character
- helps people understand each other
- puts everyday life into perspective



Language learning

- increases global understanding
- gives you more options
- improves your employment prospects
- improves memory
- protects against age-related health problems

B Now think of an activity that you enjoy or a subject that you know about. Write a short description using the phrases from the box above. Read your description to your partner. Your partner guesses the activity or subject.

11.1 GRAMMAR

IS EVERYONE OK?

Work in pairs. Take turns going through the board, completing the sentences with an appropriate form of the verbs in parentheses.

START 	The company _____ (have) offices around the world.	Everyone _____ (know) what the problem is.	If neither of these two plans _____ (appeal) to you, let's do something else.	Information _____ (be) slowly coming in.
Economics _____ (be) a popular college subject.	The phenomena _____ (be) explained in my new book.	Five dollars _____ (be) not enough to buy a new shirt.	_____ (be) anything wrong?	No one _____ (like) spicy food in my house.
The data _____ (show) that pollution is increasing.	Either black or gray _____ (look) best on you.	_____ (have) someone borrowed my phone?	Physics _____ (make) my brain hurt!	Something just _____ (bite) my leg.
My advice _____ (be) to go to the Mexican restaurant.	The group _____ (have) five members.	The library rules state that twenty-five cents _____ (be) the fine for late books.	What _____ (be) the criteria for the job?	Yay! My team _____ (win) at the moment.
Neither my mom nor my dad _____ (watch) movies.	Nothing ever _____ (happen) around here!	The class _____ (work) on a new project right now.	Either juice or coffee _____ (be) available.	The news today _____ (be) excellent!
Here are our friends. Finally, everyone _____ (be) here!	It seems like social media _____ (control) so much of my life these days.	Neither Bradley nor Katy _____ (get) homework from the teacher.	No one _____ (sound) as good as you when you sing.	FINISH 

11.2 GRAMMAR

DINOSAUR OR JELLYFISH?



Work in pairs. Read each sentence to your partner. Let them read the sentence if necessary. Your partner replaces the word *dinosaur* with *a, an, the*, or no article. Score one point for each correct answer.

Student A

- 1 I downloaded DINOSAUR great app today. It's DINOSAUR app that tracks my sleep.
- 2 What is that in DINOSAUR sky? Is it DINOSAUR airplane?
- 3 Our teacher told us DINOSAUR best joke I've ever heard yesterday.
- 4 If you mix DINOSAUR yellow and DINOSAUR blue, what do you get?
- 5 My mom wants to go on DINOSAUR trip. She'd love to visit DINOSAUR Eiffel Tower.
- 6 Tony read DINOSAUR report. DINOSAUR report was about advances in technology.
- 7 DINOSAUR color green is associated with DINOSAUR nature.
- 8 People who care about DINOSAUR environment are often kind.
- 9 What's DINOSAUR silliest thing you've ever done?
- 10 DINOSAUR heart pumps blood around DINOSAUR body.
- 11 I love DINOSAUR Italian restaurant on Main Street. I had DINOSAUR pizza there last night.
- 12 Did you see DINOSAUR sunset tonight? It was DINOSAUR most amazing color!



Student B

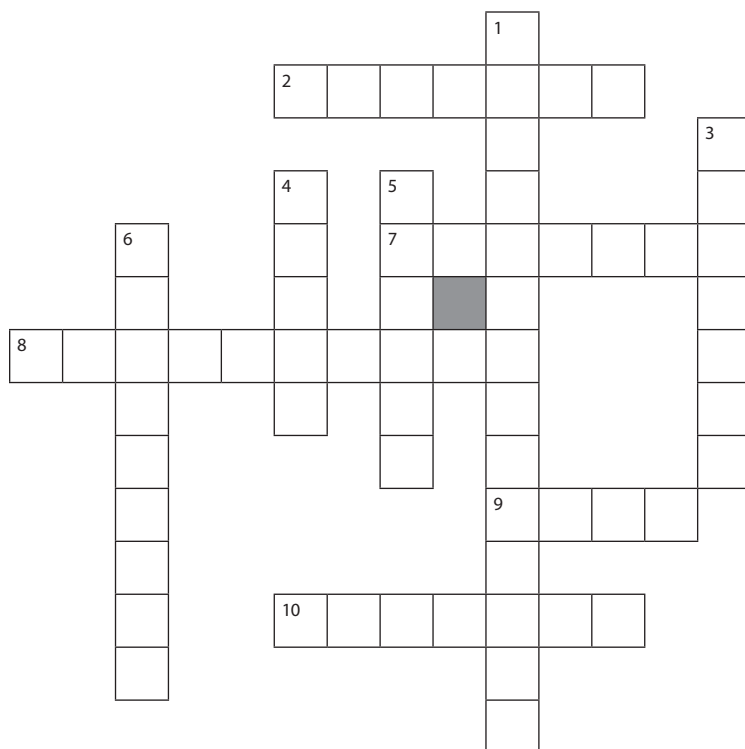
Work in pairs. Read each sentence to your partner. Let them read the sentence if necessary. Your partner replaces the word *jellyfish* with *a, an, the*, or no article. Score one point for each correct answer.

- 1 JELLYFISH people who care about JELLYFISH animals are often vegetarian.
- 2 Gavin wants to buy JELLYFISH new phone. He likes JELLYFISH X11, and it's on sale.
- 3 I dislike JELLYFISH diner on Franklin Street. I had a terrible breakfast there.
- 4 If you speak JELLYFISH English and JELLYFISH Spanish, do you sometimes mix up words?
- 5 What's JELLYFISH riskiest thing you've ever done?
- 6 I read JELLYFISH great article last night. It was JELLYFISH article about travel.
- 7 Have you been to JELLYFISH Caribbean? I think it's JELLYFISH most beautiful area.
- 8 Deena wrote JELLYFISH email to her friend. JELLYFISH email was sent to 63 people by mistake!
- 9 JELLYFISH plastic is associated with JELLYFISH pollution.
- 10 I have JELLYFISH weirdest dreams sometimes.
- 11 When astronauts drive on JELLYFISH moon, they use JELLYFISH lunar rover.
- 12 JELLYFISH blood with JELLYFISH oxygen is carried from your lungs to your heart.

12.1 GRAMMAR

CROSSWORD PUZZLE

A Work in pairs. First, complete the puzzle with a noun, adjective, or verb. Use the clues to help you.



Across

- 2 They _____ that we arrive no later than ten.
 7 The town _____ that you keep your dog on a leash in town.
 8 The authors said that it was _____ that we reduce our energy consumption.
 9 Our coach _____ that we arrive half an hour before the game.
 10 It is _____ that you take the medication regularly.

Down

- 1 The _____ that they take the subway was a good one.
 3 My manager _____ that all employees be on time.
 4 It is _____ that we protect our planet.
 5 We _____ tourists to get to the museum before 10 a.m.
 6 It is _____ that he get his car fixed as soon as possible.

B Now take turns making new sentences using the words in the puzzle and verbs in the present subjunctive. Score one point for each correct sentence you make.

12.2 GRAMMAR

TRICKY SITUATIONS

- A Take turns choosing a situation from the list. Read your situation to your group. The other students in the group take turns giving their opinion on the situation using the perfect infinitive with a modal verb (*may, might, could, should, would, must, can't*).

Student A I made some cookies and left them on the kitchen table. An hour later, they weren't there.

Student B I would have been furious!

Student C Your dog could have eaten them.

Student S You shouldn't have left them on the table.

I ran out of gas on the highway. It was so embarrassing.	When I arrived at the hotel I'd booked, they didn't have a room for me.	I think I lost my wallet on the way to school. It had \$50, a credit card, and my driver's license.	I went grocery shopping. When I returned to the parking lot, my car wasn't there.
I saw someone who looked like a childhood friend of mine, but I was too shy to say "hello."	I was expecting a friend to come for dinner. She never arrived, and she didn't call.	As I was falling asleep last night, I heard some weird noises.	My best friend got really annoyed at me, and I have no idea why.

- B Work in pairs. Use a perfect infinitive (*to have* + past participle) to complete the sentences using your own words. Then compare your sentences with another pair of students.

The explorer is thought to have reached the summit of Everest.

The cat is thought to have chased the dog.

The diamonds are thought to have been stolen from the museum.

- 1 I'm sorry _____.
- 2 We're delighted _____.
- 3 I'm glad _____.
- 4 You seem _____.
- 5 It appears _____.
- 6 We would have preferred _____.
- 7 I'm happy _____.
- 8 _____ is/are said _____.
- 9 _____ is/are reported _____.
- 10 _____ is/are thought _____.

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 USING ADVERBS TO ADD DETAIL

page T-221

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that this activity involves reading the definitions and then writing the missing letters to form adverbs. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the first definition aloud and elicit the correct answer: *drastically*. Direct Ss to write the missing letters in the spaces.
- **Do the task** A Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 drastically 2 inevitably 3 progressively 4 unquestionably
5 demonstrably

- **B** Read the instructions aloud. Ss write sentences using adverbs and their own ideas about the topic that follows.
- **Review** Ask Ss to share their sentences with the class.

1.2 TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

page T-222

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to match three clues with a vocabulary expression from the box. Give each S a worksheet. Read the expressions in the box and review pronunciation as needed. Complete the first item with Ss to model the activity. Read the first set of clues aloud and then elicit the correct answer: *computer-generated speech*. Direct Ss to write the word in the space provided.
- **Do the task** A Ss complete the task with a partner.
- Read the clues and ask volunteers to say the answers aloud.

Answers

1 computer-generated speech 2 artificial intelligence (AI)
3 chatbot 4 image recognition 5 voice activation
6 computer translation 7 beta version 8 facial recognition
9 operating system (OS) 10 virtual assistant
11 speech to text 12 working prototype

- **B** Read the instructions aloud. Ss choose six expressions from exercise A and write their own clues that describe examples of each type of technology. Circulate, monitor, and help Ss as necessary.
- **Review** Ask volunteers to share their sentences.

2.1 DESCRIBING PERSONALITY

page T-223

35 minutes

- **Prepare** Make copies of the worksheet and give one to each S.
- **Introduce** Explain that Ss will circle the correct adjective to complete each sentence. Complete the first item with Ss to model the activity. Write the first sentence on the board. Read the sentence aloud and emphasize the three options. Elicit the correct answer: *chatty*. Direct Ss to circle *chatty* for item 1.
- **Do the task** A Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 chatty 2 genuine 3 narrow-minded 4 sincere
5 accepting 6 talkative 7 antisocial 8 insensitive
9 Self-centered 10 aloof 11 open-minded 12 rigid

- **B** Read the instructions aloud. Ss work in pairs and put the adjectives from exercise A in the correct column. Then direct pairs to discuss which words are synonyms and antonyms and make a list.

Answers

Positive personality traits: genuine, sincere, accepting, open-minded

Negative personality traits: aloof, antisocial, chatty, insensitive, narrow-minded, rigid, self-centered, talkative

- **Review** Ss share their answers with the class.

Answers

Synonyms: aloof and antisocial; chatty and talkative; genuine and sincere

Antonyms: open-minded and narrow-minded

2.2 USING THREE-WORD PHRASAL VERBS

page T-224

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will unscramble the letters to write the three-word phrasal verb that matches the definition of the phrasal verb. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the definition aloud. Ask Ss to unscramble the letters to make the phrasal verb that matches. Elicit the answer: *run up against*. Direct Ss to unscramble the letters and then write the phrasal verbs in the spaces provided.

- **Do the task** A Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 run up against 2 come down to 3 face up to
4 fall back on 5 look down on 6 get through to
7 fit in with 8 mess around with 9 stand up for
10 put up with

- **B** Ss work individually to complete the sentences with the phrasal verbs from exercise A. Ss share their sentences with a partner.
- **Review** Ss take turns reading the sentences aloud with the correct phrasal verbs.

Answers

1 looks down on 2 stands up for 3 run up against
4 fit in with 5 comes down to 6 face up to
7 put up with 8 get along with 9 mess around with
10 fall back on

3.1 THOUGHT PROCESSES

page T-225

40 minutes

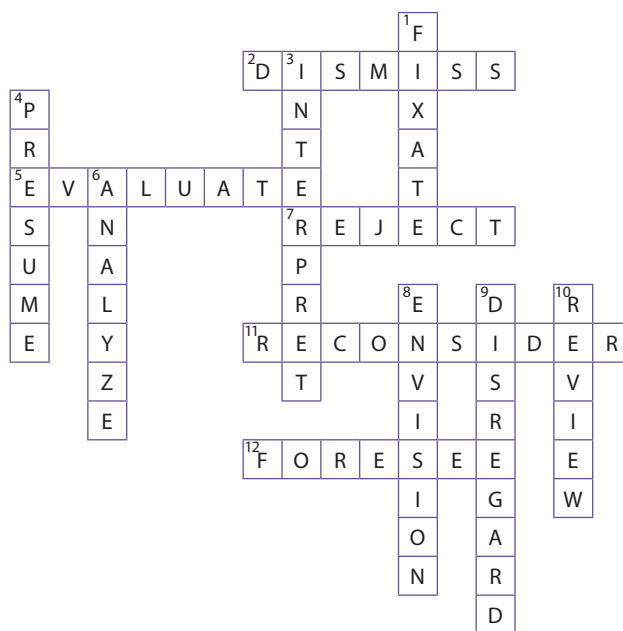
- **Prepare** Make copies of the worksheet and give one to each S.
- **Introduce** Explain to Ss that they will cross out words that do not belong in each category. Complete the first item with Ss to model the activity. Write the first category with its four words on the board. Emphasize that there are words that do not match the category. Read the category (thinking about the future) aloud and elicit the words: *evaluate* and *fixate*. Direct Ss to cross out the words *evaluate* and *fixate* for the first item.
- Point out that some items have two words that do not belong, and some have just one.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Read each category and ask volunteers to say which words they crossed out.

Answers

1 evaluate; fixate 2 reject 3 foresee; envision 4 fixate
5 review; presume

- **B** Read the instructions aloud. Ss complete the puzzle with words from exercise A.

Answers



- **Review** Call out the clues and ask volunteers to share their answers aloud.

3.2 DESCRIBING EMOTIONAL REACTIONS

page T-226

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will circle the correct reaction word for each conversation. Complete the first item with Ss to model the activity. Ask two volunteers to read A and B aloud. Reader B should emphasize the two choices in reaction words. Elicit the answer: *flustered*. Direct Ss to circle the word *flustered* on their worksheet. Then ask Ss whether the reaction is *positive*, *negative*, or *context dependent*. Elicit the answer: *negative*. Tell Ss to write *N* in the space provided.
- **Do the task** **A** Go over any unfamiliar vocabulary with Ss. Ss complete the task with a partner.
- Ask pairs of volunteers to read each conversation aloud and say the answer.

Answers

1 flustered – N 2 hysterical – CD 3 victorious – P
4 forgiving – P 5 harmless – CD 6 gracious – P
7 defensive – N 8 melodramatic – N 9 resourceful – P
10 mellow – P 11 spiteful – N 12 composed – P

- **B** Read the instructions aloud. Ss write true sentences about themselves using five to seven words from exercise A.
- **Review** Ask volunteers to share their sentences aloud.

4.1 DESCRIBING THINGS

page T-227

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they first circle the correct word to complete each sentence, and then find it in the puzzle. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to circle the correct word to complete the sentence. Elicit the answer: *elaborate*. Direct Ss to find the word in the puzzle.
- Highlight the pronunciation of *elaborate* as an adjective (ɪˈlæb-ə-rət) in contrast to the way it is pronounced as a verb (ɪˈlæb-ə-reɪt).
- **Do the task** A Ss work individually to complete the task. Check answers as a class.

Answers

1 elaborate 2 filthy 3 mammoth 4 stringy 5 circular
6 multicolored 7 miniature 8 ridged 9 flaky
10 cylindrical 11 spiral 12 delicate

a	d	e	l	i	c	a	t	e	m	h	e	s
n	f	l	x	r	i	m	o	p	u	r	f	p
e	j	a	k	f	t	b	x	m	l	h	i	i
j	o	b	m	k	i	s	e	i	t	g	l	r
h	p	o	l	e	f	r	n	n	i	t	t	a
s	t	r	i	n	g	y	a	i	c	w	h	l
i	m	a	m	m	o	t	h	a	o	s	y	b
d	q	t	o	q	x	h	s	t	l	f	o	r
n	l	e	a	s	f	i	b	u	o	k	f	i
d	b	u	g	u	a	d	m	r	r	l	l	d
c	i	r	c	u	l	a	r	e	e	j	a	g
p	r	j	q	p	t	w	g	k	d	t	k	e
c	y	l	i	n	d	r	i	c	a	l	y	d

- **B** Read the instructions aloud. Ss first categorize the words from exercise A in the chart. Direct them to leave room for nouns that will be modified by each of the describing words (adjectives). Ss then write nouns that logically can be described by each description word. Draw attention to the model answer.
- **Review** Ask Ss to share their answers with the class.

Answers

Qualities: elaborate, filthy, multicolored, flaky, delicate
Size: mammoth, miniature
Shape: stringy, circular, ridged, cylindrical, spiral

4.2 EYE IDIOMS AND METAPHORS

page T-228

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to replace the underlined words in each sentence with a phrase from the box. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the phrase from the box that best replaces *very suddenly*. Elicit the answer: *in the blink of an eye*. Direct Ss to rewrite the sentence with the phrase in the space provided.
- **Do the task** A Ss work individually to complete the task.
- Read the original sentences and then ask Ss to reread them with their answers.

Answers

1 in the blink of an eye 2 caught my eye
3 without batting an eye 4 turned a blind eye to
5 in the public eye 6 see eye to eye 7 feasted our eyes on
8 in my mind's eye 9 bird's eye view of
10 have eyes in the back of their head
11 keep her eyes on the prize

- **B** Read the instructions aloud. Ss choose five to seven expressions from exercise A and use their own ideas to write sentences.
- **Review** Ask volunteers to share their sentences with a partner.

5.1 DESCRIBING REMOTE PLACES

page T-229

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write a definition for each word. Encourage them to write as many definitions as they can without looking them up, but allow them to use a dictionary, their phone, or page 44 of the Student's Book if they need help.
- **Do the task** A Ss complete the task individually and then check definitions with a partner.
- Review definitions as a class.

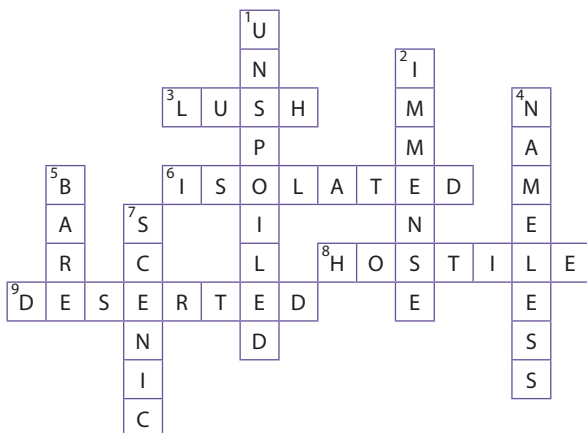
Suggested answers

1 made or done by an unknown person
2 left in a particular place or condition, usually forever
3 to have more than enough
4 unable to produce plants or fruit
5 unpleasant or more severe than is necessary
6 not near to other places
7 attractive in appearance
8 extremely big
9 as good as new; unchanged

- **B** Ss work individually to complete the puzzle with words from exercise A, and then check their answers with a partner.

Answers

Down: 1 unspoiled 2 immense 4 nameless 5 bare
7 scenic
Across: 3 lush 6 isolated 8 hostile 9 deserted



- **Review** Ask volunteers to take turns sharing their answers aloud.

5.2 TALKING ABOUT INFLUENCES

page T-230

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to complete each sentence with a word or phrase from the box. Point out that more than one word/phrase might be correct for some sentences and that some words/phrases (*impact, influence, force, and trigger*) can be nouns or verbs. For verbs, Ss will need to write the correct forms. Complete the first item with Ss to model the activity. Write the sentence and the blank on the board. Elicit the correct answer: *The increased tax rates have impacted the city's economy considerably.* Demonstrate that the word *influenced* can also be used.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Ask volunteers to take turns reading the complete sentences aloud.

Answers

1 influence/impact 2 impacted/influenced 3 force
4 motivate/force 5 trigger 6 impact/influence
7 consequence 8 source 9 triggered 10 result in
11 stem from 12 influence/impact 13 implications
14 forced

- **B** Ss work individually to identify each word they wrote in exercise A as a noun (N) or verb (V). Ss write one sentence for each of the words that can be both a noun and a verb (*impact, influence, force, trigger*). Ss share their sentences with a partner.

Answers

1 V 2 V 3 N 4 V 5 N 6 N 7 N 8 N 9 V 10 V
11 V 12 N 13 N 14 V

- **Review** Ask volunteers to share their answers and sentences with the class.

6.1 USING ADVERBS TO ADD ATTITUDE

page T-231

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain that Ss will circle the best adverb-adjective phrase to express the subject's attitude in each situation. Complete the first item with Ss to model the activity. Read the sentence aloud and elicit the correct answer: *incredibly helpful*. Direct Ss to circle the phrase and then write whether the phrase is positive, negative, or neutral next to each sentence. Elicit the correct answer: *opinion (O)*.
- **Do the task** A Ss work individually to complete the task, and then check with a partner.
- Check answers as a class.

Answers

1 genuinely surprised – P 2 understandably upset – N
3 immensely popular – P 4 highly unusual – NE
5 deeply anxious – N 6 utterly shocked – P
7 visibly shaken – N 8 remarkably calm – P
9 incredibly helpful – P 10 noticeably thrilled – P

- **B** Read the instructions aloud. Ss write five to seven sentences using adverbs from exercise A and other adjectives describing their feelings or opinions about things that have happened recently.
- **Review** Ask for volunteers to share their sentences aloud.

6.2 USING THE PREFIXES UNDER- AND OVER-

page T-232

50 minutes

- **Prepare** Explain to Ss that they will write the correct adjective with *under-* and *over-* based on the meaning of the sentence. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and direct Ss's attention to the adjectives in the box. Remind them that adding the prefix *under-* or *over-* changes the meaning of the adjectives and one will match the sentence. Elicit the correct answer: *overestimated*. Direct Ss to write the word next to the sentence.
- **Do the task** A Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 overestimated 2 overcrowded 3 underrated
4 overworked 5 overpaid 6 overconfident 7 overwhelmed
8 overpriced 9 underpaid 10 underwhelmed
11 underdeveloped 12 underpriced 13 overpriced
14 overrated 15 overdeveloped 16 underworked

- **B** Read the instructions aloud. Ss rewrite the sentences in exercise A with the *under-* and *over-* adjectives.
- **Review** Ask volunteers to share their sentences aloud. Not all sentences will be the same.

7.1 TALKING ABOUT ANCESTRY

page T-233

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters to spell the word correctly, and then write the word in the space to complete the sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence with the blank. Elicit the correct word from Ss and ask them to spell it: *inherit*. Direct Ss to unscramble the rest of the words and complete the sentences, changing the form of verbs if necessary.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 inherited 2 heritage 3 ancestry 4 genes 5 genetic
6 ethnic 7 genealogy 8 ancestors 9 adopted

- **B** Ss work individually and use five to seven words from exercise A to write sentences about their families. Ss read their sentences aloud to a partner.
- **Review** Ask volunteers to read aloud an example sentence for each word in exercise A.

7.2 TALKING ABOUT CUSTOMS AND TRADITIONS

page T-234

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will circle the correct expression to match each definition. Write the definition for item 1 on the board with the two choices. Read the definition aloud. Elicit from Ss the correct answer and circle it: *observe*. Leave the definition and circled word on the board.
- **Do the task** A Give each S a worksheet. Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 observe 2 keep alive 3 festivities 4 significance
5 ritual 6 honor 7 practice 8 symbolize 9 rite
10 pay tribute to 11 mark 12 signify

- **B** Ss work individually to complete the chart with their own information. Then they use the information they recorded in the chart to write a summary that describes their cultural practices. Remind Ss to refer to the words in exercise A.
- **Review** Ask Ss to share their summaries with the class.

8.1 TALKING ABOUT ATTENTION AND DISTRACTION

page T-235

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each sentence pair with one of the word pairs from the box. Read the word pairs from the box and point out that one word is a noun and the other is a verb. Complete the first item with Ss to model the activity. Elicit the correct answers: *distract* (a) and *distraction* (b). Direct Ss to write the words in the spaces to complete the sentences. Ask Ss to identify which word is a noun (*distraction*) and which word is a verb (*distract*) and to write N and V in the spaces provided.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1a interrupt – V 1b interruptions – N
2a concentration – N 2b concentrate on – V
3a distract – V 3b distraction – N
4a focus – N 4b focus on – V

- **B** Ss work individually to write sentences with the expressions using their own ideas. Ss then share their sentences with a partner.
- **C** Ss work individually to complete the sentence starters with their own ideas. Ss then discuss their ideas with a partner.
- **Review** Ss share the sentences they wrote for exercises B and C with the class.

8.2 EXPRESSIONS WITH GET

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each conversation with the correct expression with *get* from the box. Tell them they will need to change verb forms as necessary. Model the activity by reading the A line in the first conversation aloud. Direct Ss to look for the best expression in the box to complete the B line and elicit the answer: *got blown away*. Direct Ss to write the expression on their worksheet.
- **Do the task** A Ss complete the task with a partner.
- Check answers as a class.

Answers

1 got blown away 2 got the go-ahead 3 get accustomed to
4 getting complicated 5 got it right 6 getting at
7 got it straight 8 getting frustrated 9 got lost
10 get rid of 11 get attached

- **B** Ss work individually and choose six expressions with *get* from exercise A. Ss write sentences that are true for them and then share them with a partner.
- **Review** Ss share their sentences from exercise B with the class.

9.1 DISCUSSING HEALTH ISSUES

page T-237

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will read the definition and write the correct vocabulary word. Give each S a worksheet. Complete the first item with Ss to model the activity. Encourage Ss to refer to page 86 of the Student's Book if needed, and then elicit the correct answer that matches the definition: *blood pressure*. Direct Ss to write the word in the space provided.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 blood pressure 2 cardiovascular disease 3 chronic pain
4 cholesterol levels 5 circulation 6 digestion
7 immune system 8 internal organs 9 joints
10 sedentary lifestyle 11 side effect 12 posture

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A.

Answers

Features of the body: digestion, immune system, internal organs, joints

Medical issues: blood pressure, cardiovascular disease, chronic pain, cholesterol levels, circulation, side effects

Words associated with lifestyle: sedentary lifestyle, posture

- **Review** Ask volunteers to take turns reading their answers aloud.

9.2 DISCUSSING (LACK OF) SLEEP

page T-238

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will rewrite each question by replacing the underlined words with a phrasal verb from the box. Tell them to change the verb forms as needed. Model the activity by asking Ss the first question. Emphasize the underlined words in the question and ask Ss which phrasal verb in the box matches the meaning of those words. Elicit the answer: *wind down*. Then ask Ss to rewrite the question with the phrasal verb on their worksheet.

- **Do the task** A Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 wind down 2 pack 3 cut out 4 build up 5 keep you up
6 cut back on 7 fit into 8 rack up 9 adds up 10 drift off
11 slip away 12 drives

- **B** In pairs, Ss choose five to seven questions in exercise A. They ask each other the questions and answer with their own information.
- **Review** Ss share their partner's answers from exercise B with the class.

10.1 DISCUSSING GLOBAL FOOD ISSUES

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will circle the correct word to complete each sentence and then find it in the puzzle. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the correct word to complete the sentence. Elicit the answer: *foodstuffs*. Direct Ss to find the word in the puzzle.
- **Do the task** A Ss work individually to complete the task.
- **Review** Ss share their answers with the class. Display the puzzle on the board and ask Ss to circle the words as you go through each item.

Answers

1 foodstuffs 2 Grain 3 appetite 4 supply 5 consumption
6 superfood 7 cattle 8 shortages 9 livestock
10 nutritious 11 Cereal 12 fiber 13 wholesome

g	a	w	j	s	c	e	r	e	a	l	f	l	j
r	g	h	r	p	o	x	k	z	f	k	s	i	d
a	p	o	f	i	n	d	e	r	w	c	k	v	c
i	q	l	c	d	s	h	o	r	t	a	g	e	s
n	b	e	o	h	u	b	r	c	d	t	c	s	u
v	g	s	x	b	m	b	d	h	y	t	s	t	p
q	v	o	s	u	p	p	l	y	f	l	f	o	e
h	x	m	s	i	t	s	b	e	y	e	m	c	r
o	p	e	m	x	i	e	z	b	h	l	s	k	f
t	n	n	f	o	o	d	s	t	u	f	f	s	o
a	o	o	a	v	n	e	e	d	h	l	i	n	o
l	n	u	t	r	i	t	i	o	u	s	b	v	d
y	h	a	s	n	d	i	p	x	d	e	e	c	n
a	p	p	e	t	i	t	e	n	m	d	r	b	x

10.2 DISCUSSING GLOBAL ENERGY ISSUES

page T-240

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will read each definition and then write the correct word or phrase from the box. Complete the first item with Ss to model the activity. Elicit the correct answer: renewable. Direct Ss to write the word in the space provided.
- **Do the task** A Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 renewable 2 off-grid 3 energize 4 solar panels
5 biofuel 6 fossil fuel 7 self-sustainable 8 power
9 low-carbon 10 carbon footprint

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A, and then write five to seven sentences using as many of the words in the chart as they can with their own ideas.
- **Review** Ss share their answers and sentences from exercise B with the class.

Answers

Adjectives: low-carbon, off-grid, renewable, self-sustainable
Nouns: biofuel, carbon footprint, fossil fuel, power, solar panels
Verbs: energize, power

11.1 DESCRIBING COLOR ASSOCIATIONS

page T-241

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Tell Ss that they will circle the correct word that matches each definition. Explain that some definitions will have more than one answer. Model the activity by writing the first definition on the board and the three words. Ask Ss to look at the three possible answers. Elicit the correct answers: *convey*, *transmit*. Direct Ss to circle the words on their worksheet.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 convey, transmit 2 imply 3 reflect 4 resonate with
5 evoke, conjure up 6 capture

- **B** Ss work individually to circle the correct word to complete each sentence. Ss check their answers with a partner.

Answers

1 implies 2 resonated with 3 transmits 4 reflect
5 capture 6 evoke 7 convey 8 conjures up

- **C** Ss work individually to circle the correct adjective to match the type of color in each sentence. Then they rewrite the sentence using the circled word. Ss read their sentences to a partner.

Answers

1 muted 2 bold 3 vibrant 4 neutral 5 pastel
6 saturated

- **Review** Ask volunteers to share their rewritten sentences with the class.

11.2 COLOR EXPRESSIONS

page T-242

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write the color expression that matches what is described in each question. Model the activity by writing the first question on the board. Direct Ss to refer to page 110 of the Student's Book if needed. Elicit the answer: *cut through red tape*. Ss write the expression next to the question in item 1 on their worksheet.
- **Do the task** A Ss complete the task with a partner.
- Check answers as a class.

Answers

1 cut through red tape 2 see red 3 green party
4 green / a greenhorn 5 green thumb 6 in the red
7 get the green light 8 a greenhorn / green
9 caught red-handed 10 green around the gills 11 turn red

- **B** Ss work individually to answer the questions in exercise A with their own information. Remind them to use the color expressions in their answers. Ss then ask and answer the questions in pairs.
- **Review** Ask volunteers to share their partner's answers with the class.

12.1 TALKING ABOUT CHANGE

page T-243

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will choose the correct word to complete each sentence. Model the activity by reading the first sentence aloud. Elicit the answer: *transition*. Write the word *transition* on the board and ask Ss whether it is an adjective, noun, or verb (noun). Direct Ss to write *N* in the space next to the first sentence. Go over any unfamiliar vocabulary with the class.
- **Do the task** A Ss work individually to complete the task and then check with a partner.

- Check answers as a class.

Answers

1 transition – N 2 shake-up – N 3 undergo – V
 4 disruption – N 5 innovative – A 6 resistance – N
 7 implement – V 8 facilitate – V 9 adaptation – N
 10 innovations – N 11 embrace – V

- **B** Read the instructions aloud. Ss complete the sentences with their own ideas about change.
- **Review** Ask volunteers to share their ideas with the class.

12.2 DESCRIBING CHANGE

page T-244

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters in each item to describe the type of change mentioned in each sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence aloud. Elicit the correct word: *welcome*. Direct Ss to write the word in the space next to the first sentence.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 welcome 2 subtle 3 unforeseen 4 sweeping 5 abrupt
 6 refreshing 7 profound 8 fundamental 9 lasting
 10 desired 11 gradual 12 drastic 13 radical

- **B** Read the instructions aloud. Ask a volunteer to read the example sentence aloud. Ss use words from exercise A to describe some changes that can happen in each situation. Monitor and help as necessary.
- **Review** Ask volunteers to share their answers with the class.

1.1 VOCABULARY

USING ADVERBS TO ADD DETAIL

A Read the definition. Write the missing letters to form an adverb.

1 in a severe and sudden way

	r	a			i	c				
--	---	---	--	--	---	---	--	--	--	--

2 in a way that cannot be avoided

	n			i	t		b	l	
--	---	--	--	---	---	--	---	---	--

3 little by little

	r		g		e	s					y
--	---	--	---	--	---	---	--	--	--	--	---

4 without a doubt

u			u			t		o	n				
---	--	--	---	--	--	---	--	---	---	--	--	--	--

5 in a way that is able to be shown

	e			n	s			a	b		
--	---	--	--	---	---	--	--	---	---	--	--

B Write sentences using the adverbs and your own ideas about the topics.

1 increasingly / smartphones

_____.

2 potentially / the smart car revolution

_____.

3 ultimately / social services

_____.

4 gradually / computers

_____.

5 radically / the robot revolution

_____.

6 undoubtedly / raw material

_____.

7 comprehensively / quality of life

_____.

8 feasibly / talking robots

_____.

9 dramatically / modern technology

_____.

10 markedly / mobile phones

_____.

1.2 VOCABULARY

TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

A Match the clues with an expression from the box.

artificial intelligence (AI)	beta version
chatbot	computer-generated speech
computer translation	facial recognition
image recognition	operating system (OS)
virtual assistant	voice activation
speech to text	working prototype



1 designed or produced using a computer known as a voice output device translates written text into speech _____	2 part of the study of computer science sometimes called machine intelligence has some qualities that the human mind has _____
3 a computer program designed to have a conversation with a human happens over the internet _____	4 identifies objects by shape and size labels objects and categorizes them used in self-driving cars _____
5 similar to a voice recognition device quicker than manually typing out words useful for people who are driving _____	6 a form of language translation helps people translate language spell checkers are an example _____
7 something at its second stage of development customers are asked to use and test the product product problems are corrected at this stage _____	8 a software that can recognize images uses your face instead of using a password recognizes a digital image _____
9 a set of programs controls the way a computer works controls how the computer memory is used _____	10 a computer program or device understands spoken questions and answers designed to help you make plans _____
11 known as a voice output device translates written text into speech useful for those who cannot speak _____	12 the first example of something designed product is built and tested used to learn from or market to companies _____

B Choose six expressions from exercise A and write your own sentences describing an example of each type of technology.

2.1 VOCABULARY

DESCRIBING PERSONALITY



A **Circle** the correct adjectives for each sentence.

- 1 Sandra likes to talk. She can be pretty *antisocial* / *chatty* / *sincere* in class.
- 2 I think Mark is a *talkative* / *rigid* / *genuine* person. To me, he seems honest and sincere.
- 3 He's never willing to accept ideas that are different from his. He's very *aloof* / *narrow-minded* / *chatty*.
- 4 Henry says what he means. He's very *self-centered* / *sincere* / *accepting* with everyone.
- 5 I try to be tolerant and *insensitive* / *accepting* / *aloof* of people, no matter who they are.
- 6 I enjoy lively conversation, but some might say I'm too *sincere* / *accepting* / *talkative*.
- 7 Helen usually prefers to stay in on the weekends. She can be a little *aloof* / *open-minded* / *antisocial*.
- 8 He doesn't always think before he speaks and sometimes seems *genuine* / *open-minded* / *insensitive*.
- 9 *Self-centered* / *Sincere* / *Accepting* people are only interested in their own problems.
- 10 I find her to be *talkative* / *aloof* / *genuine* since she's not very friendly or involved in things.
- 11 People will think you're *open-minded* / *chatty* / *narrow-minded* if you consider different points of view.
- 12 Samantha's *rigid* / *accepting* / *antisocial* in her thinking. We're not going to be able to change her mind.

B Write the words from exercise A in the correct column. Which adjectives are synonyms? Which are antonyms?

Positive personality traits	Negative personality traits

2.2 VOCABULARY

USING THREE-WORD PHRASAL VERBS

A Unscramble the letters to make a phrasal verb that matches the definition.

1 experience difficulties: _____

u	n	r		p	u		g	a	t	i	n	s	a
---	---	---	--	---	---	--	---	---	---	---	---	---	---

2 be the most important part of: _____

o	c	m	e		w	d	n	o		o	t
---	---	---	---	--	---	---	---	---	--	---	---

3 deal with: _____

e	c	f	a		p	u		o	t
---	---	---	---	--	---	---	--	---	---

4 use something easy or familiar: _____

l	a	f	l		k	a	b	c		n	o
---	---	---	---	--	---	---	---	---	--	---	---

5 think you are better than someone: _____

o	l	o	k		w	o	d	n		o	n
---	---	---	---	--	---	---	---	---	--	---	---

6 communicate successfully: _____

t	g	e		h	r	h	g	u	o	t		o	t
---	---	---	--	---	---	---	---	---	---	---	--	---	---

7 feel that you belong: _____

i	f	t		n	i		t	w	i	h
---	---	---	--	---	---	--	---	---	---	---

8 make fun of: _____

e	s	m	s		d	r	o	n	u	a		h	t	w	i
---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---

9 defend: _____

n	s	d	a	t		u	p		r	o	f
---	---	---	---	---	--	---	---	--	---	---	---

10 tolerate: _____

t	u	p		p	u		i	w	t	h
---	---	---	--	---	---	--	---	---	---	---

B Complete each sentence with the correct phrasal verb from exercise A.

- My sister _____ me, even though we're twins and do most things equally well.
- Julia is an immigration lawyer. She _____ the rights of refugees in this country.
- When you have a disability, sometimes you _____ attitudes of intolerance.
- Although Manny was nervous about going to a new school, in the end he _____ his new classmates.
- She wants to help, but it _____ the amount of time she has during the week.
- Jaime's classmates will be disappointed, but he has to _____ the fact that he didn't do his part.
- As a parent, you have to _____ a lot of noise and chaos at home.
- I'm glad that I _____ my roommate. At first, it seemed like she was never going to listen to me!
- My friends and I love to _____ each other. No one gets offended. We all know it's in good fun.
- If chemistry is too hard for me, I can _____ my first major: biology.



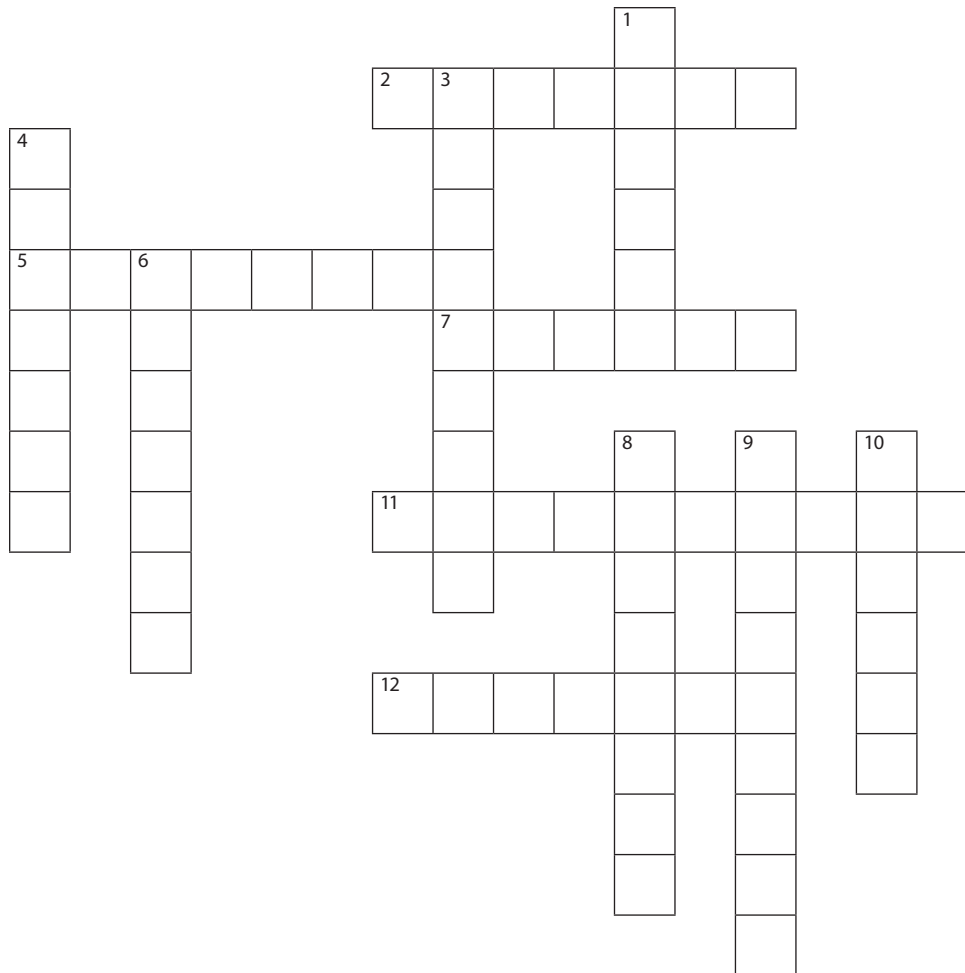
3.1 VOCABULARY

THOUGHT PROCESSES

A Cross out words that do not belong with each category.

- | | | | | |
|-------------------------------|----------|-----------|------------|-----------|
| 1 thinking about the future: | foresee | evaluate | envision | fixate |
| 2 examining something: | evaluate | interpret | analyze | reject |
| 3 re-examining something: | review | foresee | reconsider | envision |
| 4 not accepting something: | dismiss | fixate | reject | disregard |
| 5 thinking in a negative way: | fixate | review | presume | dismiss |

B Read the clues. Complete the crossword puzzle with words from exercise A.



Down

- 1 think about something too much and find it difficult to stop
- 3 examine something in order to explain the meaning of it
- 4 think that something is true, but with uncertainty
- 6 study or examine something carefully to learn more about it
- 8 imagine or expect that something is a likely or desirable possibility in the future
- 9 not allowing something to influence you, like advice
- 10 consider something in order to make changes to it or give an opinion about it

Across

- 2 refuse to consider an idea or opinion
- 5 consider or study the quality, importance, amount, or value of something
- 7 refuse to accept or agree with something, like an alternative scenario or suggestion
- 11 think again about a decision or an opinion and decide whether you want to change it
- 12 expect a future situation or event before it happens

3.2 VOCABULARY

DESCRIBING EMOTIONAL REACTIONS

A **Circle** the correct reaction for each conversation. Then write whether the circled adjective is positive (P), negative (N), or context-dependent (CD).

- 1 A Sorry, I'm late. I had the wrong address and got really confused.
B No wonder you look so *mellow* / *flustered*. _____
- 2 A I can't believe you won the lottery!
B I know. My husband got *hysterical* / *composed* and started jumping around and screaming. _____
- 3 A Your team finally won the world championship.
B Yes! They were *gracious* / *victorious* at last. _____
- 4 A Do you think she'll blame me for what happened?
B Not at all. She's a very *forgiving* / *melodramatic* person. _____
- 5 A I'm worried that our new boss is going to be difficult to work for.
B Don't worry. I know him and he's completely *harmless* / *spiteful*. _____
- 6 A He acknowledged the other nominees in his acceptance speech at the award ceremony.
B Yeah, he was *gracious* / *mellow* about his victory. _____
- 7 A When I asked her about her new role at work, she got upset with me.
B I wonder why she's so *harmless* / *defensive* about her promotion? _____
- 8 A It's not unusual for Susan to be very emotional when she watches a sad movie.
B You're right. She's always been a little *melodramatic* / *victorious*. _____
- 9 A Our manager is skilled at making good decisions in challenging situations.
B You're lucky. She sounds very *hysterical* / *resourceful*. _____
- 10 A I'm much more patient than I used to be.
B Me, too. I think age makes you more *flustered* / *mellow*. _____
- 11 A I know he was angry, but he shouldn't have mentioned the party because she wasn't invited.
B I know. That was a *spiteful* / *resourceful* thing to do. _____
- 12 A The family was pretty calm and low-key at the funeral.
B You're right. They all seemed quite *composed* / *defensive*. _____

B Choose five to seven reaction words from exercise A and use them in true sentences about yourself.



4.1 VOCABULARY

DESCRIBING THINGS

A **Circle** the correct words to complete the sentences below. Then find the words in the puzzle.

- 1 They planned the most *elaborate* / *circular* wedding for their friends and family.
- 2 The floor was *stringy* / *filthy* underneath the front door mat.
- 3 Cleaning up the oil spill is going to be a *miniature* / *mammoth* task.
- 4 If she doesn't wash her hair, it looks thin and *stringy* / *flaky*.
- 5 They built a *delicate* / *circular* pathway around their field.
- 6 They bought *ridged* / *multicolored* pillows to match the gray sofa.
- 7 She made a *miniature* / *spiral* table set for her daughter's dollhouse.
- 8 Corduroy is a fabric with a *ridged* / *filthy* texture.
- 9 The cheap paint became *mammoth* / *flaky* after a few hours of drying.
- 10 Some eggs are different in color and more *cylindrical* / *spiral* in shape.
- 11 Their house has a *stringy* / *spiral* staircase in the middle of the living room.
- 12 Peaches have *delicate* / *flaky* skin which can easily bruise.

a	d	e	l	i	c	a	t	e	m	h	e	s
n	f	l	x	r	i	m	o	p	u	r	f	p
e	j	a	k	f	t	b	x	m	l	h	i	i
j	o	b	m	k	i	s	e	i	t	g	l	r
h	p	o	l	e	f	r	n	n	i	t	t	a
s	t	r	i	n	g	y	a	i	c	w	h	l
i	m	a	m	m	o	t	h	a	o	s	y	b
d	q	t	o	q	x	h	s	t	l	f	o	r
n	l	e	a	s	f	i	b	u	o	k	f	i
d	b	u	g	u	a	d	m	r	r	l	l	d
c	i	r	c	u	l	a	r	e	e	j	a	g
p	r	j	q	p	t	w	g	k	d	t	k	e
c	y	l	i	n	d	r	i	c	a	l	y	d

B Categorize the words from exercise A in the chart. Then write a noun that could logically be described by each adjective.

Qualities	Size	Shape
<i>elaborate celebration</i>		

4.2 VOCABULARY

EYE IDIOMS AND METAPHORS

A Replace the underlined words in each sentence with a phrase from the box.

bird's eye view
catch someone's eye
feast your eyes on something
have eyes in the back of your head
in the blink of an eye
in the public eye
in your mind's eye
keep your eyes on the prize
see eye to eye on something
turn a blind eye to something
without batting an eye



- 1 The mother panicked at the grocery store because her son was gone very suddenly.

- 2 The title and color of the book made me notice it in the book store.

- 3 After she fell off the stage, she jumped right back up with no reaction at all.

- 4 Years ago, when I was in school, teachers often ignored bullying in their classrooms.

- 5 It's hard for her to do things without being noticed because she's known by a lot of people.

- 6 They didn't agree with each other on which car to buy.

- 7 We looked for a long time at the beauty of the valley all around us.

- 8 The way I imagine it, my grown-up daughter is still a little girl of six.

- 9 We climbed the tall tower for a wide look at the land below us.

- 10 Parents of young children need to know everything they're doing all the time.

- 11 She needs to stay focused on her goal of earning her degree.

B Write five to seven sentences with expressions from exercise A and your own ideas.

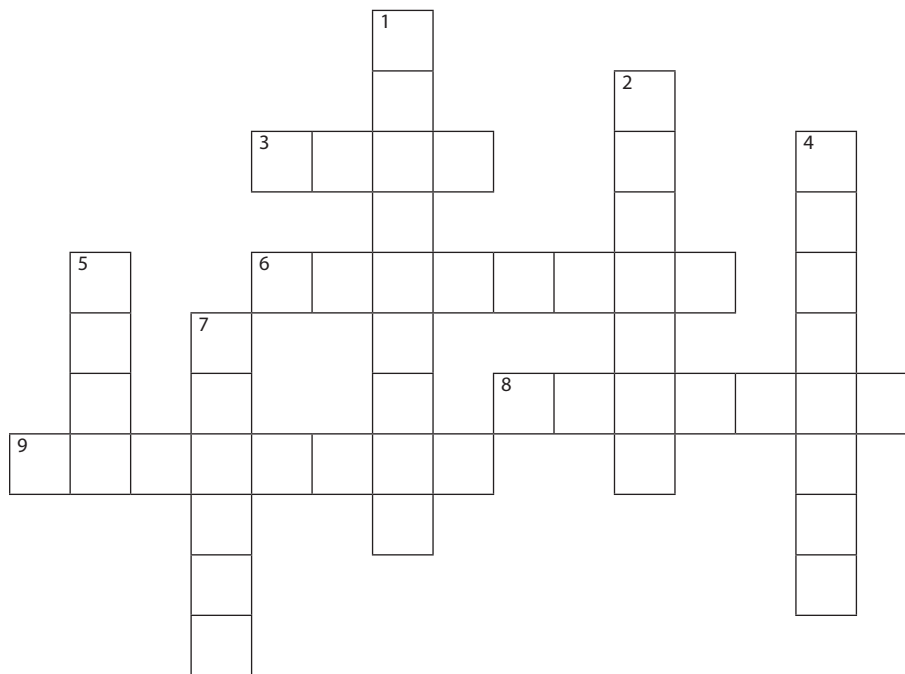
5.1 VOCABULARY

DESCRIBING REMOTE PLACES

A Write a definition for each word.

- 1 nameless: _____
- 2 deserted: _____
- 3 lush: _____
- 4 bare: _____
- 5 hostile: _____
- 6 isolated: _____
- 7 scenic: _____
- 8 immense: _____
- 9 unspoiled: _____

B Complete the clues using the words from exercise A. Then complete the puzzle.



Down

- 1 The water in the mountain stream is clean and _____.
- 2 The Sahara is an _____ desert, the largest in the world.
- 4 "The middle of nowhere" means a place that's _____.
- 5 The surface of the moon is mostly _____ and featureless.
- 7 It's a pretty town with a _____ view of the mountains.

Across

- 3 The forest is _____ with trees and other plants.
- 6 I feel alone and _____ living on this island.
- 8 This jungle is a _____ and dangerous rainforest.
- 9 No one lives in that old town. It's completely _____.

5.2 VOCABULARY

TALKING ABOUT INFLUENCES



A Complete the sentences with a word or phrase from the box. Some sentences have more than one correct answer, and some words and phrases can be used as nouns or verbs. Use the correct verb forms.

consequence	force	impact	implication	influence
motivate	result in	stem from	source	trigger

- 1 The threat of climate change should _____ environmental laws. _____
- 2 The increased tax rates have _____ the city's economy considerably. _____
- 3 Politicians are a great _____ for shaping the laws of the country. _____
- 4 Changing the work policy may _____ employees to work extra hours on the weekend. _____
- 5 For some people, eating too much sugar is a _____ for headaches. _____
- 6 Scientists believe greenhouse gases have a negative _____ on weather around the world. _____
- 7 As a _____ of not studying enough, she failed the exam. _____
- 8 The team is taking steps to find the _____ of the contagious disease. _____
- 9 He smelled smoke in the building, which _____ the fire alarm. _____
- 10 Living in isolation could _____ mental and emotional stress. _____
- 11 Many of his problems _____ a difficult childhood. _____
- 12 He has had a positive _____ on his students. _____
- 13 Budget cuts might have several _____ on community services. _____
- 14 The dangerous wildfire _____ many people to evacuate their homes. _____

B Identify the words in exercise A as nouns (N) or verbs (V). Then write eight sentences with your own ideas using the words that can be both a noun *and* a verb.

6.1 VOCABULARY

USING ADVERBS TO ADD ATTITUDE



A **Circle** the best adverb-adjective phrase for each situation described. Then write whether the phrase is positive (P), negative (N), or neutral (NE).

- 1 I was *deeply anxious* / *genuinely surprised* when I heard I had won the award. _____
- 2 I was *understandably upset* / *genuinely surprised* when I lost my passport on my vacation. _____
- 3 After the show, he felt *visibly shaken* / *immensely popular* when they asked for his autograph. _____
- 4 It would be *highly unusual* / *remarkably calm* for a cat to chase a dog up a tree. _____
- 5 Helen was *noticeably thrilled* / *deeply anxious* while waiting for the results of her test. _____
- 6 They were *incredibly helpful* / *utterly shocked* when they found out they had won the lottery. _____
- 7 She was *noticeably thrilled* / *visibly shaken* after the terrible accident. _____
- 8 Our dog was *remarkably calm* / *utterly shocked* during the storm. She slept right through it. _____
- 9 I forgot my wallet, so an *incredibly helpful* / *immensely popular* stranger paid for my train ticket. _____
- 10 He was *noticeably thrilled* / *understandably upset* about his promotion at work. _____

B Choose five to seven adverbs from exercise A and combine them with your own adjectives. Write sentences that describe your feelings or opinions about recent events.

6.2 VOCABULARY

USING THE PREFIXES *UNDER-* AND *OVER-*



A Write the correct adjective from the box with either the prefix *under-* or *over-* based on what each sentence describes.

confident	crowded	developed	estimate	paid
priced	rated	whelmed	worked	

	<i>under- / over-</i>
1 I thought more people were coming to the party. Now I have a lot of extra food.	
2 Popular tourist spots always have too many people. It's hard to take a good picture.	
3 Most people don't know what a good actor she is or don't give her enough credit.	
4 I'm tired because I'm spending about 16 hours every day at the office.	
5 We gave the repairman way too much money for very little work.	
6 He was certain he'd get the job because of his experience, but the company hired someone else.	
7 Everyone in the room was full of different emotions after hearing her heartbreaking story.	
8 The homes in the area are really nice, but they are too expensive.	
9 The employees talked to their boss about not getting a high enough salary for the work they do.	
10 I wasn't very impressed by the performance tonight.	
11 Some countries do not have access to clean water and reliable electricity.	
12 I think the restaurant is charging less to its customers than what the service and food is worth.	
13 I think the gym is charging more than it should for the amount of equipment it has.	
14 In my opinion, the singer is not as good as everyone says she is.	
15 The city is growing every year. I think it's getting too big.	
16 Some company executives don't have much responsibility despite their high position.	

B Rewrite the sentences in exercise A using the *under-* and *over-* adjective.

7.1 VOCABULARY

TALKING ABOUT ANCESTRY

A Unscramble the letters and write the word to complete the sentences. Change verb forms if necessary.

1 h i e i n t r

She _____ the color of her eyes and hair from her mother.

2 r e i h a e g t

My family honors our _____ by continuing the same traditions and practices from our culture.

3 e a s t y r n c

I was very surprised to discover that our family's _____ traces back to the royal family.

4 e s e g n

Scientists believe that certain diseases common in families are passed down in our _____.

5 c e t e i g n

A family's _____ history gives clues as to whether a child might be born with a disorder.

6 h n c t i e

A person's language and culture make up part of her _____ background.

7 n l a g y g e o e

He wants to study _____ to learn more about the people in his family, past and present.

8 e n s o t c a s r

Sam has many portraits of his _____ from the nineteenth century.

9 p d t o a

They legally _____ Raina and raised her as their daughter.

B Use words from exercise A to write five to seven sentences about you and your family.



7.2 VOCABULARY

TALKING ABOUT CUSTOMS AND TRADITIONS

A **Circle** the correct expression to match the definition.

- 1 to obey a law, rule, or custom
a observe b significance
- 2 to continue or maintain a practice
a pay tribute b keep alive
- 3 the parties, meals, and other social activities in which people celebrate a special occasion
a festivities b rites
- 4 the importance or meaning of something
a significance b practice
- 5 a set of fixed actions or sometimes words performed regularly, especially as part of a ceremony
a practice b ritual
- 6 to show great respect for someone, often in public
a honor b symbolize
- 7 something that is usually or regularly done, often as a habit, tradition, or custom
a festivities b practice
- 8 to represent something
a symbolize b observe
- 9 a set of fixed words and actions, often said and done as part of a formal or religious ceremony
a significance b rite
- 10 to praise and show admiration for someone, especially on a formal occasion
a pay tribute to b keep alive
- 11 to recognize an occasion or a place
a symbolize b mark
- 12 to represent or show the characteristic of a person, thing, or feeling
a honor b signify



B Complete the chart with your own information. Then use the information to write a summary that describes your cultural practices. Refer to the words in exercise A.

Traditions and customs you practice at home	Special festivities in your culture	Rituals associated with birth, marriage, and death in your country
1 _____ _____	1 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____	2 _____ _____
3 _____ _____	3 _____ _____	3 _____ _____

8.1 VOCABULARY

TALKING ABOUT ATTENTION AND DISTRACTION



A Complete the sentences with one of the word pairs from the box. Then write whether each word is a noun (N) or a verb (V).

concentration / concentrate (on)
focus / focus (on)

distraction(s) / distract
interruption(s) / interrupt

- 1 a My children always _____ me when I'm talking on the phone. _____
b I was able to work all morning without any _____ from my colleagues. _____
- 2 a The noise outside made _____ difficult. _____
b Jim closed the door so he could _____ his studying. _____
- 3 a Traffic accidents can _____ many drivers on the road. _____
b She turned off the TV because it was a _____. _____
- 4 a The _____ of this presentation is financial banking. _____
b I need to _____ getting this report done for tomorrow. _____

B Write sentences with the expressions, using your own ideas.

- 1 avoid distraction(s): _____
- 2 be / get distracted by: _____
- 3 get / stay focused on: _____
- 4 lose focus: _____
- 5 be / get interrupted by: _____

C Finish the sentences about attention and distraction with your own ideas.

- 1 You can improve your concentration by ...
- 2 If you constantly get interrupted when you are trying to stay focused, you should ...
- 3 It might be easier for people to get focused if they ...
- 4 The best way for you to avoid distractions is ...

8.2 VOCABULARY

EXPRESSIONS WITH *GET*



A Complete the conversations with the correct expressions from the box. Change verb forms as needed.

get accustomed to	get at	get attached	get blown away
get complicated	get frustrated	get it right	get it straight
get lost	get rid of	get the go-ahead	

- 1 **A** I was extremely impressed and overwhelmed by his performance.
B I _____ by it, too.
- 2 **A** I've been given permission to move forward on my new project at work.
B Great! I'm glad you _____.
- 3 **A** I'm still not used to the food in this country.
B Yeah, it can take a while to _____ it.
- 4 **A** Each new version of this software is more difficult to use.
B I know. It keeps _____.
- 5 **A** Did you answer the question correctly?
B Hmm, I'm pretty sure I _____.
- 6 **A** Do you understand what I mean?
B No, I'm not sure what you're _____.
- 7 **A** Did you figure out what the task demands?
B Yeah, we finally _____.
- 8 **A** I'm starting to become discouraged by the lack of support in my job.
B I can see why you are _____.
- 9 **A** I couldn't understand the main argument in her presentation.
B Me, neither. I _____ several times, too.
- 10 **A** I cleaned out my attic and threw out a lot of boxes.
B Good idea! I need to _____ a lot of things in my attic, too.
- 11 **A** In some ways, my dog really is my best friend.
B It's pretty normal to _____ to your pet.

B Choose six expressions from exercise A and write sentences that are true for you.

9.1 VOCABULARY

DISCUSSING HEALTH ISSUES



A Write the vocabulary word for each definition. Refer to page 86 to help you.

- 1 the force with which blood flows around your body: _____
- 2 an illness of the heart or blood vessels: _____
- 3 discomfort that continues for a long time: _____
- 4 the amount of a fatty substance found in the body tissue of animals: _____
- 5 the movement of blood inside the body: _____
- 6 the ability of the body to change food chemically for energy: _____
- 7 the body parts and processes that make it able to protect itself against infection: _____
- 8 parts within the body that perform particular functions: _____
- 9 the places where bones connect to each other: _____
- 10 a way of life with little exercise or physical activity: _____
- 11 an unpleasant result from taking medicine that's meant to help another problem: _____
- 12 the position of the body, especially the spine, while sitting or standing: _____

B Complete the chart with the words from exercise A.

Features of the body	Medical issues	Words associated with lifestyle

9.2 VOCABULARY

DISCUSSING (LACK OF) SLEEP

A Rewrite the questions by replacing the underlined words with a phrasal verb from the box. Change the verb forms as needed.

add up	build up
cut back on	cut out
drift off	drive (somebody to)
fit (something into)	keep (somebody up)
pack (something into)	rack up
slip away	wind down



- 1 How do you gradually relax after a long day doing work?

- 2 Do you usually schedule a lot of activities into your day?

- 3 Have you ever removed something from your diet to improve your health?

- 4 What can increase gradually in your body and eventually affect your health?

- 5 What are some things that prevent you from falling asleep at night?

- 6 What do doctors usually tell people to reduce in their diet to become healthier?

- 7 What are some activities that keep you healthy that you find time for during your day?

- 8 How many hours of work did you put in during your last shift?

- 9 What benefits of exercise gradually increase over time?

- 10 What activities make you gradually go to sleep?

- 11 What activities do you do that make time pass by?

- 12 What motivates people to make healthier lifestyle choices?

B Ask and answer five to seven questions in exercise A with a partner. Use your own information in your answers.

10.1 VOCABULARY

DISCUSSING GLOBAL FOOD ISSUES

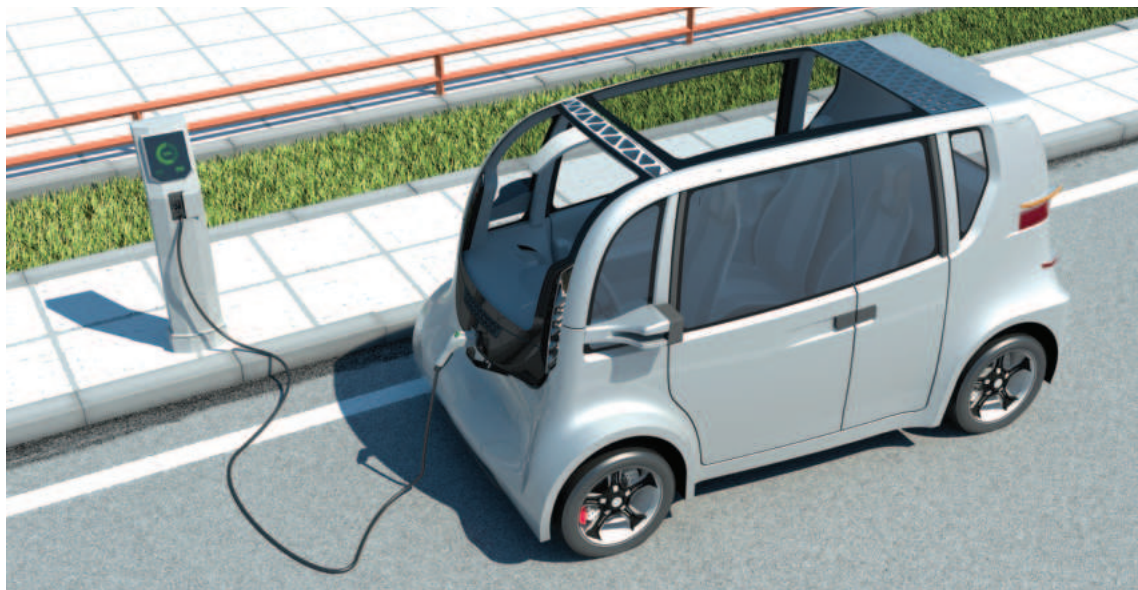
A **Circle** the correct word to complete the sentences. Then find the words in the puzzle.

- 1 Some people lack basic *foodstuffs* / *livestock* such as bread and milk.
- 2 *Superfood* / *Grain* is one of the main exports of the American Midwest.
- 3 You'll spoil your *appetite* / *consumption* for dinner if you have cake now.
- 4 Whenever she goes out with her baby, she always takes a large *supply* / *appetite* of baby food with her.
- 5 We need to cut down on fuel *shortages* / *consumption* if we want to improve the quality of air.
- 6 Blueberries are considered to be a *superfood* / *grain* because they are rich in vitamins.
- 7 Dairy and beef *foodstuffs* / *cattle* consume a lot of grains.
- 8 The long hot summer has led to serious water *shortages* / *supplies*.
- 9 Cows, pigs, sheep, and goats are common *cattle* / *livestock* found on farms.
- 10 Raw spinach is especially *nutritious* / *essential*.
- 11 *Fiber* / *Cereal* is a food made from grain and eaten with milk, especially in the morning.
- 12 Doctors recommend a diet of fruits, vegetables, and grains that are high in *superfood* / *fiber*.
- 13 Eating *wholesome food* / *cereal* food is likely to improve your life physically, morally, or emotionally.

g	a	w	j	s	c	e	r	e	a	l	f	l	j
r	g	h	r	p	o	x	k	z	f	k	s	i	d
a	p	o	f	i	n	d	e	r	w	c	k	v	c
i	q	l	c	d	s	h	o	r	t	a	g	e	s
n	b	e	o	h	u	b	r	c	d	t	c	s	u
v	g	s	x	b	m	b	d	h	y	t	s	t	p
q	v	o	s	u	p	p	l	y	f	l	f	o	e
h	x	m	s	i	t	s	b	e	y	e	m	c	r
o	p	e	m	x	i	e	z	b	h	l	s	k	f
t	n	n	f	o	o	d	s	t	u	f	f	s	o
a	o	o	a	v	n	e	e	d	h	l	i	n	o
l	n	u	t	r	i	t	i	o	u	s	b	v	d
y	h	a	s	n	d	i	p	x	d	e	e	c	n
a	p	p	e	t	i	t	e	n	m	d	r	b	x

10.2 VOCABULARY

DISCUSSING GLOBAL ENERGY ISSUES



A Write the correct word or phrase from the box to match the definitions.

biofuel	carbon footprint	energize	fossil fuel	low-carbon
off-grid	power	renewable	self-sustainable	solar panels

- 1 able to be replaced quickly and easily: _____
- 2 not connected to main utilities; having your own power and water supply: _____
- 3 to raise the energy in something: _____
- 4 flat objects that absorb and use the sun's energy to provide power to objects: _____
- 5 an energy source made from the waste of living things: _____
- 6 an energy source produced within the earth from plant and animal remains: _____
- 7 an activity that can continue on its own without support: _____
- 8 the energy produced from chemical or physical processes: _____
- 9 describes the level of car emissions: _____
- 10 the amount of carbon dioxide produced by the activities of a person or group: _____

B Complete the chart to categorize the words from exercise A. Then write five to seven sentences using as many of these words as you can with your own ideas.

Adjectives	Nouns	Verbs

11.1 VOCABULARY

DESCRIBING COLOR ASSOCIATIONS

A **Circle** the correct word or phrase that matches each definition. Some have more than one answer.

- | | | | |
|---|---------------|---------------|------------|
| 1 communicate beliefs, ideas, feelings, or knowledge: | convey | imply | transmit |
| 2 suggest or give the impression: | reflect | capture | imply |
| 3 accurately represent something: | transmit | reflect | evoke |
| 4 make you think of a similar experience or memory: | reflect | resonate with | capture |
| 5 cause someone to remember or imagine: | resonate with | evoke | conjure up |
| 6 perfectly represent an idea or feeling: | imply | transmit | capture |

B **Circle** the correct word or phrase to complete each sentence.

- In some cultures, the color purple *captures* / *implies* royalty and power.
- The movie *resonated with* / *conjured up* many people in the audience.
- His poetry *evokes* / *transmits* his religious devotion to his readers.
- The statistics accurately *reflect* / *convey* a change in people's spending habits.
- The gray and brown shades in the picture *resonate with* / *capture* the mood during the Great Depression.
- The blue and yellow colors in the room *evoke* / *imply* the warm feeling of a beach in me.
- Training is an effective way to *reflect* / *convey* information and its importance.
- That smell always *conjures up* / *transmits* memories of my old school.



C **Circle** the correct adjective to match the type of color in each sentence. Then rewrite the sentence using the word.

- | | | |
|---|---------|-----------|
| 1 She wore a blue dress that wasn't very bright. | muted | neutral |
| 2 He always uses bright and strong colors in his paintings. | pastel | bold |
| 3 The bright orange couch filled the room with color. | vibrant | muted |
| 4 She often dresses in beige, black, or gray colors. | bold | neutral |
| 5 Many people paint their baby's room in soft, pale colors. | pastel | vibrant |
| 6 They painted the kitchen in a pure red color. | muted | saturated |

11.2 VOCABULARY

COLOR EXPRESSIONS



A Write the color expression that matches what is described in each question.

- 1 Have you ever had to fill out a lot of paperwork to get approved for something? _____
- 2 What are some annoying things people do that make you really angry? _____
- 3 Is there a political organization in your country that is especially concerned with environmental issues? _____
- 4 Was there ever a time you felt too new to a situation to be taken seriously? _____
- 5 Do you have a lot of skill when it comes to taking care of plants? _____
- 6 When was the last time you overspent your budget? _____
- 7 Have you ever had to wait for permission to move ahead on a project? _____
- 8 Have you ever had to train someone who was inexperienced? _____
- 9 Do you know anyone who was ever been stopped while doing something illegal? _____
- 10 When was the last time you looked pale and ill because you were not feeling well? _____
- 11 Does your face change color when you are angry or embarrassed? _____

B Answer the questions in exercise A with your own information. Use the color expressions.

12.1 VOCABULARY

TALKING ABOUT CHANGE



A **Circle** the correct word to complete each sentence. Then write whether it is an adjective (A), a noun (N), or a verb (V).

- 1 Changing jobs can be a rewarding but challenging *transition* / *disruption*. _____
- 2 The CEO's resignation is going to cause a big *shake-up* / *adaptation* at our company. _____
- 3 Delia has to *embrace* / *undergo* a performance review at work this week. _____
- 4 Anytime we need to upgrade our software, it is a major *resistance* / *disruption* to our work. _____
- 5 Allowing patients to use a tablet to register at clinics is *innovative* / *disruptive*, but is it the best practice? _____
- 6 She put up some *adaptation* / *resistance* to the changes in her work schedule. _____
- 7 The company will *undergo* / *implement* the new system next month. _____
- 8 Mark is going to help *shake-up* / *facilitate* the health and safety training program at work. _____
- 9 The documentary is about human *adaptation* / *disruption* to sudden changes. _____
- 10 There have been many technological *transitions* / *innovations* that change the way we live. _____
- 11 Younger consumers are often eager to *undergo* / *embrace* new products. _____

B **Complete the sentences with your own ideas about change.**

- 1 The hardest change to embrace is _____.
- 2 I put up the most resistance to change when _____.
- 3 The biggest shake-up I've ever heard about is _____.
- 4 Studying English would be better if I didn't have to undergo _____.
- 5 The most consistent disruption when I'm trying to concentrate is _____.

12.2 VOCABULARY

DESCRIBING CHANGE

A Unscramble the letters to describe the type of change mentioned in each sentence.

1 e l c m w o e

I'm so pleased to hear we are going to have more vacation time at work this year.

2 l u s t b e

There's a small but important difference between the two versions of the plan.

3 e n u f e e o s r n

If there are unexpected problems, the project might be delayed until the spring.

4 w e s p e g i n

They have to make big cuts in their budget, which will affect a lot of people.

5 r a b u t p

The weather suddenly changed from a warm and sunny day to a cold and snowy one.

6 e f g e h s i n r r

The new building is pleasingly different and interesting compared to the others in the complex.

7 r u p o d n o f

His mother's death had a deep effect on him.

8 e f d u m n a n l a t

The new tax laws have had a major impact on the way we manage our business.

9 t a l n s g i

The earthquake was so powerful that it forever changed the direction the river flowed.

10 s r d i e e d

The city's bike riders are thrilled with the long-awaited changes to the road system.

11 u a d a l r g

There has been a slow improvement in air quality over the years.

12 d s r a t c i

The employees are faced with a 50 percent cut in pay.

13 a i d l a c r

She cut her hair short and dyed it purple for the party.

B With a partner, describe some changes that can happen for each situation in the box. Use words from exercise A.

aging

moving to another country

urban development

winning the lottery

changing careers

retiring from work

weather

With aging, there can be drastic changes to you health, and they can be difficult to recover from ...



Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 ROBOT HELPERS

page T-249

Group work

Unit 1 vocabulary: Using adverbs to add detail; Talking about developments in technology

Unit 1 grammar: Commenting adverbs with future forms; Future perfect and future continuous

30 minutes

- **Prepare** Make one copy of the worksheet for each group of three.
- **Introduce** Read the introduction to the task and ask the class for some examples of what robot helpers of the future could do.
- **Do the task** Organize Ss into groups of three. Give each group a worksheet.
- Explain that Ss will imagine they work for a company that makes robot helpers and will come up with a marketing plan to sell the robot helpers into homes. Assist with any problems or questions Ss have.
- Give Ss 15–20 minutes to have their conversations. Circulate and monitor to make sure they are using target language.
- **Review** When everyone has completed the activity, have groups share some ideas mentioned in their conversations.
- **Follow-up** For homework, have Ss think of at least one other example for using AI in the future. Examples might be robot pets, robot doctors and surgeons, self-driving cars, robot sports teams, etc. Have volunteers explain how AI would work in their example.

UNIT 2 PERSONALITY QUIZ

page T-250

Individual/Pair work

Unit 2 vocabulary: Describing personality; Using three-word phrasal verbs

Unit 2 grammar: Uses of *will*; Uses of *would*

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss they are going to write a personality quiz to give to a classmate. Ask the class to give some examples of types of personality quizzes. Encourage them to be creative.
- **Do the task** Give each S a worksheet. Have a S read the instructions aloud. Then go over the questions and examples and explain any unfamiliar words.
- Make sure Ss understand that for each item, the personality trait they want to be scored highly should go in the blank next to the letter *a*; the personality trait they want to be scored low should go in the blank next to the letter *c*.

- Allow Ss 15 minutes to write their quizzes. Circulate and help them to incorporate the personality vocabulary and phrasal verbs. You may allow pairs who choose the same topic to work on their quizzes together.
- Give Ss five minutes to exchange quizzes with a partner and take the quiz. Circulate through the class and help.
- After five minutes, ask them to score their quiz and then find a new partner to discuss their answers. Remind Ss to use *will* and *would* to describe behaviors, make predictions, and make assumptions.
- **Review** Have Ss compare quizzes and the descriptions of different personality types. Ask volunteers to share with the class whether they thought the quizzes they took accurately reflect their personalities.
- **Follow-up** For homework, ask Ss to revise their quiz to improve it. Then they should give their quiz to a friend or family member to take. How were their new results? What changes did they make to improve their original quiz?

UNIT 3 MY BAD DAY

page T-251

Pair work

Unit 3 vocabulary: Describing emotional reactions

Unit 3 grammar: Variations on past unreal conditionals; Commenting on the past

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Cut the worksheets in half and give each pair a Student A and a Student B part. Draw Ss' attention to the pictures. Ask *What is happening in each picture?* Elicit responses from volunteers. Tell Ss they will have two conversations with a partner. In one, they will play the role of one of the people in each picture telling what happened, and in the other, they will play the role of a friend listening to the story.
- **Do the task** Give pairs ten minutes to prepare their roles in each conversation.
- Ss role play their conversations. Circulate and help with any language questions. Allow ten minutes to talk about the accident in the restaurant and then signal for Ss to switch to talking about the car accident. Remind them to use the phrases on the page and vocabulary they learned in Unit 3 to describe emotional reactions.
- **Review** Ask Ss about their conversations. How did each S describe their situations? How did each S offer reassurance to their partners?
- Ask volunteer pairs to role play one of their conversations for the class. Have the class discuss which reactions were the most interesting/appropriate.

- **Follow-up** For homework, have Ss think of a time in their own lives when they were involved in an embarrassing or unfortunate situation. Direct them to prepare for telling the story to the class using the language they learned in the unit.

UNIT 4 THE WAY I SEE IT ...

page T-252

Pair work/Whole class activity

Unit 4 vocabulary: Eye idioms and metaphors

Unit 4 grammar: Quantifiers and prepositions in relative clauses; Noun clauses with question words

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Explain to Ss that they will debate with a partner which activity from the pictures depends on eyesight the most. Make sure Ss understand what each picture depicts.
- **Do the task** Organize the class into pairs. Go over the instructions and grammar and clarify expectations as needed. Remind Ss to use the phrases in the boxes in their conversations, when possible.
- **A** Give both Ss in each pair time to describe the photo they chose and defend why the activity relies on eyesight more than the others. Partners will argue for their own picture and offer different points of view.
- **B** Students take turns describing the other photos and share different points of view from their partner.
- Circulate, monitor, and assist with any language questions.
- **Review** When pairs have completed the activity, combine pairs into small groups of four to six. Ask each S to defend one photo, based on what they discussed earlier. Have the group choose which argument was the most convincing.

UNIT 5 ALONE IN THE CROWD

page T-253

Small groups

Unit 5 vocabulary: Describing remote places

Unit 5 grammar: Participle phrases in initial position; Reduced relative clauses

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will discuss places in their city or town where they can be alone. Ask Ss to name a few places that seem remote.
- **Do the task** Divide the class into small groups of four to six. Give each S a copy of the worksheet. Go over the instructions and clarify any problems. Point out the examples of vocabulary and grammar in the sample conversation.
- **A** Groups discuss the places. Circulate, monitor, and help with any questions on language.
- **B** After 15 minutes, ask groups to share some of their ideas. Answer the questions as a class.

- **Follow-up** For homework, ask Ss to visit one of the remote places they talked about in their group, if possible. They report back to the class about it in the next meeting.

UNIT 6 SURPRISING EVENTS

page T-254

Pair work/Group work

Unit 6 vocabulary: Using adverbs to add attitude; Using the prefixes *under-* and *over-*

Unit 6 grammar: Clefts; Question words with *-ever*

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Explain that they will tell a partner the story of the surprise that is depicted in one of the pictures. Organize the class into pairs.
- **Do the task** Organize the class into pairs. Give each S a copy of the worksheet.
- **A** Allow partners to decide who will talk about which picture or simply assign the picture by counting partners off one, two. Give Ss five minutes to prepare their stories and direct them to incorporate as much language from the boxes as possible.
- Partners tell each other the stories of the surprises in the pictures. Circulate, monitor, and help with language as necessary.
- **B** After ten minutes, put Ss into groups of three to six. Have Ss present their stories to the group. Remind them to discuss which stories were the most creative and the most surprising. Have each group choose a story to share with the class.
- **Follow-up** For homework, ask Ss to think about a time in their lives when they were surprised by something. They should prepare the story and tell it to the class at the next meeting.

UNIT 7 MY FAMILY STORY

page T-255

Pair work

Unit 7 vocabulary: Talking about ancestry; Talking about customs and traditions

Unit 7 grammar: Negative and limiting adverbials; Fronting adverbials

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will make an outline to tell a story about their family and then share it with a partner. To tell the story and to respond to hearing their partner's story, they should use the phrases on the worksheet and any others from the unit.
- **Do the task** **A** Give each S a copy of the worksheet. Read the instructions aloud and clarify the directions as needed.

- Give Ss ten minutes to prepare their outlines. Circulate, monitor, and help with language.
- **B** Put Ss into pairs. Have them take turns telling their family stories to each other.
- Remind Ss who are listening to use the phrases on the worksheet to respond to their partner's story. Then Ss switch roles of storyteller and listener.
- After 15 minutes, ask for volunteers to share their stories with the class. Write the phrases they use on the board.
- **Follow-up** For homework, Ss ask someone they live with to tell them a story about their family. They can retell it at the next class meeting.

UNIT 8 PITCHING SOLUTIONS

page T-256

Pair work/Group work

Unit 8 vocabulary: Talking about attention and distraction; Expressions with *get*

Unit 8 grammar: Phrases with *get*; Phrases with *as*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss they will each create a solution to an attention-span problem. Working in pairs, Ss choose one problem to solve and then decide what the best strategy is to address that problem. Remind Ss of the vocabulary for talking about attention and distractions on page 76.
- **Do the task** **A** Ss choose a partner. Give each S a copy of the worksheet. Go over the instructions and clarify any questions. Give pairs five minutes to choose a problem to solve.
- **B** Give Ss ten minutes to answer the questions individually. Pairs then discuss their ideas and agree on a single strategy to address the distraction.
- **C** Combine pairs into groups of four. One pair of Ss presents their distraction problem to the group. Then each S pitches their solution to the other two. Tell Ss their pitches should be two minutes or less.
- **D** After all of the pitches have been presented, groups discuss which one is the best solution to the problem. Encourage Ss to reply with phrases with *as* and *get*.
- **Follow-up** For homework, Ss keep track of how many times and how many ways they get distracted in an evening. They come up with a solution to these distraction problems and present them to the class at the next meeting.

UNIT 9 LEARNING ABOUT LIFESTYLE

page T-257

Pair work/Group work

Unit 9 vocabulary: Discussing health issues; Discussing (lack of) sleep

Unit 9 grammar: Referencing; Continuous infinitives

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will write a short questionnaire and interview four of their classmates about their lifestyle.
- **Do the task** **A** Give each S a copy of the worksheet. Go over the instructions and vocabulary and answer any questions. You might want to assign topics to different groups so all three – sleep, exercise, and diet – are covered.
- Give Ss five minutes to write four questions about their topic. Circulate, monitor, and help with vocabulary.
- **B** Give Ss ten minutes to circulate and interview four classmates with their questions. Remind them to ask follow-up questions and take notes.
- **C** When everyone has completed their interviews, put Ss into groups of the same topic. Ss summarize their findings for their group. Together the group comes up with solutions to problems they identified. Groups present their ideas to the class.
- **Follow-up** For homework, ask Ss to interview a friend or family member about some aspect of their lifestyle and report back to the class.

UNIT 10 REINVENTING FOOD CONSUMPTION

page T-258

Pair work

Unit 10 vocabulary: Discussing global food issues; Discussing global energy issues

Unit 10 grammar: Simple past for unreal situations; *It* constructions

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will role play conversations about reducing food waste. In groups, they will choose the role of restaurant owner, food bank and soup kitchen administrator, or government official. Make sure Ss understand what each of these roles are, and have them check online if necessary.
- **Do the task** Divide the class into groups of three or six, so each role can be filled once or twice. Give each S a copy of the worksheet. Go over the instructions and answer any questions.
- **A** Give Ss ten minutes to work individually to prepare their suggestions for reducing food waste and take notes.
- Then groups have their discussion. To have their conversation, remind Ss to refer to the phrases for defending an opinion on page 103.

- **B** After 15 minutes, ask groups to share some of their ideas with the class.
- **Follow-up** For homework, ask Ss to research some ways local or chain restaurants are reducing food waste and to report back to the class at the next meeting.

UNIT 11 TRUE COLORS

page T-259

Pair work

Unit 11 vocabulary: Describing color associations; Color expressions

Unit 11 grammar: Subject-verb agreement; Articles

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets into two parts: one for Student A and one for Student B.
- **Introduce** Explain to Ss that they will interview their partner about color associations. To have a conversation, Ss will need to refer back to language used in Unit 11 of the Student's Book.
- **Do the task** Divide the class into pairs. Give each pair both halves of the worksheet. Go over the instructions and answer any questions. Give an example on how to fill in the word web, e.g., *For me, red is a bold color associated with energy. So I would write: bold, sports, energy, speed.* Point out that Ss should write their favorite color in the last bubble. (If their favorite color is already displayed, ask them to choose a color that isn't.)
- **A** Give Ss five minutes to complete the word web. Circulate, monitor, and help with vocabulary.
- **B** Pairs exchange word webs. Give Ss ten minutes to write four or five questions about their partner's ideas. Direct Ss to the words describing color associations on page 108 of the Student's Book and to the phrases for responding to questions on page 113 to help them formulate questions.
- Give Ss ten minutes each to take turns interviewing each other using their questions.
- Ask volunteers to share their partner's answers to the questions in exercise B with the class.
- **Follow-up** For homework, have Ss research information about their favorite color online. Tell them to find English phrases that use the color word as well as company logos or country flags that have it. Ss report back on their color to describe new associations they've discovered.

UNIT 12 LIFE CHANGES

page T-260

Pair work

Unit 12 vocabulary: Talking about change; Describing change

Unit 12 grammar: The present subjunctive; Perfect infinitive
40 minutes

- **Prepare** Make one copy of the worksheet for each group of four (two pairs). Cut the worksheets into two parts: one for Pair A and one for Pair B.
- **Introduce** Explain that Ss will work with a partner to make up a story about someone whose life events are shown in the pictures. Then they will tell the story to another pair as if it had been told to them by the person in the story.
- **Do the task** Organize the class into groups of four, and then direct groups to decide who will be Pair A and who will be Pair B. Give each group both halves of the worksheet. Go over the instructions and phrases and clarify any questions. Review the unit grammar and vocabulary to remind Ss to use it in their stories.
- **A** Give Ss time to create their story and rehearse with their partner. Circulate, monitor, and help with any language questions. Make sure Ss are using the phrases for relating a story from the worksheet.
- **B** Bring pairs back into their groups of four. Each pair takes turns telling the story of their friend to the other pair.
- When everyone has finished telling their stories, ask volunteers to share their story with the class. Which stories were the most creative?
- **Follow-up** For homework, have Ss ask their friends or a family member to tell a story about an event from their lives. Then they retell the story to the class at the next meeting.

UNIT 1 SPEAKING

ROBOT HELPERS



What if robot helpers were in every home?

Imagine you work for a company that sells robot helpers. With two classmates, prepare a marketing plan with the goal of selling a robot helper to every home in the country.

- A Discuss the domestic chores your company's robot helper could do, taking care of household jobs like cooking, cleaning, and repairing things. Use adverbs to add detail.**

Adverbs to add detail

comprehensively	dramatically	gradually	increasingly	markedly
potentially	radically	ultimately	unquestionably	

- What would the robot look like?
- What would it do?
- What would it be good at?

- B Expand on your ideas about the robot helper. Explain the benefits of having robot helpers and acknowledge the drawbacks. Use comment adverbs with future forms and future perfect and future continuous.**

Comment adverbs with future forms

certainly	clearly	eventually	evidentially
inevitably	surely	undoubtedly	unfortunately

Future perfect:

will have + past participle

will have replaced

Future continuous:

will be + -ing

will be doing

- What benefits will robot helpers provide?
- Will robot helpers do all household jobs in the future?
- What are the drawbacks to robot helpers?

UNIT 2 SPEAKING

PERSONALITY QUIZ

A Create a personality quiz for your classmates to take.

- 1 Think of a topic for your quiz, for example: *student, social media user, roommate, friend, coworker*, or your own idea.
What type of _____ are you?
- 2 Write six multiple-choice quiz questions. Use words and phrases from the boxes.
(a answers = 3 points; b answers = 2 points; c answers = 1 point)

Describing personality

accepting	aloof	antisocial	chatty	genuine	insensitive
narrow-minded	open-minded	rigid	self-centered	talkative	

Three-word phrasal verbs

come down to	face up to	fall back on	fit in with	get through to
look down on	mess around with	(not) put up with	run up against	stand up for

- 1 As a _____ (your topic), I think I am
☐ a _____ ☐ b _____ ☐ c _____
 - 2 I like people who are
☐ a _____ ☐ b _____ ☐ c _____
 - 3 As a [your topic], I think you need to
☐ a _____ ☐ b _____ ☐ c _____
 - 4 What would you do if _____?
☐ a _____ ☐ b _____ ☐ c _____
 - 5 How often do you usually _____?
☐ a _____ ☐ b _____ ☐ c _____
 - 6 _____?
☐ a _____ ☐ b _____ ☐ c _____
- 3 Write a key, explaining the different personalities based on the number of points. Use *will* and *would* to describe typical behaviors and make predictions and assumptions.

What type of social media user are you?

15–18 points: *Social Media Expert. You **will** frequently post your thoughts, ideas, and opinions. ...*

10–14 points: *Social Media Observer. You **will** like and share other people's posts, but you **won't** often create ...*

6–9 points: *Social Media Avoider. You **would** rather not interact with people online. ...*

B Exchange quizzes with a partner. Complete the quiz. Then score your results.

C Describe the quiz you took to another partner and share your results. Say whether you agree with the results. Use the personality adjectives and phrasal verbs from the boxes above.

UNIT 3 SPEAKING

MY BAD DAY

Student A

- A Look at the situation in the picture. Imagine you are one of the people in the picture. What happened? How did you feel? How did you react? What could you have done differently? Use the phrases from the box to talk about your experience.

Describing a bad experience

Everything that could possibly go wrong did go wrong.
I just couldn't believe this was happening!
It was such a mess!
You haven't heard the worst part yet.

- B Your partner will tell you about an accident that happened to them. Listen to your partner's experience and offer sympathy and reassurance. Use the phrases from the box.

Offering sympathy and reassurance

I'm sure it just felt that way.
I think you're blowing it out of proportion.
You'll see. Everything will be just fine.
We've all been there.



Student B

- A Look at the situation in the picture. Imagine you are one of the people in the picture. What happened? How did you feel? How did you react? What could you have done differently? Use the phrases from the box to talk about your experience.

Describing a bad experience

Everything that could possibly go wrong did go wrong.
I wish I'd just stayed in bed today.
It was a total disaster!
You haven't heard the worst part yet.

- B Your partner will tell you about an embarrassing situation that happened to them. Listen to your partner's experience and offer sympathy and reassurance. Use the phrases from the box.

Offering sympathy and reassurance

Everybody makes mistakes now and then.
I think you're blowing it out of proportion.
It can't have been that bad.
Things are never as bad as you think they are.



UNIT 4 SPEAKING

THE WAY I SEE IT ...



- A** Work in pairs. Look at the four pictures that show activities for which people rely on their eyesight. Choose a picture and explain what the person does and how eyesight is most essential for that activity. Your partner responds and offers a different point of view. Use the phrases from the boxes to help you.

Talking about point of view

a new interpretation

from a completely new/different angle

a stance on

my perception of

a whole new slant on

the way we look at

Quantifiers and prepositions in relative clauses

many/most/each of which

many/most of whom

which we usually only pay attention to

Noun clauses with question words

how they do it

what our eyes can do

what we see

who we say/think we are

- B** Repeat the activity with the other two pictures. Switch the order of speaking with your partner.

UNIT 5 SPEAKING

ALONE IN THE CROWD



The reality of living in a city is that you are constantly surrounded by other people. But even in cities there are opportunities for solitude if you know where to look.

A In small groups, discuss places in cities where you can get time alone. Think about the factors below for finding remote places in the city.

accessibility
little-known spots
popularity
season of year
social events
time of day
workplaces

The movie theater on the west side is a great place to get away around lunch time due to the fact that they only show independent movies in the afternoons. No one goes there.

Having visited every library in town, I can tell you that the basement of the Collins branch is isolated and deserted. Anyone interested in being alone and anonymous should check it out.

There's a diner at the end of the route of the 87 bus. It's in an area unspoiled by urban development. That's why it feels like you stepped back in time out there. Because it's isolated from the city, you won't see many people there at all.

B Share your group's ideas for finding isolated spots in your town or city. Did any surprise you? Which place would you go the next time you want to be alone?

UNIT 6 SPEAKING

SURPRISING EVENTS



- A** Look at the pictures and think about what is happening in each one. Work with a partner. You choose one picture and your partner the other picture. Tell each other the stories of why the people are surprised. What happened before the situation in each picture? What happened after? Use the ideas and expressions from the boxes to describe it. Then tell your partner your story.

Adverbs to add attitude

deeply (anxious)

noticeably (thrilled)

incredibly (helpful)

remarkably (calm)

immensely (popular)

utterly (shocked)

genuinely (surprised)

Adjectives with prefixes *over-* and *under-*

over/underconfident

over/underestimated

over/underpriced

over/underrated

over/underwhelmed

over/underworked

Question words with *-ever* to make general statements

however

whatever

whenever

wherever

whichever

whoever

Cleft sentences to introduce interesting information

It wasn't until they ... that ...

The best/worst thing about this ... is ...

The reason why ...

What I love about this story is ...

- B** Present your story in small groups. Which stories in your group were most creative? Which were surprising?

UNIT 7 SPEAKING

MY FAMILY STORY

- A** Every family has a story. Think of a story about your family that you would want your classmates to know about. It could be an experience you had meeting a relative, a trip to your family's country of origin, or something you learned about a parent or grandparent that helped you understand yourself better. Create an outline for your story. Be sure it has a beginning, middle, and end. Use as many of the words and phrases from the boxes as you can in your story.



Commenting on your story and expressing opinions

Don't get me wrong ...

I have to admit ...

It's difficult to say why exactly ...

It's hard to describe.

Negative, limiting, and fronting adverbials

little

never

no way

not until then ...

only when ...

In the ...

Through the ...

On the ...

Ancestry, customs, and traditions

festivities

honor

keep alive

mark

observe

rite

ritual

significance

symbolize

Outline

Beginning and background information:

- 1 _____
- 2 _____
- 3 _____

Middle of story:

- 1 _____
- 2 _____
- 3 _____

End of story and opinions:

- 1 _____
- 2 _____
- 3 _____

- B** Following your outline, tell your partner the story about your family. Listeners should use phrases from the box to express opinions and respond to their partner's story. Then switch roles.

How did you handle that?

I think I can understand that.

That can't have been easy.

I can see how it would be (strange) ...

It must have been...

That was the best part.

UNIT 8 SPEAKING

PITCHING SOLUTIONS

There seem to be more distractions than ever these days. But within every problem lies an opportunity. How do we solve the problem of today's dwindling attention spans?

A Working with a partner, you will come up with strategies for avoiding a distraction. Choose one common distraction from the list below or a different idea of your own. You and your partner will each create a strategy for avoiding the same distraction.

- Spending too much time on screens (texting, social media, video games, etc.)
- Watching too many videos, movies, or television
- Multitasking – doing too many things at once
- Living with other people (family, friends, roommates)
- Your idea: _____

B You and your partner each come up with your own solution to the distraction problem. Answer the questions below individually. Then discuss your answers and agree on the best strategy for avoiding the distraction.

Distraction problem (Be specific.): _____	
When and how do people experience this distraction? _____	Who needs a solution to this problem? _____
Are there existing solutions to this problem? _____	What is your strategy for avoiding the distraction? _____

C Work with another pair. You and your partner present the distraction problem. Each of you has two minutes to pitch the strategy for avoiding the distraction to the group. Where possible, incorporate the phrases for speaking persuasively from page 81.

Our strategy enables you to focus your attention when ...

Our main aim is to avoid the distraction of ...

D After pairs make their pitches, the group decides which presentation offers the best solution to the problem. When discussing your decisions, use phrases with *as* and *get*. Then switch roles with the other pair in your group.

As Fabiana mentioned in her presentation, it's impossible to get anything done when ...

Hector's presentation got me thinking that we don't need another app that limits time, as we know from experience ...

UNIT 9 SPEAKING

LEARNING ABOUT LIFESTYLE



Interview your classmates about their lifestyles and then present your findings to your group.

- A Choose one of the following topics and write four questions about it to ask your classmates: *sleep, exercise, diet*. Make sure your questions encourage others to share details and avoid simple *yes/no* answers. Use as many expressions from the box as you can in your questions.**

add up
cut out
fit something into something
rack up

build up
drift off
keep somebody up
slip away

cut back on
drive somebody to something
pack something into
wind down

- B Ask four classmates your questions and make notes of their answers. Ask follow-up questions to get more information. Use your notes to summarize any problems you identify.**

Questions	Classmate 1	Classmate 2	Classmate 3	Classmate 4

A How do you fit exercise into your schedule?

B I don't really. I mean, sometimes I exercise on the weekends, but it's hard to keep it up.

A So, about how many hours a week do you exercise?

- C Form groups with other students who asked questions about the same topic. Summarize your findings for the group and listen to others' summaries. Come up with a few solutions to the problems you identify and present your ideas to the class.**

UNIT 10 SPEAKING

REINVENTING FOOD CONSUMPTION

The U.S. Department of Agriculture estimates food waste in the United States to be 30–40 percent of the total food supply. Over 30 percent of retail and consumer food is wasted.

There is a goal set to reduce food waste by 50 percent by the year 2030. This involves work by charitable organizations, the private sector, and local and state governments.



Some of the recommended efforts involve:

- **Reduce** food waste by improving storage, shopping, marketing, labeling, and cooking
- **Recover** food waste by connecting food donors to food banks
- **Recycle** food waste to feed animals or to create compost, fertilizer, and bioenergy fuels

A In small groups, choose roles 1, 2, or 3 below. Together you think of ways to reduce food waste in your community.

- 1 Restaurant owner:** You own a large and successful local restaurant. You want to find ways to decrease the amount of food wasted at your business. Discuss ways you can *reduce* and *recover* food waste in your establishment. Make notes.

What if we allowed diners to choose their portion size? That way they will only order what they'll eat.

- 2 Food bank and soup kitchen administrator:** You serve and deliver meals to underprivileged individuals. Much of your food comes from local restaurants and businesses. Talk about ways you can help local businesses *recover* foods, increase your donations, and *recycle* when necessary. Make notes.

Imagine if we could operate our soup kitchen out of a food truck downtown, near the restaurants.

- 3 Government official:** It is your responsibility to ensure that local health and safety laws are followed and to help protect business interests in the community. However, you also want to improve your city's reputation. Share potential challenges to the *Reduce-Recover-Recycle* methods. Make notes.

If restaurants and food banks want a self-sustainable way of dealing with food scraps, they must first follow health guidelines for how food is handled.

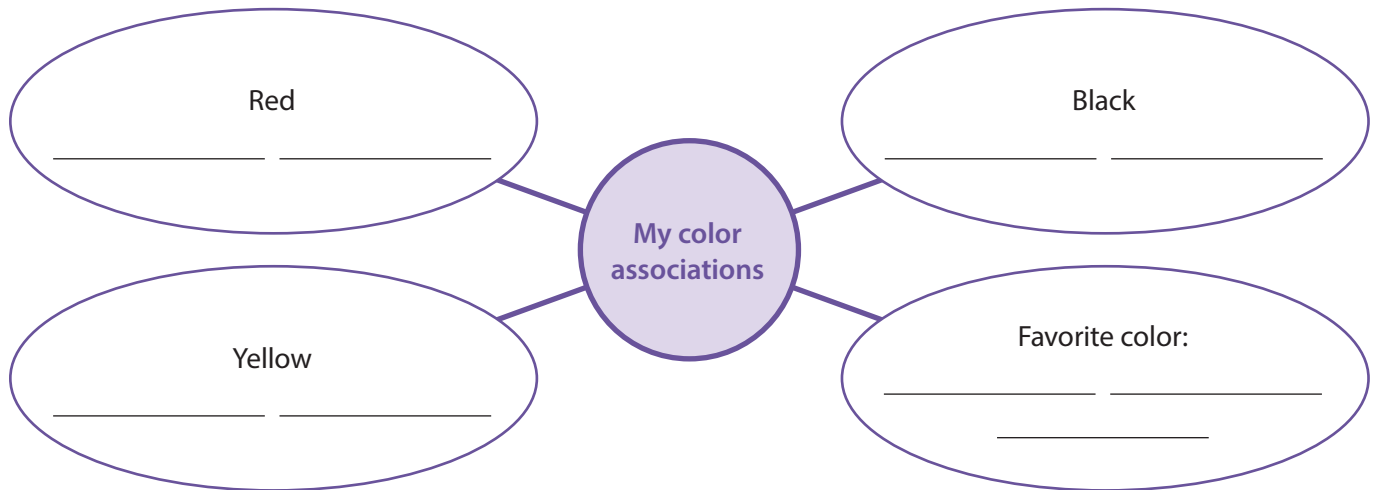
B Present your group's ideas to the class.

UNIT 11 SPEAKING

TRUE COLORS

Student A

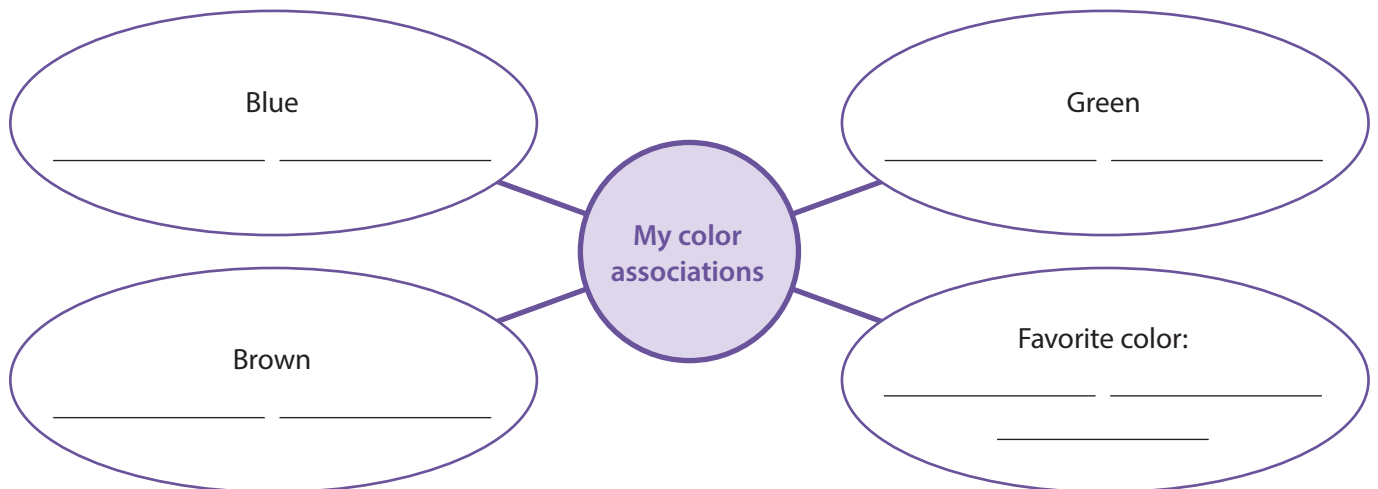
- A Everyone has personal associations with colors. What ideas do these colors conjure up for you? Complete the word web with your own ideas about colors.



- B Exchange your completed word web with a partner and interview them about their color associations. Use words describing color associations (page 108) and phrases for responding to questions (page 113) in your interviews. How are your color associations similar? How are they different?

Student B

- A Everyone has personal associations with colors. What ideas do these colors conjure up for you? Complete the word web with your own ideas about colors.



- B Exchange your completed word web with a partner and interview them about their color associations. Use words describing color associations (page 108) and phrases for responding to questions (page 113) in your interviews. How are your color associations similar? How are they different?

UNIT 12 SPEAKING

LIFE CHANGES



Pair A



- A Look at each picture. What life events do they depict? Imagine these are events in the life of a friend of yours. How would they tell their story?**

Work with a partner to create your friend's story as if the friend told it to you. Refer to the unit vocabulary for talking about and describing change, and the phrases from the box to tell the story. Rehearse your story with your partner, taking turns to fill in different details.

And the rest, as they say, is history.
I can't tell it the way he/she does.
I got it straight from the horse's mouth.
It's much better the way he/she tells it!
Those were his/her exact words, ...

I can't speak for him/her, but ...
I don't remember/know all the details, but ...
In his/her own words, ...
That's what he/she said.
To make a long story short, ...

- B With your partner, tell the story of your friend to another pair.**



Pair B



- A Look at each picture. What life events do they depict? Imagine these are events in the life of a friend of yours. How would they tell their story?**

Work with a partner to create your friend's story as if the friend told it to you. Refer to the unit vocabulary for talking about and describing change, and the phrases from the box to tell the story. Rehearse your story with your partner, taking turns to fill in different details.

And the rest, as they say, is history.
I can't tell it the way he/she does.
I got it straight from the horse's mouth.
It's much better the way he/she tells it!
Those were his/her exact words, ...

I can't speak for him/her, but ...
I don't remember/know all the details, but ...
In his/her own words, ...
That's what he/she said.
To make a long story short, ...

- B With your partner, tell the story of your friend to another pair.**