

CONNECTIONS

1



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Developing learner responsibility – Learning about your students

In this unit, we're going to focus on finding out about the **needs** and **motivations** of individual students. By getting students to consider their general needs, you can help them think more clearly about their specific aims for the course. Then, in each lesson, you can explain how tasks are helping students *achieve* those aims. Finding out about students' motivations will help you plan tasks and activities that suit individual learning styles. Students are more likely to be motivated if they can learn in a way that suits them.

Needs (Activity 1): Ss identify their abilities in English and their goals for the course. You'll have an opportunity to do this in lesson 1.4.

Motivations (Activity 2): Ss discuss how they like to learn in the English-language classroom. You can try this in lesson 1.5.

Finding out about students' needs and motivations will help you plan ways in which you can encourage them to be more responsible for their own learning and progress. To find out more, read the extract *Finding out about your students* from *Learner Autonomy* pp.16–21. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *Connections*. Ask Ss to give examples of the kinds of connections they have in their lives. If they aren't sure, give examples from your own life (*I have two sisters, a piano teacher, my students, my neighbor, etc.*). Write their answers on the board. Ask *Are connections between people important? Is it important to have connections outside of family?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *possessions* (things that you own) and *to have (something) in common* (to like the same thing).

START SPEAKING

- A** In pairs, Ss discuss the questions. The picture is of a *castell* (castle) in Catalonia, Spain. The people in red are on the same team, but people in blue, for example, are another team.

Ss share their answers with the class. Briefly discuss if everyone in the class has the same kinds of connections.



- B** Read the instructions aloud. Ask a S to tell the class what the instruction says in his/her own words.

- Set a time limit of five minutes. Ss do the task in pairs.
- **OPTIONAL ACTIVITY** If the use of smartphones in the classroom is possible, Ss research any possible connections between themselves and a famous person from their country. They could, for example, search for the person's hometown or what school he/she attended.

- C** In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they feel the same way Alessandra does about her connections.

REAL STUDENT

Hi. My name's Alessandra. I'm not a very social person. I don't have a lot of friends, and I don't have an account on Facebook. And you?

EXTRA ACTIVITY

Ss work in groups to discuss the questions: Do you enjoy being in a group or being alone? Which is more relaxing for you?

LESSON OBJECTIVE

- talk about the people in your life

1 VOCABULARY: Describing people you know

- **Introduce the task** On the board, write *Before class today, how many people did you say "hello" to? Set a time limit of one minute. Tell Ss to write down as many people as they can think of.*
- Ss compare lists with a partner.

EXTRA ACTIVITY

Tell Ss to look at page 2 and to write down any words they don't understand. Discuss the meaning of the words as a class, and encourage Ss to write the meanings and add the names of people from their own life that illustrate each word. If Ss use a laptop or tablet to take notes, suggest that they insert a photo of the person next to the vocabulary word.

A 1.03 **Do the task** Volunteers read the instructions and question aloud. Ask a S to tell the class what the instruction says in his/her own words.

- Ss work with a partner to complete the task. Play the audio for Ss to listen and repeat the words.

EXTRA ACTIVITY

Remind Ss of their lists of people from the warm-up. Ss talk with a partner about whether the people they said "hello" to today are the same people they see every day.

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

C **PAIR WORK** Model making one true sentence with one of the words and write it on the board.

- Set a time limit of three minutes for Ss to write their own sentences.
- Ss tell a partner their sentences.

2 LANGUAGE IN CONTEXT

A Read the instructions and questions aloud. Volunteers read the sentences aloud.

- Ss do the task individually and then check answers in pairs.
- Check answers as a class.

Answer

The picture of her brother and sister is checked.

B Read the instructions aloud.

- Ss do the task individually and then check answers in pairs.
- Check answers as a class.

Answers

2 b 3 d 4 e 5 a

3 GRAMMAR: *be*; possessive adjectives

- **Introduce the task** Read the sentences in the grammar box aloud. Ss repeat after you.

GRAMMAR SUPPORT Review grammar terms. On the board, write *Rosa is from Mexico. She is a new student.* Point to each word. Ss say what part of speech it is (subject, subject pronoun, verb, adjective, noun). Label the words in the sentence and leave it on the board for reference. Then, on the board, write *I am from Mexico.* Ask *What is the subject of the sentence? (I) What is the verb? (am) What is the base form of am? (be) When the subject changes, for example, to you, what other part of the sentence changes? (the verb).*

A Do the task Ss complete the task individually and then check answers in pairs.

- **Review the task** Check understanding. Say one of the subjects from the box and ask a S to say what verb to use with that subject. Increase your speed as you say subjects. Make sure all Ss have a chance to answer at least once. Continue the activity by saying the full form of the subjects and verbs and ask Ss to say the contracted form.

Answers

2 aren't 3 isn't

B Give Ss time to read the information in the grammar box.

- Check understanding of possessive adjectives. Say *It's a (pencil). It's my pencil.* Emphasize *my* as you hold the pencil to your chest.
- Continue with other possessive adjectives with Ss' objects: *It's a book. It's her book.*
- Ss do the task individually.
- **Review the task** Check answers as a class. Then Ss cover the chart. Say a subject pronoun, and ask Ss to say the possessive adjective.

Answers

your his her its our their

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

D **GROUP WORK** Ss work individually to write the questions.

- While Ss are writing the questions, write the following sentences on the board: 1. *My brother and their sons live in Miami.* 2. *We have a dog. Its name is Bingo.* 3. *This is a picture of my sister with his boyfriend Manny.*
- Ss find the correct sentence and correct the incorrect ones.

Answers

- 1 My brother and his sons live in Miami.
- 2 Correct
- 3 This is a picture of my sister with her boyfriend Manny.

- Refer Ss to the **Accuracy check** box. Tell them to read their answers again and check for accuracy.
- Check answers as a class.
- Put Ss in small groups. Set a time limit of five minutes for Ss to ask and answer the questions.

Answers

- 2 Where is she from?
- 3 Is her name Maria?
- 4 Are they from Argentina?
- 5 Is our teacher American?
- 6 Where are your parents from?

4 SPEAKING

A Ss work individually to draw their diagrams and write descriptions of the people in their lives.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then answer the question. (She talks about her grandfather and mother.)

REAL STUDENT

Hi, I'm Seung Geyoung. My grandfather's name is Pyong-Ho Kim. My mother's name is Channan Kim. And my close friend's name is Hyena Lee.




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

- Set a time limit of five minutes for Ss to write three questions to ask about the pictures. Pairs do the task.
- **OPTIONAL ACTIVITY** Ss can show their partner more pictures of their connections on their phones.
- **Workbook Unit 1.1**
- **Worksheets: Grammar 1.1; Vocabulary 1.1**

1 VOCABULARY: Naming everyday things

- **Introduce the task** On the board, write *Do you carry the same things in your bag every day? What thing or things do you need every day?* Set a time limit of one minute for Ss to think about their answers and take notes, if necessary.
- Ss compare answers with a partner.

A  **1.04 Do the task** Volunteers read the instructions and question aloud. Ask a S to tell the class what the instruction says in his/her own words.

- Play the audio for Ss to listen and repeat the words.
- Ask volunteers to answer the question.

EXTRA ACTIVITY


Quickly come up with simple gestures for each of the vocabulary items, for example, holding a steering wheel for *driver's license*, peeling a wrapper off a candy bar for *candy bar*, etc. Tell Ss to cover the vocabulary pictures. Do one of the gestures and ask a volunteer to say the word. Repeat with another gesture and then ask Ss to do the task in pairs.

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

C **PAIR WORK** Volunteers read the instructions and the sample conversation aloud.

- Ss do the task in pairs.
- **Review the task** Partners ask and answer questions to find out what is in each other's bags.

2 LANGUAGE IN CONTEXT

A  **1.05** Give Ss time to study the pictures in exercise 1A. Ask Ss to say in English any objects they recognize in the pictures.


- Play the audio. Ss do the task. Play it again for Ss to check answers.

Answers

They are at the airport.
1 C 2 B 3 A

MIXED ABILITY

Play the whole audio once for stronger Ss to do the task. Then play each conversation individually and stop for other Ss to check the correct box. Pair Ss and have stronger Ss help their partners while also checking their own answers.

B  1.05 Give Ss time to look at the pictures and read the words.

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

Answers

1 C 2 A 3 B

D Ss complete the task individually.

- Check answers as a class.
- Ss practice the conversations in pairs.

Answers

2 mine 3 his 4 mine 5 yours 6 theirs

3 GRAMMAR: Possession

A **Introduce the task** Review possessive adjectives. Write the subject pronouns on the board in a vertical list. Ask volunteers to come to the board and write the possessive adjective next to each subject and then use it in a sentence. Leave the list on the board.

- Give Ss time to silently preview exercise 3A and look at the information in the grammar box. Ask *What is a pronoun?* (a noun that is used in place of another noun).
- Read the example sentences in the chart aloud. Ss repeat after you.
- On the board, write *It's Dora's hairbrush*. Underline *Dora's hairbrush* and ask what word can be substituted (hers). Continue with other sentences.
- **Do the task** Ss complete the task individually.
- Check answers as a class.

Answers

1 b 2 a 3 b 4 b

- **Review the task** Tell Ss to cover the grammar box. Volunteers come to the board and write the possessive pronouns in the list on the board from earlier in the task.

HOMEWORK IDEAS

Tell Ss to write ten questions and answers: five with possessive adjectives and five with possessive pronouns. For example, *Whose money is this? It's my money. / It's mine.*

B **PAIR WORK** Model the task with a volunteer.

- Ss do the task in pairs.

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

HOMEWORK IDEAS

Alternatively, Ss can do exercise 3C for homework and then do exercise 3D in the next class.

4 SPEAKING


- **GROUP WORK** Ask two volunteers to say the sample conversation aloud.
- Model another conversation with a volunteer.
- Ss ask and answer questions in small groups.
- **Workbook Unit 1.2**
- **Worksheets: Grammar 1.2; Vocabulary 1.2; Speaking 1**

LESSON OBJECTIVE

- greet people and start a conversation

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask Ss to think about the last time they had to introduce themselves to a group of people they didn't know and let them share with the class. Ask Ss what English words and phrases they know to use when they meet someone for the first time. Write the words and phrases on the board for Ss to refer to later in the lesson.

- A  **1.06 Do the task** In pairs, Ss look at the pictures and discuss how they think the people are connected.

Sample Answers

Picture A: a man introducing two people
Picture B: a friend at someone's home

- Play the audio. Ss take notes on their answers to the questions. Play the audio again if necessary.
- Ss discuss their answers to the questions in pairs and then share their answers and reasons with the class. Did Ss have different ideas about the answers?

Answers

Picture A goes with Conversation 1; Robert's coworker is Julie.
Picture B goes with Conversation 2; Patrick is Raquel's husband.

 **EXTRA ACTIVITY**

Put Ss in small groups and tell them to substitute the bold words and sentences in the conversations with words and phrases that have similar meanings. Refer them to the words and phrases they shared in the introduction for possible substitutions. Then have Ss say their new conversation for the class.

- B Ss complete the sentences individually and then check answers with a partner.

- Check answers as a class.

Answers

1 meet you 2 too 3 no see 4 Great 5 good
6 know 7 How 8 friend

 **EXTRA ACTIVITY**


As a class, brainstorm situations where introducing or greeting people is common. Write Ss' ideas on the board. Ask a pair to stand up. Point to one of the situations on the board and ask the pair to have a short conversation using the words and phrases from the lesson. Continue with other pairs.

- C **PAIR WORK** Model the task with a volunteer.

- Ss do the task in pairs.
- Ss change partners. To facilitate changing partners, tell Ss to stand in two equal lines facing each other. Set a time limit of 30 seconds for each conversation. Say *Change*, and each student greets the next person in line.

2 REAL-WORLD STRATEGY

- **Introduce the task** As a class, brainstorm situations where people show interest or surprise (talking about a vacation, a new baby, a funny work story, etc.).

A  **1.07 Do the task** Read the information and the sample sentences, emphasizing the rising intonation. Ss repeat.

- Direct Ss' attention to the **Insider English** box. Ask a volunteer to find an example of *pretty* + adjective in the conversation (*pretty new*).
- Ss fill in the blanks individually.
- Ss compare answers in pairs. Play the audio to check answers.

Answers


1 Seriously 2 Is it really

B **PAIR WORK** Pairs practice the conversation from exercise 2A.


HOMEWORK IDEAS

Pair Ss and assign one of the conversations from exercise 1A to each pair. Tell Ss to memorize their lines at home and then say their conversation for the class without looking at their books.

3 PRONUNCIATION: Saying /l/ at the end of a word

A  **1.08** Read the instructions aloud. Play the audio. Ss say the words that end in /l/.

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

B  **1.09** Read the instructions aloud. Play the audio for number 1. Ask Ss if they think B sounds clearer.

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

Answers

2 A 3 A 4 B 5 B 6 A

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

4 SPEAKING

A **PAIR WORK** Read the instructions and situations aloud. Check understanding.

- Ss put the conversations in order individually and then check answers with a partner.
- Check answers as a class by asking volunteers to write one sentence from the first conversation on the board in the correct order. Repeat with the second conversation. Leave the conversations on the board for Ss to refer to in the next exercise.
- Ss practice the conversations in pairs.

Answers

Situation 1: 3, 2, 4, 1

Situation 2: 3, 1, 4, 2, 5

B Direct Ss to the conversations on the board from exercise 4A. Ss add to the conversation individually and then compare their conversations with a partner who chose the same conversation. Give pairs time to write their conversation and practice it before acting it out for the class.

- **Workbook Unit 1.3**

- introduce yourself in an email

1 READING

- **Introduce the task** Ask Ss if they prefer to communicate in person, on the phone, in a text/IM, or in an email. Briefly discuss if they communicate with the various people in their lives differently: *Do you only text friends? Do your parents always prefer a phone call? etc.*

A **PAIR WORK** **Do the task** Ss discuss the questions in pairs.

- B **READ FOR MAIN IDEAS** Review *main idea*. Name some popular books that all Ss have read (the *Harry Potter* books, *The Lord of the Rings*, *The Hunger Games*, etc.). Ask volunteers to say the main idea of the book in one sentence. Alternatively, ask volunteers to say the main idea of a book or an article they are reading now.
- Read the choices aloud. Check understanding.
 - Point out that the email has some mistakes, but Ss should ignore them for now and just read for the main idea. Give Ss time to silently read the email.
 - Check the answer as a class. Ask Ss to explain why they chose their answer.

Answer


He wants a job.

- C **READ FOR DETAIL** Review *detail*. Ask Ss to say an important detail from one of the books/articles mentioned in exercise 1B.
- Ask volunteers to read the comments aloud.
 - Ss complete the task individually.
 - Check answers as a class.

Answers

1 D 2 A 3 B 4 E 5 F 6 C

- D Direct Ss' attention to the **Register check box**. Give them time to read the information and answer the question individually. Check the answer as a class. (Chris writes *I want a job for the summer* instead of *I would like a job for the summer*.)

- E  **1.10 PAIR WORK THINK CRITICALLY** Read the instructions aloud so that Ss know what to listen for in the audio.

- Play the audio.

 1.10 Audio script

Dave Hello, Chris? This is Dave. Thank you for your email. My restaurant is a vegan restaurant, and we don't cook meat. I can't offer you a job for the summer. Good luck with your career. Bye.

VOCABULARY SUPPORT After Ss listen to the audio the first time, ask them if they are familiar with the word *vegan*. If not, ask them to guess from the context of the audio. Teach/review some diet words. *Vegetarian*: someone who does not eat meat or fish. *Vegan*: someone who does not eat any product that comes from an animal, including eggs, milk, yogurt, cheese, etc.

- Play the audio again, if necessary.
- Ss discuss the questions with a partner.
- Check answers as a class.

Suggested answers:

Dave doesn't offer Chris a job. Dave's restaurant is vegan, and Chris likes to cook meat dishes.

You should find out details about the business before you ask for a job.

2 WRITING

- **Introduce the task** Discuss different types of situations when a formal email is appropriate and when an informal email is acceptable. Write Ss' ideas on the board and leave them there for Ss to refer to later in the lesson.

A **Do the task** Ss read the email silently and answer the question.

- Check the answer as a class.
- Ask: *Who wants an internship?* (Lily Martin) *Who is Abigail?* (Lily's classmate and Mr. Johnson's daughter) *How long is the internship?* (two months) *Why is she writing specifically to Mr. Johnson about an internship?* (He works at Grallen Technologies.)

Answer

Yes, the writer follows the advice from the comments on page 8.

VOCABULARY SUPPORT Ask if Ss know what an internship is. Ask Ss what kinds of tasks an intern in a company might do (follow various employees around to see what they do, attend meetings, etc.). Ask if any of them or someone they know has had an internship, and if so, to describe it. Ask Ss what a résumé is and what is included on one (name, education details, and work experience).

B **WRITING SKILLS** Ss do the task individually and then compare answers with a partner.

Answers

- (b) Internship, Dear, Your, In, I, I, Thank, Best
- (c) Johnson, Abigail, University of Toronto, Grallen Technologies, Lily Martin
- (d) Mr.
- (e) Toronto
- (f) October, November

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

Answers

Dear Ms. Ali,
My name is Amanda Barron. I work with your sister at First City Bank in Salvador. Now I would like a new job.
Can we meet on Tuesday and talk about your company?
Sincerely,
Amanda Barron

MIXED ABILITY

Provide Ss with a template for writing their emails:

Dear _____,

My name is _____. I _____ with your _____
in/at _____. I would like a/an _____ with your
company, _____. Can we meet _____ to talk?

Thank you for your time.

E **PAIR WORK** Pairs share their emails. Give them time to ask questions about anything they don't understand in their partner's email. Ask Ss to comment on any part that was not correct for a formal email.

- Ss write a reply to their partner's email.



TEACHER DEVELOPMENT ACTIVITY 1

Needs

This activity helps students consider their general needs; in other words, to think about their current ability in English and their overall reason for learning this language. Do this activity after students have finished A–E, or assign it for homework.

- Write the following email on the board and tell Ss to copy it:

Subject: My needs

Dear (your title and name),

I need to learn English for my _____.

*At the end of this course, I would like to be better
at _____ and _____.*

I can _____ and _____ quite well.

I can't _____ or _____ very well.

Thank you for your time.

- Demonstrate the task by writing in examples such as: *job as an engineer / Cambridge exam, using past tenses / talking on the telephone in English, greet people / start a conversation, remember new words / understand different accents.*
- Ss complete and give you the email.
- Tell Ss you will use the information to help you plan lessons.

- **Workbook Unit 1.4**

WRITE IT

- ### D Ss do the task individually. Remind Ss to refer to the ideas from the introduction or any notes they have from earlier in the lesson.

TIME TO SPEAK

Things you have in common

LESSON OBJECTIVE

- talk about what you have in common



Time on each stage

- **Introduce the task** **Aim:** Introduce the concept of probability.
- Use coins to introduce the idea of probability. Teach *heads* (= the side of the coin with the person) and *tails* (= the other side of the coin). Flip the coin. Before you reveal if it's heads or tails, ask *What is the chance of heads?* (50 percent) Explain that this is the idea of probability and that they will use it in the next exercise.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.

A **DECIDE** **Do the task** **Aim:** Ss prepare to talk about things in common.

- **INDIVIDUALLY** Ss complete the task individually.
- **PAIR WORK** Ss compare answers with a partner and agree on an answer for each question.
- Ss read the answers at the bottom of the page. Are they surprised?

B **AGREE** **Aim:** Ss personalize the topic.

- **INDIVIDUALLY** Ss read the questions silently and prepare their answers.
- Ss form groups and ask each other the questions to find out what they have in common.

C **Aim:** Ss find things in common with the class.

- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.
- **WHOLE CLASS** Ss tell the class about what they have in common with their groups and others in the class.

D **DISCUSS** **Aim:** Ss prepare to speak to the class.

- **INDIVIDUALLY** Ss write endings to the questions with their own ideas.
- Ss ask their group the questions they have prepared.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., use of unit vocabulary, interesting questions, natural-sounding interactions, etc. Use your notes to give feedback at the end of the lesson.
- Each group decides how to complete the sentences.

E **PRESENT** **Aim:** Ss learn more about what they have in common.

- **WHOLE CLASS** Groups take turns reading their sentences from exercise D aloud.
- Give other groups one minute to discuss before telling the class their guesses.

- **Review Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.
- *These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.



TEACHER DEVELOPMENT ACTIVITY 2

Motivations

This activity helps you learn about Ss' individual learning styles – ways of learning they prefer and which are more likely to lead to success.

- Ask Ss to think about their *own* answers to this questionnaire:

What did you enjoy about this lesson?

- answering questions alone
- asking and answering questions in a group
- presenting information to the class

Which of these things are true for you?

- 1 I don't like to make mistakes when I speak or write.
- 2 I write new words in my notebook (e.g., *Useful phrases*).
- 3 I like to use language in conversation as soon as possible.
- 4 I like it when the teacher helps me notice and correct my own errors.

- Ss discuss their answers. Ss should use phrases from the lesson (*Me, too / Same here, Not me / I don't*).

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 What did you learn about your students from their "My needs" emails? Was any of the information surprising? Do you think the students assessed their own abilities accurately? Why/why not?
- 2 Why do you think it was important for students to discuss their questionnaire answers?
- 3 How do you think the information you now have about your students might affect the teaching of this course?

WORK AND STUDY

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Memorizing new language – Maximizing memory

A good memory is one of the keys to successful language learning. In this unit, we look at ways to help our Ss exercise their memories so they can more easily remember useful words, expressions, and grammar structures.

What did you say? (Activity 1): Ss take turns memorizing and repeating personalized sentences using a particular grammar structure. You will have the opportunity to try this in Lesson 2.1.

Reconstructing a text (Activity 2): Ss work with key words and expressions to recreate a short text. You can try this in Lesson 2.2.

To find out more about memory and memory-development techniques in language learning, read the Introduction and Chapter 1 of Nick Bilbrough, *Memory Activities for Language Learning*, pp.1–42. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *My week*. Briefly discuss the events of your week. Ask *Do you do the same things every day?* If necessary, write categories on the board that might apply to your Ss (work, study, friends, family, sports, etc.). Write their answers on the board.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *workspace*, *podcast*. Ask Ss if they know what *podcast* and *app* are short for (iPod + broadcast; application).

START SPEAKING

- A In pairs, Ss discuss the question. Ss share their answers with the class. Briefly discuss if anyone in the class thinks their phone screen or social media page looks similar to the one in the picture.
- B Give Ss time to think of their own answers to the questions. Set a time limit of five minutes. Ss discuss the questions in pairs.

EXTRA ACTIVITY

Put Ss in small groups. Group members compare how busy each person is and decide who in the group does the most things. Ask a S from each group to share what they learned with the class.

C In pairs, Ss discuss the question.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they think their busy day is the same as Allison's.

REAL STUDENT

Hi, I'm Allison. My busy day is usually Tuesday. On that day, I go to university after work. Also, I go to the church in the night, and then I do my homework. And you?

EXTRA ACTIVITY

Ss discuss what the most important appointments are in their day and which appointments they can delay if they need to. Ask if they finish all the things on their schedule every day.

LESSON OBJECTIVE

- talk about what people do every day, on the weekend, etc.

1 LANGUAGE IN CONTEXT

- **Introduce the task** Give Ss time to study the picture. Ask if they know what a fitness tracker does.
- On the board, write *fitness*. Ask Ss if they know what the word means.
- Let pairs discuss what they do for fitness.

VOCABULARY SUPPORT In general, *fitness* is used to talk about how healthy a person is, including their weight and how much they exercise. There are many kinds of fitness trackers, and they can monitor many different things. Some of the more advanced fitness trackers monitor how many steps you take in a day, how many stairs you climb, how many hours you sleep, and how well you sleep. Many also include GPS.

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

- Give Ss time to read the article. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answers

drinking, exercise, free-time activities, sleep, work

B Give Ss time to read the article again and think about their answers to the questions.

- Ss compare their answers with a partner.
- Ss share their partners' answers with the class.

Answers

No, Julia doesn't need more exercise because she does a lot of housework.

 **HOMEWORK IDEAS**


Ss substitute their own information into the article "My Life in Numbers." (They can guess about how many steps they take.) Ss share their information with the class the next day.

C Ss discuss the questions in pairs before sharing answers with the class.

- On the board, write the things that Julia's fitness tracker monitors. Let the class vote on what information is useful and what isn't. Encourage them to explain their answers.

2 VOCABULARY: Expressions with *do*, *have*, and *make*

- **Introduce the task** Ask Ss if they know any phrases in English with *do*, *have*, or *make*. Write them on the board.

A  1.11 **Do the task** Give Ss time to look at the pictures and read the phrases.

- Play the audio for Ss to complete the task. Play the audio again to check answers. Then play it again for Ss to listen and repeat the phrases.

Answers

Seven of the phrases are in the article:
do: (the) dishes, the laundry, the housework
have: free time, something to drink
make: the bed, plans

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

C PAIR WORK In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they do the same activities as Celeste.

REAL STUDENT

Hi! I'm Celeste. Every day, the first thing that I do is wake up early. I brush my teeth. I do the housework and do the dishes, and I prepare the breakfast. Then I go to the gym and come back [around] 10:30 a.m., and I prepare the lunch but only three or four days in the ... in the week. Around 2 p.m., I go to the university and come back at 9 p.m., yes, or 8. And finally, I do my homework, and I can sleep.

3 GRAMMAR: Simple present for habits and routines

- **Introduce the task** Read the example sentences and questions in the chart aloud. Ss repeat after you.
- On the board, write *habit* and *routine*. Explain that a habit or routine is something that you do regularly or usually. Give examples from your own life. (*Every day I get up at 6:00 a.m. I play tennis on Saturday mornings.*) Ask Ss to give examples of a habit or routine from their own lives.
- On the board, write *I eat*. Then write *he, she, and it*. Ask Ss how the verb changes when the subject changes (add *s* to *eat*). Ask *What word do you add to the sentence to make it negative?* (don't) *What if the subject is he, she, or it?* (doesn't).
- Books closed. Check understanding of the information questions. Ask a S one of the questions. He/She answers it and then asks the same question to another S. Continue with the other questions as time allows.

A Do the task Ss complete the task individually and then check answers in pairs.

Answers

1 *s* 2 *doesn't* 3 *es* 4 *does*

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

C Ss work individually to write the questions and answers.

- Read the information in the **Accuracy check** aloud.
- Tell Ss to look at their answers again and check for accuracy.
- Check answers as a class.

Answers

- 1 A When does your day usually start?
B It usually starts at 7:00 a.m.
- 2 A How many coffees do you have every day?
B I have four cups every day.
- 3 A How often do you do the dishes?
B I do the dishes every evening.
- 4 A What time does your family have dinner?
B We usually eat at seven.
- 5 A How many hours do you sleep?
B I always sleep for seven hours.

4 SPEAKING

- **PAIR WORK** Put Ss in pairs. Set a time limit of five minutes. Ss ask and answer the questions from exercise 3C.



**TEACHER DEVELOPMENT
ACTIVITY 1**

What did you say?

This is a simple but effective activity that can be used to practice understanding and memorization of all kinds of grammatical structures at the sentence level. Here the focus is on personalized sentences using the simple present with frequency expressions.

- Tell Ss to write their answers to the five questions in exercise 3C in the form of full sentences.
- Put Ss into new pairs. Student A reads aloud his/her five sentences while Student B listens and tries to remember. When Student A has finished, Student B repeats back everything he/she can remember. Student A prompts and corrects as necessary.
- Then Ss change roles within their pairs and repeat the activity.

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

- talk about your workspace

1 VOCABULARY: Naming work and study items

- **Introduce the task** On the board, write *What do you need to help you study?* If necessary, give some examples, such as *a hot cup of tea, quiet, a good lamp, a good chair, music, a pencil.* Set a time limit of one minute and tell Ss to write down as many things as they can think of.
- Ss compare lists with a partner.

A Ask volunteers to read the questions aloud. Elicit answers from the class.

B  **1.12 Do the task** Ss look at the pictures.

- Play the audio for Ss to listen and repeat the words.
- **Review the task** Books closed. Check understanding of the vocabulary. Say one of the words from the list and ask Ss to point to or hold up an example of the word. If the item doesn't exist in the classroom, ask a volunteer to say a definition or use it in a sentence.
- Ss discuss the question in pairs.

EXTRA ACTIVITY


Remind Ss of their lists of things from the warm-up. Let them talk with a partner and compare their list to the vocabulary items. Were any items the same? How do they use any of the items from the vocabulary list?

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

2 LANGUAGE IN CONTEXT

A Ask volunteers to read the instructions and places aloud. Check understanding.

- Ss discuss the question with a partner.
- Ss share their partners' answers with the class.

B  **1.13 Give Ss time to look at the pictures.**

- Play the audio for Ss to complete the task.
- Play the audio again for Ss to read along and check answers.

Answers

A: Speaker 2 B: Speaker 1 C: Speaker 3

C **PAIR WORK** Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words. Model an answer about one of the places by saying your own answer. Give Ss time to think of their own answers.

- Pairs discuss the questions.
- **OPTIONAL ACTIVITY** Tell Ss to do an image search for "the ideal office space."
- Ss choose their favorite office space from the images, say why they like it, and describe the items there using demonstrative pronouns.



TEACHER DEVELOPMENT ACTIVITY 2

Reconstructing a text

This activity develops Ss' ability to focus on and remember key words and expressions from a text. They then use the words and expressions to create a coherent text, which further assists the process of memorizing.

- Tell Ss they will soon have to remember and write one of the scripts from exercise 2B. Give them 60 seconds to look at Script 1 (*This is my office ...*) and memorize as much as they can. Encourage them to focus on key words and expressions.
- Ss close their books. Working alone, they write down as many key words and expressions as they can remember.
- Put Ss in pairs. Using their notes, they recreate the script. Their texts don't have to use exactly the same wording as the original, but they should include the same information – and use correct English!
- Ss compare their texts with the original. Ask them to tell the class about any interesting differences. Are they mistakes or just different ways of saying the same thing?

3 GRAMMAR: *This / that one; these / those ones*

- **Introduce the task** Review *this / that one; these / those ones*. On the board, write *this one / that one / these ones / those ones*.
- Place single and pairs of objects around the classroom.
- Stand directly next to one object and say a sentence with *this*. (*This one is my favorite.*)
- Point to an object farther away from you and say a sentence about that object with *that one*.
- Continue with other objects and *these/those ones*.
- Keep the objects in the classroom for use later in the lesson.

GRAMMAR SUPPORT Ss may ask when to use *one/ones* and when not to use it in this construction. Generally, using *one/ones* makes the sentence more specific and can be used for emphasis when the speaker is talking about a particular thing or particular things.

A Give Ss time to look at the information in the Notice box.

- Ss do the task individually.
- Ss compare answers with a partner and then check answers with the class.

Answers

1 Those ones 2 that one 3 These ones 4 This one

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

Answers

1 one 2 ones

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

D Give students time to look at the picture and read through the conversation.

- Ss do the task individually.

Answers

2 This 3 this 4 those 5 ones 6 these/those
7 These/Those 8 ones 9 that



HOMework IDEAS

Assign exercise 3D for homework and check answers with the class the next day.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words. Ask volunteers to read the sample conversation.

- Set a time limit for Ss to draw their workspaces.
- Pairs do the task.

B **GROUP WORK** Put pairs into groups of four. Each student answers the questions about their own workspace and their partner's workspace.


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

LESSON OBJECTIVE

- explain communication problems

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask *Do you have problems talking to people with your phone, tablet, or computer? What kinds of problems do you have? What problems are difficult?*

A  **1.14 Do the task** Read the instructions aloud. Ask a S to say what the instructions say in his/her own words. Ask a volunteer to read the problems in the box aloud. Check understanding. Brainstorm other problems as a class. Write Ss' answers on the board.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Play the audio again if necessary.
- Ss discuss their answers in pairs and then check answers with the class.

Answers

- 1 There's a bad connection, person B has no picture, and they have problems hearing.
- 2 He's breaking up, and they have problems hearing.

 **EXTRA ACTIVITY**

Before class, make copies of the conversations – enough so that each pair of Ss will have a copy. Cut each conversation into strips (one line of conversation per strip), mix up the strips for each conversation, and distribute them to the pairs. Pairs work together to put the conversations back into the correct order. Ss practice the conversations. Accept any version of the conversation that makes sense.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

 **MIXED ABILITY**

Direct stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, allow them to reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers come to the board to fill in the blanks for the class to check answers.

Answers

- 1 Wi-Fi 2 connection 3 breaking up 4 echo 5 hear 6 about now 7 still there 8 volume 9 call you

C **PAIR WORK** Ss practice the conversations in exercise 1A in pairs.

- Pairs say their conversation for the class.

2 REAL-WORLD STRATEGY


- **Introduce the task** As a class, ask Ss to share situations where they had to ask someone to repeat what they said. Ask Ss what words or phrases in English they used to do this.

A **Do the task** Read the expressions in the box aloud several times. Ss repeat.

- Ss complete the task individually and then check the answer in pairs.

Answer

What was that?


B  **1.15** Ss do the task individually.

- Play the audio for Ss to check their answers.
- Ss practice the conversations with a partner.

Answers

1 say that again 2 didn't catch that 3 could you repeat


3 PRONUNCIATION: Saying /h/ at the beginning of a word

A  **1.16** Read the instructions aloud.

- Play the audio, and Ss write in the words they hear. Ask Ss what sound all the missing words have.
- Play the audio again. Ss practice the conversation in pairs.

Answers


1 Hi 2 How 3 Hi 4 Hannah 5 hear

B  **1.17** Read the instructions aloud. Clarify that Ed, Hannah, and Anna are people's names. Also clarify the meaning of *Ow!* (the noise you make if something hurts)

- Play the audio and tell Ss to circle the words they hear. Check answers with the class.
- Say the /h/ words and tell Ss to repeat after you.

Answers

1 Hi! 2 ear 3 how 4 head 5 his 6 eight 7 Anna
8 hat

C  **1.18** Play the audio. Ss listen and read the sentences aloud, focusing on the /h/ words.

- Ss practice saying the sentences in pairs.

EXTRA ACTIVITY

Ss sit back to back. Each S has his/her book and a piece of paper and pencil/pen. Ss take turns saying one of the words in each pair while their partner writes the word they hear. Then they check their answers.

4 SPEAKING

- **PAIR WORK** **Introduce the task** Put Ss in pairs and assign who will be A and who will be B.
- Give Ss time to read the instructions and the situations.
- Model the task with a volunteer.
- **Do the task** Ss do the task in pairs.

MIXED ABILITY

If Ss are having difficulty with the task, choose a situation, a reason, and a problem, and then work with them as a group to write a conversation for them to practice.

- **Review the task** Pairs say their conversation for the class.
- When Ss finish their conversations, tell them to share the functional language phrase(s) that they used in their conversation.
- **Workbook Unit 2.3**


- write your opinion about a podcast

1 LISTENING

- **Introduce the task** Check understanding of *effective* (successful at doing tasks well and on time). Ask Ss to think about a person they know who is very organized and can usually get all their work, study, and/or home tasks done. Ask *Do these people have special skills that make them effective? What do you think makes them effective?*

A Do the task Ss look at the title of the book. Read the instructions and the ideas aloud. Ask a S to tell the class what the instructions say in his/her own words.


- Ss discuss the question in pairs. Explain that they should talk about what habits effective people have.
- Ss share their partner's ideas with the class.
- Write Ss ideas on the board for them to refer to later in the lesson.

B  **1.19 LISTEN FOR GIST** *Audio script p. T-173* Explain/review the meaning of *gist* (the main ideas, not the details).

- Read the instructions aloud. Explain that Ss should number the topics from exercise 1A in the order they hear them. Make sure they understand that they are only listening for gist, not for all the details in this first listening.
- Play the audio. Ss do the task individually.
- Check answers as a class. Discuss with Ss if their ideas on the board from exercise 1A match what they heard in the audio.

Answers

- 1 ways of thinking 2 sleeping habits 3 clothes
4 hobbies, interests, and sports


C  **1.19 LISTEN FOR DETAILS** *Audio script p. T-173* Review *detail*. Read the list of names aloud. Tell Ss they will listen for a detail about each person.

- Give Ss time to look at the pictures.
- Play the audio. Ss do the task individually.
- Check answers as a class.

Answers

- 1 E 2 B 3 A 4 C 5 D



D  **1.20 PAIR WORK** *Audio script p. T-173* Ss discuss the questions with a partner. If possible, let Ss use their phones to research details about each person and share what they learned with their partner.

- Play the audio for Ss to check answers.


Answers

- 1 He's one of the big bosses at Google.
- 2 He makes a lot of money every year and gives away a lot also. (businessperson)
- 3 He's the big boss at Apple, Inc.
- 4 He's a businessperson and writes books about business.
- 5 She's a big boss at Facebook.

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

- Suggest that pairs make a list under the headings *Why* and *Why not* to help them organize their ideas for the first question.
- Set a time limit of ten minutes for pairs to discuss the questions.


2 PRONUNCIATION: Listening for contractions

A  **1.21** Read the instructions aloud. Tell Ss to guess the missing letters. Play the audio for Ss to check their ideas.

Answers

- 1 s 2 t 3 t

- Ask *Which words are joined in there's / can't / don't / doesn't?* (there is / cannot / do not / does not).

B  **1.22** Read the instructions aloud.

- Read the sentence stems aloud so Ss know what they're listening for. Clarify the meaning of *vowel sound* and *sounds stronger* (sounds louder, higher, and longer).
- Ss complete the sentences. Play the audio to check answers.

Answers

- 1 Don't 2 Can't 3 There's

3 WRITING

- **Introduce the task** Briefly discuss if Ss post comments to a podcast or an online magazine, website, etc. Ask what makes them post a comment. If they don't post themselves, ask if they read comments on podcasts or websites they listen to / read.

A **Do the task** Ss read the comments silently and do the task individually.

- Check the answers as a class.
- Ask *Whose comment is mostly negative?* (B); *What does Give me a break mean?* (an expression someone uses when they think someone is being dishonest or saying something foolish); *Who is Jack Dorsey?* (the CEO of Twitter), and *What is a simple explanation of meditation?* (being quiet and concentrating on breathing).

Answers

1 B 2 C 3 A

B **Ss do the task individually and then compare answers with a partner.**

Answers

- 1 The podcast is very interesting; I don't believe
- 2 for example; Another example is
- 3 Like all the others

WRITE IT

C **Ss do the activity individually. Remind Ss to look at any notes they have from earlier in the lesson.**

- Pairs share their comments. Give them an opportunity to ask questions about anything they might not understand in their partner's comment. Ask them to say which comment in exercise 1A their partner's comment is the most similar to.
- Tell Ss to keep their writing where they can refer to it later. Encourage them to revisit their writing at the end of the unit and make any changes they think it needs. (This is part of the **Prove it** section of the **Progress check** on page 153 in the Student's Book.) This can include spelling, grammar, vocabulary use, punctuation, etc. Explain to Ss that everyone, no matter their level, can improve their writing and that sometimes it is helpful to put a piece of writing aside for a day or two and look at it again with "fresh eyes."

D **WRITING SKILLS** Ss do the task individually and then check answers with a partner.

- Ss switch papers with a partner and check spelling.
- Ss then check their spelling in the comments in exercise 3C.

Answers

believe interesting people really

E **Ss share their comments with the class.**

- Discuss if the class has generally positive or negative comments about the podcast.
- Ss write their replies individually and then share them with a partner.

HOMEWORK IDEAS

Assign the writing of the comment for homework and do exercises 3D and 3E in class the next day.

- **Workbook Unit 2.4**

LESSON OBJECTIVE

- give advice about useful apps for work and study



- **Introduce the task** **Aim:** Get Ss thinking about different kinds of apps.
- Ask *Do you use apps? Do you think apps are usually useful or not?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.



USE IT

A **Aim:** Ss talk about what apps they use.

- **PAIR WORK** Ss discuss the questions in pairs.
- If possible, Ss show each other the apps on their phones and talk about how/why they use them.
- **WHOLE CLASS** Ss share their partners' answers with the class.

B **Aim:** Ss practice giving advice about apps.

- **INDIVIDUALLY** Give Ss time to read about each issue and think of their advice.
- **PAIR WORK** Ss share their advice with a partner.

C **DISCUSS** **Do the task** **Aim:** Ss personalize the topic.

- **GROUP WORK** Ss do the task in small groups. Suggest that they make a list of the apps they each recommend to refer to in the next exercise.
- **Preparation for speaking*** Ss complete the task with one partner and then repeat with another.

D **DECIDE** **Aim:** Ss work together to choose useful apps.

- **GROUP WORK** In their groups from exercise C, Ss choose what they think will be the four most useful apps for new Ss. Suggest that they try to remember what was the most difficult/confusing thing on their first day/week of school. Was it finding the school itself? Was it understanding the schedule? Did they feel like they had nothing to talk about on the first day?
- Ss do the task in their groups.

E **PRESENT** **Aim:** Ss find out about the other groups' choices.

- **WHOLE CLASS** Ask one S from each group to present their apps.
- Allow Ss to ask questions about any of the apps they are unfamiliar with.
- **Feedback for speaking activities*** Use elicitation to correct errors. See page T-xxii for details.

F **Aim:** Ss refine their ideas and choices about useful apps.

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

EXTRA ACTIVITY

After the groups present their apps in exercise E, have the class vote on the final four most useful apps for new Ss. Ask volunteers to explain their decisions.

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

PROGRESS CHECK

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



TEACHER DEVELOPMENT REFLECTION

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

- 1 Development Activity 1 challenges Ss to memorize and repeat five sentences with the same structure. How did you explain the activity to Ss? Was it easy for them to understand? What advice would you give to a teacher when setting up this activity?
- 2 Did Ss enjoy the activity? Did it seem to be effective in "stretching" Ss' ability to memorize language? Why or why not?
- 3 Development Activity 2 asks Ss to remember key words and then use them to recreate a text. Which parts of the text were most difficult for Ss to recreate? Why was this?
- 4 At the end of the activity, Ss compare their texts with the original. What interesting or useful language points came up at this stage? What did Ss learn about English grammar or vocabulary as a result?

LET'S MOVE

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Developing speaking skills – Rehearsing

Speaking activities need to be set up carefully. We should make sure students have the language they need for the activity and that our instructions are clear. However, sometimes it doesn't matter how well we do this; students still seem reluctant to speak. Giving learners some time to plan and then practice the speaking activity quietly to themselves can help them prepare for speaking tasks. Pre-speaking activities of this kind are often known as *rehearsing*. It can help make learners' speaking more successful and give students a sense of achievement. This, in turn, helps build their confidence and motivation to speak.

Say it to yourself (Activity 1): Ss practice answering questions quietly to themselves before speaking to a partner. You can try this in Lesson 3.1.

Think it through (Activity 2): Ss are given time to plan a conversation. You can try this in Lesson 3.3.

To find out more, read pages 6 and 7 of Philip Kerr's *How much time should we give to speaking practice?*

Please go to http://www.cambridge.org/elt/blog/wp-content/uploads/2017/12/CambridgePapersinELT_TimeForSpeaking_2017_ONLINE1.pdf to access this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *Let's move*. Ask Ss to say what they think of when they see this expression. Write their answers on the board. Ask *Do you move a lot? How do you move? Do you play sports? Ride a bike to work or school? Go to a gym?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *fitness program* (an exercise plan or routine).

START SPEAKING

- A** In pairs, Ss discuss the questions. Ss share their answers with the class. The picture is a detail from the Beijing Olympic Games Opening Ceremony in 2008.

EXTRA ACTIVITY

Before doing Exercise B, ask Ss to write down a guess of which big sports event is the most popular with the whole class. After doing Exercise B, do a quick class survey. Ask each student to say which event they like to watch, and tally their answers on the board. Ask Ss to say if they guessed correctly.

- B** Write this sentence frame on the board for Ss to use: *I like to watch ___ because ___.*

- In small groups, Ss discuss the questions.
- Ask several groups to share their answers with the class.

- C** In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if sports in their country is the same as in Irene's country.

REAL STUDENT

Hi, I'm Irene, and I'm from Mexico. In my country, the sports are very important. The people go to the gym a lot. On the weekends, the people usually play soccer.

LESSON OBJECTIVE

- talk about what you're doing at the moment

1 VOCABULARY: Sports

- **Introduce the task** On the board, write *What sports can you name?* Set a time limit of one minute. Tell Ss to write down as many sports as they can think of.
- Ss compare lists with a partner.


VOCABULARY SUPPORT American English uses different words to talk about the place a sport is played:

soccer/football/baseball field

basketball/tennis/volleyball court

golf/marathon course

Track is used for running events that are not marathons.

A  1.23 **Do the task** Volunteers read the instructions and question aloud. Elicit answers from the class.

- Ss work with a partner to complete the task.
- Play the audio to check answers. Then play it again for Ss to listen and repeat the words.

Answers

2 team 3 gym 4 fans 5 court 6 field 7 athlete
8 race 9 pool 10 win 11 lose 12 goal

B **Ss do the task individually.**

- While Ss are doing the task, write the categories (*events, people, places, results*) on the board.
- Check answers as a class. Ask volunteers to come to the board and write their answers in the correct category, including the words they added.

Answers

Events: a race, a goal
Other ideas could include: game, match, tournament
People: an athlete, a player, a team, fans
Other ideas could include: coach, referee
Places: court, field, gym, pool
Other ideas could include: track
Results: lose, win
Other ideas could include: a tie

- C Direct Ss to page 142 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- D **PAIR WORK** Model a conversation for the first question with a volunteer.
 - Ss discuss the questions in pairs. Circulate and help as needed.

2 LANGUAGE IN CONTEXT

- A Ask a volunteer to read the first update aloud. Ask *Where do you hear this kind of report? (on TV or radio).*
 - Ss read the rest of the updates silently and circle the correct answers.
 - Check answers with the class. Ask Ss to say which words in each report gave them the answer. (Possible answers: **a** fans, **b** court, **c** goal, **d** second game, **e** field, **f** court)

Answers

a, c, e: soccer b, d, f: tennis

 **EXTRA ACTIVITY**

Put Ss in pairs or small groups. Tell them to look at the updates again and write a list of words from the updates that can be used to talk about other sports (e.g., *goal*: ice hockey, field hockey; *field*: baseball, field hockey, rugby; *court*: basketball, volleyball, tennis). This can also be assigned as homework.

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

Answers

a tennis b tennis c soccer

3 GRAMMAR: Present continuous

- **Introduce the task** Read the sentences in the grammar box aloud. Ss repeat after you.

A Do the task Ss complete the task individually.

- Check answers with the class. Ask *What verbs do you see in the sentences?*

Answer

We use the present continuous for actions that happen right now.

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

GRAMMAR SUPPORT Before students do exercise 3C, brainstorm verbs that can be used to talk about the picture, such as *watch, wear, look at, text, talk, read, sit*. Write the list on the board, but keep the verbs in their base form so that students have to change them to the present continuous during the task.

C **PAIR WORK** Direct Ss' attention to the picture. Give Ss time to find five things, think of sentences in the present continuous, and then share their sentences with a partner.

- Ask volunteers to share their sentences with the class.
- Discuss any questions about grammar.

Suggested answers

He's taking a picture.
He's reading the newspaper.
She's reading the newspaper.
He's eating.
They're sitting.

EXTRA ACTIVITY

Ss write three or four more sentences in the present continuous using the pictures in exercise 1A on SB page 22.

Suggested answers

He is exercising. (second picture, top row)
They're watching a game. (third picture, top row)
They're starting a race. (second picture, bottom row)

4 SPEAKING

A Give Ss time to read the conversation and find the answer. Ask a volunteer to say the answer.

- Direct Ss' attention to the **Insider English** box, and ask a volunteer to read the information aloud.
- Ask two volunteers to read the conversation aloud for the class. Model and have the class repeat the correct intonation and emotion for *Guess what!* and *Really?*

Answer

Ronaldo is sitting near her in a restaurant.

B Give Ss one or two minutes to think of answers to the questions.

C **PAIR WORK** Pairs take turns "calling" each other, saying where they are, and talking about who they see.

- Ask pairs to perform their role play for the class.



TEACHER DEVELOPMENT ACTIVITY 1

Say it to yourself

Alternative instructions for exercises 4B and 4C

Getting Ss to practice their part in a conversation before they work with a partner gives them practical preparation for speaking.

- Give Ss about two minutes to think of answers to the questions in exercise 4B. They can write down key words if they want. Monitor and make sure they aren't writing complete sentences.
- Tell Ss to practice saying their answers quietly to themselves. Demonstrate how to do this by whispering an example sentence: *Rafael Nadal is sitting at the table right next to me.*
- Suggest that Ss don't look at their partner when they practice alone.
- Monitor and help with language if necessary.
- After about two minutes, tell Ss to talk together to have phone conversations.

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

- talk about sports and exercise


1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask *Are you practicing or doing special exercises for a sport now? What do you do?* Then ask Ss if they know what the Paralympics is. Explain that the Paralympics is an international sports competition similar to the Olympic Games but for athletes – known as para athletes – who have a physical impairment.

- A **Do the task** Ask volunteers to answer the question. Discuss the pictures. Ask *What is the same about each of the sports for para athletes and athletes with no physical impairment? What is different?* (Same: Each sport happens in the same place – a pool, a track, a court. Athletes must practice and exercise to play each sport well. Different: Para athletes may need special equipment to play the sport that is different from athletes with no physical impairment. Para athletes must practice differently for their sport.)

Answer


swimming, track and field, basketball

- B  **1.24** Read the instruction and question aloud.

- Play the audio.
- Ss check the answer in pairs.
- Check the answer with the class. Ask a volunteer to say which words or phrases in the podcast gave him/her the answer. (Possible answer: *run and jump*)

Answer

Picture B

- C  **1.24** Read the questions aloud.

- Play the audio. Ss listen and read.
- Ss check their answers in pairs.
- Check answers with the class. Ask a volunteer to say which words or phrases in the podcast gave him/her the answer. Ask *What is important about the 16th step?* (He jumps.)

Answers

He is blind. He can run and jump far without seeing.

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


- Ss discuss the questions in pairs.
- Ask Ss to share their partners' answers with the class.

EXTRA ACTIVITY

Ss use their phones to look up the other two Paralympians from the pictures, Brad Snyder and Rebecca Murray. Ss share what they learned with the class.

2 VOCABULARY: Exercising

- Have a brief class discussion about moving. Ask *What verbs do you know to talk about moving (your body)? What verbs can you use to talk about how you move every day?*

A  **1.25 Introduce the task** Ss cover the pictures. Ask volunteers to read the vocabulary. Ask Ss to say any of the words they already know and to give a short definition or demonstration, if possible. Alternatively, ask Ss to cover the words, look at the pictures, and take turns guessing the verb.

- Ask *Which of these things did you do today?* Ss share their answers with the class.
- **Do the task** Play the audio. Ss listen and repeat.
- Ss do the task individually.
- Check answers as a class.

Answer

jump, throw

B **PAIR WORK** Read the instructions and the sample sentences aloud.

- Ss do the task in pairs
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they can follow Celeste's routine.

REAL STUDENT

Stand up. Stretch. Lift your arms. Jump. Turn. Push the chair. Stretch. Sit down.

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

3 GRAMMAR: Simple present and present continuous

- **Introduce the task** Review the present continuous. On the board, write *I am standing up* _____. Sit down and stand up as you read the sentence. Ask *What time word can go in the blank? (now) and When do we use the present continuous? (for actions happening now).* Explain that Ss will learn when to use the present continuous and when to use the simple present.

A **Do the task** Ss do the task individually and then check answers in pairs.

- **Review the task** Check Ss' understanding. Point to the figure at the bottom of the page and ask: *What is he doing?* (He's lifting the page number.)

Answers

usually; at the time of speaking

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

C Ss do the task individually.

- Direct Ss' attention to the **Accuracy check** box. Tell them to read the information and then check their work for accuracy.
- Check answers with the class.

Answers

1 does he come 2 comes 3 lives / is living
4 Is he playing 5 isn't

GRAMMAR SUPPORT In 3, both *lives* and *is living* are correct because we use the simple present to talk about routines or things that happen all the time, and we use the present continuous to talk about things happening now. Both are correct because *live* is a long-term activity.

D **PAIR WORK** Ss do the task in pairs. If necessary, model the task with a volunteer.

- Circulate and monitor.

4 SPEAKING

A Read the instructions and the questions aloud.

- Ss think of their answers to the questions individually.

B **GROUP WORK** Ss do the task in small groups.

- Ask Ss to share their group members' answers with the class.

MIXED ABILITY

If Ss have trouble or are nervous about thinking of three more questions on the spot, brainstorm possible questions as a class before beginning exercise 4B.

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


1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask Ss to think about the last time they were at a sports event and had to find food, bathrooms, parking, etc., and share the story with the class. Write the situations on the board and brainstorm other situations where someone has to ask for help finding something. Leave the situations on the board for Ss to refer to later in the lesson.

A In pairs, Ss look at the pictures and discuss the question.

Suggested answers

- A a parking lot outside a sports event
B a souvenir store for sports fans

B  **1.26** **Do the task** Play the audio. Tell Ss to make a note of their answers to the questions. Play the audio again if necessary.

- Ss discuss their answers to the questions in pairs, and then share their answers and reasons with the class. Did Ss have different ideas about the pictures?

Answers

Conversation 1: Because he doesn't work there.
Conversation 2: Maybe not. Because it's too expensive.

 **EXTRA ACTIVITY**


Before class, make copies of the conversations – enough so that each pair of Ss will have a copy. Cut each conversation into strips (one line of conversation per strip), mix up the strips for each conversation, and distribute them to the pairs. Pairs work together to put the conversations back into the correct order. Ss practice the conversations.

C Ss complete the sentences individually and then check answers with a partner.

- Check answers with the class.

Answers

1 looking for 2 looking for 3 you tell me 4 you know
5 you know


D  **1.27** Ss do the task in pairs.

- Play the audio to check answers.
- Ask Ss to practice the conversations with a partner.

Answers


1 Could you tell me 2 Do you know

2 REAL-WORLD STRATEGY

- A  **1.28 Audio script p. T-173** Play the audio. Ask volunteers to answer the question.

Answer


the price of the T-shirt and the price of the bag

- B  **1.28 Audio script p. T-173** Read the instructions and the choices aloud.

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

Answer

a

- C  **1.29 Audio script p. T-173** Give Ss time to read the information in the box.

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


Answers

1 Sorry? The away fans? 2 Sorry? Snacks?
3 Sorry? The food truck? 4 Sorry? Half time?
5 Sorry? The jerseys?


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

- Give Ss time to read the instructions on those pages silently. Check understanding of the task. Ask *Student A*, *what will you do first?* (Ask *Student B* questions.) *Student B*, *what will you do first?* (Listen to *Student A*.) *How will you check information?* (repeat back the words I don't understand as a question) *What information will you use to answer?* (the explanations in parentheses)
- Model a conversation with a volunteer. Ask *Can you tell me where the parking lot is?* Elicit the question: *Parking lot?* Answer: *Yes, the place where you park your car.*
- Pairs do the task. Make sure they take turns asking and answering the questions.

3 PRONUNCIATION: Saying /oʊ/ and /ɔ/ vowel sounds

- A  **1.30** Give Ss time to read the instructions.

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

- B  **1.31** Give Ss time to read the instructions.

- Play the audio and tell Ss to write the words in the correct place. Tell Ss not to worry about spelling.
- Ss check their answers in pairs.

- Play the audio and check answers. Tell Ss to repeat the words.

Answers

/oʊ/ throw, photo
/ɔ/ sport, court, floor

- C Before speaking, encourage Ss to underline /oʊ/ words and circle /ɔ/ words. (Answers: /oʊ/ show, photos; /ɔ/ door, sports, sure, courts, store, four, more)

- Ss work in pairs to practice the conversations.

4 SPEAKING

- A **PAIR WORK** Tell Ss to put the conversation in order individually and then check answers with a partner.

- Check answers as a class.
- Pairs practice the conversation.

Answers

8, 1, 2, 3, 6, 7, 4, 9, 5

- B **PAIR WORK** Model a conversation with a volunteer.

A: *Can you tell me when the pool opens on Tuesday?*

B: *Sure. It opens at 10:00 a.m.*

- Pairs take turns asking and answering questions about the pool.
- Ask volunteers to say their conversation for the class.



TEACHER DEVELOPMENT ACTIVITY 2

Think it through

Alternative instructions for 4B

Asking students to think about what both speakers will say in a conversation can help them anticipate language and interact more effectively.

- Tell Ss they're going to work in pairs. Student A will ask for information about the swimming pool, and Student B will give answers.
- Ask Ss to think about the conversation they will have, for example, what kinds of questions and answers there will be in the conversation.
- Don't tell Ss whether they will be Student A or Student B. Give Ss two minutes to look at example expressions from 3.3 without writing anything down.
- Say which S is A and which is B in each pair. Ss have the conversation and then change roles and have the conversation again. Monitor and help.
- Ask Ss if their real conversations were similar to the ones they thought about.

- **Workbook Unit 3.3**

3.4

BIKE SHARING

LESSON OBJECTIVE

- write short messages to a company

1 LISTENING

- **Introduce the task** Draw Ss' attention to the title *Bike sharing*. Ask *Do you like riding a bike? What about riding a bike in and around a city?*



- A OPTIONAL ACTIVITY** Let Ss use their phones to research information about a bike-sharing program in their city. Give them questions to help them search: *How many bikes are available? How much does it cost to rent a bike? How long can you keep the bike? How many people use the program?*

- Ss share what they found with the class.

- B** Read the instructions and questions aloud. Give Ss time to read the introduction.

- Check answers as a class.

Suggested answer

Jon is in Mexico City. He is riding a bike.

- C** **1.32 PREDICT** *Audio script p. T-174* Read the instructions and questions aloud. Ask volunteers to share their predictions with the class and explain what makes them think that way.

- Play the audio. Ss check their answers in pairs.
- Discuss Ss' answers as a class.

Answers

He thinks it's a good idea because he says, "It's clear why these programs are popular: bike riding is a healthy, cheap, and fast way to travel ..."

He thinks it's quick, but he also thinks it's dangerous and not good for a tourist.

- D** **1.32 LISTEN FOR DETAIL** *Audio script p. T-174* Play the audio again and tell Ss to write down their answers.

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

Answers

- 1 People who live in Mexico City.
- 2 He uses it to get to work.
- 3 They don't see cyclists, and they just keep driving.
- 4 Sometimes there aren't any bikes at the docking station.
- 5 He walks to the next station.
- 6 He feels awake.

MIXED ABILITY

If you need to play the audio again for less advanced Ss to answer the questions, have stronger Ss listen and write one or two more comprehension questions and take turns asking and answering with a partner.

- E** **PAIR WORK** **THINK CRITICALLY** Read the instructions and questions aloud. Ask volunteers to read the sample responses aloud.

- Suggest that pairs make a list of pros and cons to help them organize their ideas.
- Set a time limit of ten minutes for pairs to discuss the questions. Circulate and monitor.
- Draw a pro/con T-chart on the board. As Ss share their ideas with the class, write them on either side of the T-chart. Have a class discussion about if there are more pros or cons, or vice versa. Tell Ss that they should take notes and keep them to use later in the lesson.

Suggested answers

(+)

They are cheap.

Bike riding can be a quick way to get around a city.

It is good exercise.

They can reduce traffic.

(-)

Bike riding in a city can be dangerous.

Bike riders might breathe in pollution.

2 PRONUNCIATION: Listening for linking sounds

- A** **1.33** Draw Ss' attention to the small linking marks under the words, and explain that they show the places where the sound at the end of one word and the beginning of another are linked.

- Play the audio for Ss to listen. Then play again for them to repeat.

- B** **1.34** Play the audio. Ss do the task individually.

- Ss check answers in pairs. Play the audio again for them to confirm answers.
- Check answers with the class. Play the audio again for Ss to repeat.

Answers

1 How are you feeling?

2 I'll watch out for that.

3 This is basically an enormous traffic jam.

- C** Ss complete the rule and check their answer with a partner.

Answer

Consonant sounds at the end of a word usually connect to vowel sounds at the start of the next word.

3 WRITING

- **Introduce the task** Ask *Do you read reviews or comments online? Do you write reviews or comments online?*

A **Do the task** Direct Ss' attention to the Register check. Give them time to read the information individually.

- Ss quickly skim the messages and format. Ask *Where do you see these kinds of messages?* (Twitter) and *What is the name of the company the people are tweeting about?* (Citi Bike Ride).
- Ss read the comments silently and think about which are positive and which are negative.
- Check answers as a class. Ask several volunteers to identify the specific parts of the comments where they found their answers.
- Ask *What are the little faces at the end of the comments called?* (emojis) and *Is the writer using them?* (No, a commenter is.)

Answers

Positive: @thelittleone
Negative: @citizenbrian, @davidbarts2, @lulu, @lordaudifan

B **WRITING SKILLS** Ss do the task and then compare answers with a partner.

- Check answers with the class.

Answers

1 so 2 and 3 but

C Ss do the task and then compare answers with a partner.

- Check answers with the class.

Answers

1 c 2 a 3 b

EXTRA ACTIVITY

Before going on to the writing task, give Ss more practice using *and*, *but*, and *so*. On the board, write *I don't like driving to work, so ... ; I bike to work and ... ; I want to bike to work, but ...*. Give Ss time to think of ways to complete each sentence. Ask volunteers to share their completions. Write them on the board and have a class discussion about whether each one correctly completes the sentence.

WRITE IT

D Ss do the task individually. Remind Ss to refer to any notes they have from earlier in the lesson.

- Pairs share their messages. Give them time to ask questions about anything they don't understand in their partner's message. Ask them to say which emoji they would use to reply to the message.
- Ss share their messages with the class. Discuss if the class has generally positive or negative comments about bike-sharing programs.
- To check writing skills, ask volunteers to write their comments on the board and review the use of *and*, *but*, and *so*.
- **Workbook Unit 3.4**

3.5

TIME TO SPEAK

Fitness programs

LESSON OBJECTIVE

- create a fitness program



- **Introduce the task** **Aim:** Introduce the topic of fitness programs.
- Read the title and ask *Is it easy to join a fitness program in your area? Are they free? What are the advantages of exercising in a program?* Ask Ss to share anything that they know about fitness programs in your area.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A **RESEARCH** **Do the task** **Aim:** Give Ss more information about local fitness programs.

- **PAIR WORK** Ss discuss the questions with a partner and then share answers with the class.
- If possible, Ss individually research the availability of free sports activities where they live and then share their findings with their partner.
- **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.

B **DISCUSS** **Aim:** Ss prepare to talk about fitness programs.

- Read the instructions aloud.
- **GROUP WORK** Give groups time to answer the questions about fitness programs.
- Have a brief class discussion about free fitness programs. Ask *Why are some programs free? What is positive about free programs? What other free programs can you think of?* Make a list of programs on the board. Ask *Do any of these sound interesting to you?*

HOMEWORK IDEAS

Ss research specific free programs in your area and bring the information to class to share. They should include the specific activity, days, times, length of program, how to join, and any age restrictions.

C **PREPARE** **Aim:** Ss create their fitness program.

- **GROUP WORK** Set a time limit of 15 minutes. Ss work in small groups to design a fitness program.

D **PRESENT** **Aim:** Ss present their programs to the class.

- **GROUP WORK** Groups take turns presenting their fitness programs. Encourage Ss to take brief notes while each group member is talking and save their comments and suggestions for after each presentation.

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

E **AGREE** **Aim:** Ss work together to choose two fitness programs.

- Read the instructions aloud.
- **WHOLE CLASS** Invite Ss to make pro/con T-charts on the board for each program to help the class make their decisions.
- Have the class decide which two programs to choose.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

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

PROGRESS CHECK

- Direct students to page 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 How much do you think rehearsing a speaking activity helped students?
- 2 How do you think it helped students? For example, were they more accurate? Did they use a wider range of language? Were they more fluent? Was their interaction better?
- 3 How comfortable were students either practicing language quietly alone or thinking about language? How comfortable did you feel during this point in the activity?
- 4 What changes, if any, would you make to these ideas?
- 5 What other kinds of speaking activities do you think rehearsing is suitable for?

REVIEW 1 (UNITS 1–3)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 1–3. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

- A** Read out the five words from the example, *grandson, coworker, girlfriend, player, classmate*. Ask *Which one is different? (player) Why? (It's a sports word.)*
- Ss do the exercise individually and then check answers with a partner.
- B** Draw Ss' attention to the numbers next to each category. Explain that Ss should write the number of the category that the circled word belongs in.
- Ss work in pairs to complete the exercise.
 - Check answers as a class.

Answers

- 1 player (category 6)
- 2 boss (category 1)
- 3 the laundry (category 4)
- 4 some coffee (category 3)
- 5 push (category 7)
- 6 screen (category 5)
- 7 cash (category 2)

- C** Ss work in pairs to add three more words or phrases to each category.
- Put pairs together to make groups of four. Groups compare answers.
 - Check answers as a class. See the Language summaries on pages T-161–163 for ideas.

2 GRAMMAR

- A** On the board, write *Do you usually have an umbrella in her bag? Ask Is this sentence correct? (no) Why not? (It should say your bag.)*
- Ss do the exercise individually.
 - Check answers as a class.

Answers

- 1
- 1 your 2 My 3 my wife's umbrella 4 isn't raining
- 5 isn't 6 it often
- 2
- 7 these 8 don't 9 Do 10 aren't 11 live 12 whose

- B** **PAIR WORK** Ss practice the conversations in pairs.

3 SPEAKING

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

4 FUNCTIONAL LANGUAGE

A Read the first exchange of the conversation aloud, but use the wrong answer (*nice to meet you*). Ask *Why is this wrong?* (because the people know each other) *When do you say nice to meet you?* (when you meet someone for the first time)

- Ss do the task individually.
- To check answers, pairs read the conversations aloud.

Answers

1 Nice to see you again! 2 place 3 anybody
4 Seriously? 5 tell me

B Ss do the task individually.

- Check answers as a class.

Answers

1 hear 2 call 3 say 4 catch 5 Is 6 try

5 SPEAKING

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

- Pairs have their conversations.

B Pairs change roles and repeat their conversations.

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



Strategy 1: Developing learner responsibility – Informal assessment

In this unit, we're going to focus on using **informal assessment techniques** during class time. One way that teachers informally assess students is by **tuning in**. In other words, teachers listen carefully during speaking activities to find out how well students are producing new language. By tuning in, teachers can decide whether to review the new language or move on. This also helps teachers with **giving feedback** to individual students – telling them what they did well and what to work on. This feedback helps students set goals for themselves and become more responsible for their learning.

Tuning in (Activity 1): Listen and assess Ss' ability to use new language during semi-controlled speaking practice. You can try this in lesson 4.1.

Giving feedback (Activity 2): Assess Ss during a freer-speaking activity and give developmental feedback. Try this in lesson 4.5.

To find out more, watch the video *Tuning in to Your Learners – Assessment and Evaluation in the Lesson*.

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

INTRODUCE THE THEME OF THE UNIT

Have a discussion about how people get together to celebrate special occasions and events. Ask *Do you like to give gifts? When? What events do you celebrate with your family? With your friends?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *respond, announcement*. Ask volunteers to predict what categories of vocabulary and subjects they will learn in this unit.

VOCABULARY SUPPORT To *respond to an invitation* means to tell the person who invited you if you will go to his/her event or not.

An *announcement* is a note, usually public, that tells the time, place, date, and other important information about an event.

START SPEAKING

A Give Ss time to look at the picture and name the colors they can see. Ask if they know what the people in the picture are doing. (The picture shows the Hindu festival of Holi, also called the *festival of colors*. It takes place in March every year and celebrates the victory of good over evil and the end of winter.)

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

B Give Ss time to think of their own answers to the questions. Set a time limit of five minutes.

- Ss discuss the questions in pairs.

C In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have anything in common with the way Irene celebrates with her family.

REAL STUDENT

Hi, I'm Irene. My family and I celebrate birthdays together. We usually have a lovely dinner together. And you?

EXTRA ACTIVITY


Ask Ss to discuss their most important holiday. Discuss the celebrations in your town or in your country. Ask *Which is your favorite? Why? Does your group agree?* Set a time limit for Ss to discuss their answers in small groups. Ask a S from each group to report on their group's answers.

- talk about your plans

1 VOCABULARY: Describing pop culture

- **Introduce the task** On the board, write *pop culture*. Ask Ss what it means to them and give examples.
- Pairs discuss what parts of pop culture they like and don't like.



- A  **1.35 Do the task** Ask volunteers to read the questions aloud. Ask a S to tell the class what the instructions say in his/her own words.

- Ask if anyone knows of Comic Con, and if so, what they know.
- If appropriate, let Ss research Comic Con on their smartphones. Alternatively, assign research for homework and let Ss share what they found with the class the next day.
- Elicit other responses to the questions from the class. (You can see actors, directors, fans playing video games, and artists at Comic Con.)
- Direct Ss' attention to the pictures and the captions.
- Play the audio. Ss repeat.

VOCABULARY SUPPORT San Diego Comic Con is the original Comic Con. (Con = convention: a large meeting of people who have a similar interest) It started in 1970 as a celebration of comic books and science fiction/fantasy movies and television. In 2015, more than 160,000 people went to it. There are Comic Cons in many cities in the world now, celebrating anime, manga, toys, video games, novels, TV shows, and movies.

- B **PAIR WORK** Give Ss time to read the items. Check understanding.
- Ss think of examples for each thing and share their examples with the class. Make note of their answers to use in the next step.
 - **Review the task** Books closed. Say one of the examples Ss gave. Point to a S and ask him/her to say what it is an example of. Continue with the other examples and other Ss.
- C Direct Ss to page 143 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- A Give Ss time to read the blog post individually and to find the words from exercise 1A. Direct Ss' attention to the **Glossary**.
- Volunteers answer the questions.

Answers

actors, directors, TV shows, (video) games, artists

- Have a brief discussion about some of the details in the blog post to check understanding. Ask *Are you a big fan of anything? Do you know anyone who is a fangirl? What kind of costumes do you think Cassie and Tommy are wearing? What kind of things do you think you can see in Artists' Alley? What do you think is in Tommy's pictures?*

- B Ss do the task individually.

- While Ss are doing the task, write the sentences on the board.
- Ask volunteers to come to the board to correct the false sentences for the class to check their answers.

Answers

- 1 Cassie likes her costume.
- 2 true
- 3 Tommy isn't selling his pictures at Comic Con (but you can order from his website).

EXTRA ACTIVITY

Ask Ss to think of a special festival or event that they like. Where is it? What happens? Why do they like it? Put Ss in groups to discuss their ideas.

3 GRAMMAR: Present continuous for future plans

- **Introduce the task** On the board, write *present* and *future*. Then write *I'm teaching now. I'm teaching tomorrow, too*. Ask *What is the verb? What form is it in? (am teaching, continuous) What is different about the sentences? (the time words now and tomorrow)* Explain that the continuous form describes an action in the present but can also describe an action planned for the future.
- Read the example sentences in the chart aloud. Ss repeat after you.


GRAMMAR SUPPORT Explain that a time word (e.g., *now* or *tomorrow*) isn't always necessary if the time is known. Look at *I'm bringing my camera* in the grammar box. Ask Ss to read the blog post on page 34 again and identify the words that tell them that Cassie is talking about the future (*this weekend* in the second sentence of the blog post).

- A **Do the task** Ss complete the task individually and then check answers in pairs.

Answers

1 can 2 plans or arrangements

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

- C  **1.36** Read the information in the **Insider English** box aloud.

- Ss work individually to complete the sentences.
- Play the audio for Ss to check their answers.
- Ss practice the conversation in pairs.

Answers

2 're going 3 'm going 4 is playing 5 is, playing
6 're not staying

- D **PAIR WORK** Volunteers read the activities and the sample conversation aloud. Check understanding.

- Ss ask and answer the questions in pairs.
- Ss share their partners' answers with the class.

EXTRA ACTIVITY

Ss extend the conversation and ask each other about next month, next summer, etc.

4 SPEAKING

- **GROUP WORK** Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words. Volunteers read the sample conversation aloud.
- Set a time limit for Ss to do the task in small groups.



TEACHER DEVELOPMENT ACTIVITY 1

Tuning in

Teachers sometimes say it's difficult to assess students during semi-controlled speaking activities because they aren't sure exactly *what* to assess and students often stop speaking when teachers face them. The strategies in this activity help you tune in more effectively.

- Decide on only **one** language item to listen for. (In this case, it's present continuous for future plans.)
- Ss start exercise 4.
- Move closer to a group of Ss, but avoid direct eye contact. If Ss are standing, you stand, too. If Ss are sitting, you sit, too. Turn slightly away while listening.
- Make a note of any errors in Ss' use of the present continuous, for example:
I'm meeting ...
You are doing anything?
I am meeting ...
- Repeat with another group.
- Review your notes after the lesson. Decide how much reviewing you might need to do and what exactly you need to review (e.g., word order in the question form, use of auxiliaries, using contractions in speaking).


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

LESSON OBJECTIVE

- talk about giving and receiving gifts

1 VOCABULARY: Naming gift items

- **Introduce the task** Ask *When do you give gifts? Who do you give gifts to? When do people give gifts to you? What's your favorite gift? Do you buy different types of gifts for your family, friends, coworkers?*

A  1.37 **Do the task** Put Ss in small groups to talk about if and why they are a difficult person to buy gifts for.

- One S from each group shares their group's answers with the class.
- Ss look at the pictures and read the labels to themselves.
- Play the audio for Ss to listen and repeat the words.
- Ss discuss the last question in their groups.


 EXTRA ACTIVITY

Write on the board the headings: *Family, Friend, Coworker, Neighbor, Boss, Roommate*. Ask Ss to think about the gift items from exercise 1A and decide on a category for each one. Ss say a gift from the list and its category. Write the gift in its category. When all Ss have answered, you can see the most popular gifts for each category. Ask Ss to add any gift that is not on the list.

B **PAIR WORK** Ss discuss the question in pairs.

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


2 LANGUAGE IN CONTEXT

A  1.38 Ask *What will you listen for?* (which gifts from exercise 1A each person says)

- Books closed. Play the audio for Ss to complete the task. Check answers as a class.

Answers


Lara: sweatshirt, a gift card
 Hasan: perfume, a bouquet of flowers
 Rosa: gift cards

B  1.38 Volunteers read the instructions aloud. Check understanding of the task. Ask *What information are you listening for?* (why the people are difficult to buy gifts for)

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

Answers

Lara's dad: He always says (tells Lara) that he doesn't want anything.
 Hasan's sister: She never likes the gifts he gives her.
 Rosa and her brothers: Their parents never know what to get them.

C  1.39 Read the instructions aloud. Check understanding.

- Play the audio for Ss to complete the task.
- Play the audio again for Ss to take notes on the words or phrases that helped them get the answer. Ss share with the class.

 1.39 Audio script

| | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Lara's dad | What's this? It's for ... a day of racing a sports car. Ferrari, Porsche, Lamborghini. Wow, thanks, Lara. Just, uh, don't tell your mom. OK? |
| Hasan's sister | Oh, thank you, Hasan – flowers. They're, uh, beautiful. I can put them in mom and dad's room. |
| Rosa | Wow! A \$50 gift card to the hair salon! Thanks, Mom. You're the best. Now I can get my hair colored pink. |

Answers

Lara's dad: Yes, he's happy.
 Hasan's sister: No, she's not happy.
 Rosa: Yes, she's happy.

3 GRAMMAR: Object pronouns

- **Introduce the task** Review *pronoun* and *object*. On the board, write *Jane is my sister. She buys good gifts. I always like them. Ask Ss to identify the pronouns (she, them) and the objects (sister, gifts, them). Ask Which is the object pronoun? (them)*

A **Do the task** Read the sentences in the grammar box aloud.

- Check understanding of the task. Ask *Where will you find the people and things the words in bold replace?* (in the text on page 36)
- Ss do the task individually.
- Ss check answers in pairs before checking answers with the class.

Answers

me = Lara; him = Lara's dad; it = an experience;
her = Hasan's little sister; them = perfume or clothes;
it = a movie; me = Rosa; us = Rosa and her brothers;
them = their/Rosa's/Rosa and her brothers' parents

B Ss do the task individually.

- Check answers as a class.

Answers

a me, him, her, them, us b it, them c them

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

D Ss complete the task individually.

- Read the information in the **Accuracy check** aloud. Ss check their answers for accuracy.
- Check answers as a class. Ask Ss to tell their partner about what they buy for their family. Make sure that Ss use items from the vocabulary section. Help with other gift words as necessary.

Answers

1 them 2 her; them 3 it; them

4 SPEAKING

- **PAIR WORK** Read the instructions and the list of people aloud. Ss can choose a person from the list or anyone else they know. Volunteers read the sample conversation.
- Pairs do the task.
- Ss share their ideas with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video. Ask *Do you want to buy the same thing as Caio? Why or why not?*

REAL STUDENT

Hi, my name is Caio, and I'm getting this notebook for my good friend because she is ... he is work a lot.

EXTRA ACTIVITY


To extend the activity, you can ask pairs to get together with another pair. Pairs tell another pair of students about their gift ideas. Can they guess who the gifts are for?

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

- make and respond to invitations

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask *What kinds of things do you see or hear at a street festival?*

A  1.40 Volunteers read the questions aloud. Ask a S to tell the class what the instructions say in his/her own words.

- Play the audio. Ss listen to and read the two conversations.
- Give Ss time to read the questions, and then play the audio again.
- Ss discuss their answers in pairs and then check answers with the class.
- Direct Ss' attention to the **Notice** box and read the information aloud.

Answers

They plan to meet at the subway station, but Daniel is running late. They meet at the pizza restaurant on Third Street.

EXTRA ACTIVITY

Pairs work together to substitute names, place to go, reason not to go, reason to still come, and places to meet. Then they practice the new conversation.

B Ss look at the headings in the left-hand column of the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.

MIXED ABILITY

Ask stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, ask them to reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers fill in the blanks on the board for the class to check answers.

Answers

1 like 2 love 3 can't 4 wish 5 can 6 meet
7 See 8 soon

C **PAIR WORK** Ss complete the task individually.

- Ss practice the conversations in pairs.
- **OPTIONAL ACTIVITY** In order to give Ss a chance to recall the language for accepting and refusing invitations, quickly review the expressions studied throughout the lesson.
- Ss search online for *10 places to visit in your city/state/province*.
- Ss work in pairs and choose places to invite each other. Ss take turns accepting or declining the invitations.



FIND IT

2 REAL-WORLD STRATEGY

- **Introduce the task** Ss share with the class situations where they declined an invitation. What are the reasons to decline an invitation?

A 1.41 Ss read the instructions. Check understanding.

- Play the audio. Ss listen and answer the questions individually.

Answers

Lucca wants to go to a concert in the park. Jen doesn't want to go.

B 1.41 Ss read the information in the box. Check understanding. Read the sentences in the box aloud several times and tell Ss to repeat.

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

Answers

1 I'm not sure 2 and things 3 Maybe

C **PAIR WORK** Ss read the instructions and situations. Check understanding.

- Ss do the task in pairs.

EXTRA ACTIVITY

With the class, brainstorm about ten invitations to various events. Write them on individual slips of paper and put them in a box or bag. Choose two Ss to come to the front of the class. One S chooses one of the papers and invites the other S. The other S has to decline the invitation and give a reason. With stronger classes, encourage Ss to make imaginative or silly reasons for not going.

3 PRONUNCIATION: Saying /v/ in the middle of a word

A 1.42 Give Ss time to read the instructions. Play the audio. Ss say the /v/ words.

- Play the audio again and ask Ss *Do your /v/ words sound the same or different?* Note that /v/ and /b/ often sound similar for some speakers of English.

B 1.43 Read the instructions aloud. Explain that one speaker says /v/ clearly, and one speaker does not. Play the audio and check answers.

- The whole class says the /v/ words. Show Ss how their top teeth should touch their bottom lip to make /v/. Help them listen for the vibration of /v/.

Answers

1 B 2 A 3 B

C Ss practice the conversations in exercise 3B in pairs.

4 SPEAKING



A **PAIR WORK** **Introduce the task** Give Ss time to read the instructions.

- **OPTIONAL ACTIVITY** Let Ss use their phones to find an event they would like to go to. If that isn't possible, allow them to think of a real or imaginary event on their own.
- Model the task with a volunteer.
- **Do the task** Pairs do the task.

MIXED ABILITY

If Ss are having difficulty with the task, choose an event and work with them as a group to write a conversation for them to practice.

- **Review the task** Pairs say their conversation for the class.
- **Workbook Unit 4.3**


LESSON OBJECTIVE

- write an online event announcement

1 LISTENING

- **Introduce the task** Ask Ss how they find out about special events in and around where they live. Ask if they receive regular event announcements from any clubs or organizations they belong to. Ask *What kind of information is in the event announcements you receive?* (Possible answers: date, time, etc.)


A **PREDICT** Ss look at the pictures and discuss their prediction in pairs. Then Ss share predictions with the class.

B  **1.44** **Audio script p. T-174** Play the audio. Ss listen to the news report to check if their prediction was correct – they don't need to understand all the details at this point.

- Ask Ss if their predictions were correct.

Answer

The event is Bat Fest in Austin, Texas, USA.

C  **1.44** **LISTEN FOR DETAIL** **Audio script p. T-174** Give Ss time to read the questions so they know what details to listen for.


- Play the audio.
- Ss answer the questions individually.
- Play the audio again for Ss to check their answers.
- Check answers as a class.

Answers

1 Austin, Texas, USA 2 Mexico 3 when the bats fly out from under the bridge (when the sun starts to go down)
4 1.5 million

 **MIXED ABILITY**

Some Ss may need to listen to the audio again to figure out any incorrect answers. Play the audio in parts, stopping immediately after the answer to each question is said by the reporter. While you do this, stronger Ss could listen and write three or four more questions about the event to ask each other.

D  **1.45** **Audio script p. T-174** **PAIR WORK** Read the questions aloud.

- Ss think of the possibilities in pairs.
- Play the audio for Ss to check their answers.
- Ss share which of their predictions were correct.

Answers

a live concert in the park; a bat costume contest; try barbecue


E **THINK CRITICALLY** Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words.

- Ss discuss their ideas in small groups.
- Each group shares their discussion with the class.

Suggested answer

people who don't like bats


2 PRONUNCIATION: Listening for single sounds

A  **1.46** Give Ss time to read the instructions. Ask Ss to predict whether the letters will make one or two sounds. Play the audio and check answers.

- Tell Ss not to look at their books. Play the audio again and encourage Ss just to focus on the sounds.

Answer

You can hear one sound.

B  **1.47** Give Ss time to read the instructions. Remind Ss that letters and sounds are not always the same. Explain that they need to think about how the sentences will sound.

- Play the audio. Check answers. Write the connected words on the board with a linking symbol between the letters that become a single sound.

Answers

1 eatten, one night 2 carracing 3 waitto

C Ss circle the correct words to complete the sentence. Check answers.

Answer

one; similar

3 WRITING

- **Introduce the task** Review what kinds of information Ss see in an event announcement.
- Ss share any unusual festivals they know about.

A Ss read the announcement silently.

- Check understanding. Ask *What day is Bug Fest?* (September 19) *Where is it?* (City Museum of Science) *Who will make presentations?* (scientists) *When will artists paint the bugs?* (10 a.m.–1 p.m.) *Where are the bands playing?* (in the museum gardens) *Does it have an ending time?* (no)
- Ss share their answers with the class. Ss explain why they would or would not like to go to the festival. For Ss who want to go, ask in which activities they would be particularly interested.

B WRITING SKILLS Ss do the task and then compare answers with a partner.

Answer

a. in addition

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

Answers

activities, date, place, time (not address or price)

WRITE IT

- D Ss do the task individually. Remind Ss to refer to the ideas from the introduction or any notes they have from earlier in the lesson.

MIXED ABILITY

If necessary, brainstorm event ideas as a class. Depending on class size, put Ss in pairs or small groups to write the event announcement together.

E **GROUP WORK** Ss share their event announcements with their group.

- Ss write their comments about each event. Review the ways to decline an invitation that Ss learned in lesson 3. If they are declining to go to an event, remind them to use the phrases that they learned.
- Ss share their comments with the class.

HOMEWORK IDEAS

Assign the writing of the comment for homework and do exercise 3E in class the next day.

- **Workbook Unit 4.4**

TIME TO SPEAK

The gift of giving

LESSON OBJECTIVE

- choose gifts for your host



TEACHER DEVELOPMENT ACTIVITY 2

Giving feedback

Giving regular feedback to students gives them a clear idea of what to work on.

- Copy the chart and **bold** words into your notebook *before* the lesson.

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| using present continuous | confident with affirmative and question form ✓ (Alex/Gabriel/Ines) sometimes forgets <i>-ing</i> (Sara/Marta) |
| vocabulary | describing hosts ✓ (Tomas/Ines) work on strategies for explaining unknown words in English (whole class) |
| keeping the conversation going | asking range of questions ✓ (Sara/Marta) asking "What do you mean?"/"Can you explain that?" ✓ (Marta/Alex) use phrases to show interest (Alex/Ines) |

- Ss do speaking tasks
- Listen and add notes to the chart. (See examples above.) Include things SS do well and things to work on.
- Use these structures to give developmental feedback at the end of the lesson.
It was good to hear you use ...
I like the way you ...
One thing you can work on is ...
Something you can practice outside class is ...

A **Introduce the task** Aim: Introduce the concept of buying souvenirs and host gifts.

- Ask *Can you think of a gift that you love that a friend or family member gave you when they traveled somewhere?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.
- **Aim:** Ss discuss different gift ideas.
- **PAIR WORK** Ss answer the questions in pairs. Circulate and answer any vocabulary questions.

B **DISCUSS** **Do the task** Aim: Ss discuss the factors in choosing a gift for a host.

- **GROUP WORK** Ss discuss the questions in groups of four. Suggest that they take notes on their answers to use in their presentations in the next step.

C **PRESENT** Aim: Ss explain their gift choices to the class.

- Read the instructions aloud.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.
- **WHOLE CLASS** Ss share their ideas with the class.
- After all Ss have presented their ideas, have a class discussion about who they think had the best ideas. Refer to the questions on the board and ask *Why is (Jo's) gift good for a host in (South Korea)? Why is it a good gift for (plane) travel?*, etc.

D **AGREE** Aim: Ss discuss and then decide which gifts to give.

- Read the instructions aloud.
- **GROUP WORK** Ss answer the questions in their groups.
- **WHOLE CLASS** Ss share their ideas with the class.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

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

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 Why might it be a good idea to only listen for **one** language item in semi-controlled speaking activities?
- 2 What other areas of language development could you include in the feedback chart?
- 3 The two activities focused on how informal assessment can benefit students. But how can your assessment notes help *you*, as the teacher?

FIRSTS AND LASTS

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Memorizing new language – Making language memorable

After we have introduced new language in the classroom, we need to help our Ss store this language in long-term memory so that they can understand and use it in the future. In this unit, we look at a couple of techniques for making new words and expressions more memorable for Ss.

Word association (Activity 1): Ss make personal connections between new language and language they already know. You'll have the opportunity to try this in Lesson 5.1.

Personalized sentences: true or false? (Activity 2): Ss personalize new language and use it to play a true-or-false guessing game. You can try this in Lesson 5.2.

To find out more about what makes language memorable and what techniques we can use to promote memorability, read Chapter 2 of Nick Bilbrough, *Memory Activities for Language Learning*, pp. 43–77. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *milestone*. Explain that a milestone is an important event that marks a change in your life. Ask *What are some milestones in a person's life?* Write Ss' answers on the board (birth, first day of school, graduation, marriage, first child, first job, etc.).

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *congratulate, sympathize, summarize*.

START SPEAKING

- A** In pairs, Ss discuss the questions. Note that the questions in the Student's Book are not in the past tense. If Ss can use some past tense verbs, that is fine, but don't correct any grammar yet, as they will learn about the simple past in lesson 1.
- Ss share their answers with the class. (They are on a bus going to the first day of school. Most look happy but some look nervous.)
 - Briefly discuss if anyone in the class remembers their first day of school and ask Ss to share how they felt about the experience.
 - Explain that sometimes milestones are not big events like birth or graduation, but sometimes they are smaller events, like learning to ride a bike or saying your first word.

B Read the questions aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their picture is similar to or different from Allison's.

REAL STUDENT

Hi, I'm Allison. In my picture, I'm with my family and my two best friends. We are singing the "Happy Birthday" song in my house.

EXTRA ACTIVITY

On the board, demonstrate drawing a timeline with three or four milestone events in your life. Tell Ss to write their own timelines individually. Encourage them to write five or six events. Tell them to keep their timelines to discuss later in the unit.

LESSON OBJECTIVE

- talk about past events in your life

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *amazing*. Ask Ss what kinds of life events can be described as amazing.
- Pairs discuss what big life events are amazing and what kinds of events are difficult.

A **Do the task** Ask volunteers to read the instructions and questions aloud. Make sure they understand to only look at the pictures at this point and not read the text.

- Ss discuss the first three questions in pairs.
- Give Ss time to read the stories. Direct Ss' attention to the **Glossary**. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers as a class.

Answers

Carol is looking at the ocean. Her experience could be positive or negative (no signs either way). She visited the ocean for the first time. Her experience was positive.
 Malik is taking a driving lesson or driving test. His experience seems negative (tense expression). He took his first (and last) driving lesson. His experience was negative.
 Barbara just ran a race. She ran her first marathon. Her experience was positive.

B Give Ss time to read the stories again and do the task individually.

- Ss compare their answers with a partner.
- Ask Ss to share their partners' answers with the class.


Answers

1 Malik 2 Barbara 3 Carol 4 Carol

✎ HOMEWORK IDEAS

Ss write their own story about an amazing or horrible day using the stories in exercise 1A as a guide. Ask Ss to share their stories with the class the next day.

2 VOCABULARY: Describing opinions and feelings

- A**  **1.48 Introduce the task** Review adjectives. Ask *What does an adjective describe? (a noun)*
- Tell Ss to cover all the text on page 45 except for the pictures of emojis. Point to one of the emojis and ask Ss if they can say an adjective that matches it. Don't correct any answers, but let Ss use any vocabulary they already know. Write their words on the board.
 - Ss uncover the text. Read the words in the box aloud.
 - **Do the task** Ss do the task individually.
 - Play the audio for Ss to check their answers.

Answers

1 cool 2 fun 3 strange 4 horrible 5 proud
6 amazing 7 dangerous 8 perfect 9 loud 10 crazy
11 tired 12 angry

B Ss do the task individually.

- Check answers as a class.

Answers

1 Positive: amazing, fun, proud, cool, perfect
2 Negative: strange, horrible, dangerous, angry
3 Both: tired, loud, crazy

C Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- D** **PAIR WORK** Volunteers read the words in the box and the sample conversation aloud.
- Demonstrate the task with a volunteer.
 - Ss do the task with a partner.



TEACHER DEVELOPMENT ACTIVITY 1

Word association

Alternative instructions for exercise 2D

An effective strategy for remembering vocabulary is to make connections between the words we want to learn and words we already know. This activity helps make the adjectives from the lesson memorable by asking Ss to create links with other words and expressions in their long-term memories.

- Read aloud one of the adjectives from exercise 2A and ask Ss to shout out the first word or expression that they associate with it, e.g., *cool* might trigger ideas like *party* or *blue*. Stress that there are no right or wrong answers: The associations we make are a matter of personal choice!
- Read aloud the other adjectives in random order. Ss work alone to write a word they associate with each adjective – not the adjective itself.
- In pairs or small groups, Ss share their lists of words. They compare the different associations they made.

3 GRAMMAR: Simple past

- A Introduce the task** Volunteers read the sentences in the grammar box aloud. Check understanding.
- **Do the task** Ss do the task individually. While they are doing the task, write the grammar box sentences on the board.
 - Direct Ss' attention to the first sentence. Ask a volunteer to identify the verb. (*visited*) Ask *Is this verb in the present or the past? (past)* *How do you know? (It ends in -ed.)* *What is the present tense of the verb? (visit)* Continue with the other sentences.
 - Ss complete the task individually and then check answers in pairs.

Answers

1 was, weren't 2 visited 3 ran, hit

- B Direct Ss to page 133 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**
- C Ss work individually to complete the task.**
- Ss check answers in pairs. Then check answers as a class.

Answers

1 was 2 lived 3 went 4 talked 5 weren't
6 moved


- D** **PAIR WORK** Put Ss in pairs. Set a time limit of five minutes and ask Ss to tell each other about the person they chose.
- When time is up, ask Ss if there were any verbs that they needed to talk about their important person but didn't know. Go over these verbs and write their present and past tense forms on the board for Ss to copy.

4 SPEAKING

- **PAIR WORK** Read the instructions aloud. Check understanding.
- Set a time limit for pairs to do the task.
- Ss share their partner's story with the class.
- **Workbook Unit 5.1**
- **Worksheets: Grammar 5.1; Vocabulary 5.1**

1 VOCABULARY: Describing life events

- Have a brief class discussion on life events and review the milestones they included on their timelines from the unit introduction and the ones they discussed in lesson 1. Ask *What are the big life events that most people have in common? What are some that you already had? What are some that you may have in the future?*
- Alternatively, let Ss discuss the topic in pairs.

A  **1.49** **Introduce the task** Volunteers read the life events in the box. Direct Ss' attention to the verb used in each phrase. Write the verbs on the board and ask Ss to say the past tense form and/or come to the board and write it.

- Ask *Did you do any of these things? How many are the same as the ones you thought of in the introduction?* Ss share their answers with the class.
- **Do the task** Play the audio. Ss listen and repeat.
- Ss do the task individually.
- Ss check answers in pairs before checking answers as a class.

Answers

A graduate from college B get a job C get married
D start school E have a baby

B **PAIR WORK** Ss do the task individually and then compare their answers with a partner.


- Ask Ss to share with the class any differences and similarities in their timelines and give reasons for the order of events.

Possible order:

be born; start school; learn to drive; buy a car; graduate from college; get a job; meet your future wife/husband; get married; buy a house or apartment; have a baby; become a grandparent; retire

C Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A  **1.50** Make sure Ss understand that they will look at the pictures first and try to guess who the famous person is. Tell them not to reveal their guesses yet.

- Play the audio for Ss to do the numbering task.
- Play the audio again for Ss to read along and check answers.

Answers

1 A 2 C 3 D 4 E 5 B 6 F


B Read the instructions and sample sentence aloud.

Check understanding.

- Ss do the task individually.
- Ask volunteers to write their sentences on the board for the class to check answers.

Answers

- 2 He came from South America / Brazil.
- 3 He retired in 1989.
- 4 He studied medicine. / He was a doctor.
- 5 He had six children. / He was the father of six children.
- 6 He was an athlete.

C  **1.51 Ask Ss for their guesses of who the person is.**

- Play the audio for Ss to check their answers.

 **1.51 Audio script**

Host Carla, for \$1,000, who is the famous person?
Carla He was born in 1954. He came from Brazil. He studied medicine, but he was also an athlete. He retired from his job in 1989. He had six children. I think it's ... Sócrates?
Host And. You. Are ... correct! Well done, Carla! The famous person is Sócrates, the amazing Brazilian soccer player.

3 GRAMMAR: Simple past negative and questions


- **Introduce the task** Ask *Is do a regular or irregular verb? (irregular) How do you know? (because the past tense doesn't end in -ed) What is the past tense of do? (did)* Explain that we use *did* in questions about past actions.

A Do the task Read the sentences in the grammar box aloud. Ss repeat after you.

- Ss do the task individually.
- Ss check answers in pairs and then check answers with the class.

Answers

- 1 did 2 didn't/did not 3 isn't

B  **1.52 Ss do the task individually.**

- Play the audio for Ss to check answers.

 **1.52 Audio script**

- 1 get – got
- 2 have – had
- 3 become – became
- 4 buy – bought
- 5 meet – met

C Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D **PAIR WORK** Ss work individually to correct the false statements.

- Read the information in the **Accuracy check** aloud.
- Ss exchange their sentences with a partner and check for accuracy. Check answers as a class.

Answers

- 2 He didn't study French. He studied medicine.
- 3 He didn't come from Mexico. He came from Brazil.
- 4 He didn't become a soccer player in 1954. He was born in 1954.
- 5 He didn't die in 1989. He died in 2011.



**TEACHER DEVELOPMENT
ACTIVITY 2**

Personalized sentences: true or false?

New language is more likely to enter Ss' long-term memory if it is personalized in some way – that is, if Ss are able to relate it to their own lives. In this activity, Ss have the chance to personalize the expressions for describing life events in the context of a guessing game.

- Show Ss five sentences about yourself, each using one of the expressions from exercise 1A. Three of the sentences should be true and two false. Ss guess which sentences are true or false. Then reveal the answers.
- Now Ss do the same. Ss use the life event expressions to write five sentences about themselves, three true and two false. They can write about the past or the present.
- In pairs or small groups, Ss take turns sharing their sentences and guessing which are true or false.

4 SPEAKING

- **PAIR WORK** Read the instructions aloud. Check understanding. Volunteers read the sample conversation.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and discuss whether they did the same things as Irene last weekend.
- Give Ss time to draw their pictures.
- Pairs do the task. Ss share their answers with the class.

REAL STUDENT

Hi, I'm Irene. Last weekend I went to cinema with my boyfriend. On Sunday, I went for a walk with my family.


- **Workbook Unit 5.2**
- **Worksheets: Grammar 5.2; Vocabulary 5.2; Speaking 5**

LESSON OBJECTIVE

- congratulate and sympathize with people

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Have a brief brainstorm session. Ask *When do you congratulate someone? What are situations when you sympathize with someone?*
- Write Ss' ideas on the board to use later in the lesson.

A  1.53 Ask volunteers to read the questions aloud. Check understanding.

- Ss discuss the questions in pairs. Circulate and help as needed.
- Ask volunteers to share their guesses and use specific details from the pictures for their guesses.
- Play the audio while Ss read along.
- Ask Ss to say if their guesses were correct or not.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

 MIXED ABILITY

Direct stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, let them reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

1 Great 2 really well 3 great 4 sorry 5 bad luck
6 Never 7 the end of the world

C **PAIR WORK** Ss practice the conversations in pairs.


- Refer Ss to the situations that they brainstormed at the beginning of the lesson, and suggest they use them in their new conversations.
- Ask pairs to say their new conversations for the class.

 EXTRA ACTIVITY

Write each line of text of the conversations from exercise 1A on separate strips of paper. Mix up the strips of paper. Make enough sets of strips for each pair of Ss in the class. Ss close their books. Pairs work together to put the strips in the correct order. Then they practice the conversations.

2 REAL-WORLD STRATEGY


- **Introduce the task** As a class, ask Ss to share situations where they had to check the information that someone said to them. Ask how often it happens in their native language and how often it happens in English. Ask what English phrases they use to check understanding of what they heard.

A  **1.54** **Audio script p. T-174** Read the questions aloud.

- Play the audio. Ss listen and answer the questions individually.

Answers

a math test the score/the number of correct answers; He said "seven" instead of "seventy."

B  **1.55** Read the information in the **Real-world strategy box** aloud. Read the phrases in the box aloud several times. Ss repeat.

- Give examples of how to complete the phrases: *You mean (seventy)? Do you mean (Thursday)? I thought you said (5:15)*, etc. Emphasize that in the questions, intonation rises at the end, and in the statements, intonation goes down at the end.
- Say the complete sentences for Ss to repeat with the correct intonation.
- Ss complete the conversation individually.
- Play the audio for Ss to check their answers.
- Ss practice the conversation in pairs.


Answer

I thought you said

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

- Give Ss time to read the instructions. Check understanding of the task. Ask *Student A*, *what good things will you talk about?* (graduated/new job/new house or apartment/car) *Student B*, *what phrases will you use to check Student A's information?* (Do you mean ... ?/ You mean ... ?) *Student B*, *what good things will you talk about?* (baby/moved/future husband or wife/college) *Student A*, *what will you say to Student B?* (congratulations and check information)
- Ss do the task in pairs.


3 PRONUNCIATION: Saying the stress in words

A  **1.56** Introduce the meaning of *syllable* by counting the syllables in names from the lesson, e.g., *A-na*, or *John-ny* (two syllables). Encourage Ss to do the same with their own names.

- Play the audio. Ss listen and write the number of syllables. Check answers.
- Help Ss count syllables by telling them to place their hand under their jaw to feel how many times it moves.

Answers

2 two 3 five 4 three 5 two 6 three

B  **1.57** Introduce the idea of *word stress* by giving Ss an example of a well-known city, e.g., San Francisco. Say it three times, each time with the stress on a different syllable. Ask *Which one is correct? Why?*

- Play the audio. Ss check A or B. Check answers.

Answers

1 B 2 A 3 A 4 B 5 A

C **GROUP WORK** Ss practice the conversations in groups of three. Encourage Ss to use clear word stress.

4 SPEAKING

- **PAIR WORK** Read the situations aloud. Answer any questions about vocabulary.
- Review the phrases used to congratulate and sympathize from exercise 1B. As a class, brainstorm other things you can say to someone to cheer him/her up. (*It's going to be OK. Everything will be all right. You'll feel better tomorrow.*, etc.)
- Ss practice the conversations with a partner. Circulate and monitor.

MIXED ABILITY

Let weaker Ss choose only one or two of the situations, and work with them to write a conversation that they can practice.

- **Workbook Unit 5.3**

LESSON OBJECTIVE

- write a comment agreeing or disagreeing with an online post

1 READING

- **Introduce the task** On the board, write *first impression*. Ask a volunteer to say what it means. Ask *Are first impressions of people and places important? What was your first impression of this class? What is a place you visited that gave you a great first impression? How about a bad first impression? Did your feelings about these places change after time?*

- A **PAIR WORK** Ask *What country is Bristol/Chicago/Melbourne in?* (England, the U.K./the U.S./Australia) *What do you know about the weather in those places? Explain that knowing about the weather in those places should help them identify each picture.*

- Ss look at the pictures and discuss the question in pairs.
- Ss share their responses with the class.

Answers

A Chicago B Bristol C Melbourne

- B **READ FOR MAIN IDEAS** Tell Ss that when they read the posts for the first time, they should read just for the main idea of each post: who is positive and who is negative about their first day.

- Ss read the posts silently. Answer any questions about vocabulary. In particular, check understanding of *stepped off*, *in a hurry*, *exchange student*, *immigrant*, *to feel free*, *a fresh start*.

VOCABULARY SUPPORT *stepped off* (the bus): to get off (the bus)

in a hurry: doing things quickly because you have a lot of other things to do

exchange student: a student that comes from another country to study, usually for just a short time

immigrant: a person who moves to another country to live permanently

to feel free: to have the feeling that you have no problems and can do anything

a fresh start: a chance to begin something again with no problems or obstacles

Answers

It's a website about people's first impressions of places.
Positive: Julia and Kamal Negative: Rafael

- C **READ FOR DETAILS** Give Ss time to read the statements so they know what details to read for.

- Ss do the task individually.
- Check answers as a class. Ask volunteers to say where they found the answer in each post.

Answers

- 1 Rafael was not prepared. He didn't have warm clothes.
- 2 true
- 3 Julia didn't go to Bristol for work. She went there for school.
- 4 Julia felt scared and alone at first, but soon she felt good and positive.
- 5 Kamal didn't know any English when he first arrived.
- 6 true

MIXED ABILITY

Some Ss may need more time to do exercise 1C. While these Ss are doing the task, ask stronger Ss to write two or three false statements about the posts. Then they exchange statements with a partner and correct them.

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

- Ss discuss their answers in pairs. Ss will be discussing several related ideas in this task, and it may help them to use some kind of graphic organizer to organize their ideas during their discussion. Suggest that they make a three-column chart with each person as the heading for a column. Down the left side they can write "same" and "different." Ss fill in the chart as they discuss.
- Ask pairs to share their answers with the class.

2 WRITING

- **Introduce the task** Discuss posting comments on websites or blogs. Ask *Do you post comments? Where did you post the comment? Was it positive or negative? Do you think most people post positive or negative comments?*

A Ss read the comments silently.

- Check understanding. Ask *Who didn't speak any English?* (tobytwo) *Who doesn't care about rain or cold?* (patricianuñez12) *Whose first impression changed?* (titusx2) *Who didn't like living in another country?* (cigdemyilmaz4) *Who liked all the different things right from the beginning?* (daviddaly) *Who had bad weather at first?* (TheresaB).
- Ss do the matching task individually.

Answers

1 K 2 J 3 J 4 R 5 J 6 R

MIXED ABILITY

For weaker Ss, read the posts in exercise 1B aloud with them. Do the matching task together, pointing out key words in the posts that will help them match, e.g., weather, exchange student, first day, first ideas, etc.

B Ss do the task and then compare answers with a partner.

- Check answers as a class. Have Ss say which words (but not the bold ones) in each post helped them choose the correct post.

Answers

@tobytwo agrees with Kamal.
@TheresaB and @cigdemyilmaz4 disagree with Julia.
@patricianuñez12 disagrees with Rafael.
@daviddaly and @titusx2 agree with Rafael.

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

Answers

Agree: Absolutely!, You're so right.
Disagree: No way!, Are you kidding?

WRITE IT

- D **Direct Ss' attention to the Register check.** Give them time to read the information. Emphasize to Ss that most of the expressions used to show disagreement should only be used with someone you know well. Talk about how when writing, it is easy for the reader to think you are being angry and mean because they can't see your face or hear the intonation in your voice.
 - Ask *In the comments in exercise 2A, do the writers just agree or disagree?* (no) *What information do they include?* (their reasons; their experiences). Ask volunteers to give specific examples of information the writers included in exercise 2A.
 - Ss do the task individually.

MIXED ABILITY

Help weaker Ss to choose a post to comment on. Ask questions to help them organize their thoughts: *Do you agree with (Kamal)? Why do you agree/disagree? Did you have the same/different experience?*

- **Workbook Unit 5.4**



- **Introduce the task** **Aim:** Introduce a story.
- Ask Ss to share any information they know about the Titanic.
- Discuss important details of a story. Ask *Imagine that you had only 30 seconds to tell someone about the Titanic. What kinds of details are important to know about the story of the Titanic?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.



A **RESEARCH** **Aim:** Ss research details about the Titanic.

- **INDIVIDUALLY** Give Ss time to look at the pictures and read the information. Go over any unfamiliar vocabulary, such as *at sea, coast, sink, crew, escaped, rescued*.
- **OPTIONAL ACTIVITY** If possible, let Ss use their phones to find more information about the Titanic and share what they learned with the class.

INFORMATION The Titanic had about 2,224 passengers and crew. More than 1,500 died. It was the largest ship at the time of its first voyage. The captain, Edward Smith, went down with the ship. The Titanic carried some of the wealthiest people in the world, as well as poor people from many European countries. The Titanic didn't have enough lifeboats – they could only carry 1,178 people. The wreck of the Titanic was discovered in 1985.

B **PREPARE** **Aim:** Ss read a story about a person on the Titanic.

- **GROUP WORK** Ss do the task in groups of four. As they read the story assigned to them, answer any questions about vocabulary. Suggest that they take notes on their answers to use in their presentations in the next step.

C **PRESENT** **Aim:** Ss present the information about their person.

- Read the instructions aloud.
- **GROUP WORK** Ss organize themselves into their new groups. Ask a volunteer to read the sample sentences aloud.
- Ss present their stories to each other and take notes.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D **DISCUSS** **Aim:** Ss discuss each story and decide which story they like best.

- Read the instructions aloud.
- **GROUP WORK** Ss discuss the questions in their groups from exercise 5C.
- Ask one person from each group to present the group's answers to the class.
- **Feedback for speaking activities*** Use reformulation to correct errors. See page T-xxii for details.

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

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



**TEACHER DEVELOPMENT
REFLECTION**

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

- 1 Development Activity 1 is based on the idea of making personal associations between words, with no right or wrong answers. How easy or enjoyable was this for your Ss? Did they all react in the same way, or were there differences?
- 2 Do you think the activity made the adjectives more memorable? Why or why not? Ask your Ss the same questions. Do they have the same opinion as you?
- 3 Development Activity 2 begins with a demonstration using the teacher's own sentences. What do you see as the benefits of this kind of demonstration?
- 4 Can you think of any other language points (vocabulary or grammar) that could be practiced using personalized true or false sentences?

BUY NOW, PAY LATER

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Teaching and developing speaking skills – Repetition

In this unit, we're going to focus on improving speaking through repetition. The first time students do a speaking task, they may feel it has not been successful. One way to help your students feel better about speaking is to get them to repeat the speaking task. Students are usually better at doing the task a second time. They are more fluent and more accurate, and they often use a wider range of language.

Tell more than one person (Activity 1): Ss repeat the same task with two different partners before presenting to the class. You can try this in lesson 6.1.

Reaching agreement (Activity 2): Ss reach an agreement with a partner, then with a small group, and then with a larger group. You can try this in lesson 6.5.

You can read more about repeating tasks in *Teaching Speaking* by Goh and Burns (Cambridge University Press 2012) pp. 232–234. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *cash*, *credit card*, *check*. Ask volunteers to explain each word. Ask *When do you use cash to pay for something? Checks? Credit cards? Do you shop in stores or online?* Have a brief discussion of what's good and bad about buying things with credit cards and shopping online.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that might be unfamiliar to Ss, for example: *habits*, *vlog* (a blog in the form of a video, rather than a piece of writing), *invention*.

START SPEAKING

A Ss look at the picture. Ask them to identify any items they see for sale.

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

Answers

at a market shopping/talking

B Read the questions aloud. Ask Ss to share their answers with the class. Write their answers on the board to see the most popular items that Ss shop for.

C Ss discuss the questions in groups.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Irene.

REAL STUDENT

Hi, I'm Irene. There's a market close to where I live. It's cheap, but sometimes there is more choice in a supermarket.

- plan a shopping trip

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask *What are the biggest shopping days of the year?*
- Discuss the reasons stores have sales at various times of the year. Ask Ss if they shop on these special sale days and why or why not.



- A **1.58** **PAIR WORK** **Do the task** Ask volunteers to read the instructions and questions aloud. Ss discuss the questions in pairs. If appropriate, let Ss research Black Friday on their smartphones and share what they learned with their partners, or read the information in the Vocabulary support box aloud. Alternatively, assign the research for homework and ask Ss to share what they learned with the class the next day.
- Ss share their partners' responses with the class.

VOCABULARY SUPPORT Black Friday is the day after Thanksgiving (the fourth Thursday of November) in the United States. Since 1952, it has been considered the beginning of the Christmas shopping season. Stores open very early (some of them at midnight), and they offer sale prices on most items. At many stores, crowds of people wait outside for hours so they can be the first in the store. Sometimes people get hurt in the crowds.

- **Review the task** Ask *How many people will you hear? (four) What will they talk about? (Black Friday) What information will you listen for? (who likes Black Friday).*
- Play the audio. Ss do the task individually.
- Check answers with the class.

Answer

Seb likes Black Friday.

- B **1.58** **Read the questions aloud.**
- Play the audio. Ss do the task individually.
 - Check answers with the class.

Answers

1 Seb 2 Marcia 3 Adam 4 Katie

- C **PAIR WORK** Ss discuss the questions in pairs and then share answers with the class.

2 VOCABULARY: Using money

- A **1.59** **Introduce the task** Books closed. Ask Ss to call out any buying-/selling-related words they know in English. Write them on the board.
- Books open. Play the audio. Ss listen and repeat. See if any of the words on the board match the ones in the book.
 - **Do the task** Ask Ss if they don't know any of the words in the box. Tell them to match the words and definitions as best they can and to guess at any words they don't know. Ss do the task individually.
 - Direct Ss to the **Notice** box. Read the information aloud.
 - Check answers with the class.

Answers

2 sell 3 save 4 borrow 5 waste 6 cost 7 lend
8 spend 9 pay back 10 return

EXTRA ACTIVITY

Have a brief class discussion about things or activities Ss spend or waste time doing. Have them use the sentences in the **Notice** box as a guide.

- B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C **PAIR WORK** Read the questions aloud.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their spending habits are the same as or different from Allison's.

REAL STUDENT

Hi, I'm Allison. I usually waste money on clothes that I don't really need when I go to the shopping center. That's why I have my closet full.

3 GRAMMAR: *be going to*

- A Introduce the task** Ask volunteers to read the sentences in the grammar box aloud. Check understanding.
- **Do the task** Ss do the task individually. While they are doing the task, write the first sentence on the board.
 - Direct Ss' attention to the first sentence. Ask a volunteer to identify the verbs (going to, buy). Ask *Which verb talks about what the person will do with the TV, go or buy? (buy) What words in the sentence show that it's the future? (going to).*
 - Ss complete the task individually and then check answers in pairs.
 - Ask *Does the form of going to change if the subject changes? (no) Does the main verb change? (no)*

Answers

1 future 2 You are sure.

- **Review the task** Check Ss' understanding of past, present, and future sentence formation. Books closed. On the board, write: *eat dinner, buy a computer, borrow money* and the headings *Past, Present, and Future*.
 - Individually, Ss make sentences with each phrase in the past, present, and future. Encourage them to use any time words that they know.
 - Volunteers come to the board and write their sentences under the correct headings.
 - Check the sentences as a class.
- B Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**
- C PAIR WORK** Read the instructions aloud. Ask a S to say what the instructions say in his/her own words.
- Model the task by saying one or two sentences about your plans for this month.
 - Ss write their sentences individually.
 - Read the information in the **Accuracy check** aloud. Ss check their work for accuracy.

EXTRA ACTIVITY

Write these sentences on the board: 1 *I'm going to go shopping.* 2 *Are you go to borrow money?* 3 *We're not go to order pizza.* Ask volunteers to come to the board to correct the sentences. Then check answers as a class. (Answers: 1 Correct. 2 Are you going to borrow money? 3 We're not going to order pizza.)

- D PAIR WORK** Volunteers read the sample sentences.

- Ss take turns telling their partners about their plans.
- Pairs get together with another pair and talk about their partner's plans.

4 SPEAKING

- A PAIR WORK** Read the ad and the questions aloud. Check understanding.

- Ss work in pairs to plan their shopping trip.

- B Ask a volunteer to read the example aloud.**

- Pairs from exercise 4A share their plans for a shopping trip with the class.



TEACHER DEVELOPMENT ACTIVITY 1

Tell more than one person

Alternative instructions for 4B

If students first discuss a speaking task in pairs, they are likely to feel more comfortable sharing their ideas or presenting them to a larger group.


- Give Ss a minute to make notes about their plans.
- In pairs, Ss tell two different Ss about their plans, for example, the S sitting on their left and the one on their right.
- Ss present their ideas to the whole class, or put Ss in larger groups to present their shopping plans.
- Ask Ss if it got easier to talk about their plans when they repeated the activity.

- **Workbook Unit 6.1**
- **Worksheets: Grammar 6.1; Vocabulary 6.1**

- talk about shopping habits

1 VOCABULARY: Shopping

- **Introduce the task** Have a brief class discussion on where Ss like to shop and why. Do they like the prices? Location? What the store looks like inside? Service?
- Alternatively, let Ss discuss the topic in pairs.

A  1.60 **PAIR WORK** Give Ss time to read the vocabulary. Ask Ss to say any of the words they know and to give a short definition if possible.

- **Do the task** Play the audio. Ss listen and repeat.
- Ss do the task with a partner.
- Check answers as a class.

Answers

2 shelf 3 customers 4 sale 5 department store
6 price 7 salesperson 8 checkout 9 cash register
10 grocery store

VOCABULARY SUPPORT A grocery store and a supermarket are similar but not exactly the same. A supermarket is a large store that sells not only food, but many other household products. A grocery store is smaller and generally only sells food (fruits, vegetables, canned food, etc.) and has a smaller variety of choices than a supermarket.

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Set a time limit for Ss to make notes about their shopping trip individually.
- Pairs take turns telling each other about their shopping trips.

2 LANGUAGE IN CONTEXT

A **PAIR WORK** Volunteers read the instructions aloud. Check understanding of the task. Ask *What are examples of things people buy but they don't need?* (new shoes when they have many pairs, junk food, an expensive new car, too many toys, etc.).

- Pairs discuss the question.
- Ss share their partners' answers with the class.

B Read the instructions aloud. Check understanding of the task. Ask *What will you read?* (a blog post) *What will you find?* (what stores do to make us buy things)

- Ss read the blog post silently. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answers

Stores put sale items to the right because most people go right when they enter the store.
Stores put expensive things on the middle shelf where your eyes see them first.
Stores bake bread because the smell makes people hungry.

EXTRA ACTIVITY

Extend the conversation about what stores do to make you buy more. Say *Milk is a basic food that shoppers buy. Why is it usually at the back of the store?* (so you have to walk through the store and see other items). *In the United States, many items end with 0.99. Why?* (It seems like it costs a dollar less.) Discuss other things that Ss may know about.

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

- Ss share their partners' answers with the class.

3 GRAMMAR: Determiners

- **Introduce the task** Ask Ss if they know what a determiner is. If not, explain: *A determiner is used with a noun to say how much or how many things or people we are talking about.* Ask Ss if they can think of any words that tell how much or how many. Suggest they try to remember any from the blog post in exercise 2B (*a few, many, a lot, some, etc.*).

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

- Ss do the task individually.
- Ss check answers in pairs and then check answers with the class.

Answers

1 plural; things in general 2 specific things

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

- Ss do the task individually.
- Ss check answers in pairs before checking answers with the class.

Answers

none/no, some, many, most, all

C Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D **PAIR WORK** Read the information in the Notice box aloud. Give Ss time to write their own sentences about the stores in their town.

- Tell Ss to read their sentences to a partner and discuss if they agree with each other.

MIXED ABILITY

For weaker Ss, work with them to write sentences. Ask questions to help them write sentences: *Do most of the stores in town have good prices? Do some of the stores have sales? Do many people shop at (name of store)? Are all the salespeople friendly in (name of store)?*, etc.

HOMEWORK IDEAS

Assign the writing of the sentences in exercise 4D for homework and have pairs discuss the next day.

4 SPEAKING

A **GROUP WORK** Ask Ss if they answer customer surveys. If so, ask them to share what questions they answered.

- Read the instructions aloud. Ask volunteers to read the survey questions aloud.
- In small groups, Ss take turns asking each other the questions. Tell them to write everyone's answers.

B **Read the sentence stems aloud.**

- Give Ss time to write sentences about their group's responses using the determiners.
- Ask volunteers to write their sentences on the board. Correct any mistakes as a class.
- **Workbook Unit 6.2**
- **Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6**

LESSON OBJECTIVE

- describe what you want in a store

1 FUNCTIONAL LANGUAGE


- **Introduce the task** Have a brief class discussion. Ask *Where do you do most of your shopping? What do you buy there? What is something you need to buy today (or soon) that you don't know how to ask for in English?*

A Ask a volunteer to read the question aloud.

- Ask volunteers to share their guesses and use details from the pictures for their guesses. Don't check the answer yet.

Answers

Picture A: electronics store
Picture B: drugstore

B  1.61 Read the instructions and the question aloud.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box. Ask a volunteer to read the information aloud. Ask volunteers to find two examples of *get* in the conversations and read the sentences aloud. (*Oh, got it. Oh, I get it!*)
- Pairs discuss their answers to the question *What do the two people buy?* and then share them with the class. Ask them to show where they got the answer in the conversations.
- Give Ss time to match the conversations with the pictures individually.
- Ask volunteers to share their answers with the class.
- Ask Ss to say if their guesses from exercise 1A were correct or not.

Answers

Picture A: Conversation 2; The person buys an adaptor.
Picture B: Conversation 1; The person buys nail clippers.

 MIXED ABILITY

Tell stronger Ss to cover the conversations at the beginning of the exercise and do all of the tasks in exercise 1B by just listening to the conversations, not reading them. Play the audio twice, if necessary.

C Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

 MIXED ABILITY

Tell stronger Ss to cover the text of the conversations from exercise 1B and try to fill in the blanks from memory. For other Ss, let them reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers come to the board to fill in the blanks for the class to check answers.

Answers


1 the word 2 You 3 with 4 You use 5 to 6 like
7 a thing for

D **PAIR WORK** Ss practice the conversations in pairs.

- Ask pairs to say their conversations for the class.


2 REAL-WORLD STRATEGY

- **Introduce the task** Ask Ss to share any situation where they didn't know how to say something in English or another language. Ask if they know how to ask for a new word in English.

- A  **1.62 Audio script p. T-174** Ask a volunteer to read the information in the Real-world strategy box aloud.
- Read the questions aloud several times. Ss repeat. Tell Ss that the intonation in these questions goes down at the end.
 - Play the audio. Ss listen and answer the questions individually.
 - Check answers with the class.

Answers

The person buys ear plugs.
What do you call them in English?

- B  **1.63** Tell Ss to read the conversation silently.
- Ss guess the answer in pairs.
 - Play the audio. Ask a volunteer for the answer.



Answer

shopping cart



- C **PAIR WORK** Read the instructions aloud.
- Give Ss time to find three things they don't know how to say and then find the word in English. If possible, let them use their phones to look up the word. If Wi-Fi isn't available, provide a dictionary or the definitions yourself. Alternatively, assign the research for homework and then do the task the next day.
 - Model the task with a volunteer.
 - Ss have conversations in pairs.

3 PRONUNCIATION: Stressing important words

- A  **1.64** Books closed. Write the conversation on the board but don't underline the words.
- Tell Ss to listen for the stressed words (the loudest, clearest words). Play the audio.
 - Books open. Tell Ss to check their ideas. Ask Ss why these words are stressed. (Answer: They are the most important words.)
 - Play the audio again. Ss repeat.
- B  **1.65** Read the instructions aloud.
- Ss work alone to predict the stressed words and then compare ideas with a partner.
 - Play the audio and check answers. Explain that Ss might have different ideas than the speaker on the audio, but this does not necessarily mean they are wrong; unlike some other languages, the speaker can choose which word to stress in English in order to change the focus.
 - Play the audio again and pause at the end of each line for Ss to repeat. Ss practice speaking in pairs. Monitor and help Ss create stress by making these words or syllables longer, louder, and higher.

Answers

A I'm looking for something for my phone.
B A phone charger?
A No. You use it to connect your phone to electricity.
B A power cord!

4 SPEAKING

- **PAIR WORK** Put Ss in pairs and assign who will be Student A (the customer) and who will be Student B (the sales clerk).
- Give Ss time to read the instructions. Check understanding of the task. Ask *Student A*, *what kind of store are you in?* (a drugstore) *At first, are you the customer or clerk?* (the customer) *Student B*, *what phrases will you use to check Student A's information?* (Do you mean ... ? and You mean ... ?)
- Ss do the task in pairs.
- **Workbook Unit 6.3**

- write a script for a vlog

1 LISTENING

- **Introduce the task** On the board, write *vlog* and *script* (the words in a movie or video). Ask a volunteer to say what each word means. Ask *Do you follow any vlogs? What are they about? Why are they interesting to you?*
- Tell Ss they will hear advice about money problems and that the writing model will be a vlog script with advice about how to save money.

A **PAIRWORK** Ss discuss the question in pairs.


- Ss share their answers with the class.

 **EXTRA ACTIVITY**

Write this quote about money on the board:
"Neither a borrower nor a lender be." – Shakespeare.
 If necessary, explain the meaning of the quote with the class. Put Ss in small groups and have them discuss if they agree with the quote or not.

B **PREDICT** Read the instructions aloud.


- Give Ss time to look at the pictures and think about where they happen. Don't check answers yet.

C  **1.66** **Audio script p. T-175** Play the audio. Ss do the task individually.

- Check answers with the class. Ask volunteers to say what in each picture helped them guess in exercise 1B and if their guess was correct.

Answers

A: story 2 B: story 3 C: story 1

D  **1.66** **Audio script p. T-175** **LISTEN FOR DETAIL** Give Ss time to read the statements so they know what details to listen for.

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

Answers

- 1 The women spent many hours drinking coffee.
- 2 true
- 3 true
- 4 The money was not in her bag when she got it back.
- 5 true
- 6 The Senator left his ATM card in the machine.


 **MIXED ABILITY**

Some Ss may need to listen to the audio one or two more times to do exercise 1D. While these Ss are doing the task, have stronger Ss write two or three false statements about the stories. Then they exchange statements with a partner and correct them.

E **PAIRWORK** **THINK CRITICALLY** Read the instructions and lessons aloud.

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


2 PRONUNCIATION: Listening for weak words

A  **1.67** Read the instructions aloud. Remind Ss of the meaning of *stressed* from exercise 3 on page 59. Ask *If stressed words are louder and clearer, how will unstressed words sound?* (quieter and less clear)

- Tell Ss to work in pairs to predict the unstressed words. Play the audio and check answers.

Answers

- 1 It was the long New Year's weekend a couple of years ago.
- 2 None of their ATM cards worked in Japan.

B  **1.68** **PAIRWORK** Read the instructions aloud.

- Ss read the sentences silently. Play the audio and tell Ss to write the missing words.
- Put Ss into pairs to compare answers. Write the answers on the board and circle the weak words.

Answers

- 1 What did you think of the movie last night?
- 2 I'm all out of cash.

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

- Check the answer. Explain that Ss do not need to focus on unstressed words in their speaking. It is more useful to concentrate on *stressing* key words. But if they are aware of weak words, it will help their listening skills.

Answer

of

3 WRITING

- **Introduce the task** On the board, write money-related words from the website or other words Ss can use to write their vlog scripts later in the lesson (*save, spend, borrow, lend, waste, cheap, expensive, sale, etc.*). Explain the meaning of any words Ss don't know.

A Ss read the website silently.

- Check understanding. Ask *What are "the little things in life"?* (unimportant things that you spend money on) *What does one in, one out mean?* (If you buy something new, get rid of an old thing of the same type.) *Why shouldn't you buy snacks at the movies?* (They are more expensive there.) *When should you borrow something?* (when you'll only use it once) *What is an annual subscription?* (paying for a whole year at one time) *Why should you go to a supermarket in the evening?* (That's when there are more sales.)
- Pairs discuss whether they agree with the suggestions.

B Ss do the task in pairs.

- Check answers with the class.

Answers

Clothes: 1, 4 Free time: 2, 5 Grocery shopping: 3, 6

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

Answers

1: one = shirt 2: them = snacks 4: one = something/suit

D Ask a volunteer to read the sentences aloud. Check understanding.

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

Answers

- 1 If you want a new sweater, you can probably find a new one in the sale section for less than full price.
- 2 If you have some pants or a shirt that you didn't wear last year, you're probably not going to wear them this year, either.



WRITE IT

E Read the instructions aloud.

- Ask *How is the information in the website in exercise 3A organized?* (in a numbered list). Explain that a numbered list is a good way to keep ideas organized because you talk about only one thing at a time.
- Remind Ss that they are writing a vlog script. Say *A vlog script is used to talk to a listener.* Tell Ss that they will film these scripts and that they should sound like they are giving advice to a friend, not writing a serious, formal article.
- Ss do the task individually.



HOMEWORK IDEAS

Assign the writing of the vlog script for homework, and Ss film it the next day in class.

F Ss work in pairs to film their vlogs. Suggest that Ss practice several times before they film their vlog. They should look at the camera.

- **OPTIONAL ACTIVITY** Pairs can use their phones to film each other. If available, tell Ss to send their videos to you, and play them on a larger screen (e.g., your laptop).
- Have a class discussion on what was the best advice.
- **Workbook Unit 6.4**

LESSON OBJECTIVE

- present an idea for a new invention



Time on each stage

- **Introduce the task** **Aim:** Introduce the topic of inventions.
- **WHOLE CLASS** Discuss inventions that Ss think are useful. Ask *What do you think is the best invention of the last 15 years? Why is it useful? What problem(s) does it solve?* Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **PAIR WORK** **Aim:** Ss identify new inventions.

- Give Ss time to look at the pictures and read the captions.
- Pairs discuss the pictures.

B **Aim:** Ss discuss inventions that can solve specific problems.

- **PAIR WORK** Read the instructions and problems aloud. Ss do the task in pairs.
- Check answers with the class.

Answers

- 1 cardboard VR headset 2 folding bicycle
3 banana protector 4 longboard baby stroller

C **DISCUSS** **Aim:** Ss discuss ideas for new inventions.

- **GROUP WORK** Read the instructions and problems aloud.
- Ask Ss if they have one or more of these problems.
- Ss take notes on their idea to use in steps D and E.
- **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

D **PREPARE** **Aim:** Ss choose an idea for a new invention.

- **GROUP WORK** Read the instructions aloud.
- Direct Ss' attention to the announcement and read the bullet points aloud.
- Ss discuss the questions in their groups from C.
- Tell Ss to use the questions in the announcement to help them organize their presentation. Tell Ss to write down their answers. Suggest that they decide who will present their idea to the class and give them time to practice.

E **PRESENT** **Aim:** Ss present their invention to the class.

- **WHOLE CLASS** Tell Ss to take notes during each presentation to help them ask questions and to use in step F.
- Before the presentations, brainstorm questions that Ss can ask after each presentation. (*Why do you call it ___? Do you think many people have this problem? Why does it cost ___? How long will it take to make?, etc.*)
- Ss take turns presenting their inventions. Tell Ss to wait to ask questions until the presentation is over.

- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

F **Aim:** Ss choose an invention to give money to.

- Read the instructions aloud.
- **GROUP WORK** Ss stay in their groups from the previous tasks and discuss which group(s) they will give money to and why.
- Ss present their responses to the class.

TEACHER DEVELOPMENT
ACTIVITY 2

Reaching agreement

Alternative instructions for F

Sometimes it's possible to give students a reason for repeating a speaking activity. You can do this easily with activities in which pairs and then larger groups need to reach agreement on something.

- In pairs, Ss sort the ideas into two categories: 1) things we'll probably use, 2) things we maybe won't use. They must give reasons for their decisions.
- Put two pairs together to make a group of four. They compare their ideas and agree on the inventions that go in each category.
- Ss present their ideas to the class.

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

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.

TEACHER DEVELOPMENT
REFLECTION

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

- 1 What changes did you notice in students' behavior when they repeated an activity? For example, were they more confident?
- 2 What changes did you notice in students' language when they repeated an activity? Was it more fluent or more complex?
- 3 Do you think it's a good idea to give students feedback between doing an activity the first and second time? What kinds of feedback can you give?

REVIEW 2 (UNITS 4–6)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to categorize words in the word cloud.

- Ss check answers in pairs.
- Check answers as a class.

Answers

- 1 pop culture: actor, artist, director, musician, singer
- 2 gifts: bouquet of flowers, candle, candy, jewelry, perfume
- 3 opinions: amazing, cool, crazy, fun, strange
- 4 life events: buy a house, get married, graduate from college, have a baby, retire
- 5 using money: borrow, cost, lend, save, spend
- 6 shopping: checkout, department store, grocery store, sale, shelf

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

- Write the six categories on the board.
- Invite Ss to come to the board and write their three answers.
- See the Language summaries for Units 4–6 on pages T-164–166 for ideas.

2 GRAMMAR

A Write the first sentence up on the board and elicit whether the verbs should be in the simple past or present continuous.

- Ask Ss: *Which word is an object pronoun? (him) circle the word him. Ask: What does it replace? (my father). Underline my father.*
- Tell Ss to do the same with the remaining sentences.
- Ss check with a partner.
- Check answers as a class.

Answers

- 1 is retiring, are planning
him: my father
- 2 started
- 3 is getting
- 4 was, didn't go, wasn't
- 5 are moving
her: my boss
- 6 had
them: my cousin and her husband

B PAIR WORK Ss write sentences individually. Circulate and answer any language questions.

- Ss read their sentences aloud to a partner. Encourage them to ask questions.

C Ss check that their object pronouns are correct.

3 SPEAKING

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

4 FUNCTIONAL LANGUAGE

A Ss do the exercise individually.

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

Answers

- 1 Congratulations!
- 2 Would you like
- 3 We're going
- 4 love to
- 5 I can't
- 6 too bad
- 7 sorry to hear
- 8 meet

B Ss work with a partner to guess what the items are.

- Check answers as a class.

Answers

- 1 purse
- 2 phone charger
- 3 (shopping) cart

5 SPEAKING

- A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 4 to 6.

- Pairs have their conversations.

B Pairs change roles and repeat their conversations.

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

EAT, DRINK, BE HAPPY

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Developing learner responsibility – Developing and analyzing study skills

In this unit, we're going to focus on raising students' awareness of the responsibility they have for their own learning. We'll do this by providing a **reflection** task on how much students are involved in learning inside and outside of class time and by showing them how to ask **useful questions** about language items.

Reflection (Activity 1): Ss consider how much they are actively involved in their learning and what the benefits of this might be. You'll have an opportunity to try this in lesson 7.1.

Useful questions (Activity 2): Ss take responsibility for their learning by asking a series of useful questions about new vocabulary. You can try this in lesson 7.2.

Both the activities above are highly practical and can be adapted and reused throughout your course. To find out more, read the extract *Learning strategies* from *Learner Autonomy* pp. 30–35. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a brief discussion on eating habits – not diet but about how, when, and with whom Ss eat. Ask *Is food important in your family? Is it important to share a meal with family and friends?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *comfort food* (food you eat when you feel sad or worried), *food truck*.

START SPEAKING

A Ss look at the picture.

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

B Read the questions aloud.

- Have Ss share their answers with the class.
- Write their answers on the board under the headings *Alone or With Other People?*, *Who Do You Eat With?*, and *What Do You Talk About?*
- See what, if anything, Ss have in common.
- Ask follow-up questions: *Do you watch TV while you eat? Do you have your phone, tablet, or computer with you when you eat? Do you think who you eat with and where is important for your health?*

C Read the questions aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they feel the same about eating as Seung Geyoung.

REAL STUDENT


Hi, I'm Seung Geyoung. For me, a meal is special with my family, so we try to eat dinner together at least twice a week.

LESSON OBJECTIVE

- talk about your favorite comfort food

1 VOCABULARY: Naming food

- **Introduce the task** On the board, write *How many food items can you name?* Set a time limit of one minute, and tell Ss to write down as many food items as they can think of.
- Ss compare lists with a partner.
- Ask *Are any of the foods you wrote down your favorite foods?*

A  **2.02 Do the task** Ask volunteers to read the instructions and question aloud. Elicit answers from the class.

- Ss work with a partner to complete the task.
- Play the audio to check answers. Play it again for Ss to listen and repeat the words.

Answers

1 peanut butter 2 onion 3 burger
4 chili / chili pepper 5 lettuce 6 strawberry 7 yogurt
8 cereal 9 jam 10 corn 11 noodles 12 pasta
13 salmon 14 avocado 15 salt 16 pepper

B On the board, write *sweet*. Ask Ss if they can give an example of a sweet food. If not, provide examples (*ice cream, cookies, candy*).

- Ss do the task individually. While they are doing the task, write *Sweet* and *Not sweet* on the board as headings.
- Ask volunteers to say which foods from the list are usually sweet. Alternatively, ask Ss to come to the board and write them in the correct category.

Answers

Usually sweet: cereal, jam, peanut butter, strawberry, yogurt
Usually not sweet: avocado, burger, chili, corn, lettuce, noodles, onion, pasta, peanut butter, pepper, salmon, salt

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *comfort food*. Ask Ss if they can explain what it means (foods you eat when you feel sad or worried).
- Ask Ss to share their favorite comfort foods. Ask them to explain why this food makes them feel better.

A Read the question and instructions aloud.

- Ss read the blog post individually.
- Ask volunteers for the answers.

Answers

Comfort food is a dish or a type of food that makes you feel good.

Five types of chicken soup: classic, *ajiaco* (Colombian chicken soup with corn and potatoes), Indian chicken soup (with egg), Chinese chicken soup (with noodles and a few chilies), and *samgyetang* (Korean chicken soup with rice)

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

- Ss work in pairs to do the task.



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

- Ss answer the questions and research dishes individually and then share their responses with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they would like to try Alessandra's dish.

REAL STUDENT

Hi, my name's Alessandra. I'm from Brasilia, Brazil. Here there is *coxinha*. It's a kind of chicken with pastry, and it's really good. And you?

3 GRAMMAR: Quantifiers

A Introduce the task On the board, write *quantifier*. Explain that a quantifier tells you how much or how many there is/are of something. Explain *When talking about food, and some other types of nouns, some foods can't easily be quantified. They are called non-count nouns. With non-count nouns, we use special words or phrases to talk about how much we need, eat, or want.*

- **Do the task** Give Ss time to read all the information and look at the pictures in the grammar box.
- Read the example questions and phrases in the box aloud. Ss repeat after you.
- Ss do the task individually.
- Check answers as a class.

Answers

1 singular or plural 2 an

- Read the information in the **Notice** box aloud. Discuss the question about chicken with the class. Ask *What other foods do you think can be both count and non-count?* (Water is non-count as we drink it, but countable if it's in a bottle; ice cream, soup, cheese, etc.).
- Ask volunteers to answer the question.

Answers

Chicken is a count noun when you are talking about the whole animal: *I bought two chickens at the grocery store for the barbecue on Saturday.*
Chicken is non-count when you are talking about the meat: *I always buy chicken at the new grocery store.*

B Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Ask a S to tell the class what the instructions mean in his/her own words.

- Direct Ss' attention to the answer in number 1. Ask *Why is many the correct answer?* (because *cups* can be counted)
- Ss do the task individually.
- Read the information in the **Accuracy check** aloud. Ss check their work for accuracy.

Answers

2 many 3 much 4 much

EXTRA ACTIVITY

Write these sentences on the board: *1 How much strawberries are there? 2 I don't have much eggs. 3 Don't use so much salt!* Have volunteers come to the board to correct the sentences. Then check answers as a class. (Answers: 1 How many strawberries are there? 2 I don't have many eggs. 3 Correct.)



TEACHER DEVELOPMENT ACTIVITY 1

Reflection

This activity helps Ss think about how their active participation can help them learn more effectively.

- Give copies of the questionnaire to Ss.
- Ss should answer all the questions individually. Then, Ss should talk about their answers in groups and give reasons.

| Who should ... | Teacher/Me/Both |
|----------------------------------------------------------------------------------|-----------------|
| find out about grammar rules before class starts? | |
| explain rules to other students who have trouble understanding? | |
| ask questions to check you really understand? | |
| find more examples of count/non-count nouns for things you talk about every day? | |
| keep a record of the grammar you learn? | |

- In feedback, invite students to share their thoughts. Encourage them to share responsibility with you for all the things in the questionnaire and explain how this will help their progress.

4 SPEAKING

A PAIR WORK Ask volunteers to read the example aloud.

- Ss work in pairs to talk about their favorite comfort foods.

B GROUP WORK Ask a volunteer to read the example aloud.

- Put Ss in groups of four or five to discuss comfort foods.
- Ask a S from each group to report his/her group's discussion to the class.



HOMEWORK IDEAS

Tell Ss to research a comfort food from another country not represented in your class. Ask them to present what they learned to the class the next day. Suggest search words: *comfort food + (country name)*

- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

- design a food truck

1 VOCABULARY: Describing food



TEACHER DEVELOPMENT ACTIVITY 2

Useful questions

Do this activity before you start the lesson.

- Divide Ss into two groups. Give the words *delicious*, *can't stand*, and *vegetarian* to Group A and *don't mind*, *crepe*, and *raw* to Group B.
- Ss look up the words and note meaning, part of speech, pronunciation, and example sentence.
- On the board, write:

Useful questions

What part of speech is that?

Is it a count or non-count noun?

What usually comes after that verb?

Is that adjective positive or negative?

Can I use that adjective for other things?

Is that word formal or informal?

What's the difference between that (word) and ... ?

How do you pronounce that?

- Put Ss into A/B pairs.
- Instruct Ss to take turns explaining their words and asking useful questions. When giving instructions, check that Ss understand which questions can be used with adjectives, verbs, and nouns.
- In feedback, tell Ss they should ask you these questions whenever they learn new words.

- **Introduce the task** Have a brief class discussion about Ss' cooking habits. Do Ss cook for their families? How often do they eat home-cooked meals? How often do they eat out?
- Alternatively, let Ss discuss the topic in pairs.

A **2.03** Ss cover the pictures. Read the vocabulary in the box aloud. Ask Ss if they know any of the words and to give a short definition or example, if possible.

- Ss uncover the pictures. Ask volunteers to say the food items in the pictures. Ask *Which of these things did you eat last week?* Ask Ss to share their answers with the class.
- **Do the task** Play the audio. Ss listen and repeat.
- Ss do the task individually.
- Check answers as a class.

Answers

2 roasted 3 fried 4 raw 5 fresh 6 spicy
7 delicious 8 grilled 9 sour 10 bitter

B Read the instructions aloud. Check understanding.

- Ss do the task individually.
- While Ss are doing the task, on the board, write the headings *How to serve food* and *How food tastes*.
- To check answers, ask volunteers to come to the board and write the vocabulary words under the correct heading.

Answers

How to serve food: boiled, fresh, fried, grilled, raw, roasted
How food tastes: bitter, delicious, fresh, sour, spicy

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A **PAIR WORK** Direct Ss' attention to the picture of the food truck on page 69.

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

B **2.04** Ask volunteers to read the instructions aloud.

- Direct Ss' attention to the **Insider English** box.
- Play the audio. Ss listen and answer the questions.
- Ss check answers in pairs.
- Check answers with the class.

Answers

Clara is making fish tacos.
Food trucks are cheap, you can eat outside, and the food is delicious.



MIXED ABILITY

For Ss who need help answering the questions, play the audio a second time, stopping after Clara's first lines. Let Ss answer the first question. Then ask the second question. Continue the audio and let Ss take notes on the answers. Check answers to the second question. Play the audio a third time, if necessary. Meanwhile, stronger Ss write two or three comprehension questions and take turns asking and answering them with a partner.

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

- Ss share their partners' answers with the class.
- Write Ss' answers on the board. See if there is a clear favorite food truck and/or a clear favorite dish.

3 GRAMMAR: Verb patterns

- **Introduce the task** Explain *pattern*: the order in which items are usually placed. On the board write *I enjoy going to the movies*. Ask *How many verbs are there in this sentence?* (two) *Are they in the same form?* (no) Explain that sentences in English often have one verb that follows another and that there is a pattern to the forms. The pattern often depends on what the first verb is.

- A **Do the task** Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.
- Ss do the task individually.
 - Ss check answers in pairs and then check answers with the class.

Answers

1 verb + *-ing* 2 *to* + verb

- B Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.
- C **PAIR WORK** Read the instructions and the example aloud. Check understanding.
- Read the information in the **Notice** box.
 - Give Ss time to write their own sentences using the verbs in the boxes.
 - Tell Ss to read their sentences to a partner and discuss if they agree with each other.

MIXED ABILITY

For weaker Ss, work with them to write sentences. Ask questions to help them write sentences: *What food do you hate? What do you want to eat for dinner tonight? Where do you like to shop for food?* etc.

EXTRA ACTIVITY

Write the verbs from exercise 3C on individual pieces of paper. Make two sets of papers. Put Ss in two teams. Set a time limit of one minute. One S from each team chooses a paper and says a sentence. Then the next S on the team picks a paper and says a sentence. Teams try to say as many correct sentences as they can within the time limit. The team with the most correct sentences wins.

4 SPEAKING

- A **GROUP WORK** Read the instructions aloud. Check understanding. Ask volunteers to read the bulleted points and the sample description aloud.
- In small groups, Ss design one food truck, giving the information for each bulleted point.
- B Give Ss time to decide how they will present their food trucks to the class. Suggest that each S present one of the bulleted points.
- Ss present their food trucks to the class. Suggest that Ss take notes on each presentation to use when they vote on the best food truck.
 - Encourage Ss to ask questions after each presentation.
 - Have a class vote on the best food truck.
- **Workbook Unit 7.2**
- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

LESSON OBJECTIVE

- explain what you want in a restaurant

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask Ss to say any words they know from a menu in English (*appetizer, main course, entrée, dessert, beverage, etc.*).
- Have a brief class discussion. Ask *Do you like eating in restaurants? When you go to a restaurant, do you order your whole meal at once? Do you know anyone who is a server in a restaurant?*

A  2.05 Read the instructions and questions aloud.

- Play the audio and tell Ss to read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look the word up in the dictionary or on their phones.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation.
- Have pairs compare answers and then check answers with the class.

Answers

Conversation 1: chicken with French fries and salad (with oil and vinegar dressing). She's allergic to seafood.

Conversation 2: The server gave her the wrong food.

Conversation 3: She asks for the check.

 MIXED ABILITY


Direct stronger Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

B Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.
- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

1 have 2 recommend 3 come with 4 kind of
5 to order 6 have 7 Was everything 8 get you

C  2.06 **PAIRWORK** Read the instructions aloud.

- Ss circle the correct words individually.
- Play the audio for Ss to check their answers.
- Tell pairs to practice the conversations several times, substituting different foods each time.
- Ask pairs to say one of their conversations for the class.

 MIXED ABILITY


For weaker Ss, brainstorm food words that they can substitute and write them on the board for Ss' reference.

Answers

1 come 2 How; have

2 REAL-WORLD STRATEGY


- **Introduce the task** Explain that sometimes it is necessary to make sure the listener understands an important detail.

A  **2.07** **Audio script p. T-175** Read the instruction and the question aloud.

- Play the audio.
- Ss write down their answer.
- Ask a volunteer for the answer and have Ss check their answers.

Answer

Is there any meat in the pasta?

B  **2.07** **Audio script p. T-175** Read the instruction and the question aloud.

- Play the audio. Ss listen and answer the question individually.
- Check the answer with the class.

Answer

to be clear about what he means

C **PAIR WORK** Ask volunteers to read the information and the conversation in the **Real-world strategy box** aloud.

- Ss practice the conversation in pairs.


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

- Give Ss time to read the instructions. Check understanding of the task. Ask *How many situations are there? (two) Student A, what is your role in the first situation? (a customer at a restaurant) What don't you eat? (meat) Student B, What is your problem in the second conversation? (I'm allergic to strawberries.) What phrase will you both use to be clear? (I mean ...)*
- Ss do the task in pairs.


MIXED ABILITY

Work with weaker Ss to write a conversation they can practice.

3 PRONUNCIATION: Saying /dʒ/ and /g/ sounds

A  **2.08** Read the instructions aloud. Play the audio. Ss repeat the words as a class.

- Ask Ss if they have these sounds in their language. Elicit other English words with the same sounds. (Some words from the unit, e.g., /dʒ/ jam, enjoy; /g/ burger, yogurt, grilled, good)

B  **2.09** Read the instructions aloud. Put Ss into pairs to predict the sound of the bold words.

- Play the audio. Ss listen and repeat each line.
- Tell Ss to practice the conversation in pairs. Monitor and check for clear pronunciation of the bold words.

4 SPEAKING

A **PAIR WORK** Tell Ss to put the conversation in order individually and then check answers with a partner.

- Check answers as a class.
- Ask pairs to practice the conversation.

Answers

- 1 A: What do you recommend? The pasta or the beef?
- 2 B: The pasta is delicious today.
- 3 A: What kind of sauce does it have?
- 4 B: It's a cream and mushroom sauce.
- 5 A: Sounds good. I'll have the pasta.

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

- Ss do the task in pairs.
- After Ss practice their conversation several times, ask them to say it for the class.

HOMEWORK IDEAS

Assign the writing of the conversation for homework. Then ask pairs to practice both of their conversations the next day.

- **Workbook Unit 7.3**

LESSON OBJECTIVE

- write a comment about an online article

1 READING

- **Introduce the task** Ask *Are you or is anyone you know a vegetarian? What are the reasons that people become vegetarians?*
- Explain that Ss will read about a new food invention and that the writing model will be a comment about an online article.

A **PREDICT** Ss look at the picture and discuss the question in pairs.

- Ss share their answers with the class.

B **Explain that the first time they read, Ss should just read to see if their prediction from exercise 1A was correct.**

- Ss read the article individually. Answer any questions about vocabulary. Check understanding of *impossible, dairy, ingredient, exist, clever, the best thing to happen to* _____.
- Ask volunteers to say if their prediction was correct. Ask Ss whose prediction was incorrect to say what their prediction was and why they predicted what they did.
- Explain that Ss will read the article again and write the headings in the correct places.
- Ss read the article again individually.
- Give them time to write the headings.
- Ss compare answers in pairs and then check answers with the class.

Answers

Paragraph A: Meat from plants
 Paragraph B: The secret ingredient
 Paragraph C: Good for the future
 Paragraph D: In a restaurant near you

MIXED ABILITY

With weaker Ss, read the first paragraph aloud together. Work with these Ss to identify key words/phrases from that paragraph that will help them choose the correct heading (e.g., for the first paragraph: *burger from plants, meat doesn't come from animals, Yes, plants!*). Continue in the same way with the other paragraphs.

C **PAIR WORK** **THINK CRITICALLY** Read the questions aloud. Explain to Ss that they will read the article again and think about their own opinions.

- Ss read the article again. Encourage them to write down their ideas as they read.
- While Ss are reading, on the board, write the headings *Positive* and *Negative*.
- Ss discuss the positives and negatives in pairs.
- Ask Ss to share their partners' responses with the class. Write them on the board under the appropriate heading.
- See if most Ss agree or disagree with the idea that green food is the best thing to happen to food in years.

HOMWORK IDEAS

Tell Ss to research green food and find one or two online articles that support their opinion. Let them present their information in class the next day.

2 WRITING

- **Introduce the task** Ask *What is the difference between a fact and an opinion? Do you read online comments? Do you write online comments about articles you read? Do you usually write positive comments or negative ones?*

A Ss read the comments silently.

- Check understanding. Ask *What does Anna mean by natural food?* (food that isn't *engineered*) *What does fake mean?* (not real; something that is made to look or taste like another thing) *What is research?* (what scientists do to make or find out something)
- Ss do the task individually.
- Pairs compare answers and then check answers with the class.

Answers

Positive: James, Marta
Negative: Anna, Yang, Oliver

B **PAIR WORK** Ss discuss the question in pairs.

- Ss share their partners' answers with the class.

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

- Check answers with the class. Ask Ss if they can think of other words and phrases they can use to say something is true or to give an opinion (*I'm sure that, I don't believe, I know that, I agree/don't agree that, etc.*).

Answer

to give an opinion

D Direct Ss' attention to the Register check. Ss read the information individually.

- Ss do the task individually and then compare answers with a partner.
- Ask volunteers to write their new sentences on the board for the class to check answers.

Answers will vary

- 1 If you ask me / For me Impossible Foods is a great company!
- 2 If you ask me / For me it's a crazy idea.
- 3 From my point of view / It seems to me that it's good for the planet!



WRITE IT

E Read the instructions aloud.

- Ss do the task individually. Circulate and help as needed.



HOMEWORK IDEAS

Assign the writing of the comment for homework. Ask Ss to share their comments the next day.

- **Workbook Unit 7.4**

TIME TO SPEAK

The perfect party

LESSON OBJECTIVE

- plan a party



Time on each stage

- **Introduce the task** **Aim:** Introduce the concept of kinds of parties.
- Discuss Ss opinions of parties. Ask *Do you enjoy going to parties with a lot of people? Or do you prefer small parties with people that you know well?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A **Aim:** Ss think about and research how to celebrate special occasions.

- Read the questions aloud.
- **INDIVIDUALLY** Give Ss time to think of their answers to the questions. If possible, let Ss use their phones to go online and find pictures of foods that they eat during celebrations. Alternatively, ask them to do the research at home and bring pictures to class the next day.
- Ss discuss the questions in pairs and then share their answers with the class.

B **PREPARE** **Aim:** Ss begin to think about what kind of party they want to plan.

- Read the instructions and questions aloud.
- **PAIR WORK** Give pairs time to decide what kind of party they want and to think of answers to the questions.
- **GROUP WORK** Two pairs work together and take turns role playing being the party organizers and the clients. Circulate and monitor.
- Suggest that Ss take notes on their clients' details.

C **DECIDE** **Aim:** Ss plan a party.

- Read the instructions aloud.
- **PAIR WORK** Give pairs time to plan the party using their clients' details.
- Pairs work together and take turns telling about the party they will plan for each other.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D **DISCUSS** **Aim:** Ss present their party plan within their groups.

- Read the instructions aloud.
- Ss do the task in their groups from exercise B.
- Give Ss time to make changes to their party plans based on their clients' answers.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

E **PRESENT** **Aim:** Ss present their plans to the class.

- Tell Ss to take notes during each presentation to help them ask questions.
- Ss take turns presenting their party plans. Tell Ss to wait to ask questions until the presentation is over.
- Ss take turns saying which party sounds like the most fun and which menu is their favorite.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the lesson.

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

PROGRESS CHECK

- Direct students to page 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 the group discussion of Activity 1, what did students think they should take responsibility for? Do you think you persuaded them to take some responsibility for those things themselves?
- 2 What previous kinds of learning experience might discourage students from asking questions during class? How can you encourage students to ask?
- 3 What other questions could you add to the *Useful questions* list? How can you make sure students refer to the list in the future?
- 4 Which of the roles below do you already share with your students? Which might you be willing to share in the future? Are there any you would never share? Give your reasons.
 - choosing learning material
 - giving feedback on student performance
 - correcting mistakes
 - marking students' work
 - making rules of behavior in class

TRIPS

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Memorizing new language – Retrieving and reusing

It is essential that Ss have the chance to retrieve and reuse new grammar and vocabulary throughout a course. Research shows that, without such review, Ss are likely to forget most of the language that we hope to teach them! In this unit, we look at two activities that can be used regularly to review all kinds of words and expressions.

Explain, act, or draw! (Activity 1): Ss use words, gestures, and images to communicate the meanings of recently learned words and expressions. You can try this at the end of Lesson 8.2.

Guess who? (Activity 2): Ss choose words and expressions from previous lessons and practice them both productively and receptively. You can try this at the end of Lesson 8.4.

To find out more about the importance of retrieval and techniques for reviewing language, read Chapter 3 of Nick Billbrough, *Memory Activities for Language Learning*, pp. 78–98. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a brief discussion on travel. Ask *Do you think it's better to see as many countries as you can or to just go to one or two other countries several times and get to know them well?* On the board, write *bucket list*. Ask if Ss know what this is. If not, explain that it is a list of things to do and places to go before you die. Ask *Do you have a travel bucket list? What countries are on it?*

UNIT OBJECTIVES

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

START SPEAKING

A Ss look at the picture.

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

B Read the question aloud.

- While Ss are doing the task individually, write the items from exercise B on the board.
- Ask Ss to share their answers with the class. As they share their answers, put a check mark next to the items they mention.
- See what the most popular and least popular answers are.
- Ask follow-up questions: *Is vacation for doing nothing or for learning something new? Do you like to have everything planned or to decide what to do when you get there? Is it more fun to travel with friends or family?*

C Read the questions aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their ideas about vacations are the same as Celeste's.

REAL STUDENT

Hi! I'm Celeste. My last vacation was when I went to the beach. I visited a new beach. Was beautiful. The weather was perfect and sunny, the food was so delicious, and the water was very perfect and crystal clear. Was so fantastic. I did nothing for two weeks.

- discuss what to do in your town

1 VOCABULARY: Traveling

- **Introduce the task** Ss look at the pictures in exercise 1. Ask pairs to work together to identify anything they can in the pictures.
- Ss share their answers with the class.
- Ask *Are any of the things in the pictures the same as the words you wrote down in the introduction?*

A 2.10 Do the task Play the audio for Ss to listen and repeat the words.

- Direct Ss' attention to the **Notice** box and read the information aloud.
- Read the instructions and questions aloud. Ask a S to tell the class what the instructions say in his/her own words.
- Ss work with a partner to put the words in the correct list.
- While Ss are doing the task, write the categories on the board. Ask Ss to say a word and which list it belongs in. Write their answers on the board.

Answers

- (a) people: tourists, tour guide
- (b) places: check-in counter, bus station
- (c) things: suitcase, guidebooks, maps, backpack
- (d) transportation: airplane, tour bus

EXTRA ACTIVITY

Ss look at any of the other travel words that they wrote down in the introduction. Ask them to come to the board and write these words in the correct list. Check with the class that each word is in the correct list.

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Ask volunteers to read the questions aloud. Check understanding.

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

2 LANGUAGE IN CONTEXT

- **Introduce the task** With the class, brainstorm the different kinds of places you can stay when on vacation. Ask Ss if they know of any websites that are helpful in finding places to stay. Ask Ss if they use these kinds of websites.
- Have a brief discussion on the differences between a hotel, a traditional bed and breakfast, and a home share.

A Read the instructions and questions aloud.

- Ss read the reviews individually.
- Ask volunteers to share the answers.

Answers

Nico didn't really enjoy the concert because he preferred to go hiking. Generally, they enjoyed the activities they did together.

EXTRA ACTIVITY

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

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

- Ss work in pairs to do the task.
- Check answers with the class.

Answers

- 1 guest 2 explore 3 landmarks
4 host [Note: *hostess*, for a female host, is also correct.]

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

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

3 **GRAMMAR: *if* and *when***

A **Introduce the task** On the board, write *if* and *when*. Ask *When do we use *if*?* (to talk about something that might or might not happen) *What kind of information is in a *when* question? (a period of time)*

- On the board, write *When I spend time with my friend, I have a good time. If I have a test, I am nervous.* Ask *How many verbs are in each sentence? (two) Are they in the same tense? (yes)* Draw a line between *friend*, and *I* in the first sentence. Ask *Which parts can be a complete sentence? (I have a good time.)* Repeat with the other sentence on the board. Explain that the clauses with *when* or *if* are always incomplete sentences that tell what the situation is. The other clause, the complete sentence, tells what the result is.
- **Do the task** Read the instructions aloud.
- Ss do the task individually.
- Check answers with the class.
- Point out that in the first sentence in the grammar box, *if* is in the middle of the sentence, and in the third sentence, it's the first word. Ask *What is different about the punctuation in those two sentences?* (The second one uses a comma after the *if* clause.) Ask Ss to write the second sentence in the box so that the *when* clause is second. Ask a volunteer to write it on the board for Ss to check answers. Emphasize that it doesn't use a comma.

Answers

- 1 if 2 when

B Direct Ss to page 136 to complete the grammar exercise. Teacher tips for the grammar exercises are on page T-129.

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

- Model the task by completing the sentences with information that is true for you.
- Ss do the task in pairs. Circulate and monitor.
- Put pairs together. Ss share their partners' answers with the group.
- **Review the task** To check understanding of the grammar point, ask volunteers to write their answers on the board. Check form and meaning as a class.

EXTRA ACTIVITY

Write these sentences on the board: 1 *She's always happy to be a guide, if her guests want one.* 2 *If I have guests from other countries I always ask what language they speak.* Ask volunteers to come to the board and correct the sentences. Check answers as a class.

Answers

- 1 *She's always happy to be a guide if her guests want one.* (no comma)
2 *If I have guests from other countries, I always ask what language they speak.* (comma)

4 **SPEAKING**

A Read the instructions aloud.

- Model the task. As a class, think of one example for each bullet point.
- Ss think of examples for each bullet point individually.
- **OPTIONAL ACTIVITY** Let Ss use their phones to research places online.



HOMEWORK IDEAS

Tell Ss to research a recommendation for each bullet point at home and bring their ideas into class the next day.

B **GROUP WORK** Put Ss in small groups to share their ideas from exercise 4A.


- Ss discuss if they agree or disagree with each other's ideas.
- Ask a S from each group to report their group's discussion to the class.
- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.1; Vocabulary 8.1**

LESSON OBJECTIVE

- talk about a trip you went on

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask *Do you like to travel by road? What's good about traveling by road? What's bad about it?*
- Explain that Ss will learn ways to talk about travel.

A  2.11 Read the instructions and the topics aloud.

- Play the audio. Ss listen and check what Rosalind talks about.
- Ss check answers in pairs.
- Check answers with the class.

Answer

other passengers

2 VOCABULARY: Using transportation


- A **Introduce the task** Tell Ss to cover the script in exercise 1 and only look at the pictures.
- In pairs, Ss guess what vocabulary words will be used in each picture. Don't check answers.
 - **Do the task** Ss uncover the script and do the task individually.
 - Check answers as a class.

Answers

Picture C

6 catch the bus 7 pick up more passengers

8 change buses 9 take the bus 10 get off the bus

B  **2.12** Read the instructions aloud.

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

Answers

- 1 get out of the car 2 get into a taxi 3 drop off
4 get on the train 5 miss the train

C Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.



D Ss discuss the questions in pairs or small groups.

- **OPTIONAL ACTIVITY** Ss use their phones to get ideas or to research information about places they are interested in going to.
- Ask volunteers to share their ideas with the class.
- Tally Ss' answers on the board to see if there is a particular place or kind of place that Ss want to go to.

3 **GRAMMAR: Giving reasons using to and for**

- **Introduce the task** On the board, write *I bought chicken and vegetables for dinner. I bought chicken and vegetables to make my husband's favorite meal.*
- Underline *for* and *to* in the sentences. Ask *What does the information after for and to show?* (the reasons why someone does something or why something happens)

A **Do the task** Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud. Check understanding.

- Ss do the task individually.
- Ss check answers in pairs and then check answers with the class.

Answers

- 1 to + verb 2 for + noun
They take this trip once a year to visit their grandparents.
They bring books and toys to keep the children happy.
We stopped for lunch.

B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for the grammar exercises are on page T-129.

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

- Give Ss time to write their own answers to the questions. Encourage them to write as many answers as they can. You can set a time limit for each question.
- Direct Ss' attention to the **Accuracy check** box and have them read the information. Ss check their own answers for accuracy.
- Pairs take turns asking and answering the questions. Ss share their partners' answers with another pair.

4 **SPEAKING**

A Read the instructions aloud. Ask volunteers to read the questions aloud. Check understanding.

- Ss use the questions to write their descriptions individually.

B **PAIR WORK** Ask a volunteer to read the example aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if Irene's trip sounds fun. Suggest that they listen again to write down any words or phrases they can use when they talk about their own trip.
- In pairs, Ss take turns talking about their trip. Encourage them to ask their partner questions about the details of the trip.

REAL STUDENT

Hi, I'm Irene. One year ago, I went to Chicago. I went for a vacation. I got there by plane. I don't know how far it was. It took four hours. And I feel good and happy.



**TEACHER DEVELOPMENT
ACTIVITY 1**

Explain, act, or draw!

The end of this lesson is a good time to review the vocabulary from the unit so far so that it sticks in Ss' long-term memories. This is a fun activity that you can use to review almost any kind of vocabulary.

- Divide the class into small groups. Give each group 20–30 small slips of paper and tell them to write each new vocabulary item from Lesson 8.1 (exercises 1A, 2B) and Lesson 8.2 (exercises 2A, 2B) on a separate slip.
- Each group spreads their slips out in front of them, face down. Ss take turns picking up a slip and then either (1) explaining the word to their group or (2) acting it out or (3) drawing it. They have to choose just one of these three strategies!
- All groups work at the same time and as quickly as possible. The group that guesses all the words first, or the most words in ten minutes, is the winner.


- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.2; Vocabulary 8.2; Speaking 8**

LESSON OBJECTIVE

- give advice and make suggestions

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Have a brief class discussion. Ask *With your friends and family, who usually asks for advice? Who usually gives advice? When was the last time you asked for someone's advice? What/Who did you ask?*

A  2.13 Books closed. Ask *What are examples of questions tourists ask?* Write Ss' ideas on the board.

- Books open. Read the instructions and question aloud.
- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look up the word in their dictionaries or on their phones.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation.
- Let pairs compare answers and then check answers with the class.
- Ask if any of the questions from the conversations match the ones they thought of in the introduction.

Answers

Conversation 1: The tourists want advice on what to do.
Conversation 2: The tourists want to know how to get to the airport.

 **MIXED ABILITY**

Direct stronger Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

B Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.

Answers

1 How about going 2 Why don't you go 3 Should
4 You could 5 should 6 idea 7 would 8 Perfect

- While Ss complete the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

C **PAIR WORK** Pairs practice the conversations in exercise 1A several times.


- Ask pairs to say one of the conversations for the class.

 **EXTRA ACTIVITY**

Write one or both conversations on the board. Underline details that can be substituted, e.g., theater, last night, mall, live music, etc. In pairs, Ss work together to make new conversations and practice them.

2 REAL-WORLD STRATEGY


- **Introduce the task** Ask Ss if they know what an *echo* is (a repeat of a sound that bounces off of a surface and back to the speaker). Ask *Do you always hear every word in a sentence when someone speaks to you?* Explain that echo questions are a good way to hear again the part of a sentence you didn't hear without having to hear the whole sentence again.

A  **2.14** **Audio script p. T-175** Read the instructions and the questions aloud.

- Play the audio.
- Ss write down their answers.
- Ask a volunteer for the answers, and Ss check their answers.

Answers

The receptionist suggests going to the mall or the museum.
The guest decides to go to the museum.

B  **2.14** **Audio script p. T-175** Read the instructions aloud.

- Give Ss time to read the **Real-world strategy** box about echo questions. Check understanding.
- Let Ss read the conversation. Play the audio. Ss listen and fill in the blanks individually.
- Go over the answers with the class.


Answers

1 where 2 at what time

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

- Give them time to read the instructions. Check understanding of the task. Ask *How many situations are there?* (2) *Student A, what will you ask Student B?* (what to do with free time in the city) *Student B, what is one example of advice that you will give Student A?* (to visit the local museum) *Student B, What will you ask Student A?* (advice on what to do after class today) *Student A, what is one example of advice you will give Student B?* (to go to the mall with friends) *What will both of you use in your conversations?* (echo questions)
- Ss do the task in pairs.


3 PRONUNCIATION: Saying long and short vowel sounds

A  **2.15** Read the instructions aloud. Play the audio at least twice. Elicit the answers and tell Ss to repeat the words.

- Ask *How is /d/ different to /t/?* (/d/ vibrates, but with /t/ the air just comes out without vibration. This affects the length of the vowel sound.)

Answers

- 1 The last sound is /t/. (*Great* sounds shorter.)
- 2 The last sound is /d/.

B  **2.16** Read the instructions aloud. Before listening, encourage Ss to predict which vowels will sound longer.

- Play the audio. Check answers and tell Ss to repeat the words.

Answers

- 1 tried 2 side 3 award 4 need

C **PAIR WORK** Give Ss time to read the sentences. Go over any unfamiliar vocabulary.

- Tell Ss to underline the words ending with /t/ and /d/.
- Ss practice reading the sentences aloud in pairs.

4 SPEAKING

A Read the instructions aloud. Ask volunteers to read the situations aloud. Check understanding.

- Ss do the task individually.

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

- Ss do the task in pairs.
- After Ss have practiced their conversation several times, have them act out one of them for the class.
- **Workbook Unit 8.3**

LESSON OBJECTIVE

- write advice on living in another country

1 LISTENING

- **Introduce the task** Ask *Do you think everyone should try to live in another country, at least for a month or two? Why or why not?*
- Explain that Ss will listen to people giving advice about living in another country and that the writing model will be a comment about a piece of advice.

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

- Ss discuss the question in pairs. Suggest that they take notes on their answers to refer to in the next task.
- Ss share their partners' answers with the class.

B **2.17 Audio script p. T-175 LISTEN FOR GIST** Review the meaning of *gist* (the main ideas, not the details).

- Read the instructions aloud. Suggest that Ss review their notes from exercise 1A. Explain that Ss should write down the advice they hear as it may be hard to remember after they listen. Make sure they understand that they are only listening for gist, not for all the details, in this first listening.
- Play the audio. Ss do the task individually.
- Check answers as a class. Discuss with Ss if their advice from exercise 1A was the same or different as the people on the audio.

C **2.17 Audio script p. T-175 LISTEN FOR DETAILS** Review detail.

- Ask volunteers to read the pieces of advice aloud.
- Play the audio. Ss do the task individually.
- Check answers with the class.

Answers

1 Caller 1 2 Caller 3 3 Caller 2 4 Caller 1 5 Caller 2
6 Caller 1, Caller 4 7 Caller 4

MIXED ABILITY

Play the audio again for Ss if necessary for them to complete the task. If some Ss have already done the task during the first listening, have them write one more detail that each caller says when giving their advice.

D **PAIR WORK THINK CRITICALLY** Read the questions aloud. Ask Ss to brainstorm any reasons they can think of. Write them on the board.

- Pairs discuss the problems people can face when moving to another country.
- Ss share their partners' answers with the class.

HOMEWORK IDEAS

Tell Ss to research the resources available to new immigrants in their country, such as language classes, housing assistance, community groups, etc. Have them present their findings to the class. Have a class discussion about how these resources address the problems discussed in exercise 1D.

2 PRONUNCIATION: Listening for intonation

A **2.18** Read the instructions aloud. Play the audio. Check answers.

- Ask Ss *Why does the intonation rise in the middle?* (to show that the speaker has something more to say) *Why does the intonation fall at the end?* (to show that the speaker has nothing more to say)

B **2.19** Read the instructions aloud.

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

Answers

- 1 When you join a language club, you can learn very quickly.
- 2 If you can, try and find a place before you go.
- 3 If you like hiking, join a hiking club.

C Read the instruction aloud.

- Give Ss time to complete the sentence.
- Check answer with the class.

Answer

not finished

3 WRITING

- **Introduce the task** Ask *Do you like to give advice? What kinds of situations do you think you are an "expert" on?*

A Read the instructions aloud. Ss read the comments silently.

- Check understanding. Ask *What kind of radio show is "Backpack Nation"? (a show about travel) What does "stay in touch" mean? (to email, call, or otherwise communicate with others on a regular basis)*
- Ss do the task individually.
- Pairs compare answers and then check answers with the class.
- Have a brief class discussion on whether Ss agree with all the advice and what they think is the best advice.

Answers

Offer to give lessons in your own language.
Get a room in an apartment or house with other people.
Stay in touch with your friends and family back home

B Ask volunteers to read the items aloud.

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

Answers

1, 2, 3, 5

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

- Model the task by giving an example: *I think it's also very important to join a club or group to meet new people.*
- Ss work in pairs to write three new pieces of advice.
- Ask Ss to read their sentences to the class. Other Ss can listen and check for correct use of the phrases in bold.

WRITE IT

D **WRITING SKILLS** Read the instructions aloud.

- Ss do the task individually and then compare comments with a partner.

E Go over Ss' comments with the class. As each S reads his/her comment, ask other Ss to say which points he/she included from the list.

- Have a class discussion about who gave the same advice. Ask them why they think their advice is important.
- Have a class vote on the best advice.

HOMEWORK IDEAS

Assign the writing of the comment for homework and have Ss talk about it the next day.



TEACHER DEVELOPMENT ACTIVITY 2

Guess who?

The end of a unit is a logical place to review language from both current and previous units. This activity promotes long-term memorization by asking Ss not just to recognize language, but to use it in a personalized way.

- Working alone, Ss look back through the current unit and some previous units, for example, Units 6 and 7, and choose eight words or expressions that they want to review. (You can ask Ss to choose more or fewer items if you like.)
- Give each student eight slips of paper. On each slip, they should write a sentence about themselves using one of their chosen words or expressions – and their own name: *I have yogurt for breakfast every day. (Jenny)*
- Collect all the slips, mix them up, and have each S take eight slips at random. It doesn't matter if they take some of their own sentences.
- In small groups, Ss take turns reading out the sentences on their slips and guessing who wrote them.
- Finally, have each group decide what were the most interesting things they discovered about their classmates. Discuss as a class.

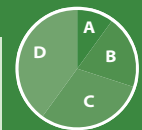
- **Workbook Unit 8.4**

TIME TO SPEAK

Planning a trip

LESSON OBJECTIVE

- plan a short trip



Time on each stage

- **Introduce the task** **Aim:** Introduce the topic of travel.
- Ask *Do you enjoy travel? Do you go to the same places/events every year, or do you like to go to different places?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **RESEARCH** **Do the task** **Aim:** Ss think about and research places people like to travel to.

- **INDIVIDUALLY** Ss look at the pictures and make notes on how to answer the questions. Circulate and answer any questions.
- **GROUP WORK** Ss work in small groups to discuss their answers to the questions. If possible, let them use their phones or tablets to research facts about the place or event they chose: when and where it takes place, how many people attend, etc.
- In their groups, Ss each say which of the places they would like to go to and why.

B **Aim:** Ss work together to decide on a travel destination and things to do there.

- **GROUP WORK** Give groups time to decide which place to choose and think of answers to the question.

C **PREPARE** **Aim:** Ss work in their groups to make a travel plan.

- **GROUP WORK** Check Ss' understanding of the task. On the board, write *sports, art, nature, city, country, food, busy, quiet, family, friend*. Tell Ss to discuss which things are important to them on their own vacations. Tell them that they should keep their groupmates' answers in mind and plan a vacation that has something for everyone in their group.
- **GROUP WORK** Tell groups to make their own chart. Give groups time to discuss the details of the trip and fill in the chart.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D **PRESENT** **Aim:** Ss present their travel plan to the class.

- Tell Ss that they should take notes during each presentation to help them ask questions.
- Ss take turns presenting their travel plans. Tell Ss to wait to ask questions until the presentation is over.
- Ss take turns saying which trip sounds like the most relaxing/active/fun and which trip is their favorite idea.

- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

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

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 Both Development Activities from this unit can be used regularly throughout a course. Would you and your Ss be happy to use them again? If so, how often? What advice would you give to a teacher when using these activities?
- 2 After Development Activity 1, it is a good idea to keep the slips of paper so that you can use them again in future lessons. How could you use them to review vocabulary in different ways?
- 3 Development Activity 2 asks Ss to choose which words or expressions they want to review. How did your Ss decide which items to choose? What advice did/could you give to help Ss choose items for review?
- 4 Sometimes Ss find it difficult to make up their own sentences. What did/could you do to give Ss ideas for their sentences, before or during writing?

LOOKING GOOD

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Teaching and developing speaking skills – Peer feedback

In this unit, we're going to focus on peer feedback. One way to help students make progress in their speaking is to develop their awareness of what successful speaking is. We can do this by encouraging them to listen to their classmates and then think about how well they spoke. This means that sometimes students take the role of listener while two of their peers are doing a speaking activity. We can make suggestions about what students should listen for, for example, are their classmates speaking fluently? Are they using the vocabulary that you taught in the lesson? When the activity is finished, the student who was listening mentions one positive point and one point they felt could have been better. Peer evaluation of this kind can also help students evaluate their own speaking.

Time out (Activity 1): Ss take time out of a speaking task to listen carefully to others in their group. You can try this in lesson 9.1.

Pair work in threes (Activity 2): Ss listen to pairs doing a speaking task and give feedback. Try this in lesson 9.2.

You can read more about this in *Teaching Speaking* by Goh and Burns (Cambridge University Press 2012) pp. 272–274. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *You can't judge a book by its cover*. Tell Ss this is a very popular saying in the United States. Ask Ss if they know what it means. (What something or someone looks like on the outside can be very different from what is on the inside.) Ask Ss if they believe this is true and why or why not. Ask *Do you think clothes and hair are more important to people now than they were in the past?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Tell them that this unit will have a lot of descriptive vocabulary that they will find useful in many situations. As a class, brainstorm words and phrases that Ss think will be in the unit (*image, clothing, jewelry, beautiful, interesting, etc.*). Write their answers on the board. Tell Ss to copy the words in their notebooks. As you do the lessons, ask Ss to use these words and to add any new vocabulary.

START SPEAKING

A Ss look at the picture.

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

Answer

He's getting a facial./He put cream on his face to make his skin look good.

B Read the questions aloud. Give Ss time to think of their own answers.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their ideas about clothes and how they look are the same as Alessandra's.

REAL STUDENT

Hi, I'm Alessandra, and I think a lot about the clothes that I wear, and I like to look good.

C Read the saying and the questions aloud.

- Ss discuss the questions in pairs and then share their partners' answers with the class.
- Ask *Do you keep any photos with you all the time (on your phone or in your wallet)?*

- compare stores and what they sell

1 VOCABULARY: Naming accessories

- **Introduce the vocabulary** On the board, write *How many words for clothing and jewelry do you know?* Set a time limit of one minute and tell Ss to write down as many words as they can think of.
- Ss compare lists with a partner.
- Ask *Look at the words you wrote down. Which ones are you wearing now?*

A 2.20 PAIR WORK Ask volunteers to read the instructions and question aloud.

- Play the audio. Ss listen and repeat the words.
- Ss answer the question in pairs.
- Ask Ss if any of the words in the exercise match words from their lists. Ask Ss to share any other words from their lists, and tell the rest of the class to add the words to their lists.

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C Read the instructions aloud. Check that Ss understand *accessories* (smaller items that you wear, usually to show your personal style). Go over which items are accessories.

- Ss discuss the question in pairs and then share their partners' answers with the class.

Suggested answers

sunglasses, earring(s), scarf, necklace, tie, belt, bracelet(s), glove(s), socks, sneakers

2 LANGUAGE IN CONTEXT

- **Introduce the topic** On the board, write *dress code*. Ask Ss if they can explain what it means (the kind of clothing you are supposed to wear at school or at your job).
- Ask *Is there a dress code at your school or work? Do you think dress codes are a good idea? Why or why not?*

A Read the instructions and questions aloud. Check understanding.

- Direct Ss' attention to the **Glossary**. Ss read the email individually. Answer any questions about unfamiliar vocabulary.
- Ask volunteers for the answers. Tell them to point to the parts of the email that support their answers.

Answers

Mike is on the left. His coworker is on the right.

B Read the instructions aloud.

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

Answers

- 1 true
- 2 false – The people are much friendlier here.
- 3 false – The new office is better, a more interesting place to work.
- 4 false – The weather is worse than it is back home.

EXTRA ACTIVITY

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

C **GROUP WORK** Read the questions aloud. Give Ss time to think of their own answers.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Caio.

REAL STUDENT

Hi, my name is Caio. I don't think so that your dress is important in your work. It's important what you do, what you make, what ideas you have, and how you are important for your company. And that's what I believe.

3 GRAMMAR: Comparative adjectives

A Present the grammar On the board, write *compare*. Explain that to *compare* means to say how two or more things are different or the same. On the board, write *My house is small. Her house is big. My house is smaller than her house. Ask What is being compared? (two houses) In the third sentence, what word is used to describe the houses? (smaller) What part of speech is small? (adjective) In this sentence, which parts show that we are comparing the houses? (-er and than) Explain that the way we form the comparative will change depending on the adjective. Some adjectives are irregular. Tell Ss to pay special attention to the adjectives in the sentences in the grammar box.*

- **Do the task** Direct Ss' attention to the **Notice** box and make sure they understand the meanings of the symbols.
- Give Ss time to read the sentences in the grammar box.
- Ss do the task individually.
- Check answers with the class.

Answers

1 than 2 less formal, more modern 3 better, worse


B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Explain that Ss are completing the sentences with answers that are true for them.

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

EXTRA ACTIVITY


Write these sentences on the board: *1 These earrings were more cheaper than yours. 2 My sneakers are more cooler than yours. 3 He looks more professional when he wears a tie.* Ask volunteers to correct the sentences on the board to check answers. (Answers: 1 These earrings were cheaper than yours. 2 My sneakers are cooler than yours. 3 Correct)

D  PAIR WORK Read the instructions aloud. Ask volunteers to read the sample sentences aloud.

- Ss do the task in pairs and then share their partners' answers with the class.

4 SPEAKING



 GROUP WORK Read the instructions and the adjectives aloud.

- **OPTIONAL ACTIVITY** Let Ss use their phones to go to stores' websites and research what they sell.
- Ss do the task in small groups.



TEACHER DEVELOPMENT ACTIVITY 1

Time out


Alternative instructions for exercise 4

This activity gives all Ss in each group the chance to sit back and listen to other members of the group.

- Put Ss in groups and give one S in each group an object (a colored card, piece of chalk, etc.).
- Tell Ss that when they hold the card, they should be silent and listen to their classmates. They should listen for correct and incorrect examples of comparative adjectives.
- Let Ss know that when you clap your hands, the S with the card should pass it to the S on their right. This S then listens, and the S who had the card re-joins the discussion.
- Ss begin their discussion. About every minute clap your hands so the card is passed on.
- At the end of the discussion, Ss tell each other about the comparative examples they heard.

- **Workbook Unit 9.1**
- **Worksheets: Grammar 9.1; Vocabulary 9.1**

1 VOCABULARY: Describing appearance

- **Introduce the task** On the board, write *How many words for describing someone's appearance do you know?* Set a time limit of one minute. Tell Ss to write down as many words as they can think of.
 - Tell Ss to compare lists with a partner.
- A  **2.21** Ask Ss to say any of the words they already know. Ask Ss if they included any of the words on their lists from the activity in the introduction.
- Play the audio. Ss listen and repeat.
 - Ask *Can any of these words describe a friend or family member?* Ask Ss to share their answers with the class.
- B **PAIR WORK** **Do the task** Ask *What is an avatar?* (an electronic image that represents a computer user) Ask if any Ss use an avatar in a computer game, etc.
- Read the instructions aloud.
 - Give Ss time to design their avatar individually.
 - Ss do the task in pairs.
 - Ss describe their partner's avatar to the class.
- C Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- D **PAIR WORK** Read the instructions aloud. Ask volunteers to read the sample conversation aloud.
- Give Ss time to think of a famous person and how to describe them.
 - Ss do the task in pairs.


 **HOMEWORK IDEAS**

Tell Ss to write a description of another famous person and bring it to class the next day. They read their description and the rest of the class guesses who the person is.

2 LANGUAGE IN CONTEXT

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

- Ss do the task in pairs.

B  **2.22** Read the instructions aloud.

- Check Ss' understanding of the task. Ask *How many people are speaking?* (3) *Who is Ava?* (Pete's girlfriend) *What is Pete's mom talking about?* (Pete's appearance in a baby photo and when he was a teenager) Suggest that Ss take notes as they listen to answer the questions.
- Play the audio. Ss check answers in pairs.
- Check answers with the class.

Answers

He had dark, straight hair and a funny smile when he was a baby.
He had a little mustache when he was a teenager.
He doesn't like the photos.

3 GRAMMAR: Superlative adjectives

- **Introduce the task** On the board, write *superlative*. Explain that another way to say superlative is *the best* or *the most*. If necessary, remind Ss that comparative adjectives say how two things are the same or different from each other. Explain that superlative adjectives describe three or more things. On the board, write *My house is small. Jane's house is smaller. Joe's house is smaller than Jane's house. Joe's house is the smallest*. Ask *What is being compared?* (three houses) *What word is used to describe the houses?* (small) *What part of speech is small?* (adjective) *In the last sentence, which parts show that we are comparing all the houses?* (*the* and *-est*). Explain that the way we form the superlative will change depending on the adjective. Some adjectives are irregular. Tell Ss to pay special attention to the adjectives in the sentences in the grammar box.

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. Ask *Which adjectives are irregular?* (worst, best) *What is the comparative form of each?* (worse, better)

Answers

1 the 2 three or more things 3 -est, the most
4 the best, the worst

B Direct Ss to pages 137–138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Give Ss time to fill in the blanks individually.
- Ss check answers in pairs and then check answers with the class.
- In pairs, Ss take turns asking and answering the questions.

Answers

1 most beautiful 2 biggest 3 coolest 4 curliest
5 darkest 6 friendliest 7 best 8 most interesting

MIXED ABILITY

For weaker Ss, work with them as a group to fill in the blanks and ask and answer the questions. Stronger Ss can write two or three more questions and ask their partners.

HOMEWORK IDEAS

Assign the writing of the sentences in exercise 3C for homework and then have pairs discuss the next day.

4 SPEAKING



- **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the example aloud.
- **OPTIONAL ACTIVITY** Give Ss time to find three pictures on their phones and think about what they want to say about the pictures.
- If phones are not available in class, tell Ss to find three pictures for homework, and do the speaking task the next day in class.
- Ss do the task in pairs.



TEACHER DEVELOPMENT ACTIVITY 2

Pair work in threes

Alternative instructions for exercise 4

Doing pair work activities in groups of three gives Ss a chance to listen carefully to each other. This task also gives Ss an opportunity to repeat the task – see the Teacher Development notes in Unit 6.

- Put Ss in groups of three (or four). All Ss should find three pictures of the same person.
- Tell them they will take turns to do the pair work as well as listen to their classmates do the activity. For example: Ss A and B speak while S C listens; then Ss A and C speak while B listens, etc.
- Write *superlatives* and *fluent speaking* on the board, and tell Ss this is what they should listen for when they are in the listener role.
- Ss do the task and then give feedback to each other on their use of superlatives and their fluent speaking.

- **Workbook Unit 9.2**
- **Worksheets: Grammar 9.2; Vocabulary 9.2; Speaking 9**

- ask for and give opinions

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Have a brief class discussion. Ask *Do you like to give your opinion about your friends' clothes? Do you think it's OK to give your opinion about someone else's appearance? When was the last time you asked for someone's opinion about your clothes or appearance? What did you ask about?*

A 2.23 Read the instructions and question aloud.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask Ss to find an example of this in the conversations.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation.
- Tell pairs to compare answers and then check answers with the class.

Answers

Conversation 1. Fiona is choosing a scarf.
Conversation 2. The man is choosing a profile picture.

MIXED ABILITY

Tell stronger Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

B Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.
- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

1 think of 2 about this 3 like 4 looks 5 prefer
6 perfect 7 That one 8 think 9 guess 10 sure
11 Isn't

C **PAIR WORK** Pairs practice the conversations in exercise 1A several times.


- Ask pairs to say one of the conversations for the class.

EXTRA ACTIVITY

Write one or both of the conversations on the board. Underline details that can be substituted, e.g., hat, suit, dark, blue, picture for my business card, You look angry, etc. Ss work in pairs to make new conversations and practice them.

2 REAL-WORLD STRATEGY


- **Introduce the task** Explain that when giving an opinion, it is usually important to not sound too strong about it because you can sound rude or hurt someone's feelings. Also, sometimes, you might not have a very strong opinion. Tell Ss that they will learn a way to give an opinion when they don't have a strong feeling or don't want to sound rude.

A  **2.24 Audio script p. T-175** Read the instructions and the question aloud.

- Play the audio.
- Check the answer with the class.

Answer


sunglasses

B  **2.24 Audio script p. T-175** Read the instructions aloud.

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

Answers

Fiona: They're OK, I guess. Her opinion is positive, but she isn't sure about it.

C  **2.25 PAIR WORK** Read the instructions aloud.

- Give Ss time to read the **Real-world strategy** box about *I guess* silently.
- Give Ss time to write *I guess* in the appropriate places.
- Play the audio for Ss to check their answers.
- Ss practice the conversations in pairs.


Answer

2A I guess 2B (blank) 3A (blank) 3B I guess

EXTRA ACTIVITY

Tell pairs to work together to write their own conversation using *I guess*. Then have them say it for the class.

3 PRONUNCIATION: Saying /3/ vowel sound

A  **2.26** Read the instructions aloud.

- Play the audio. Ss underline the sounds.
- Check answers with the class and tell Ss to repeat the words.
- Ask *Is it a long or short sound?* (long) If appropriate, ask *Do you have this sound in your language?* (no)

Answers


2 shirt 3 perfect

B **PAIR WORK** Read the instructions aloud. Ask *Which words have a longer sound?*

- Give Ss time to do the task.
- Say the words aloud and tell Ss to repeat.

Answers

1 bird 2 turn 3 heard

C  **2.27** Read the instructions aloud. Give Ss time to find the /3/ words.

- Play the audio.
- Check answers.

Answers

A What do you think of this red shirt?
B Turn around ... Hmm, I'm not sure.
A How do you feel about this green shirt?
B I prefer the first shirt.

4 SPEAKING

- **GROUP WORK** Read the instructions aloud. Ask volunteers to read the conversations aloud.
- Ss do the task in small groups.

HOMEWORK IDEAS

Ss find pictures of clothing and accessories that they think are great or silly looking. Tell Ss to bring them to class and give their opinion to a partner. Their partner says if they agree or not and gives their own opinion.

- **Workbook Unit 9.3**

LESSON OBJECTIVE

- write a paragraph describing a photo

1 READING

- **Introduce the task** Ask *Do you like to take photos? What kinds of photos do you like to look at? Do you think that photos can make you feel different emotions?*
- Explain that Ss will read about ads for cars and write a description of a photo.

A THINK BEFORE YOU READ Write these questions on the board. 1 *Do you drive? What kind of car do you drive?* 2 *Do you like cars? What is your “dream car”?* 3 *What is most important for you in a new car: looks? power? size? safety? price?* Ss ask and answer the questions in small groups.

- Read the instructions and questions aloud. Check comprehension.
- Ss look at the pictures and discuss the questions in pairs.
- Ss share their answers with the class.

B READ FOR MAIN IDEAS Read the instructions aloud.

- Ask volunteers to read the types of people. Ask *Which one describes you the best?*
- Ss first match the types of people to the pictures in exercise 1A.
- Ss read the article silently. Answer any questions about vocabulary. Check understanding of *advertisers, connect, speeding, open road, most ____ possible, electricity.*
- Ss match the types of people to the correct paragraphs.
- Ss compare answers in pairs before checking answers with the class.

Answers

- a picture 4, paragraph 2 b picture 2, paragraph 4
c picture 1, paragraph 3 d picture 3, paragraph 1

MIXED ABILITY

With weaker Ss, read the first paragraph aloud together. Work with these Ss to identify key words/phrases from that paragraph that will help them match each driver to the correct paragraph (e.g., for the first paragraph: *speeding, open road, no other cars = freedom lover*). Continue in the same way with the other paragraphs.

C PAIR WORK THINK CRITICALLY Ask Ss to find an example of *just* meaning *only* in the reading and underline it. Check answers as a class. (Advertisers don't just sell things ...; ... just electricity)

- Read the instructions aloud and ask a volunteer to read the example ideas in the box aloud.
- Ss discuss the topic in pairs and add two more ideas.
- Ask Ss to share their ideas with the class.
- See if most Ss agree or disagree with the idea that car ads are usually different from reality.

EXTRA ACTIVITY

Ask *What are the most important things to you when you think about what car to buy? Do car ads influence your decision about what car to buy or what car you like the best?*

2 WRITING

- **Introduce the writing task** Ask *When you see a car ad, what do you think is more important, the car or the people and places in the ad? What kinds of places are in an ad for an expensive/family/electric/sporty car? What are people wearing in those ads? Does every car ad need to have people in it?*

A Read the instructions aloud.

- Ss read the contest ad and the email silently.
- Check understanding. Ask *What is the contest? (to find the best image for a new car ad) Who is having the contest? (a car company) Do you email just a picture? (No. You email a description of your idea, too.) What does the contest winner get? (a free car)*
- Ss discuss the person's idea in pairs.
- Ss share their answers with the class.

B Ask a volunteer to try to read the submission aloud.

Ask *What is wrong with the writing? (There is no punctuation.) Ask What happens when sentences are too long? (They are hard to read. The main idea gets lost.)*

- Read the instructions aloud.
- Ss do the task individually.
- While Ss are doing the task, write the sentences on the board exactly as they appear on page 93.
- Ask volunteers to come to the board and add the correct punctuation and capitalization.
- Once the class agrees on the correct punctuation, let pairs discuss what kind of customer the image is for.

Answers

My image is of a beach on a warm summer day. The car is parked, and the driver is getting beach things out of the back. The driver's door is open, and her dog is already running to the beach. This image gives the idea of being young and full of energy.

C **WRITING SKILLS** Read the instructions aloud.

- Ss do the task individually. While Ss are doing the task, write the sentences on the board exactly as they appear on page 93.
- Ask volunteers to come to the board and add the correct punctuation and capitalization.

Answers

- 1 The most important thing in my image is the famous football player next to the car. He is standing with a football in one hand and the key to the car in the other.
- 2 My image shows an open door of the car. You can see the inside of the car. It looks very modern and nice.



WRITE IT

D Read the instructions aloud.

- Ss do the task individually.

E **GROUP WORK** Ss share their submission with the rest of the class. In larger classes, put Ss into small groups to share their submissions.

- Have a class vote on which image the class thinks will sell the most cars. Ask Ss to share their reasons for their choice.



HOMEWORK IDEAS

Assign the writing of the description for homework and share it with the class the next day.

- **Workbook Unit 9.4**



- **Introduce the task** **Aim:** Introduce the topic of ads with images.
- Tell Ss to think of a popular ad they saw recently, on TV, online, etc. Ss describe it to a partner but don't say what the ad is for. The partner guesses what the product is.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **RESEARCH** **Do the task** **Aim:** Ss think about and research what images are used in ads.

- **INDIVIDUALLY** Ss think of their own answers to the questions.
- **WHOLE CLASS** Ask Ss to share their ideas with the class. Ask them to give reasons for their ideas.

B **DISCUSS** **Aim:** Ss discuss why different kinds of images and stories are used in ads.

- **GROUPS** Ss discuss the questions in small groups.
- **WHOLE CLASS** Ask Ss to share their ideas with the class. Encourage them to think of ads that use each of the items.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

C **DECIDE** **Aim:** Ss discuss which products are interesting.

- **GROUPS** Ss do the task in their group.

D **PREPARE** **Aim:** Ss choose a product and make an ad for it.

- **GROUPS** Give groups time to choose their product and plan their ad.

E **PRESENT** **Aim:** Ss present their ad to the class.

- Tell Ss to take notes during each presentation to help them decide which ad to vote for.
- **GROUPS** Ss take turns presenting their ad.
- Have a vote and an awards ceremony for the best ad in each of the categories.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

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

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How did students react to playing the role of listener? How can you help them feel comfortable in this role?
- 2 This is probably the first time you have done this kind of activity, so the quality of feedback was probably not very high. How can you help students so the feedback quality improves?
- 3 In the exercises in this unit, students were asked to give feedback on grammar use and fluent speaking. What other areas of spoken language can you ask students to give feedback on?
- 4 What kinds of speaking activities do you think that peer feedback is most suited to?
- 5 How can peer feedback help students assess themselves at speaking? How does this help independent learning? (See the excerpt from *Teaching Speaking* mentioned in the introduction for ideas.)

REVIEW 3 (UNITS 7–9)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss complete the chart individually then check with a partner.

- Check answers as a class.

Answers

1 burger 2 onion 3 roasted 4 spicy 5 bus station
6 suitcase 7 gloves 8 scarf

B Ss work with a partner to think of a category for each column in the chart and to add two more words to each category.

- Check answers as a class. See the Language summaries for Units 7–9 on pages T-167–169 for ideas.

Suggested answers

Food Taste/Cooking Traveling Accessories

2 GRAMMAR

A Ss complete the conversation individually then check with a partner.

- Check answers as a class.

Answers

1 for 2 some 3 to 4 when 5 being 6 few
7 than 8 curlier 9 the most 10 any 11 of 12 best

B **PAIR WORK** Ss practice reading the conversations.

- Suggest details that Ss can change; for example, they can change *café* to *park* or change the description of the little sister.

3 SPEAKING

- **PAIR WORK** Ss read the questions and make notes individually.
- Ss ask and answer the questions in pairs. They should make notes about their partners' answers.
- Ask Ss what they learned about their partners.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

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

Answers

- 1 could you recommend
- 2 What kind of
- 3 I'd like
- 4 you could
- 5 if you want, you can
- 6 What do you think
- 7 I guess
- 8 We prefer
- 9 How about
- 10 How was it?

- B** **PAIR WORK** Ask two volunteers to read the conversation aloud. Tell Ss they are going to read the conversation again, changing some of the information. As an example, write the first line on the board and underline the word *dinner*. Ask Ss what other word they could change *dinner* to elicit *lunch* or *a party*. In pairs, Ss change more details in the conversation then they practice their conversations in pairs.

5 SPEAKING

- A** **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 7 to 9.

- Pairs practice their conversations.

- B** Pairs change roles and repeat their conversations.

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

RISKY BUSINESS

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Developing learner responsibility – Managing pair and group work

In this unit, we will focus on managing learner-centered activities. When teachers set up pair-work activities effectively, their students can do these with greater success. Students can also work more *independently* of the teacher when the stages and requirements of an activity are made clear to them. Group work allows students to actively participate in the learning process and take on responsible roles. In this unit, we will look at how students can provide feedback on each other's written work.

Pair work (Activity 1): Set up and manage a pair-work activity to maximize Ss' success and independence. You'll have an opportunity to do this in lesson 10.2.

Group work (Activity 2): Set up a group-work activity in which Ss help improve each other's writing. You can try this in lesson 10.4.

For more ideas about group work, read the activities *Token game* (p. 91), *Stubborn mistakes* (p. 94), and *Student-generated test* (p. 95) from *Learner Autonomy*. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Read the unit title aloud. Ask Ss to say what *risky* means (has the possibility of danger). Have a brief discussion on danger at work. Ask *What jobs do you think are dangerous? Why do people do dangerous jobs?*

INFORMATION According to the U.S. Bureau of Labor Statistics, these are some of the most dangerous jobs, with 132 deaths per 100,000 people: farmers/ranchers, truck drivers, airplane pilots, and fishers/fishing workers.

UNIT OBJECTIVES

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

START SPEAKING

- A Ss look at the picture.**
- In pairs, Ss discuss the questions.
 - Ss share their answers with the class.
- B Read the items in the box aloud. Check understanding by asking Ss to give an example of each one.**
- While Ss are doing the task individually, write the items on the board.
 - Ask Ss to share their answers with the class. As they share their answers, put a check mark next to the items they say they enjoy, and add their additional items on the board.
 - See what the most popular and least popular things are.
- C Read the questions aloud. Explain that to have a fear of something specific is to have a *phobia*.**
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they are afraid of the same things as Celeste.

REAL STUDENT

Hi, I'm Celeste. I'm afraid of high places and fire. I'm also afraid of darkness and wild animals. I feel scared when I watch a horror movie. I'm afraid of snakes and worms. And you?

LESSON OBJECTIVE

- talk about how to avoid danger at work

1 VOCABULARY: Describing jobs

- **Introduce the task** Tell Ss to look at the pictures. Ask pairs to work together to say the name of anything they see in the pictures.
- Ask *Do you know anyone who does these jobs? Are any of these jobs interesting to you?*
- Tell Ss to read the different jobs silently and guess at the pronunciation.

A  2.28 **PAIR WORK** Play the audio. Ss listen and repeat.


- Answer any questions about unfamiliar vocabulary.
- Ss discuss the question in pairs.
- Ask Ss to share their partners' ideas with the class. See if the class agrees on which three jobs are the most dangerous out of the ones listed.

VOCABULARY SUPPORT A *call center* is an office set up to handle a large number of calls, usually to take orders for products or to provide customer service.

A *project manager* manages all parts of a project: employees, budget, schedules, etc.

An *IT (information technology) specialist* takes care of computer issues in a company.

A *receptionist* works in an office and greets visitors, answers the phone, and helps customers find who or what they need.

B  2.29 **PAIR WORK** Ss label the pictures individually.

- Play the audio for Ss to check their answers.

Answers

A photographer B physical therapist C mechanic
D architect E paramedic F lawyer

C Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** Explain that there are different ways for a job to be dangerous. Ask *What are ways that sitting and working on a computer all day can be dangerous?*
- A Tell Ss to cover the article except for the title. Read the question aloud.
- Ask volunteers for their guesses.
 - Ss uncover the article and read it silently.
 - Direct Ss' attention to the **Glossary**. Go over any other unfamiliar vocabulary.
 - Check understanding. Write these numbers on the board: *millions, 40–60, 4, 3, 100, 3,295, and 49*. Give Ss time to reread the article and write what each number refers to in their notebooks. Then ask volunteers to explain what each number refers to in their own words to the class. (millions: germs; 40–60: percent of coworkers who are affected by one sick person in the office; 4: the number of hours it takes for the sick person to affect coworkers; 3: the number of days the virus stays in the office; 100: the number of offices studied; 3,295: the number of microbes per square inch on a keyboard; 49: the number of microbes per square inch on a toilet seat)
 - Ask Ss if anyone guessed the correct answer. Have a brief discussion about the topic of the article. Ask *Do you eat at your desk? Do you clean your keyboard? Are you surprised at the information in the article?*

Answers

lawyer call center worker accountant

 **EXTRA ACTIVITY**

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

B **GROUP WORK** Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words.

- Ss work in groups to do the task.
- Ask a S from each group to share his/her group's answers with the class.

3 GRAMMAR: *have to*

A Introduce the task On the board, write *have to*. Ask *What are some things that you do every day?* Write Ss' answers on the board. Then ask *Which of these things do you have to do every day? Are there any that you don't have to do every day?*

- On the board, write *I cook dinner every night. I have to cook dinner every night.* Ask Ss if they know the difference in meaning between the two sentences. *Am I cooking dinner in both sentences? (yes) In the first sentence, is it necessary to cook dinner? (no) What about the second sentence? (yes)*

- **Do the task** Read the instructions aloud.
- Ss do the task individually.
- Check answers with the class.

Answers

1 is; paragraph B 2 isn't; paragraph A

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Check understanding. Ask *What will you do first?* (Write the questions.) *What will you do second?* (Check accuracy.) *What tasks will you do with a partner?* (Ask the completed questions and tell a new partner about my first partner's answers.)
- Direct Ss' attention to the example. Ask *Which question has a yes/no answer?* (the first one) *How do you know?* (It starts with *do*.) Ss complete the questions individually.
- Read the information in the **Accuracy check** aloud. Tell Ss to check their work for accuracy.
- Ask volunteers to write their questions on the board for the class to check answers.
- In pairs, Ss ask each other the questions.
- Ss change partners and tell their new partners about their first partners' answers.

Answers

- 2 What time do you have to start work?
- 3 Do you have to wear special clothes? Why?
- 4 What kind of dangers do you have to face in your work?
- 5 Do you have to get any special training? What kind?

EXTRA ACTIVITY

Write these sentences on the board: 1 *A photographer hasn't to wear special clothes.* 2 *Do police officers have to go to college? No, usually they haven't.* 3 *Do mechanics have to have a license? Yes, usually they do.* Ask volunteers to come to the board to correct the sentences. Check answers as a class. (Answers: 1 A photographer doesn't have to wear special clothes. 2 Do police offices have to go to college. No, usually they don't. 3 Do mechanics have to get a license? Yes, usually they do.)

4 SPEAKING



- **GROUP WORK** Read the instructions aloud. Ask volunteers to read the example conversation.
- Put Ss in small groups to discuss the questions.
- **OPTIONAL ACTIVITY** Ss work in groups to do the research on their phones.
- Ask a S from each group to report his/her group's discussion to the class.

HOMEWORK IDEAS

Tell Ss to research another dangerous job at home and bring their findings to class the next day to discuss with their group.

- **Workbook Unit 10.1**
- **Worksheets: Grammar 10.1; Vocabulary 10.1**


LESSON OBJECTIVE

- make predictions about your future

1 VOCABULARY: Describing health problems

On the board, write: *How many words for health problems can you think of?* Set a time limit of one minute. Tell Ss to write down as many words as they can think of.

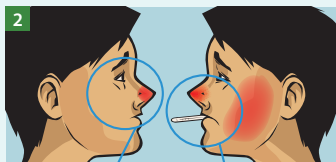
- Ss compare lists with a partner.

A  **2.30 Introduce the task** Ask volunteers to read the vocabulary under the pictures. Ask Ss to say any of the words they already know. Have them say if they included any of the words on their lists from the activity in the introduction. Ask them to give a short definition or example, if possible.

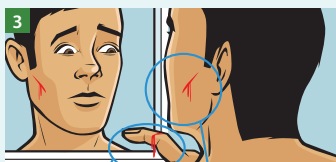
- Play the audio. Ss listen and repeat.
- Tell Ss to find the problems in the pictures, circle them, and then draw a line to the matching phrase. Ask *When was the last time any of these things happened to you?* Ss share their answers with the class.



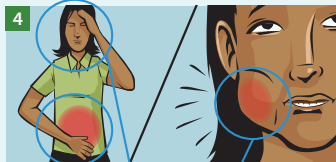
1 break your leg / twist your ankle



2 catch a cold / the flu



3 cut your finger / yourself shaving



4 have a headache / toothache / stomachache



5 have a fever / sore throat



6 hurt your back / bang your head

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

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

- Ss do the task in pairs.
- While Ss are doing the task, on the board write *Injury* and *Illness* as headings in a chart.
- To check answers, tell Ss to say which health problems belong in each category.

Answers

Injury: break your leg, twist your ankle, cut your finger, cut yourself shaving, hurt your back, bang your head


Illness: catch a cold, catch the flu, have a headache, have a toothache, have a stomachache, have a fever, have a sore throat

C Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

HOMEWORK IDEAS

Tell Ss to research other phrases that describe health problems and share them with the class the next day.


2 LANGUAGE IN CONTEXT

A  **2.31** Read the instructions aloud.

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

Answers

He's worried about her health on her first day at work.

B  **2.31** Read the instructions aloud.

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

Answers

headache, hurt your back, stomachache

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

- Ss do the task in pairs.
- Ss share their partners' answers with the class.



TEACHER DEVELOPMENT ACTIVITY 1

Pair work

Teachers can help students do activities successfully and independently by staging instructions and through demonstration.

Alternative instructions for exercise 2C

- Show a photo of someone you know. Explain who they are, and say they worry a lot.
- Give examples of things they say and write on the board, for example:
"Will we get to the airport on time?"
"I think we might miss the plane!"
"Maybe the hotel won't have Wi-Fi!"
- Allow Ss time to think of someone and write examples.
- Demonstrate the next stage with a strong student:
T: Who did you think of?
S: My father
T: What kind of things does he say?
S: OK, he often says ... (etc.)
- Ask *What questions did I ask?*
- Put Ss in pairs. Tell Ss to use the questions to exchange information.
- Monitor, but do not interrupt activity.
- Ask Ss to repeat each other's examples to check they understood correctly.
- Ss share their partners' information with the class.

3 GRAMMAR: Making predictions

- **Introduce the task** On the board, write *prediction*. Ask *When we make a prediction, are we talking about the past, present, or future? (future) Is a prediction something that definitely happens? (no)* Ask Ss if they can think of any words to use that indicate a future time.

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 won't 2 might; may

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions aloud. Ask volunteers to read the situations aloud. Check understanding.

- Ss do the task in pairs.
- Ss share their predictions with the class.
- If they are comfortable with the topic, let Ss share if any of the situations have happened to them or someone they know.



MIXED ABILITY

For weaker Ss, work with them as a group to make one prediction about each situation. You can let them make two more predictions for each situation for homework. Stronger Ss can write one more situation, exchange it with a partner, and make three predictions.

4 SPEAKING

A Read the instructions and the topics aloud. Ask a volunteer to read the example questions aloud.

- Students do the task individually.

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

- Ss do the task in pairs.
- Ss share their partners' answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss whose predictions are more positive – Caio's or their partners'.

REAL STUDENT

Hi! My name is Caio. In the future, I'm gonna live in São Paulo. I will have a great life. And you?



HOMEWORK IDEAS

Tell Ss to ask the same questions to a friend or family member and share their answers in class the next day.


- Workbook Unit 10.2
- Worksheets: Grammar 10.2; Vocabulary 10.2; Speaking 10

LESSON OBJECTIVE

- describe a medical problem and ask for help

1 FUNCTIONAL LANGUAGE

- Introduce the task** Direct Ss' attention to the picture. Ask them who the people are (a pharmacist and a customer). If necessary, explain that a pharmacist is a person trained to give out medicine to people with a prescription and to explain what the medicine does and its proper use.
- Have a brief class discussion. Ask *Do you go to the doctor when you feel sick? Do you have any allergies or bad reactions to different foods?*

A  2.32 Read the instructions and question aloud.

- Play the audio and Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask if there is an equivalent saying in Ss' own language.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation.
- Let pairs compare answers and then check answers with the class.

VOCABULARY SUPPORT *allergy*: a reaction to a particular food or foods, dust, or other things in the environment. Allergies can cause sneezing, runny nose, watery eyes, or very serious reactions that can stop a person's breathing and even cause death. Some people need an Epi-pen for severe allergic reactions.

asthma: a serious lung disease that makes it difficult to breathe

inhaler: a device used by asthma sufferers that allows them to breathe in medicine into the lungs

Answers

- 1 inhaler 2 tablets for a headache

B Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.

Answers

1 How can 2 What do you 3 wrong 4 matter
5 does it hurt 6 happened 7 Can you 8 I need
9 hurts 10 hurts 11 pain

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board and fill in the blanks for the class to check answers.

C **PAIR WORK** Tell pairs to practice the conversations in exercise 1A several times.


- Tell pairs to say one of the conversations for the class.

 **EXTRA ACTIVITY**

Write one or both of the conversations on the board. Underline the details of the medical problems that can be substituted. In pairs, Ss work together to make new conversations and practice them.

2 REAL-WORLD STRATEGY


- **Introduce the task** Tell Ss that they will learn how to describe a medical problem when they don't know exactly what's wrong.

A  **2.33** *Audio script p. T-176* Read the instructions and the questions aloud.

- Play the audio.
- Check answers with the class.

Answer

His toe hurts because his shoes are too small.

B  **2.33** *Audio script p. T-176* Read the instructions aloud.

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

Answer

It feels like ...

C Read the instructions aloud.

- Ss do the task individually.
- Ss compare answers in pairs.
- Ask volunteers to write their sentences on the board for the class to check answers.


Answers

- 1 It's like a knife in my stomach.
- 2 It's like a bright light in my eyes.
- 3 It feels like it's broken.
- 4 It feels like someone hit me.


EXTRA ACTIVITY

Pairs work together to write their own conversation using *It's like* or *It feels like*. Then have them say it for the class.

3 PRONUNCIATION: Saying final consonant sounds

A  **2.34** Read the instructions aloud.

- Ss say the sounds aloud. Play the audio and tell Ss to repeat the words.

B  **2.35** Read the instructions aloud. Play the audio for number 1 as an example.

- Play the full audio. Check answers and tell Ss to repeat the words.

Answers

2 risk 3 weekend 4 experience 5 architect 6 sports

C **PAIR WORK** Read the instructions aloud. Remind Ss to focus on the sounds, not the letters. For example, *happened* has the letter *e* between *n* and *d*, but the sound is /nd/.

- Ss practice the conversations in pairs.

4 SPEAKING

- **PAIR WORK** Read the instructions aloud. Model the task with a volunteer.
- Ss do the task in pairs.
- Ask pairs to say their conversations for the class.
- **Workbook Unit 10.3**

- write an email to your future self

1 READING

- **Introduce the task** Ask *Do loud noises bother you? Can you study if there is noise, like people talking, cars, café noises around you? What kinds of sounds do you like? What kinds of sounds bother you?*
- Explain that Ss will read a true story about a woman who is very sensitive to noise and how it changed her life. Then they will write an email to their future self.

A **PAIR WORK** Read the instructions aloud. Ss look at the scale and the list of sounds.

- Give Ss time to think of their own answers individually before they put the sounds on the decibel scale and discuss the question.
- Ss share their answers with the class.
- Check that everyone has the correct answers.

Answers

30 decibels: a breathing
 50 decibels: c normal conversation
 60 decibels: d office noise
 70 decibels: e restaurant noise
 80 decibels: b city traffic
85 decibels: noises above this level can be harmful to hearing
 120 decibels: f rock concert

B **PREDICT** Read the question aloud.

- Ss discuss their ideas in pairs before sharing their predictions with the class.

C **READ FOR MAIN IDEAS** Ss read the article silently.

- Answer any questions about unfamiliar vocabulary.
- Ask volunteers to say if their prediction was correct. Ask them for the answer to how Janet faces her fears.

Answers

She got a hearing device and taught her brain to receive sound again.

D **READ FOR DETAILS** Ask a volunteer to read the things that Ss should find in the article. Check understanding.

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

Answers

- 1 a baby crying, the sound of an ATM
- 2 TV, radio, phone, music
- 3 music
- 4 got a hearing device, slowly taught her brain to receive music again

EXTRA ACTIVITY

Ask Ss to write three or four more comprehension questions about the article and take turns asking and answering them with a partner.

HOMEWORK IDEAS

Tell Ss to research more about Janet Horvath. Ask them to share any other interesting details about her with the class.

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

- Pairs share their answers with the class.

2 WRITING

- **Introduce the task** Ask *What do you want to do in the future? What do you want to do in five years?*

A Read the instructions aloud. Ask a S to tell the class what the instructions say in his/her own words.

- Ss read the email silently.
- Check understanding. Ask *How old will Adam be when he reads the email again?* (30) *How many things is Adam afraid of?* (4) *Why is he moving to the city?* (a new career) *How does he want his hair to look in the future?* (long) *What does Adam think he is good at?* (making the best of every situation)
- Direct Ss' attention to the **Register check**. Give them time to read the information.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

Adam is afraid of starting a new life in a new city (not knowing anyone, that he won't make friends, that he won't do well in his career).
His advice to himself is to make the best of every situation.

B WRITING SKILLS Read the instructions aloud.

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

Answers

1 anyway 2 by the way

C PAIR WORK Ask Ss to read the items in the word cloud aloud.

- Ss discuss their fears in pairs.
- Have a class discussion about common fears. Ask *Think of your life five years ago. What were your fears then? Are they the same fears you have now, or were they different? Which fears turned out to be OK in the end?*

WRITE IT

D Read the instructions aloud.

- To help Ss write their emails, break down the example email into its parts. Ask *How many paragraphs are there? What is the main idea of each paragraph?*
- Ss do the task individually. Encourage Ss to use *anyway* and *by the way* in their email.

MIXED ABILITY

Work with weaker Ss to write their emails. Help them organize their emails into three specific paragraphs.

Paragraph 1: greeting, time, date, how old you are now, how old you will be in five years

Paragraph 2: brief description of one or two fears

Paragraph 3: advice for yourself

- E **GROUP WORK** Ss share their emails with the rest of the class. In larger classes, put Ss into small groups to share their emails.

- Have a class discussion on which fears are the most common.



TEACHER DEVELOPMENT ACTIVITY 2

Group work

Alternative instructions for exercises 2D–E

Students can support each other in many activities, including writing tasks. This activity helps you set up a peer-correction task appropriately.

- 2D **Provide a lined sheet of paper to each S. Ss draw a rectangular area for their email in the center, leaving a wide border.**

- Ss write email.

- 2E **On the board, write example incorrect sentences. Draw a rectangle around them:**

So, what I am afraid of? It's a big step to do!
I might not be successfull Will my friends lives nearby?
I hope I'm good in my job

- Invite Ss to suggest where errors occur and corrections.
- Write Ss' suggestions *outside* the rectangle. Link suggestions and errors with arrows, for example:
Change the word order → am I
No "s" on "lives"?
Spelling? Only one "l"?
Wrong verb?
Different preposition?
- In groups, Ss exchange emails. Ss use the border to suggest errors and offer corrections.

- Workbook Unit 10.4



- **Introduce the task** **Aim:** Introduce the topic of reality TV.
- Ask *Do you watch TV? What kind of shows do you like to watch? Do you like shows with fictional people and situations, or do you prefer shows about real people and places?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A Aim: Ss think about and discuss reality TV shows.

- **PAIR WORK** Ss discuss the questions in pairs and then share their partners' answers with the class.
- **WHOLE CLASS** If not all Ss are familiar with the reality shows mentioned, have them explain the people, places, and themes of the shows to their classmates.



B RESEARCH Aim: Ss think about and research different kinds of reality TV shows.

- **WHOLE CLASS** Ask volunteers to say the type of reality show in each photo.
- **INDIVIDUALLY OPTIONAL ACTIVITY** Ss use their phones to research the questions. To save class time, you can assign one of the research topics to different Ss.
- **WHOLE CLASS** Ss share what they found with the class.

C DISCUSS Aim: Ss brainstorm ideas for a new reality show.

- **GROUP WORK** Give groups time to answer the questions to plan a new reality show.
- **Preparation for speaking*** Ss work in pairs before repeating the task in fours.

D PREPARE Aim: Ss prepare a presentation for their new reality show.

- Let groups prepare their presentations. Make sure they understand that each person in the group must present one part of their reality show idea. Encourage them to practice their parts of the presentations with their group.

E PRESENT Aim: Ss present their reality show idea to the class.

- Tell Ss to take notes during each presentation to help them decide which show to vote for.
- Ss take turns presenting their ad.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.
- Ss vote on which show is the most exciting and the most dangerous.

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

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 In Activity 1, how successful were students at asking questions and exchanging information? Is there anything you would do differently next time?
- 2 Here are some things that teachers sometimes say about pair-work activities. What advice would you give?
 - "The students didn't use the target language!"
 - "Some pairs finished sooner than others!"
 - "There's always one student who dominates the conversation."
 - "I had to repeat the instructions to different pairs because they weren't doing the activity properly."
 - "I wasn't sure what I was supposed to do while I was monitoring the pair work."
- 3 Some teachers use symbols to encourage students to correct their own work or the work of others in their group. For example, *W.O.* (word order), *G* (grammar), *Sp* (spelling), *W.W.* (wrong word), and *P* (preposition). What other symbols might be useful?
- 4 What other things can teachers do to make sure peer correction is a positive experience?

ME, ONLINE

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Memorizing new language – Memory games

Memory games – whether Ss play against each other or test themselves – are an enjoyable way both to practice particular language points through intensive exposure and repetition and to develop Ss' memorization skills. In this unit we look at two classic memory games that can be used to present and practice language in the modern language classroom.

The chain game (Activity 1): Ss are challenged to remember a growing list of language items. You will have the opportunity to try this in lesson 11.1.

Can you remember? (Activity 2): Ss see a set of pictures or objects and then have to remember as many as they can. You can try this in lesson 11.2.

To find out more about the value of memory games and different memory game ideas, read Chapter 7 of Nick Bilbrough, *Memory Activities for Language Learning*, pp. 187–210. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a brief discussion on sharing life events on social media. On the board, write *social media*. Ask Ss if they enjoy sharing their activities on social media. Ask for examples of social media sites that they use. If any Ss don't enjoy social media, ask them why. Ask *Do you think that social media helps people feel closer to each other?*

UNIT OBJECTIVES

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

START SPEAKING

A Ss look at the picture.

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

Answers

The people are at a concert. They are recording it on their phones while they are experiencing it.

B Read the questions aloud.

- Ss discuss the questions in pairs.
- While Ss are discussing the questions, write the types of screens from the box on the board.
- Ask Ss to share their answers with the class. As they share their answers, put a check mark next to the screens they mention.
- See what the most popular and least popular answers are.
- Ask follow-up questions: *What is the one screen you can't live without? Which screen makes your life easier?*

C Ss discuss the questions in small groups.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they use their phones in the same way as Irene.

REAL STUDENT

Hi, I'm Irene, and I use my phone to take photos and update to social media. I don't usually use my phone to make videos. And you?

LESSON OBJECTIVE

- talk about what you've done, and what you've never done

1 LANGUAGE IN CONTEXT

- **Introduce the task** Books closed. On the board, write *life goals*. Tell Ss to say any goals that they have or that other people they know have. Explain that goals can be smaller, regular things, such as *go running twice a week* or *make one new recipe a month*. Write their ideas on the board for Ss to refer to in exercise 1A.

A Books open. Ask volunteers to read aloud the different things to do in life. Point out any that are the same as the ones they mentioned in the introduction activity.

- Ss do the task individually. Explain that they can use the things on the board in their lists.
- Ss compare their lists in pairs before sharing their lists with the class.
- Ask *What things are the most popular?*

B Read the instructions aloud. Ask *Who is Maria?* (Elena's grandmother)

- Ss read the interview silently. Answer any questions about unfamiliar vocabulary or phrases.
- Ss underline the activities from exercise 1A mentioned in the interview.
- Check answers with the class.

Answers

live in different places, taught school

MIXED ABILITY

Have weaker Ss work with stronger Ss to do the task.

EXTRA ACTIVITY

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

C Read the instructions and the four items aloud.

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

Answers

1 both 2 Maria 3 Elena 4 Maria

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

- Ss discuss the question in pairs.
- Ask Ss to share their partners' answers with the class.

2 VOCABULARY: Using verb–noun internet phrases


- **Introduce the task** Explain that there are often specific verb–noun combinations that are always used together and that they will learn some of these combinations that are used when talking about the internet.

A **2.36** **Do the task** Read the instructions aloud.

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

Answers

1 open a social media account 2 join groups/a group
3 make a video 4 message someone
5 add someone as a friend 6 check your messages

- B**  **2.37** Read the instructions aloud.
- Ss do the task individually.
 - Play the audio for Ss to listen and check their answers.

Answers

7 build a website 8 change your password
9 click on a link 10 swipe left or right

- C** Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- D** **PAIR WORK** Read the questions aloud. Ask a volunteer to read the example aloud.

- In pairs, Ss discuss the questions.
- Have a class discussion to see what Ss' grandparents have in common.

3 GRAMMAR: Present perfect for experience

- A** **Introduce the task** On the board, write *Jan made a lot of videos last week. Jan has made a lot of videos.* Ask *What is the tense of the first sentence? (simple past)* Ask *In the second sentence, do we know exactly when Jan made the videos? (no)* Ask if Ss know what tense the second sentence is (the present perfect). Explain that the present perfect is used to talk about something that happened in a general time in the past, usually over a period of time. Point out that the present perfect is: *have/has + the past participle.*

- Read the sentences in the grammar box aloud.
- **Do the task** Ss do the task individually.
- Check answers with the class.
- **Review the task** Write some common verbs on the board, and/or go through this unit and write the verbs that are used. Ask Ss to come to the board and write the past participles of the verbs. Then ask them to use the verbs in present perfect sentences.

Answers

1 *have* 2 simple past 3 general past 4 *ever* 5 *never*
Examples of present perfect in the interview on page 108:
you've done; You've lived ... , met ... owned ... , taught ... ; I've watched; I've helped; I've seen; you haven't slowed down; I haven't; has opened; I've added ... , joined; Have you ever wanted; I've always loved; I've never been

- B** Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

- C** Read the instructions aloud. Ask Ss if they know the past participles of any verbs in exercise 1A without looking them up.
- Model the task by writing a sentence with information that is true for you.
 - Ss write their sentences individually.
 - Ss read the information in the **Accuracy check** box and then check their sentences for accuracy.
 - Ss tell a partner what they have and haven't done.
 - Ss tell the class what things they've done that are the same.

Answers

Past participles of the verbs in exercise 1A on page 108.
* indicates the form is different from simple past:
*bought, found, *gotten, had, learned, lived, moved, *run, taught, traveled, *written*



TEACHER DEVELOPMENT ACTIVITY 1

The chain game

This simple memory game tests and develops Ss' ability to remember lists of language items. It can be used to practice many different kinds of language, but in this lesson, the focus is on life achievements and the present perfect for experience.

- Say to the class: *In my life, I've done a lot. I've had a baby and run a marathon.*
- Choose a student to continue the chain. He/she repeats your sentence and adds one more achievement in the present perfect form: *In my life, I've done a lot. I've had a baby, run a marathon, and written a song.* Then he/she chooses the next student to continue. Ss can use the expressions from exercise 1A or their own ideas. If there are any grammar mistakes, encourage Ss to correct each other right away.
- Continue until someone forgets what was said, and the chain breaks. When this happens, start a new chain. Play four or five times. Try to find out which student can remember the longest chain.

4 SPEAKING

- **GROUP WORK** Read the instructions aloud.
- Model the task. As a class, think of one or two questions to ask. Volunteers ask you the questions.
- Ss write their questions individually.
- In small groups, Ss ask and answer their questions.
- Ask groups to share the results of their questionnaire with the rest of the class.
- **Workbook Unit 11.1**
- **Worksheets: Grammar 11.1; Vocabulary 11.1**

LESSON OBJECTIVE

- talk about what you've done and when

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *upload*. Ask *What kinds of things do you upload to social media accounts? Do you enjoy sharing events in your life on social media?*

A **PAIR WORK** Ask volunteers to read the questions aloud. Ask *What are examples of information that a person gets through social media?*

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

B **2.38** Read the instructions aloud.

- Ss read the interviews individually and then discuss the questions with a partner.
- Play the audio. Ss check answers in pairs.
- Check answers with the class.

Answers

Alex: C Padma: D Sara: A

C **2.38** **PAIR WORK** Play the audio. Ss check answers in pairs.

- Check answers with the class.

Answers

Alex: What was it about, and when did you make it?
Padma: What happened? Why are you laughing?
Sara: What did you ask about?

D Ss reread the interviews and answer the questions individually.

- Check answers with the class.

Answers

1 Padma 2 Alex 3 Sara

EXTRA ACTIVITY

Tell Ss to write one or two comprehension questions about each person interviewed and exchange them with a partner. Ss take turns answering each other's questions.

2 VOCABULARY: Using social media verbs

Introduce the task Explain that Ss will learn verbs that are used in social media. Tell them to write down any words that they think they will learn in this part of the lesson.



2.39 Ss cover the words in the box and write down their guesses for what each symbol means, but don't check their answers yet.

- Ask volunteers to read the vocabulary in the box. Ask Ss to say any of the words they already know. Ask if they included any of them on their lists from the activity in the introduction.
- **Do the task** Read the instructions aloud.
- Ss do the task individually.
- Play the audio for Ss to check their answers.



TEACHER DEVELOPMENT ACTIVITY 2

Can you remember?

Alternative instructions for exercise 2A

This traditional memory game can be used to introduce or review any set of vocabulary that can be represented by pictures or real-life objects.

- Books closed. One at a time, draw pictures of icons 1–10 from exercise 2A on the board and elicit/teach the social media verbs. As you proceed, leave the pictures on the board but don't write the verbs.
- When all ten pictures are on the board, tell Ss to look at them and silently try to remember all the verbs.
- Erase/cover the pictures. Ss write down all the verbs they can remember then compare their lists in pairs. Find out which pair has the longest list.
- Finally, draw/uncover the icons and elicit the verbs again, this time writing them up so that Ss can check their spelling.

Answers

1 download 2 search for 3 log in 4 follow 5 like
6 upload 7 share 8 block 9 go viral 10 bookmark

- B** Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

3 GRAMMAR: Present perfect and simple past

- **Introduce the task** Ask *When we use the present perfect, are we talking about the past, present, or future? (past) What helping verb do we use with the present perfect? (have) What tense is the helping verb in? (the present)* Review some past participles. Say the present tense form and ask volunteers to say the past participle form.

- 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. Ask *Which sentence is in the present perfect?* (the first one)

Answers

1 present perfect 2 simple past

- B** Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Give Ss time to write their sentences individually.
- Ss do the task in pairs.
- Ss share their partners' sentences with the class.



MIXED ABILITY

Work with weaker Ss as a group to write a sentence for each verb. Encourage stronger Ss to ask follow-up questions about their partners' sentences during their conversation.

4 SPEAKING

- A** **GROUP WORK** Read the instructions aloud. Ask volunteers to read the questions aloud.

- Ss take turns asking each other all of the questions. Tell Ss to take notes on each other's answers to use in the next task.

- B** Read the questions aloud.

- Ss share their groups' answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss whether their online use is the same as Allison's.


REAL STUDENT

Hi, I'm Allison. Today I've gone online about seven times. I've watched two videos. The first was a video with zombies, and the other was a video with soldiers. And you?

- **Workbook Unit 11.2**
- **Worksheets: Grammar 11.2; Vocabulary 11.2; Speaking 2**

1 FUNCTIONAL LANGUAGE

- **Introduce the task** On the board, write *request*. Explain that a *request* is something you ask someone to do for you, or someone asks you to do for them. Ask *When was the last time you had to make a request of someone? What was the request? What was their response?*
- Explain that in this lesson, Ss will learn ways to make and respond to requests.

A  **2.40** **PAIR WORK** Read the instructions aloud.

- Give Ss time to look at the pictures and think of their answers before they compare their guesses with a partner.
- Play the audio as Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask if there is an equivalent saying in Ss' own language.
- Play the audio again, if necessary. Tell Ss to write down their answers for each conversation.
- Ss work in pairs to see if their guesses were correct and then check answers with the class.

Answers

Picture A: The woman has broken her phone screen.
Picture B: The people are taking pictures on vacation.

 **MIXED ABILITY**

Tell stronger Ss to cover the conversations at the beginning of the exercise and answer the question by just listening to the conversations, not reading them. Play the audio twice, if necessary.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

Answers

1 mind 2 Can 3 if 4 Could 5 problem 6 fine
7 afraid

 **MIXED ABILITY**

Tell stronger Ss to cover the text of the conversations from exercise 1A and try to fill in the blanks from memory. For other Ss, allow them to re-read the conversations first, and then fill in the blanks.


- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

C **PAIR WORK** Pairs practice the conversations in exercise 1A.

- Ask pairs to perform one of the conversations for the class.

2 REAL-WORLD STRATEGY


- **Introduce the task** Tell Ss that they will learn a way to ask for help when they don't know or remember a word in English.

A  **2.41 Audio script p. T-176** Read the instructions and the question aloud.

- Play the audio.
- Check the answer with the class.

Answer


The customer's laptop screen is broken.

B  **2.41 Audio script p. T-176** Read the instructions aloud.

- Tell Ss to write their answers as they listen to the conversation.
- Play the audio.
- Go over the answers with the class.

Answer

What do you call it?

C  **2.42** Read the instructions aloud.

- Ss fill in the blank individually.
- Play the audio for Ss to check their answers.
- Check the answer with the class.

Answer

what's her name

EXTRA ACTIVITY

Write about ten everyday items on separate pieces of paper (toothpaste, a magazine, etc.). Make one set for each pair of Ss. The "customer" chooses one of the papers but doesn't show it to anyone. Then pairs role-play a customer and a person working at the information booth in a mall. The person in the information booth has to guess what the item is from the customer's description.

Customer: *Hi. I need to buy a ... what do you call it?*

Information: *Can you describe it?*

Customer: *Well, it's _____, etc.*

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

- Give them time to read the instructions. Check understanding of the task. Ask *What do you do first?* (fill in the blanks in the questions) *How many questions do you ask your partner?* (3) *Where do you find the answers to the questions?* (in the box)
- Ss do the task in pairs.

Answers


Student A


1 do you call it 2 do you call them 3 's/is his name

Student B

1 do you call it 2 do you call them 3 What do you call

3 PRONUNCIATION: Saying final /n/ and /m/ sounds

A  **2.43** Play the audio. Pause the audio after each group of words and tell Ss to repeat. Ask: *Do your /n/ and /m/ words sound the same or different?*

B  **2.44** Give Ss time to read the conversations.

- Ss circle the words that end in the /m/ sound. Play the audio and check answers.
- Ss practice the conversations in pairs, focusing on the words that end in the /m/ sound.

Answers

1 problem, I'm 2 name 3 warm, them

Your mouth should be closed to make the /m/ sound.

4 SPEAKING

- **PAIR WORK** Read the instructions aloud. Model the task with a volunteer.
- Ss do the task in pairs.
- Ask pairs to say their conversations for the class.
- **Workbook Unit 11.3**

LESSON OBJECTIVE

- write comments about an infographic

1 READING

- **Introduce the task** Ask *What is an infographic? (a picture or diagram that shows or explains information) What are some ways the information in an infographic is presented? (bar graphs, lists, bullet points, charts, pictures, etc.)*
- **OPTIONAL ACTIVITY** Let Ss do a quick search on their phones or tablets to find examples of infographics and share them with the class. Talk about how the information is presented.
- Explain that Ss will read an infographic about selfies and write a comment about it.

A **PAIR WORK** Ask *What is a selfie? (a photo that you take of yourself, usually with your phone)*

- Read the question aloud. Give each student time to think of his/her own answer individually before sharing with a partner.
- Ss share their answers with the class.

B **READ FOR MAIN IDEAS** Ss read the blog page silently.

- Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answers

- 1 how often people take selfies
- 3 selfies and social media
- 5 the age of people who take selfies
- 7 why people take selfies
- 8 where people take selfies

C **READ FOR DETAIL** Ss do the task individually.

- Check answers with the class.
- Discuss the format of the different topics and how they are presented. Ask Ss which information is in a pie chart, a bar graph, a list, percentages, or icons.

Answers

- 1 true
- 2 false – Vacations are the most popular situation for selfies.
- 3 false – People like taking selfies alone the most.
- 4 true
- 5 true
- 6 false – Most people have not used an eye-color app.

EXTRA ACTIVITY

Play a memory game. Give Ss one minute to memorize the information in the infographic and then close their books. Say a number from the infographic and tell Ss to write down the information that the number pertains to. Alternatively, divide the class into teams. Say the number. The first S to raise his/her hand and say the correct answer gets a point for his/her team.

- D **PAIR WORK** **THINK CRITICALLY** Ss discuss their ideas in pairs.

- Pairs share their answers with the class.

Answer

B They're about sharing positive experiences.

HOMEWORK IDEAS

Ss research other infographics about selfies or social media. Have them bring the infographic to class and summarize the information for the class.

2 WRITING

- **Introduce the task** Ask *What is good and bad about presenting information in an infographic? Do you prefer to read an article or look at an infographic? What blogs do you usually read? Do any of them use infographics? Do you write comments on the information you read on a blog?*

- A **Read the instructions aloud.**

- Ss read the comments silently.
- Direct Ss' attention to the **Register check**. Give them time to read the information.
- Check understanding. Ask *What do the emojis mean?* (The first emoji means the writer is making a joke about the information in the blog. The second emoji means the writer is angry because he doesn't think the information in the blog is important.)
- Ss discuss the question in pairs.
- Ss share their answers with the class. Ask them to say which words or phrases in each comment gave them the answer.

Answers

Maia-gio's and Victor Victor's comments are positive. Tim Popa's comment is negative.

- B **WRITING SKILLS** **Read the instructions aloud.**

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

Answers

- 1 to say something positive: *I think it's interesting that ... (I loved this infographic! / It's so good to see ... / This infographic has so much interesting information.)*
- 2 to say something negative: *Who cares? (This infographic is such a waste of time. / Can we have some real information, please?)*
- 3 to say that you had a different idea before: *I always thought ... (I was surprised that ...)*

- C **PAIR WORK** **Read the instructions aloud. Ss discuss their opinions in pairs.**

- Have a class discussion about the infographic on page 114. Ask Ss to say what their partner thought was the most and least interesting information, and keep a tally on the board. Ask *What other information could Diana have included in the infographic? What format could that information be presented in?*

HOMEWORK IDEAS

Tell Ss to research other information about selfies or social media that is not in infographic form. Have them put it in infographic form and share it with the class. Ask the other Ss to write a one-sentence comment on each infographic.

WRITE IT

- D **Read the instructions aloud.**

- Ss do the task individually. Encourage Ss to use the phrases from exercise 2B in their comments.

- E **PAIR WORK** **Ss share their comments with their partners and write a reply.**

- Ss share their comments with the class.
- **Workbook Unit 11.4**



- **Introduce the task** **Aim:** Introduce the concept of vlogs
- Ask *How often do you watch videos or vlogs? Have you ever made one?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A Do the task **Aim:** Introduce the types of online videos.

- Read the questions aloud.
- **INDIVIDUALLY** Ss do the task individually.
- **PAIR WORK** Pairs discuss their answers. Encourage them to recommend any videos or vlogs that they think are very good.

B RESEARCH **Aim:** Ss talk about their favorite YouTuber.

- Read the instructions aloud.
- **INDIVIDUALLY** If possible, let Ss use their phones to research the questions. Alternatively, let Ss share whatever they know about a famous YouTuber with the rest of the class.
- **WHOLE CLASS** Ss share what they found with the class.
- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.

C DISCUSS **Aim:** Ss discuss a topic for their group's video.

- Read the instructions aloud. Ask a volunteer to read the bullet points aloud.
- **GROUP WORK** Give groups time to answer the questions to plan their vlog.

D PREPARE **Aim:** Groups make their video.

- Read the instructions aloud.
- **GROUP WORK** Ss work in groups to prepare their video and presentation. Make sure they understand that each person in the group must be involved in making the video (star, director, cameraperson, scriptwriter, etc.).
- Ss plan, write, and film their video. If possible, Ss can get together in their groups to film the video in a quiet place outside of the classroom.
- Encourage Ss to practice how they will present their video to the class.

E PRESENT **Aim:** Ss show their videos to their classmates and discuss them.

- Tell Ss that they should take notes during each presentation and video to help them discuss it with the class.
- **WHOLE CLASS** Ss take turns presenting their video.
- Encourage Ss to say what they liked about each video.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

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

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 Development Activity 1 asks learners to remember long lists of language items. What was the longest chain your Ss managed to remember? Did they seem to get better with each game?
- 2 In what ways do you think your Ss benefited from this activity? Think about: their grammar, vocabulary, pronunciation, memory skills, and their feelings.
- 3 Development Activity 2 can be used to focus on many different language areas, especially at lower levels. What kinds of vocabulary could it be used to present and practice? Would you use pictures or real-life objects?
- 4 In this activity Ss were challenged to remember ten items. Were your Ss able to do this? What do you think is the maximum number of items you could teach using this activity?

OUTDOORS

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Teaching and developing speaking skills – Extending students

In this unit, we're going to focus on extending students. As students come to the end of a course, we often need to extend the level of challenge in speaking tasks. This can help prepare them for a new level and for the demands of using English in a real situation outside the classroom. Teachers can extend the demands of speaking tasks by asking them to do one small extra thing as they carry out the task. This can include asking follow-up questions or extending students' speaking time.

Asking follow-up questions (Activity 1): Ss give reasons for their answers to discussion questions, and they ask each other questions. You can try this in lesson 12.2.

Time (Activity 2): Ss extend the time in which they speak in a presentation. You can try this in lesson 12.5.

To find out more, read page 10 of Philip Kerr's paper, *How much time should we give to speaking practice?*

Please go to http://www.cambridge.org/elt/blog/wp-content/uploads/2017/12/CambridgePapersinELT_TimeForSpeaking_2017_ONLINE1.pdf

INTRODUCE THE THEME OF THE UNIT

Read the unit title aloud. Ask Ss to give examples of activities people can do in the outdoors (*hike, camp, bike, swim, etc.*). Have a brief discussion on what Ss like to do in the outdoors. Ask *Do you like to spend time outdoors?*

UNIT OBJECTIVES

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

START SPEAKING

A Ss look at the picture.

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

B In pairs, Ss discuss the questions.

- Ss share their answers with the class.

C Ss discuss the questions in small groups.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Allison.

REAL STUDENT

Hi, I'm Allison. I'm from Peru. It's very hot in my country sometimes. I prefer cold weather because I can wear different types of clothes. And you?

EXTRA ACTIVITY

Ss research where in the world has the most wildfires and why they happen there. Ss share their information with the class.

- talk about the weather

1 VOCABULARY: Describing weather

- **Introduce the task** Ss look at the pictures. Ask pairs to work together to name anything they can in the pictures.
- Say *Look out the window. Compare the weather to the weather in one of the pictures.*

A 2.45 Play the audio for Ss to listen and repeat the words.

- Answer any questions about unfamiliar vocabulary.
- Direct Ss' attention to the **Notice** box. Ss read the information silently.
- Ss try to think of more weather words for each category.
- Ss share their ideas with the class. Write their correct answers on the board and tell Ss to copy them into their notebooks.

B Ss do the task individually.

- Check answers with the class. Ask volunteers to say if any of the additional words from exercise 1A are nouns or adjectives.

Answers

Adjectives: boiling, cloudy, foggy, freezing, humid, rainy, snowy, sunny, windy

Nouns: blizzard, drought, flood, hurricane, snowstorm, thunder and lightning

C Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

D PAIR WORK Ss discuss the questions in pairs.

- Ss share their partners' answers with the class.

2 LANGUAGE IN CONTEXT

- **Introduce the task** Discuss how weather can affect what you can do. Ask *What can't you do when it is very hot? What can't you do when the weather is very cold?*

A 2.46 Read the questions aloud.


- Play the audio.
- Ask volunteers for their answers. *See audio script for answers.*

2.46 Audio script

Jonathan Brookner and two friends spent nine months walking through eight different countries, from Tierra del Fuego in Argentina to the Pacific coast of Ecuador. They wanted to experience the people, places, and cultures and to make a film about their trip. Jonathan is with us today to talk about his trip.

B 2.47 Read the instructions aloud.

- Give Ss time to think of their three questions and write them down.
- Play the audio.
- Ask volunteers if the interviewer asked the same questions that they thought of.

C  **2.47** Ask a volunteer to read the questions aloud.

- Play the audio again.
- Ss answer the questions individually. Then check answers with the class.

Answers

- 1 Uruguay
- 2 Ecuador
- 3 in Patagonia: snowstorm, freezing and windy; in Ecuador: tropical storm with heavy rain and thunder and lightning; floods

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

- Ss share their partners' answers with the class.
- Keep a tally on the board of Ss answers and see what weather Ss like the best and the least. If any Ss have experienced interesting or extreme weather, ask them to share their experience with the class if they are comfortable doing so.

3 GRAMMAR: *be like*

A **Introduce the task** On the board, write *like*. Then write **A: I like to hike in the mountains in the winter. B: Really? What is it like?**

- Ask Ss if they know the difference in meaning of *like* in the two sentences. *What is another word for like in the first sentence? (enjoy) Does like have the same meaning in the second sentence? (no)*
- **Do the task** Read the instructions aloud.
- Ss do the task individually.
- Check answers with the class.

Answers

- 1 *be* 2 adjectives

B Ss do the task individually.

- Check answers with the class.

Answers

- 1 b 2 c 3 a

 **EXTRA ACTIVITY**

Ask *Are the questions in exercise 3B all the same tense? (no)* Ss rewrite each question and answer so that it is in a different tense. Ask volunteers to write their questions and answers on the board and check accuracy with the class.

C Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ss write answers to the questions individually.
- Read the information in the **Accuracy check** aloud. Ss check their work for accuracy.
- Ask volunteers to write their answers on the board for the class to check accuracy.
- In pairs, Ss ask each other the questions.
- Ss change partners and tell their new partners about their first partners' answers.

4 SPEAKING

A **GROUP WORK** Put Ss in small groups to discuss the questions.

B Ask a S from each group in exercise 4A to report his/her group's discussion to the class.

 **HOMEWORK IDEAS**

Tell Ss to research the weather for a city that they don't know well but would like to travel to and bring what they found to class the next day to discuss with their group.

- **Workbook Unit 12.1**
- **Worksheets: Grammar 12.1; Vocabulary 12.1**


LESSON OBJECTIVE

- describe places, people, and things

1 VOCABULARY: Describing landscapes and cityscapes

- **Introduce the task** On the board, write *How many words can you think of to describe different kinds of landscapes and cityscapes?* Set a time limit of one minute and tell Ss to write down as many words as they can think of.
- Ss compare lists in pairs.

A Read the questions aloud. Discuss them with the class.

B  2.48 **Do the task** Ask Ss to say any of the words they already know. Ask if they included any of them on their lists from the activity in the introduction.

- Play the audio. Ss listen and repeat.
- Ss make lists of the words from the box that they can usually see in each picture.
- Ss compare their lists with a partner.

Answers

2 waterfall 3 valley 4 stream 5 skyscraper 6 tower
7 fountain 8 stadium 9 statue 10 glacier 11 cave
12 cliff 13 rocks 14 coast

C Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

2 LANGUAGE IN CONTEXT

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

- Ss share their partners' answers with the class.

B Direct Ss' attention to the reading. Ask *What kind of website is the information from?* (a travel website) Ask Ss if anyone has been to Ecuador, and if so, ask them to share their experiences traveling there.

- Read the instructions aloud. Give Ss time to read the information individually.
- In pairs, Ss answer the questions. Tell them to make a list of the things they can do in subject/verb format, e.g., *take a guided tour, see Virgen de Quito statue, etc.*
- Check answers with the class. Make sure everyone's lists include the same things.

Answers

Quito: take a guided tour, see El Panecillo Hill, see the Virgen de Quito statue, take photos

Galapagos: visit the Charles Darwin Research Station, learn about the strange animals that live there, see giant tortoises

C Ss discuss the question in pairs. Then ask Ss to share their partners' answers with the class.

- Ask Ss to say what parts of the trip are the most interesting and which are the least interesting to them.

HOMEWORK IDEAS

Ss imagine that they are planning two more days of activities in Ecuador. Ask them to research other places to go and things to do and write a plan for day 3 and day 4 for the website. Let them share their ideas with the class.

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

- Ss discuss the questions in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their favorite place is similar to Seung Geyoung's.

REAL STUDENT

Hi, I'm Seung Geyoung. I'm from Korea. In my country, there are many towers and stadiums in the city. I prefer Namsan Tower located in Seoul because on there I can see the city's image at once. It's one of the most famous place in Seoul.

MIXED ABILITY

Work together with weaker Ss to determine the different landscapes in their countries and to make a list of the vocabulary in English. Then they can discuss which they like the most in pairs.

3 **GRAMMAR: Relative pronouns: who, which, that**

- **Introduce the task** On the board, write **A: Who is that?** **B: That's the man who teaches my English class.**
- Underline *who* in both sentences. Ask *Why do we use who in the question?* (to ask about a person) *In the answer, what information is given about the man?* (He teaches the English class.) Explain that in the answer, *who* is used to introduce the information about the man. Also explain that *which* and *that* are used in the same way for information about things.

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

- Read the information in the **Notice** box aloud.
- Ss do the task individually.
- Check answers with the class.
- **Review the task** Books closed. Write the sentences from the grammar box on the board but leave out the relative pronoun. Do not leave a blank. Ask volunteers to come to the board and write the relative pronoun, indicating where it belongs in the sentence with a ^ symbol.

Answers

1 who 2 which

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

4 **SPEAKING**

A Read the instructions aloud.

- Students do the task individually.

Answers

1 who/that 2 that/which 3 that/which 4 who/that
5 that/which

EXTRA ACTIVITY

Ask Ss to write two or three more topics and descriptions on their own, e.g., *a park _____ I like the most, the person _____ I have the most fun with,* etc. Alternatively, brainstorm a few more topics for descriptions as a class and tell Ss to write descriptions.

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

- Have Ss share their partners' answers with the class.



**TEACHER DEVELOPMENT
ACTIVITY 1**

Asking follow-up questions

Alternative instructions for exercise 4B


You can extend Ss in this activity by getting them to give a reason for their ideas, ask questions, and interact more. Covering part of the task also adds challenge.

- Before Ss work in pairs, ask them to think of a reason for each description. For example: why the person at school was the most help, why the song reminds the S of summer, etc. Give them a minute to do this.
- Tell Ss that for every example description they listen to, they have to ask their partner a follow-up question.
- Ask Ss to cover most of the sentence so they can only read what is in the final space.
- Ss work in pairs and talk about the people, things, and places.

- **Workbook Unit 12.2**
- **Worksheets: Grammar 12.2; Vocabulary 12.2; Speaking 12**

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask *Is it difficult to understand directions?*
- Tell Ss to write down any words or phrases that they already know that are used to ask for directions. Tell them to save their lists to use later in the lesson.
- Explain that in this lesson, Ss will learn ways to ask for and give directions.

A  2.49 Read the first three questions aloud and discuss them with the class.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask if there is an equivalent saying in Ss' own language.
- Play the audio again, if necessary. Suggest that Ss write down their answers for each conversation as they listen.
- Check answers with the class.

Answers

1 the waterfall 2 the nearest subway station

 **MIXED ABILITY**

Tell stronger Ss to cover the conversations at the beginning of the exercise and answer the question by just listening to the conversations, not reading them. Play the audio twice, if necessary.

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

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

Answers1 looking 2 right 3 can you help 4 lost 5 go back
6 Turn 7 on the left 8 turn 9 blocks 10 there

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

C **PAIR WORK** Pairs practice the conversations in exercise 1A several times.


- Ask pairs to say one of the conversations for the class.

 **EXTRA ACTIVITY**

Write one or both conversations on the board. Underline the words that can be substituted. In pairs, Ss work together to make new conversations and practice them. Encourage them to use words and phrases from the conversations and from their own lists in their notebooks.

2 REAL-WORLD STRATEGY


- **Introduce the task** Tell Ss that they will learn a way to ask for help when they don't know or remember a word in English.

A  **2.50 Audio script p. T-176** Read the question aloud.

- Play the audio.
- Check the answer with the class.

Answer

the train station

B  **2.50 Audio script p. T-176** Read the instructions aloud.

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


Answer

The man corrects himself three times.


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

- Give Ss time to write their three sentences.
- Ss do the task with a partner.

3 PRONUNCIATION: Saying /w/ at the beginning of a word

A  **2.51** Read the instructions aloud.

- Play the audio. Pause after each group of words and tell Ss to repeat them. Ask *Do your /w/ words sound the same or different?*
- Show Ss how to make /w/ by rounding their lips.

B  **2.52** Give Ss time to read the conversation.

- Encourage Ss to practice saying the /w/ words and to think about how they should sound.
- Play the audio. Check answers. Say the /w/ words and tell Ss to repeat after you.

Answer

Speaker B

C **PAIR WORK** Ss practice the conversation in pairs.

- After speaking, direct Ss to look at the conversations in exercise 1A on page 122. Tell them to look for more /w/ words. Check answers.

Answers

we're, waterfall, we, way, walk, where, want, well, walking

4 SPEAKING



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

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

B Read the questions aloud and have a class discussion.

EXTRA ACTIVITY

Ss work in pairs. One S gives the starting point of a local place and gives directions to another local place without saying what the final destination is. The S who is listening to the directions has to try to figure out the final destination based on the directions. Alternatively, you can play this in teams.

- **Workbook Unit 12.3**


- write simple instructions

1 LISTENING

- **Introduce the task** On the board, write *gorilla* and *guerrilla*. Explain that the words are pronounced the same, but they have very different meanings. Ask Ss if anyone knows what the words mean.
- Explain that Ss will listen to an interview about guerrilla gardening and write instructions on how to do it.

VOCABULARY SUPPORT A *gorilla* (noun) is a large ape, and the largest primate, that lives in the forests of sub-Saharan Africa. *Guerrilla* (adjective) describes actions that are done in a way that is not allowed by authorities. It can also be used as a noun to refer to the person that does these actions.


A PREDICT Read the questions aloud. Give each S time to think of his/her own predictions individually before sharing with a partner.

B  **2.53** *Audio script p. T-176* **LISTEN FOR SPECIFIC INFORMATION** Read the instructions aloud. Explain that in this first listening, Ss listen to see if their predictions for exercise 1A were correct. Review the questions from exercise 1A so Ss know what specific information to listen for.

- Play the audio.
- Ask Ss if their predictions from exercise 1A were correct.

Answer

They are in Toronto, and they are planting gardens around the city in secret.

C  **2.53** *Audio script p. T-176* **LISTEN FOR DETAILS** Ask volunteers to read the sentence stems so they know what details to listen for.

- Play the audio.
- Ss do the task individually. Play the audio again, if necessary.
- Check answers with the class.

Answers

- 1 grows plants in the middle of a city
- 2 nobody else is using
- 3 nicer to live in
- 4 grows fruit and vegetables

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

- Ask pairs to share their answers with the class.


E Ss discuss the questions in pairs.

- Ask pairs to share their answers with the class.


 **HOMEWORK IDEAS**

Tell Ss to research any guerrilla gardening projects in their area and/or places that would benefit from guerrilla gardening.

2 PRONUNCIATION: Listening for *t* when it sounds like *d*

A  **2.54** Read the instructions and question aloud. With stronger classes, ask Ss to predict how the letter *t* might sound in the middle of these words.

- Play the audio and check answers.

B  **2.55** Read the instructions aloud.

- Ss circle the letters individually.
- Play the audio and check answers. Focus Ss' attention on the vowel sounds before and after the *t*.

Answers

- 1 a really positive effect
- 2 We also have a community garden.
- 3 It's about working together to do something good for our city and our community.

C Ss complete the sentence individually. Check answers.

Answers

d, vowel

3 WRITING

- **Introduce the task** Ask *When was the last time you read instructions for how to do something? Are the sentences long or short? What words usually begin each sentence? Are pictures or icons helpful in helping you understand the instructions?*

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

- Ss read the text silently.
- Check understanding. Ask *How are the icons related to each step in the instructions?*
- Ss discuss the question in pairs.
- Ss share their answers with the class.

B **WRITING SKILLS** Read the instructions aloud. Ask *What does sequence mean? (the order in which you do something)*

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

Answers

1 first 2 then, next, now 3 finally

C Read the instructions and the ideas aloud. If necessary, brainstorm more ideas with the class.

WRITE IT

D Read the instructions aloud.

- Ss do the task individually.

MIXED ABILITY

If Ss are having trouble writing instructions, help them to think of simple verb/object combinations that they can use for each step. Review the sample instructions in exercise 3A and help them identify the verb/object combinations used there.

HOMEWORK IDEAS

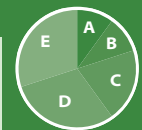
Assign the writing of the instructions for homework and have Ss bring it to class the next day.

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

- Workbook Unit 12.4

LESSON OBJECTIVE

- create a tourism campaign for your country



Time on each stage

- **Introduce the task** Ask *When you think about visiting a new place, how do you decide where to go? Do you read travel articles, blogs, or brochures? What kinds of information can you find there?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **PAIR WORK** **DISCUSS** **Do the task** **Aim: Ss discuss what kind of place they would like to visit.**

- Read the questions aloud.
- Pairs discuss their answers.

B **Aim: Ss guess the country in the pictures.**

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss discuss their guesses. (They're all in Canada.)

C **Aim: Ss discuss ideas for their entry.**

- Read the instructions aloud. Volunteers read the questions aloud.
- Ss read the announcement individually. Answer any questions about vocabulary.
- **PAIR WORK** Pairs discuss the questions and make notes of their answers to use in the next task.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

D **PREPARE** **Aim: Ss prepare their entry.**

- Read the instructions aloud.
- **PAIR WORK** Pairs prepare their entry and their presentation. Make sure they understand that they both must be involved in presenting their entry to the class.
- Encourage Ss to practice how they will present their entry to the class.



TEACHER DEVELOPMENT ACTIVITY 2

Time

In this activity, you can extend students by asking them to speak for a longer period of time.

- Ask Ss to use a stopwatch while they practice to record the time of their presentation.
- Write *30 seconds to 1 minute* on the board. Ask Ss to think about how they can extend their presentation by this amount of time.
- Ss revise their presentation and then time themselves again to make sure their presentation is longer.
- Ss give their presentations to the class. Ask them which ideas they developed for the second draft.

E **PRESENT** **Aim: Ss present their entry to the class.**

- Tell Ss that they should take notes during each presentation to help them discuss it with the class.
- **WHOLE CLASS** Ss take turns presenting their entries.
- Encourage Ss to say what they liked about each entry before saying which entry they liked the best and why.
- Have a class vote on the best slogan.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

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

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 What changes in students' language were there as a result of extending the level of challenge in the activities in this unit?
- 2 Were some students more motivated than others by the extensions? Why do you think this was so?
- 3 When might it be useful to try extending students earlier in a course?

REVIEW 4 (UNITS 10–12)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss do the exercise individually then check with a partner.

- Check answers as a class.

Answers

Jobs: accountant, architect, mechanic, nurse
Health and body: ankle, fever, neck, stomachache
The internet: block, follow, search, share
Weather: freezing, humid, hurricane, thunder
Landscapes: cliff, coast, stream, valley, waterfall

B **PAIR WORK** Ss think of one more word for each category.

- Ss share their words with a partner. Are they the same?
- Refer to the Language summaries for Units 10–12 on pages T-170–172 for ideas.

2 GRAMMAR

A Ss complete the conversations individually then check with a partner.

- Check answers as a class.

Answers

1 've been 2 was it 3 have 4 that 5 don't have to
6 going to be like 7 told 8 might be

B **PAIR WORK** Ss complete the sentences with their own ideas. Circulate and answer language questions.

- Ss read their sentences aloud to a partner. Encourage them to ask questions.

3 SPEAKING

- **PAIR WORK** Ss read the instructions and make notes individually.
- Ss ask and answer questions in pairs. They should make notes about their partners' answers.
- Ask Ss what they learned about their partners.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- Check answers with the class.

Answers

1 What happened? 2 hurts 3 can I 4 Could you
5 No problem / Sure 6 you mind 7 Sure / No problem

B **PAIR WORK** Ss practice reading the conversation in pairs.

C Ss read the directions and write down the place they would get to.

- Ss check answers with a partner. Did they get to the same place?
- Check answers with the class. If possible, display a map of the area.

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 10 to 12.

- Pairs have their conversations.

B Pairs change roles and repeat their conversations.

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

GRAMMAR REFERENCE AND PRACTICE: TEACHER TIPS

The grammar practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new grammar with confidence.

Students can complete them individually or in pairs. Below is a list of ideas to practice using new grammar in an engaging way.

- 1 • Ss work in groups to think of situations in their own lives where they can use the grammar pattern. Set a time limit of three minutes.
 - Groups share their ideas with the class. Write their ideas on the board.
 - As a class, vote on the three most common or useful situations.
 - In pairs or small groups (depending on the situations chosen), Ss write a role play for each situation. Allow them time to practice their role plays and encourage Ss to memorize them.
 - Pairs or groups do their role plays for the class.
- 2 • On the board, write ten sentences using the grammar pattern but include one grammar mistake in each one.
 - In pairs or small groups, Ss work together to write all the sentences correctly.
 - The first pair or group to write all the sentences correctly wins.
- 3 • Let a S volunteer “be the teacher.”
 - Give Ss time to read the information and sentences in the grammar box.
 - Ss close their books.
 - A volunteer comes to the board and explains the grammar pattern to the class, writing example sentences on the board. The “teacher” then asks other Ss to give example sentences to show that they understand the grammar pattern.
 - This activity can also be done in groups, with Ss taking turns being the teacher until all Ss have had a chance to “teach” the grammar pattern.
- 4 • Ss write three-to-five true sentences about themselves using the grammar pattern.
 - Each S stands up and says their sentences one time (e.g., *I can sing well.*). The other Ss in the class listen and try to write the sentences they hear.
 - After all Ss have read their sentences, point to a S (S1) and have him/her say a sentence about another S (S2) based on what S2 wrote (e.g., *Mari can sing well.*). If the sentence is incorrect, you or S2 can correct the fact or grammar.
 - S1 then points to another S (S3) to say one of the sentences about another S (S4). Then S3 points to another S (S5), etc. Continue until all Ss have said a sentence about another S in the class.
- 5 • Using the grammar pattern, Ss write two true sentences and one false sentence about themselves or about any topic that they know about.
 - Pairs exchange sentences and try to guess which sentence is the false one.
- 6 • Ss close their books. Set a time limit. Individually or in teams, Ss write as many sentences as they can using the grammar pattern.
 - The person or team with the most correct sentences wins.
- 7 • Play “Telephone.” Put Ss in rows of at least four students.
 - Whisper a sentence using the grammar pattern to the last S in each row.
 - When you say “Go!” the last S whispers the sentence to the next S in the row, who whispers it to the next S in the row, etc.
 - When the first S in each row hears the sentence, he/she writes it on the board.
 - The first team to write the correct sentence wins.
- 8 • Divide the class into two teams. Write a sentence on the board with a blank using the grammar pattern and two spaces for each team’s answer. For example:
I want to meet a person who _____.
Team A: _____
Team B: _____
 - Ss discuss ideas in their groups. Set a time limit.
 - One S from each group writes the group’s answer on the board.
 - Once both groups have written an answer, discuss them as a class. If the teams have different answers, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
 - Write a new sentence with a blank and have a new S from each group write the group’s answer.
 - Continue as time allows. The team with the most points wins.

GRAMMAR REFERENCE AND PRACTICE

1.1 BE; POSSESSIVE ADJECTIVES (page 3)

| be | | | | |
|-----------------|--------------------|------------------------|----------------------------|------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I | am from Indiana. | 'm not from Florida. | Am I late? | Yes, I am. No, I'm not. |
| He / She / It | is my roommate. | 's not my boyfriend. | Is he/she/it from Indiana? | Yes, he is. No, he isn't. |
| You / We / They | are close friends. | 're not close friends. | Are they your neighbors? | Yes, they are. No, they're not. |

A Complete the sentences with the correct verb or possessive adjective. Use contractions where possible.

- We're _____ students. _____ Our names are Marc and Belinda.
- He 's / is _____ from Scotland. _____ His name is Ron.
- I 'm / am _____ Colombian, but _____ my mother is from Brazil.
- They 're / are _____ in the classroom. _____ Their teacher is Emily.
- _____ His name is Mr. Brinkley. He 's / is _____ the boss.
- My city _____ is famous for _____ its tacos.

| | | |
|---|----------------------------|------------------------|
| ! | People usually say: | You can also say: |
| | <i>you're not</i> | <i>you aren't</i> |
| | <i>we're not</i> | <i>we aren't</i> |
| | <i>they're not</i> | <i>he/she/it isn't</i> |
| | <i>he's/she's/it's not</i> | <i>he/she/it isn't</i> |

1.2 POSSESSION (page 5)

| Possession (pages 3 and 5) | | | |
|----------------------------|-----------------------|----------------------|---------------------|
| Subject pronouns | Possessive adjectives | | Possessive pronouns |
| I | my | It's my mirror. | mine It's mine. |
| you | your | It's your bottle. | yours It's yours. |
| he | his | It's his brush. | his It's his. |
| she | her | It's her gum. | hers It's hers. |
| we | our | It's our house. | ours It's ours. |
| they | their | It's their umbrella. | theirs It's theirs. |

Use *whose* to ask about possession. *Whose is this? Whose bag is this? It's mine.*
 We can also say *Who does this (bag) belong to? It's mine. / It belongs to me.*
's shows possession my son's keychain (= the keychain that belongs to my son)

A Circle the correct options to complete the conversations.

- 1 A *Who's / Whose* car is that?
B It's not *our / ours*.
- 2 A *Who / Whose* does this cash belong to? Is it *your / yours*?
B No. It's *mine / my sister's*.
- 3 A Whose hairbrush *is this / does this belong to*?
B It's *my mother's / of my mother*.
- 4 A Hey! That's *mine / my*.
B No, it isn't. It *belongs / is* to me.
- 5 A Is this *your / yours* umbrella?
B No, it's *Donna / Donna's. Mine / My* is red.

! *Who's = Who is*
Who's from Puebla? Cecilia.

Whose = possession
Whose family lives in Puebla? Cecilia's.

2.1 SIMPLE PRESENT FOR HABITS AND ROUTINES (page 13)

| Simple present for habits and routines | | | | |
|----------------------------------------|------------------------|---------------------|----------------------------------------------|---------------------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I | sleep for eight hours. | don't sleep much. | | |
| He / She / It | sleeps for six hours. | doesn't sleep much. | Does she sleep a lot? | Yes, she does . No, he doesn't . |
| You / We / They | sleep for seven hours. | don't sleep much. | Do you sleep a lot? | Yes, we do . No, they don't . |
| Information questions | | | Time phrases | |
| Where does he study? | | | Every day/evening/week/month | |
| Why do we have homework? | | | On Monday / the weekend | |
| How do they get to and from work? | | | In the morning / the afternoon / the evening | |
| How many hours do you sleep a night? | | | | |

A Use the words to write simple present sentences.

- 1 A What time / your daughter / get up / on the weekend?
What time does your daughter get up on the weekend?
- B She / usually / get up / very late.
She usually gets up very late.
- 2 A How often / you / ride to work / together?
How often do you ride to work together?
- B We / always / ride to work together, / but / Laura / not drive.
We always ride to work together, but Laura doesn't drive.
- 3 A How often / watch TV / on the weekend?
How often do you watch TV on the weekend?
- B I / not / watch TV / on the weekend. I / watch TV / every evening after work.
I don't watch TV on the weekend. I watch TV every evening after work.

2.2 THIS / THAT ONE; THESE / THOSE ONES (page 15)


A Circle the correct words to complete the sentences. Then match the questions (1–6) and the answers (a–f).

- | | | |
|-----------------------------------------------------------------------|----------|-------------------------------------------------------------------|
| 1 Is <i>these</i> / <u>this</u> / <i>those</i> your coffee? | <u>d</u> | a That <u>one</u> / <i>ones</i> costs \$245. |
| 2 Can I use <u>that</u> / <i>these</i> / <i>those</i> outlet, please? | <u>e</u> | b Then use <i>these one</i> / <u>ones</u> . |
| 3 <i>That</i> / <i>This</i> / <u>Those</u> headphones don't work. | <u>b</u> | c Yes, they are. |
| 4 Are <i>that</i> / <i>this</i> / <u>those</u> your notes? | <u>c</u> | d No, that <u>one</u> / <i>ones</i> is my coffee. |
| 5 What's <u>that</u> / <i>these</i> / <i>this</i> over there? | <u>f</u> | e No, please use that <u>one</u> / <i>ones</i> . |
| 6 How much does <u>that</u> / <i>these</i> / <i>those</i> phone cost? | <u>a</u> | f I don't know what <u>that</u> / <i>these</i> / <i>those</i> is. |

3.1 PRESENT CONTINUOUS (page 23)

| Present continuous | | | | |
|--------------------|-----------------------|----------------------------|-------------------|------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I | 'm winning. | 'm not watching the game. | | |
| You / We / They | 're going to the gym. | 're not playing well. | Are they winning? | Yes, they are. No, they aren't. |
| He / She / It | 's losing. | 's not having a good game. | Is it raining? | Yes, it is. No, it isn't. |

A Complete the live-feed events with the present continuous of the verbs in parentheses.



The swimmers ¹ are coming (come) in now. They
² are waiting (wait) for the start. The champion
³ is looking (look) at the fans, but she
⁴ isn't smiling (not smile). She has her headphones
on – what music ⁵ is she listening (she listen) to?

B Use the words to write sentences. Use the present continuous of the verbs.

- | | |
|----------------------------------------------------------|------------------------------------------------------------------|
| 1 The people / leave / the stadium | <u>The people are leaving the stadium.</u> |
| 2 The drivers / start / their engines | <u>The drivers are starting their engines.</u> |
| 3 What / the coach / do? | <u>What is the coach doing?</u> |
| 4 It / rain / but / the runners / not stop | <u>It's raining, but the runners aren't stopping.</u> |
| 5 The winner / smile / and / cry | <u>The winner is smiling and crying.</u> |
| 6 My favorite player / not win / any games at the moment | <u>My favorite player isn't winning any games at the moment.</u> |
| 7 He / run / with the ball | <u>He's running with the ball.</u> |
| 8 The fans / wear / team hats | <u>The fans are wearing team hats.</u> |

3.2 SIMPLE PRESENT AND PRESENT CONTINUOUS (page 25)

A Read the conversations. Complete the sentences with the simple present or present continuous of the verbs in parentheses.

- 1 A What are you doing (you / do)?
B I'm waiting for my friend.
- 2 A Does he go to a gym?
B Yes, he does (do).
- 3 A Can you talk now?
B No, I can't. I 'm driving (drive).
- 4 A You aren't listening (not / listen) to me!
B Sorry, I 'm watching (watch) the game.
- 5 A What are you reading (you / read)?
B It's a book about exercise.
- 6 A Mom! Ben is kicking (kick) me again!
B Stop it, Ben!
- 7 A Why are you lying down (you / lie down)?
B Because I'm tired.
- 8 A Hurry! The game starts in two minutes.
B I 'm coming (come)!

4.1 PRESENT CONTINUOUS FOR FUTURE PLANS (page 35)

| Present continuous for future plans | | | |
|-----------------------------------------------|-----------------------------------|------------------------------------|----------------------------------|
| Affirmative | Negative | Question | Information question |
| Comic Con is coming here this weekend. | He isn't selling anything. | Are you going to Comic Con? | What are you doing later? |

A Use the words to write sentences about future plans. Use contractions when you can.

- 1 My cousin / play in a concert / next Saturday.
My cousin's playing in a concert next Saturday.
- 2 I / go to a concert / with my best friend tonight.
I'm going to a concert with my best friend tonight.
- 3 you / play video games / with your friends later?
Are you playing video games with your friends later?
- 4 We / watch our team / at the stadium on my birthday.
We're watching our team at the stadium on my birthday.
- 5 We / not go / to the pool today.
We're not going to the pool today.
- 6 She / not go to the game / this weekend.
She's not going to the game this weekend.

! Present continuous for plans usually includes a future time expression.
What are you doing tomorrow?
We're going to the beach on the weekend.

4.2 OBJECT PRONOUNS (page 37)

| Subject pronoun | Object pronoun | |
|-----------------|------------------|----------------------------------------------|
| I / we | me / us | They buy great gifts for me / us . |
| you | you | I'm getting a special gift for you . |
| he / she / they | him / her / them | I'm seeing him / her / them tomorrow. |
| it | it | This is a great gift! I love it! |

A Circle the correct options to complete the conversations.

- A We're having a party on Saturday. Do you think John would like to come?
 B Why don't you ask *her / **him** / me*?
- A My grandparents are visiting us right now.
 B Oh yeah? Please say hello to *him / us / **them*** for me!
- A Is your brother coming to my party this weekend?
 B Yes, he is. And he's bringing a special gift for *him / it / **you***.
- A Do you like soccer?
 B Do I like soccer? I love *them / you / **it!***
- A My mom is starting a new job next week.
 B Really? Tell ***her** / him / you* good luck!
- A Can I ask *her / us / **you*** a question?
 B Yeah, sure thing. What do you want to ask?

5.1 SIMPLE PAST (page 45)

| Simple past of <i>be</i> | | | | |
|--------------------------|---------------|----------------|------------------|-------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I / He / She / It | was cool. | wasn't loud. | Was it fun? | Yes, it was. / No, it wasn't. |
| You / We / They | were perfect. | weren't proud. | Were they crazy? | Yes, they were. / No, they weren't. |

| Simple past | | | |
|------------------------------------|-----------------|-----------------|------------|
| Regular verbs: verb + <i>-(e)d</i> | | Irregular verbs | |
| learn → learned | love → loved | do → did | have → had |
| visit → visited | study → studied | go → went | hit → hit |

A Complete the texts with the simple past of the verbs in the box.

arrive ~~be~~ hate miss not remember walk want

I remember my first day of school. It ¹ was just horrible!
 I ² hated every minute of it! My older sister ³ walked with me,
 but she ⁴ didn't remember the way, so we got lost. Finally, we ⁵ arrived,
 but we were very late. I really ⁶ missed my mom and dad. All day, I just
⁷ wanted to go home.

5.2 SIMPLE PAST NEGATIVE AND QUESTIONS (page 47)

| Simple past negative and questions | | | | |
|-------------------------------------|-----------------------------------------|---------------------------------|-------------------------------|-------------------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I / He / She / It / You / We / They | studied medicine. | didn't study journalism. | Did he study medicine? | Yes, he did . No, she didn't . |
| Information questions | | | | |
| What did you study? | Why did she retire? | | | |
| When did they get married? | Who did you live with? | | | |
| Where did he come from? | How many children did they have? | | | |

A Use the words to write questions about when your partner was a child. Ask and answer the questions in pairs.

1 What / eat?

What did you eat?

2 Where / live?

Where did you live?

3 When / start school?

When did you start school?

4 What / watch on TV?

What did you watch on TV?

5 What games / play?

What games did you play?

6.1 BE GOING TO (page 55)

| be going to + verb | | | | |
|----------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I | am/'m going to save money for a new bike. | am/'m not going to waste money. | Am I going to save money? | Yes, I am . No, I' m not . |
| He / She / It | is/'s going to buy her mom a birthday present at the mall. | is/'s not going to see the movie with us. | Is she going to sell some of her old clothes online? | Yes, she is . No, she isn't . |
| You / We / They | are/'re going to do a lot today. | are/'re not going to save money. | Are they going to shop online? | Yes, they are . No, they aren't . |
| Information questions | | | | |
| Who am I going to go shopping with? | | | | |
| What is she going to buy? | | | | |
| Where are you going to meet them for lunch? | | | | |

A Complete the sentences with the correct form of *be going to* and one of the verbs in the box.

buy ~~come~~ get married have lie down not have

- The big sale starts tomorrow. Are you going to come with us?
- I'm tired after all this shopping. I 'm going to lie down for a while.
- We met at the grocery store, and fell in love. We 're going to get married in November.
- I'm working all day Black Friday. I 'm not going to have time to buy anything!
- My brother is buying baby clothes. His wife is going to have a baby in three months.
- You found the car you want already? When are you going to buy it?

6.2 DETERMINERS (page 57)

| Determiners | | |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------|
| Things or people in general | Specific things or people | With pronouns |
| All sales clerks are friendly. (= sales clerks in general) | All (of) the sales clerks here are friendly. (= the sales clerks in this store specifically) | All of us/them ... |
| Most stores have good sales on Black Friday. | Most of the stores in town have good sales on Black Friday. | Most of them ... |
| Many stores are in shopping malls. | Many of the stores in this mall are expensive. | Many of them ... |
| Some people don't like shopping. | Some of the people in my family don't like shopping. | Some of us ... |
| No customers like high prices. | None of the customers who shop here like high prices. | None of us/them ... |

A Circle the correct words to complete the sentences.

- Many of / Many the good stores in my town are at the mall.
- Most / None stores have special carts for young children.
- On the day before a big holiday, none / all the lines at the grocery stores are very long.
- None of / Some prices in grocery stores are better at the end of the day.
- Many of / None the stores have sale ads in their windows.

7.1 QUANTIFIERS (page 67)

| Count nouns ... | Non-count nouns ... |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| have a singular and plural form. chili chilies | do not have a plural form. rices rice |
| use <i>a/an</i> for the singular. a chili | do not use <i>a/an</i> . a-rice rice |
| use <i>some</i> with plural nouns in affirmative sentences. I'd like some chilies. | use <i>some</i> in affirmative sentences. I ate some rice. |
| use <i>any</i> in negative sentences and questions. Do you have any chilies? I don't have any chilies. | I didn't eat any rice. Did you eat any rice? |

A Circle the correct words to complete the sentences.

- I eat *a few* / a little chocolate every day.
- I don't have *many* / much time to cook.
- I try to eat some / *too much* fruits and vegetables every day.
- I like some / *a little* spicy dishes, but I don't eat them every day.
- Too much* / many sweet things are bad for you.
- I know how to cook a lot of / *not many* dishes because I love cooking.

B Are the sentences in exercise A true for you? If not, change them to make them true for you.

7.2 VERB PATTERNS (page 69)

| verb + to + verb | verb + verb + -ing |
|---------------------------------|----------------------------------------|
| I prefer to eat at food trucks. | I usually can't stand waiting in line. |
| I love to try new food. | I don't mind waiting here. |

A Complete the sentences with the correct form of the verb in parentheses.

- My brother can't stand being (be) in the kitchen because he doesn't like the smell of cooking.
- I'm going to go to the beach next month, so I want to lose (lose) some weight before then.
- We love to cook together, so we hope to open (open) a restaurant someday!
- I don't enjoy cooking (cook) because it takes a lot of time.
- Don't forget to give (give) me your recipe – dinner was delicious.

8.1 IF AND WHEN (page 77)

Statements

I always stay in a hotel near the airport **when** I travel for work.

If I want to explore the city, I use a good online guidebook.

Questions

When you travel, do you usually go by plane or by train?

Do you take a taxi **if** you're late for work?



You can put **if/when** at the beginning or in the middle of a sentence, and the meaning doesn't change.

If I'm late for work, I take a taxi. = I take a taxi if I'm late for work.

You can use **when** for **if** and the meaning doesn't change.

When I'm late for work, I take a taxi. = I take a taxi when I'm late for work.

A Rewrite the sentences with **if** or **when** in the correct place.

- I'm on vacation, I love to go to the beach. (when)

When I'm on vacation, I love to go to the beach.

- We often go to the park the weather is nice. (if)

We often go to the park if the weather is nice.

- I'm always nervous I travel by plane. (when)

I'm always nervous when I travel by plane.

- I can, I always prefer to stay in a modern hotel. (if)

If I can, I always prefer to stay in a modern hotel.

8.2 GIVING REASONS USING TO AND FOR (page 79)

| Giving reasons using <i>to</i> and <i>for</i> | |
|---------------------------------------------------------------|--------------------------------------|
| to + verb | |
| to have lunch | to take a shower to catch a bus |
| for + noun | |
| for lunch | for the experience for a shower |
| So, João, why are you going to Lima? | |
| To visit Cuzco. And for the experience. It's an amazing trip! | |

A Write *to* or *for* to complete the sentences.

- Next weekend I'm going to Lima for a job interview.
- Last week I visited my grandmother to interview her for a school project.
- Tomorrow I'm going shopping for / to buy some new clothes.
- I'm meeting my best friend later today to talk about our vacation plans.
- I'm going to the library to study. It's too noisy at home!
- My parents never come to my house for special events and celebrations. I always go there.

9.1 COMPARATIVE ADJECTIVES (page 87)

| Comparative adjectives | |
|-------------------------------------------------------------------------|-----------------------------------------------------------|
| short adjectives: add <i>-er</i> | cold → colder (than) wet → wetter (than) |
| adjectives ending in <i>-y</i> : <i>-y</i> → <i>-i</i> , add <i>-er</i> | friendly → friendlier (than) |
| long adjectives: <i>more</i> or <i>less</i> + adjective | important → more important (than) → less important (than) |
| irregular adjectives | good → better bad → worse |

A Use the words to write sentences. Use the comparative form of the adjectives.

- She / be / happy / in her new job / in her old one. She's happier in her new job than in her old one.
- She / have / interesting / earrings / me. She has more interesting earrings than me.
- Your new scarf / be / nice / your old one. Your new scarf is nicer than your old one.
- I need a belt / that / be / big / this. I need a belt that is bigger than this.
- Your shoes / be / dirty / your shirt. Your shoes are dirtier than your shirt.
- He is / tall / his father / now! He is taller than his father now!

9.2 SUPERLATIVE ADJECTIVES (page 89)

| Superlative adjectives | |
|--------------------------------------------------------------------------|------------------------------------|
| short adjectives: add <i>-est</i> | young → the youngest |
| adjectives ending in <i>-y</i> : <i>-y</i> → <i>-i</i> , add <i>-est</i> | funny → the funniest |
| long adjectives: <i>most</i> + adjective | important → the most important |
| irregular adjectives | good → the best bad → the worst |

A Complete these fun facts with the superlative form of the adjectives in parentheses.

- The world's longest (long) mustache is more than four meters long.
- There is an international competition for the world's best (good) beard and mustache.
- The biggest (big) hole in a pierced ear is 127 millimeters wide.
- The most expensive (expensive) earrings in the world cost \$57.4 million.
- An Indian man holds the world record for pulling the heaviest (heavy) things with his beard.

10.1 HAVE TO (page 99)

| have to + verb | | | | |
|---------------------|--------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I / You / We / They | have to clean the desks. | don't have to eat in the lunchroom. | Do you have to eat at your desk? | Yes, you do. No, you don't. |
| He / She / It | has to be very clear. | doesn't have to stay outside. | Does it have to be so loud in here? | Yes, it does. No, it doesn't. |

A Complete the sentences with the correct form of have to or a short answer.

- A How many classes do you have to go (you go) to each week?

B I have to go (go) to my English class three times a week.
- A Do you have to work (you work) in the evenings or on weekends?

B No, we don't. But sometimes we have to study (study) for tests then.
- A Do you have to give (you give) your homework to your teacher online?

B No, I don't. But I have to hand it in (hand it in) on time!
- A Does your teacher have to correct (your teacher correct) all your work?

B Yes, she does. She has to do (do) a lot of work outside of class.

10.2 MAKING PREDICTIONS (page 101)

| Making predictions | | | | |
|-------------------------------------|------------------------------------------|--------------------------------|-----------------|------------------------------|
| | Affirmative | Negative | Question | Short answers |
| I / He / She / It / You / We / They | will / 'll might catch a cold. may | will not / won't catch a cold. | Will you be OK? | Yes, I will. No, I won't. |

A Write the words in the correct order to make sentences.

- A college / finish / soon / you / Will
Will you finish college soon ?

B finish / I / might / this / year
I might finish this year .
- A after / do / graduate / What / will / you / you
What will you do after you graduate ?

B an / become / engineer / I / 'll / probably
I'll probably become an engineer .
- A boyfriend / get / married / to / Will / you / your
Will you get married to your boyfriend ?

! When you aren't sure, you can use *possibly* or *probably* before the main verb.

You'll probably feel stressed.

You'll possibly feel stressed.

You can also use *maybe* at the beginning of the sentence.

Maybe I'll go out with friends after work.

- B get / 'll / married / Maybe / in a few years / we
 _____ *Maybe we'll get married in a few years* _____ .
- 4 A do / 'll / retire / think / When / you / you
 _____ *When do you think you'll retire* _____ ?
- B be / before / I'm / won't / 65 / It
 _____ *It won't be before I'm 65* _____ .

11.1 PRESENT PERFECT FOR EXPERIENCE (page 109)

Present perfect

We use the present perfect to talk about experiences.

We form the present perfect with *have/has* + past participle.

For regular verbs, the past participle looks the same as the simple past (played, called). See the inside of the back cover for a list of irregular verbs.

| | Affirmative | Negative | Question | Short answers |
|---------------------|--------------------------------------|-------------------------------------|----------------------------------------|-------------------------------------------------|
| I / You / We / They | have/'ve changed my password. | haven't changed my password. | Have you (ever) joined a group. | Yes, I have . No, we haven't . |
| He / She / It | has/'s joined a group? | hasn't changed his password. | Has it (ever) snowed in July? | Yes, it has . No, it hasn't . |

A Complete the conversations in the present perfect.

- 1 A I ¹*'ve / have* _____ never ²*added* _____ (add) anyone as a friend on social media, but 200 people ³*have added* _____ (add) me. ⁴*Have* _____ you ever ⁵*added* _____ (add) someone as a friend?

B No, I ⁶*haven't* _____, because I ⁷*'ve / have* _____ never ⁸*opened* _____ (open) a social media account.

- 2 A ⁹*Have* _____ you ever ¹⁰*built* _____ (build) a website?

B Yes, I ¹¹*have* _____. I ¹²*'ve / have built* _____ (build) three websites!

- 3 A I ¹³*'ve / have* _____ never ¹⁴*changed* _____ (change) my password.

B That's dangerous!



ever = any time up to now

Have you ever seen snow?

never = not ever

I've never been to Peru.

11.2 PRESENT PERFECT AND SIMPLE PAST (page 111)

Present perfect and simple past

Use the present perfect to talk about past experiences when you don't specify when they happened.

Use the simple past to say exactly when something happened.

| Questions | Answers |
|------------------------------------------------------|--------------------------------------------|
| Have you ever been to China. | Yes, I have. |
| When did you go there? | I went last year. |
| I've never posted a video on social media. Have you? | Oh, yes. I've posted videos lots of times. |

A Read the sentences and write the present perfect or simple past of the verb in parentheses.

- 1 A This morning, I *made* (make) a video of myself singing. I want to upload it to my social media page, but I *'ve / have never done* (never do) that before. Can you help me?

B Ask Ryan. He *'s / has uploaded* (upload) lots of videos. I *'ve / have never made* (never make) a video before.

- 2 A Have you ever felt (ever feel) lonely when you're at school, far away from your family?
 B Sure. I really missed (miss) my mom yesterday, so I called (call) her.
- 3 A I'm going to eat at Marcella's downtown tonight.
 B Really? Have you seen (see) the prices on their menu?
 A No. I went (go) online yesterday and searched (search) for nice local restaurants. Have you (ever) eaten (you eat) there before?
 B No, never. It's really expensive.

12.1 QUESTIONS WITH *BE LIKE* (page 119)

Questions with *be like*

Use questions with *what + be + noun + like* to ask for a description of something.

| | | |
|----------------|----------------------------------------------|----------------------|
| Simple present | What's the weather like ? | It's cold and windy. |
| Simple past | What was the party like ? | It was great! |
| Future | What will the course be like ? | It'll be hard work! |

A Write the words in the correct order to make questions.

- 1 like / was / what / the / music / ? What was the music like?
- 2 what / like / new / 's / their / house / ? What's their new house like?
- 3 was / father / what / his / like / ? What was his father like?
- 4 food / the / like / be / what / will / ? What will the food be like?
- 5 the / like / was / movie / what / ? What was the movie like?
- 6 will / like / test / the / be / what / ? What will the test be like?

12.2 RELATIVE PRONOUNS: *WHO, WHICH, THAT* (page 121)

Relative pronouns: *who, which, that*

Use *who, which, and that* to introduce new information about a person or object.

Use *who* and *that* for people. I know the people **who** live there. I know the people **that** live there.

Use *which* and *that* for things. I like the plants **that** grow there. I like the plants **which** grow there.

A Combine the two sentences using *who, which, or that*. Make any other changes that are needed.

- 1 I live in an apartment. My apartment is near the park.
I live in an apartment that is near the park.
- 2 There are mountains in the north. They have snow on them all year.
There are mountains in the north that / which have snow on them all year.
- 3 He works at the ski school. It is in the mountains near here.
He works in a ski school that / which is in the mountains near here.
- 4 Those are my neighbors. They live in the house next door to us.
Those are my neighbors who / that live in the house next door to us.
- 5 This is the house on the coast. We rented it last year.
This is the house on the coast that / which we rented last year.
- 6 These are my friends from college. They came with us to the concert.
These are my friends from college who / that came with us to the concert.

VOCABULARY PRACTICE: TEACHER TIPS

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

- 1** • Quickly come up with simple gestures for each of the vocabulary items.
 - Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
 - Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.
- 2** • Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word, and on the other side they can write the definition or draw a picture of the word.
 - Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
 - Ss can use the cards to review new vocabulary in pairs. S1 can use his/her cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.
- 3** • Divide the class into teams and play “Hangman.”
 - Team A chooses a word, and one S from Team A (S1) writes on the board.
 - One S from Team B (S2) guesses a letter. If he/she is correct, S1 writes the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
 - Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
 - The game continues until Team B correctly guesses the word or until they guess incorrectly enough times that a whole body is drawn.
 - Teams switch roles.
- 4** • Play “Telephone.” Put Ss in rows of at least four students.
 - Whisper a vocabulary word to the last S in each row.
 - When you say “Go!” the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
 - When the first S in each row hears the word, he/she writes it on the board.
 - Give S one point if the word is correct but misspelled and two points if it is spelled correctly. The first team to write a correct word wins.
 - For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.
- 5** • Write the vocabulary words on the board.
 - Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
 - Ss read their sentences to the class. Ss can vote on the best sentence.
 - Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.
- 6** • Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
 - Put the cards face down on a table in front of each team.
 - One S (S1) chooses a card but does not look at it. Instead, S1 holds the card on his/her forehead with the word facing out so his/her team can see it.
 - Each person on the team takes turns giving one clue about the word. S1 tries to guess the word.
 - Continue until each S in the group has a chance to guess a word.
 - For an extra challenge, include vocabulary words from previous units for a review.

VOCABULARY PRACTICE

1.1 DESCRIBING PEOPLE YOU KNOW (page 2)

A Put the words into the right category.

| | | | | | |
|---------------|---------------|-----------|--------------|----------|------------|
| boss | boyfriend | classmate | close friend | couple | girlfriend |
| grandchildren | granddaughter | grandson | neighbor | roommate | |

| Family | Work or school | Close or romantic | Where you live |
|---------------|----------------|-------------------|----------------|
| grandchildren | boss | boyfriend | neighbor |
| granddaughter | classmate | close friend | roommate |
| grandson | | couple | girlfriend |

B Complete the sentences with the correct form of the words from exercise A.

- 1 She is not my sister. She is my brother's girlfriend. They are in love.
- 2 My grandfather has five other grandchildren: my two sisters and my three cousins.
- 3 Kevin and Paola are my classmates at the language school. They're also a couple, but they're not married.
- 4 Fiona and I are close friends from work. We do a lot of things together in our free time.
- 5 Isabel is only 45, but she is already a grandmother. Her granddaughter, Jazmin, is two years old. She is the daughter of Isabel's son, Oscar.
- 6 I have a job in a restaurant, and my boss is also my neighbor. My apartment is #302. He is in apartment #304.
- 7 I have two roommates. We each have one bedroom in the apartment, but we share the kitchen.

1.2 NAMING EVERYDAY THINGS (page 4)

A Check (✓) the words that you can see in the pictures.



- | | | | | |
|---------------------------------------------------|----------------------------------------------------|-------------------------------------------|----------------------------------|-------------------------------------------------|
| <input checked="" type="checkbox"/> 5 candy bar | <input type="checkbox"/> cash | <input type="checkbox"/> driver's license | <input type="checkbox"/> gum | <input checked="" type="checkbox"/> 4 hairbrush |
| <input checked="" type="checkbox"/> 2 hand lotion | <input type="checkbox"/> keychain | <input type="checkbox"/> mirror | <input type="checkbox"/> receipt | <input checked="" type="checkbox"/> 6 tissues |
| <input checked="" type="checkbox"/> 3 umbrella | <input checked="" type="checkbox"/> 1 water bottle | | | |

B Circle the correct words to complete the sentences.

- 1 There is a photo of me on my driver's license / mirror.
- 2 My cash / water bottle is empty.
- 3 Here is the tissues / receipt from the restaurant.
- 4 Do you want a piece of my candy bar / hairbrush?
- 5 Oh, no! It's raining, and my hand lotion / umbrella is broken.
- 6 I need to clean my sunglasses. Will you give me those tissues / keychains, please?

2.1 EXPRESSIONS WITH DO, HAVE, AND MAKE (page 12)

A Circle the correct words to complete the sentences.

- I do / have / make a lot of work on my laptop every day.
- I want to do / have / make a party when we do / have / make some free time.
- I usually do / have / make the dishes, but I don't do / have / make other housework.
- I always do / have / make a snack after I do / have / make one hour of homework.
- I want to do / have / make plans with some friends, maybe just do / have / make something to drink after class.

B Complete the sentences with the correct do, have, or make phrase.

- Lots of men don't do housework, but not my sons. They make the / their beds after they wake up, and they do the / their laundry when their clothes are dirty.
- Can we have a snack now? I'm hungry.
- I'm tired of walking. I want to stop and have something to drink at that café.
- I want to make plans for my birthday party. Can you help me organize it?
- I always do the dishes after dinner. I like the kitchen to be clean before I go to bed.
- Let's go to the movies when you have (some) free time – maybe this weekend!

2.2 NAMING WORK AND STUDY ITEMS (page 14)

A Match the words on the left to the words on the right to make phrases. Then write full sentences using the phrases.

| | |
|-----------------|----------------|
| (1) a page from | (a) a calendar |
| (2) music | (b) a textbook |
| (3) a laptop | (c) files |
| (4) take | (d) notes |
| (5) the date on | (e) screen |

| | |
|----------------|----------------|
| (6) wear | (f) a document |
| (7) a computer | (g) headphones |
| (8) a power | (h) keyboard |
| (9) read | (i) outlet |
| (10) free | (j) Wi-Fi |

I'm reading a page from my textbook.

B Circle the correct words to complete the questions. Then ask a partner.

- Does your school have good document / Wi-Fi and enough screens / outlets for all the students' computers?
- Do you like to listen to music with or without your headphones / keyboard?
- Can you always find your documents / mouse and files / Wi-Fi on your computer?
- Do you write important things on your calendar / keyboard?
- Which can you do faster, write files / notes with a pen and paper or type them on a keyboard / mouse?

3.1 SPORTS (page 22)

A Circle the correct words to complete the sentences.

- Our coach / court is happy because we're losing / winning.
- Our fans / team is losing / winning the game. This is terrible!
- The field / players are walking onto the court / pool now.
- Our town has a new coach / pool. It's next to the tennis players / courts.
- Hundreds of fans / team are running onto the field / pool.

B Complete the sentences with the correct form of a word from exercise A.

- 1 The first team to win the FIFA World Cup was Uruguay.
- 2 An Olympic swimming pool is 50 meters long, and a basketball court is 92 meters long.
- 3 The soccer coach is giving instructions. He's at the side of the field.
- 4 This place is huge! It has seats for more than 100,000 fans.
- 5 The players on my local team are not professionals, and they aren't very good – they often lose games.

3.2 EXERCISING (page 25)

A Match the verbs in the box to the words that can follow them.

| | | | | |
|----------|----------|----------|-------|------|
| climb | jump | lie down | lift | push |
| sit down | stand up | stretch | throw | turn |

- 1 turn around / your head
- 2 throw a ball / a paper plane
- 3 push someone away / an elevator button
- 4 climb a mountain / stairs
- 5 lift a box / weights
- 6 lie down to rest / on the floor
- 7 sit down at your desk / in front of the TV
- 8 stretch your legs before you run / to reach something high up
- 9 jump into the water / up and down
- 10 stand up from your desk / straight

B Complete the sentences with a word from exercise A.

- 1 A good baseball player can throw a ball more than 130 meters.
- 2 Some people can jump more than 6 meters on a trampoline.
- 3 Some people can lift 200 kilograms.
- 4 A very good dancer can turn a full circle in the air twice.
- 5 Most people need two months to climb Mount Everest.
- 6 For some exercises, you need to lie down / sit down on the floor.
- 7 Before you play any sports, it's important to stretch your arms and legs.

4.1 DESCRIBING POP CULTURE (page 34)

A Some of the words in bold are not correct. Write in the correct words.

- 1 My sister is a **singer** in a band **musician**. They're playing a **concert** tonight.
- 2 My favorite **TV show** is coming back soon. I love the main **director** actor in it – he's so funny!
- 3 Do you know about this new **festival**? It's fantastic! I'm playing it eight hours a day!
video game
- 4 The **actor** artist who paints these pictures is very famous. I saw her work at an **concert** art festival in Paris.

B Complete the stories with the words in the box.

bands concerts festival musicians

Every year in my town we have a three-day music ¹ festival.
There are ² concerts every night, and all the ³ bands
play until late. The ⁴ musicians are all local people, and everybody
in the town goes to see them. Would you like to come with me this year?

actor artist director show singer video

My family is very artistic. My mom is a great ⁵ singer – she sings
in a band. My uncle is an ⁶ actor. He's starring in a cool TV
⁷ show right now. My brother is an ⁸ artist. He
does the graphics for lots of ⁹ video games. And my dad's a
movie ¹⁰ director. He makes great movies. I'm the only one who
isn't artistic, but I'm the manager for all my relatives!

4.2 NAMING GIFT ITEMS (page 36)

A What gift is best for each person?

candy gift card jewelry purse speakers sweatshirt

- 1 I want something beautiful to wear to parties. jewelry
- 2 I prefer to buy my own present in the store. gift card
- 3 I'd like something to wear at the gym. sweatshirt
- 4 I'd like something nice to keep my things in. purse
- 5 I like music. speakers
- 6 I love sweet things to eat. candy

B Circle the correct words to complete the sentences.

- 1 My grandma likes gifts that she can eat, so I usually make a cake or buy some *flowers* / candy for her.
- 2 My mom really needs GPS when she drives, but that uses a lot of battery power. So I'm getting her *speakers* / a phone charger for her car.
- 3 My dad loves sports clothes, so I'm buying him a sweatshirt / *purse*.
- 4 My best friend loves books, but I don't know which ones she likes. I'm getting her a *purse* / gift card for the bookstore so she can choose.
- 5 I don't know what to get for my boss for her birthday, so I'm sending her a bouquet of flowers / *jewelry*.

5.1 DESCRIBING OPINIONS AND FEELINGS (page 45)

A Replace the emoji in each sentence with the correct adjective.

- 1 My first day in college was really horrible 😞. I felt very alone, and I missed my parents.
- 2 My 18th birthday was an amazing 😄 experience – for the first time, I was an adult!
- 3 I remember the first day I went skiing. It was really fun 😁. My friends and I had a great time.
- 4 The first time that I voted was a very proud 😊 moment for me. It was an important day for my country, and I was part of it.
- 5 I remember when I traveled by plane for the first time. That was crazy 🤪! Wow!

B Complete the conversations with the words from the box. Write two more conversations using other words from the box.

angry cool crazy dangerous loud perfect tired

- 1 A How are you feeling today?
B I'm really tired. I went to bed very late last night.
- 2 A Do you like this music?
B What? I can't hear you. It's really loud!
- 3 A How was your vacation?
B It was perfect! The weather was great, and the food was delicious.
- 4 A _____
B _____
- 5 A _____
B _____

5.2 DESCRIBING LIFE EVENTS (page 46)

A Complete the sentences with the correct word or phrase from the box.

buy a house or apartment get married graduate from college
learn to drive meet your future husband/wife retire

- 1 These days, people often get married quite late, when they are 30 or 40 years old.
- 2 Today, it's important to graduate from college because you have more choices for work.
- 3 Some people retire at the usual time (around age 65), but some work until they are 75 or older.
- 4 Some young people don't have the money to buy a house or apartment right away. They stay with their parents until they have enough money.
- 5 You can't really plan when to meet your future husband/wife. One day, it just happens – you just find the right person.

B Circle the best phrase to complete the sentences.

- 1 My mother has three children, and someday she really wants to become a grandparent / have a baby.
- 2 If you want to buy a car / learn to drive, you need to get a job / get married and save some money first.
- 3 My little brother had a baby / was born when I was seven, so I helped take care of him. He was so cute!
- 4 For some jobs, you have to graduate from college / start school.
- 5 She got married / met her future husband at the coffee shop where she worked. He got coffee there every day just to talk to her. After they got married / bought a car, he told her that he doesn't like coffee.
- 6 My sister's son started school / were born last year, so she has some free time now. She wants to get a job / retire soon.

6.1 USING MONEY (page 54)

A Circle the correct word to complete the sentences.

- 1 David wants to buy a car, so he saves / spends a lot of his money.
- 2 Jamelia is very careful. She never wastes / sells money on silly things.
- 3 My friend wants to spend / borrow some money from me.
- 4 I don't like to buy things in stores because it's more fun to lend / shop online.
- 5 Be careful! That phone costs / pays back a lot of money!
- 6 Our store always returns / sells a lot on Black Friday.

B Complete the questions with the correct form of a verb from exercise A.

- 1 Excuse me, how much does this cost ?
- 2 Can I borrow \$2.00? I have \$10, but I need \$12 for the ticket.
- 3 Where do you like to shop online?
- 4 This charger was a gift, but it doesn't work. Can I return it without the receipt?
- 5 If you have enough money, can you lend me \$20? I'll pay you back.

6.2 SHOPPING (page 56)

A Complete the shopping words.

- | | |
|---------------------------------|-------------------------|
| 1 c a s h r e g i s t e r | 6 s a l e |
| 2 c u s t o m e r s | 7 p r i c e |
| 3 g r o c e r y s t o r e | 8 s a l e s p e r s o n |
| 4 d e p a r t m e n t s t o r e | 9 c h e c k o u t |
| 5 s h e l f | 10 c a r t |

B Complete the text with words from exercise A.

Last week, I went to a new ¹ grocery store to buy some milk. It was in the back. I needed to walk down many aisles. In one aisle, they had a really good ² sale on bottled water, so I decided to buy some. In another aisle, there was some delicious bread. There was some very interesting fruit, fresh fish, and delicious rice in other aisles. Next to the milk, there were amazing cheeses! I walked down most of the aisles in the store. When I got to the ³ checkout, my ⁴ (shopping) cart was full. There were three ⁵ customers in front of me. I waited and read a magazine from the ⁶ shelf. Then I decided to buy it, too.

7.1 NAMING FOOD (page 66)

A Complete the text with the words in the box.

avocado cereal jam lettuce
peanut butter salmon strawberries yogurt

My daily food diary

Saturday

A bowl of¹ cereal for **breakfast**, I just love granola!

Lunch with friends, a salad with² lettuce and³ avocado,

and fruit for dessert: some fresh⁴ strawberries. Delicious!

At home, I make toast with⁵ jam and⁶ peanut butter for the kids. They love that **snack** combination!

For dinner, we have⁷ salmon with green vegetables. It's good to eat fish once a week. Then⁸ yogurt with honey for dessert – simple but healthy.

B Circle the correct word to complete the sentences.

- 1 I like yogurt / chili without sugar for breakfast.
- 2 I'm vegetarian, so I don't eat burgers / avocados.
- 3 I like a lot of yogurt / onions on my pizza.
- 4 I make corn with just butter, salt / strawberries, and pepper. Very simple, but very good.
- 5 Some people like bread with butter for breakfast, but many people like to put cereal / jam on it, too.

7.2 DESCRIBING FOOD (page 68)

A Match the two parts to make a complete idea.

- | | | |
|-------------------------------------------|----------|--------------------------------------------------------|
| 1 Doctors say that raw vegetables are ... | <u>c</u> | a I think it needs some sugar. |
| 2 This chocolate is delicious! | <u>b</u> | b Can I have another piece, please? |
| 3 That coffee is very bitter. | <u>a</u> | c good for your body. |
| 4 I live by the sea ... | <u>d</u> | d so we always have a lot of fresh fish to eat. |
| 5 My favorite food isn't very healthy. | <u>e</u> | e It's a fried peanut butter sandwich with jam on top! |
| 6 Thailand, Mexico, and India ... | <u>f</u> | f are famous for their spicy food! |

B Complete the sentences from the conversations with the food words in the box.

boiled delicious fried grilled raw roasted sour spicy

- 1 If you have a bad stomach, don't eat too much¹ spicy food like curry or chili. Just some² boiled rice and chicken – and drink plenty of water.
- 2 What about today's special? It's really³ delicious. Everybody loves it!
- 3 How would you like your fish, sir –⁴ grilled over an open fire or⁵ fried in olive oil?
- 4 Can you cook this meat a little more? It's still⁶ raw.
- 5 Don't eat that yogurt! It smells very⁷ sour to me. I think it's bad.
- 6 We normally eat⁸ roasted meat in my country. We cook it in the oven for a long time so it is very easy to eat.

8.1 TRAVELING (page 76)

A Look at the words in the box. Find words that mean ...

| | | | | |
|----------|----------|-------------|------------------|-----------|
| airplane | backpack | bus station | check-in counter | guidebook |
| map | suitcase | tour bus | tour guide | tourists |

- two places where you begin or end a trip: bus station check-in counter
- two objects that give you information about a city: guidebook
map
- people who are on vacation: tourists
- a person who takes you to interesting sights when you're on vacation: tour guide
- two kinds of luggage: backpack suitcase

B Use the correct form of the words in the box in exercise A to complete the sentences. Use each word or phrase only one time.

- Last time I went to the airport, it was awful. I arrived very late, and there was a long line at the check-in counter.
- We live near the airport, so we often see airplanes in the sky over our house.
- When I go on vacation, I always take two big suitcases. One for my clothes and one for the things I buy. My sister doesn't like shopping, so she just brings one large backpack.
- Last year I worked as a tour guide. I worked on a tour bus. It left from the central bus station and took people all around the city. The tourists loved it!
- When I visit a new city, I always buy a local guidebook to tell me about the best restaurants. Then I use the map on my phone to help me find them!

8.2 USING TRANSPORTATION (page 78)

A Circle the correct verbs to complete the text.

I usually go to work by bus. It takes me about 45 minutes. I leave home at 7:15. I walk two blocks to the bus stop and I ¹get in / get on the number 72 bus. The 72 takes me to the park. There, I ²pick up / change buses and take the 35. Sometimes I ³miss / catch the 35, and then I have to wait and ⁴take / miss the 44. The 35 ⁵gets into / drops me off right in front of my office. The 44 stops several long blocks away. If it's a nice day, it's OK. I can walk to work from there. If I'm late, I ⁶get onto / get into a taxi. I get to the office at 8 o'clock.

B Choose the correct verbs from the box and write them in the correct form to complete the texts.

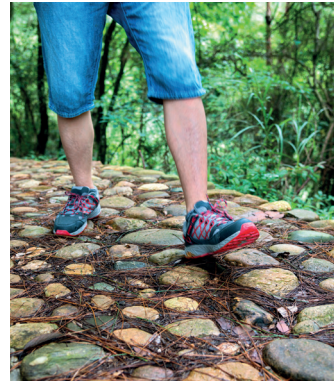
| | |
|------------|----------|
| catch | change |
| drop off | get into |
| get off | get on |
| get out of | miss |
| pick up | take |

← Group Chat

- 1 I'm just getting out of the taxi. Be there soon.
- 2 Oh, no! I just missed my train! 😠
- 3 I can see her. She's getting off the bus now! 😊
- 4 I'm getting into Jake's car now. We're on our way.
- 5 No taxis! I'm taking the subway. I'm going to be late. Sorry!

Write a message ...

9.1 NAMING ACCESSORIES (page 86)



- A Look at the pictures. Make sentences with *He's/She's (not) wearing* and the accessory words in the box.

He's wearing sunglasses.

| | | | | |
|-------|----------|------------|----------|----------|
| belt | bracelet | earring(s) | glove(s) | necklace |
| scarf | sneakers | sunglasses | tie | |

- B **Circle** the correct words to complete the sentences.

- I need a belt / bracelet / tie. My pants are too big.
- My hands are cold. Where are my gloves / sneakers / socks?
- You need a bracelet / necklace / scarf in this cold weather.
- She's wearing a scarf / sunglasses / a tie, so I can't see her eyes.
- I love your earrings / gloves / socks. Are they real gold?

9.2 DESCRIBING APPEARANCE (page 88)

- A Look at the words in the box. Choose the correct words to match the descriptions.

| | | | | |
|-------|----------|--------------|----------|------|
| bald | beard | curly | dark | gray |
| light | mustache | pierced ears | straight | |

- the hair on your face: beard, mustache
- what you have if you wear earrings: pierced ears
- a way to describe a head without hair on it: bald
- ways to describe hair color: dark, gray, light
- ways to describe how hair looks: curly, straight

- B Complete the sentences with words from exercise A. You won't need all of the words.

- Do most people in your family have dark or light hair?
- I don't wear earrings because I don't have pierced ears.
- Does he have a mustache and a beard?
- My father is completely bald, but all my brothers have a lot of hair.
- Is her hair straight or curly?
- One of my grandmothers has normal gray hair, but my other grandmother colors her hair bright red!

10.1 DESCRIBING JOBS (page 98)

A Circle the best words to complete the sentences.

- Wow! That's an amazing building. Who was the *photographer* / *architect*?
- My sister is a *call center worker* / *nurse*. She spends all day on the phone.
- I have a problem with my car. I need to call *an engineer* / *a mechanic*.
- The *receptionist* / *police officer* recommended the hotel restaurant.
- Lie down and relax. The *photographer* / *nurse* said you need to rest.
- I asked a *call center worker* / *police officer* to help when somebody took my purse.

B Match the jobs to the things people say.

| accountant | dentist | IT specialist | lawyer |
|------------|--------------------|-----------------|--------|
| paramedic | physical therapist | project manager | |

| | | | | | |
|---|---------------|----------------------------------------------------------------|---|--------------------|----------------------------------------------------------------|
| 1 | lawyer | "My client, Mr. Gaston, did not steal the money." | 4 | physical therapist | "OK, now carefully stretch out your left leg. Good!" |
| 2 | accountant | "Give all your receipts to me. I manage the business's money." | 5 | project manager | "The work has to be completed by April 10. We're on schedule." |
| 3 | IT specialist | "Sorry, but I think you have a software problem." | 6 | dentist | "Open your mouth wide, please." |
| | | | 7 | paramedic | "Now we're going to take you to the hospital." |

10.2 DESCRIBING HEALTH PROBLEMS (page 100)

A Circle the correct verbs to complete the phrases for injuries and illnesses.

- | | |
|--------------------------------------------|-------------------------------------------|
| 1 break / <i>catch</i> a cold | 8 break / <i>bang</i> your head |
| 2 <i>break</i> / <i>get</i> your leg | 9 feel / <i>have</i> a fever |
| 3 <i>catch</i> / <i>have</i> a sore throat | 10 hurt / <i>cut</i> yourself shaving |
| 4 <i>catch</i> / <i>hurt</i> the flu | 11 get / <i>hurt</i> your back |
| 5 cut / <i>have</i> a stomachache | 12 <i>have</i> / <i>hurt</i> a headache |
| 6 cut / <i>have</i> a toothache | 13 <i>catch</i> / <i>twist</i> your ankle |
| 7 <i>cut</i> / <i>have</i> your finger | |

B Complete the sentences using a phrase from exercise A. For some sentences, there is more than one possible answer. Make sure to use the right form of the verbs and pronouns that fit the sentences.

- Did you *break your leg* / *twist your ankle* in a skiing accident?
- Don't *cut your finger* / *yourself* with that knife!
- Go to the dentist if you *have a toothache*.
- I *have a stomachache* because I ate too much.
- I *have a headache* because of the loud music.
- People often *have a fever* / *sore throat* / *headache* when they have a cold or the flu.
- You *have a fever*. It's 39.4 degrees!
- There was blood on his shirt because he *cut himself (shaving)*.

11.1 USING VERB–NOUN INTERNET PHRASES (page 108)

A Match the ten phrases to the definitions.

- | | | |
|---------------------------|-------------------|-------------------------------|
| 1 add someone as a friend | 2 build a website | 3 change your password |
| 4 check your messages | 5 click on a link | 6 join a group |
| 7 make a video | 8 message someone | 9 open a social media account |
| 10 swipe left or right | | |

- | | |
|-------------------------------------------------------|---------------------------------------------------|
| a press the mouse on text to go to a website <u>5</u> | f contact someone by electronic text <u>8</u> |
| b move the screen to one side or the other <u>10</u> | g make a new internet destination <u>2</u> |
| c record and edit live action <u>7</u> | h choose a different security code <u>3</u> |
| d see if you have any new email or texts <u>4</u> | i include another person in your network <u>1</u> |
| e create your online identity <u>9</u> | j become a member <u>6</u> |






B Circle the best phrases to complete the sentences.

- I never check my messages / build websites on a computer. I just use my phone.
- In some apps, to show that you like something, you can swipe right / message someone.
- Oh, no! I clicked a link / joined a group, and now my computer has a virus.
- I like my boss, but I don't want to add her as a friend / open an account for her on social media.
- At my office we have to change our passwords / make videos every six months. It's important to be safe.

11.2 USING SOCIAL MEDIA VERBS (page 111)

A Replace the icon with a verb from the box. Which of these sentences are true for you? Tell a partner.

download go viral like search for share

- I usually like  photos of my friends.
- I love to watch cat videos, and I share  them on social media with my friends.
- I download  lots of videos, but I don't have time to see them all.
- If some of my videos go viral , I'll be so happy! I want everyone to see my work.
- I sometimes search for  information about Australia. I really want to visit there someday.

B Complete the sentences with the correct verb from the box. Are the sentences true for you? Change them if they are not.

block bookmark follow log in upload

- To see "My Account" information on my bank's website, I have to log in with my username and password.
- I block people on social media if they post things I don't want to see.
- I follow lots of famous people on social media. I like to know what they're doing.
- I have my own website, and I upload my videos there so other people can enjoy them.
- If I go online and find a site that I like, I always bookmark it so I don't lose it.

12.1 DESCRIBING WEATHER (page 118)



A Look at the pictures. Which weather words from the box do you associate with the pictures?

| | | | | |
|-----------|----------|--------|-----------------------|-------|
| blizzard | boiling | cloudy | drought | flood |
| foggy | freezing | humid | hurricane | rainy |
| snowstorm | snowy | sunny | thunder and lightning | windy |

1 Picture A: cloudy, hurricane, windy, flood

4 Picture D: cloudy, flood, foggy, humid, rainy

2 Picture B: blizzard, freezing, snowstorm, snowy

5 Picture E: thunder and lightning

3 Picture C: boiling, drought, sunny

B Replace the weather symbols with the correct words.

The weather today is warm and ¹ dry ⚡, with the maximum temperature of 23°C. But it's going to be ² cloudy ☁ in the morning and ³ rainy ☔ in the afternoon. We might even get some ⁴ thunder and lightning ⚡☁ in the evening, and it'll be very ⁵ windy 🌀 all day. If we get a lot of rain, we may have a ⁶ flood 🌊, so be extra careful if you're driving!

Write a message ...

Brrr, it's ⁷ freezing ❄️ out there today, so wear your warmest clothes. Later on this evening, we can expect to get a ⁸ snowstorm ☄️ that will last all night. Tomorrow will continue to be ⁹ snowy ❄️, so stay home if you can.

Write a message ...

12.2 DESCRIBING LANDSCAPES AND CITYSCAPES (page 120)

A Look at the map. Find ten of the features from the box on the map. Label them.

- 1 cave
- 2 cliff
- 3 coast
- 4 fountain
- 5 glacier
- 6 rainforest
- 7 rocks
- 8 statue
- 9 tower
- 10 waterfall



B Choose the best word to complete the texts.

1 It's a beautiful place on the coast / glacier. There's a big wide beach at the foot of a tall field / cliff. There are some valleys / caves there also, so you can keep out of the sun when it's too hot.

2 Downtown there are some tall skyscrapers / waterfalls and a big open square with a fountain / cave in the middle. It's a great place to go in the evening to hang out with friends.

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 words to talk about the people in my life.
- talk about the connections between the people in my life.
- use words for everyday objects.
- talk about what belongs to me and to others.
- start a conversation with someone new.
- write a formal email of introduction.

Prove it

Write two family words, two words for people you work or study with, and four other words for people you know.

Write about someone you know and what connection that person has to other people you know using possessive adjectives (*my, our, his, etc.*).

Write four things you have with you today and two things you always have in your bag.

Look around the room and write three sentences about objects and who they belong to. Use possessive pronouns (*mine, ours, his, etc.*).

Write three ways to start a conversation.

Look at your email from lesson 1.4, exercise 2D. Can you make it better? Find three ways.

UNIT
1

Now I can ...

- use expressions with *do, have, and make*.
- talk about what I do every day, on the weekend, etc.
- use words for work and study.
- use *this/that one; these/those ones* to talk about things.
- describe communication problems and how to fix them.
- write your opinion and give information in an online comment.

Prove it

Write five things related to activities at home. Use *do, have, and make*.

Write five things you do regularly (every day, every week, etc.).

Write a description of the place you do your work and/or schoolwork.

Complete the sentences: *I don't like these shirts. I prefer _____ over there.*

That car is OK, but _____ is much nicer.

Write two ways to explain a communication problem and two ways to check the problem.

Look at your comment from lesson 2.4, exercise 3C. Can you make it better? Find three ways.

UNIT
2

Now I can ...

- use words to talk about sports.
- talk about what I am doing now.
- use words to describe exercise.
- talk about what I do every day and what I'm doing at the moment.
- ask for information.
- write a short comment about positives and negatives

Prove it

Write two verbs for sports, three places for sports, and five other sports words.

Write one thing you're doing at the moment and one thing you're not doing at the moment.

Write five verbs to describe exercise.

Complete these sentences: *I usually ... At the moment, I ...*

Write two ways to ask for the price of a soccer ticket.

Look at your comment from lesson 3.4, exercise 1E. Can you make it better? Find three ways.

UNIT
3

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 4

Now I can ...

- use words to talk about pop culture.
- talk about plans.
- use words to talk about gifts.
- use *him, her*, etc. to talk about people and things.
- make and respond to invitations.
- write an event announcement.

Prove it

Write five jobs, two special events, and three other words about pop culture.

Write two things you're planning to do on the weekend. Use the present continuous.

Write three gifts you can wear, two you can use, and one you can eat.

Complete these sentences with an object pronoun:
Soccer is his favorite sport. I love ... , too.
Their parents always give ... money for their birthdays.

Write one way to make an invitation and one way to accept an invitation.

Look at your event announcement from lesson 4.4, exercise 3D. Can you make it better? Find three ways.

UNIT 5

Now I can ...

- use words to talk about feelings and opinions.
- talk about events and people in my life.
- talk about life stages.
- ask questions about people's lives and say what they didn't do.
- congratulate and sympathize with people.
- write an online comment agreeing or disagreeing with someone.

Prove it

Write five positive words, three negative words, and two words that can be positive or negative.

Write three things you did last year.

Write six life stages in the order that they usually happen.

Complete the sentences: _____ he retire last year? No, he _____.

Write two ways to congratulate someone and two ways to sympathize with someone.

Look at your comment from lesson 5.4, exercise 2D. Can you make it better? Find three ways.

UNIT 6

Now I can ...

- use verbs to talk about money.
- talk about future plans.
- use words to talk about shopping.
- talk about quantities of things.
- say what I want when I do not know the word.
- write a vlog script.

Prove it

Write three verbs that go with *money*, two verbs that go with *things*, and three other money verbs.

Write about a plan you have for next week and a plan you have for next year. Use *be going to*.

Write three places for shopping and four things you can find in a store.

Complete the sentences: *Many of the stores in my town don't ... All department stores sell ...*

Think about something you want to buy but you don't know the word for in English. Write a short conversation in a store. Explain what you want.

Look at your vlog script from lesson 6.4, exercise 3E. Can you make it better? Find three ways.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- use food words.
- talk about quantities.
- use adjectives to describe food.
- talk about what I like to do.
- order food in a restaurant.
- give my opinion in an online comment.

Prove it

Write three count and five non-count food words.

Write about the quantities of different kinds of food you eat every week. Use *a little, a few, a lot of*, etc.

Write five adjectives for preparing food and five adjectives for flavor.

Complete the sentences about food with a verb + *to* + verb, or a verb + verb + *-ing*.

I would like ... I enjoy ...

Write one expression a customer uses and one expression a server uses in a restaurant.

Look at your comment from lesson 7.4, exercise 2E. Can you make it better? Find three ways.

UNIT
7

Now I can ...

- use words to talk about traveling
- talk about travel and vacation preferences.
- use verbs to talk about transportation and trips.
- talk about reasons.
- make suggestions and give advice.
- give advice in a short comment.

Prove it

Write two kinds of luggage, two places you travel from, and six other vacation words.

Complete these sentences: *When I'm on vacation, I usually ...*
If I can, I always ...

Write five verbs you can use with *bus* or *train*.

Write three reasons why you're learning English. Use *to* or *for*.

Write two ways to suggest a plan for this evening.

Look at your comment from lesson 8.4, exercise 3D. Can you make it better? Find three ways.

UNIT
8

Now I can ...

- use words for fashion accessories.
- compare two things, people, or places.
- use words to describe a person's face and hair.
- compare two or more different things, people, or places.
- ask for and give opinions.
- write a paragraph about an image.

Prove it

Write two accessories you wear on your feet, two accessories you wear around your neck, and five other accessories.

Write sentences to compare these two pairs of things:
sneakers/socks New York/my hometown

Write two words for hair on the face and three words to describe hair.

Complete this sentence: *The _____ (good) place to take pictures in my city is ...*

Write one way of asking for an opinion and one way of giving an opinion.

Look at your paragraph from lesson 9.4, exercise 2D. Can you make it better? Find three ways.

UNIT
9

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 10

Now I can ...

- use words for jobs.
- talk about things that are necessary.
- use words for health problems.
- make predictions
- ask for and offer help.
- write an email giving advice.

Prove it

Write two dangerous jobs, two office jobs, and four other jobs.

Write one thing you have to do and one thing you don't have to do in this class.

Write two phrases for different accidents, two ways you feel when you get sick, and two other health problems.

Complete these predictions:

One day I'll ... I probably won't ... Next year I might ...

Write three different ways of asking about a problem.

Look at your email from lesson 10.4, exercise 2C. Can you make it better? Find three ways.

UNIT 11

Now I can ...

- use phrases to talk about the internet
- talk about experiences
- use verbs to talk about social media
- talk about experiences and give more information.
- make and respond to requests.
- write a comment about an infographic.

Prove it

Write six phrases for things you can do on the internet.

Write about an experience you've had and one you haven't had.

Write three verbs you can use with *videos* and two verbs you can use with *people*.

Write about something exciting you've done. When did you do it?

Write one way to make a request and one way to respond to a request.

Look at your comment from lesson 11.4, exercise 2D. Can you make it better? Find three ways.

UNIT 12

Now I can ...

- use words to describe weather
- ask questions with *be like*.
- use words to describe landscapes
- use *who*, *which*, and *that* to give more information about people and objects.
- ask for and give directions.
- write a simple set of instructions.

Prove it

Write three words to describe hot weather, three words to describe cold weather, and three words to describe wet weather.

Complete the sentences: *What _____ the festival _____ last week? What _____ the weather _____ tomorrow?*

Write two words to describe the landscape near your home, two landscape features that you can't find near your town, and two other landscape features you like.

Complete these sentences: *She's the woman who ...*

That's the picture which ... This is the beach that ...

Write two different ways to ask for directions. Write three different ways to give directions.

Look at your instructions from lesson 12.4, exercise 3D. Can you make them better? Find three ways.

UNIT 1 LANGUAGE SUMMARY

Nouns

People you know

boss
boyfriend
classmates
close friends
couple
girlfriend
grandchildren
granddaughter
grandson
neighbors
roommates

Talking about the people in your life

I'm from Puebla.
I'm not from Bakersfield.
Am I late?
She's a student in Puebla.
He's not my boyfriend.
Is he your classmate?
We're close friends.
They're not close friends.
Are you my new neighbor?

Using possessive adjectives

He's my brother
His name's Jose Luis.
They are our neighbors.
What's your name?
Her name's Marta.
He is their son.
The dog hurt its foot.

Talking about possessions

That's my grandson's bag.
No, sorry. It isn't his. It's mine.
It belongs to me.
Whose water bottle is this?
It's not ours. I think it's hers.

Everyday things

candy bar
cash
driver's license
gum
hairbrush
hand lotion
keychain
mirror
receipt
tissues
umbrella
water bottle

Greeting someone for the first time

Good morning. Are you Robert?
Pleased to meet you.
Great to meet you, too.

Greeting someone you know

Long time, no see.
Great to see you again!
It's really good to see you.

Starting conversations

Do you know anybody here?
How do you know Raquel?
Are you a friend of hers?

Showing interest and surprise

Wow!
Seriously?
Is it really?
Are you really?

Insider English

pretty
pretty good

Glossary

internship

Useful phrases

Do you agree?
Me, too!
Same here!
Not me.
I don't.
I think ... because ...
What's your favorite ... ?
Do you like ... ?
What's your ... called?
Do you have a/an ... ?
When is ... ?
Where are your ... from?

UNIT 2 LANGUAGE SUMMARY

Nouns

Work and study

calendar
document
files
headphones
keyboard
mouse
notes
outlet
screen
textbook
Wi-Fi

Talking about what people do every day, on the weekend, etc.

I do the laundry and the cooking.
My roommate doesn't do anything.
Do you do the laundry?
Julia sleeps six hours a night.
Julia doesn't need more exercise.
Does Julia sleep a lot?
What does Julia know about her life?
How many steps do you take every day?
How often do you have something to drink?

Talking about your workspace

Those ones are my favorites.
I like that one in the corner.
These ones are very small.
This one has an electrical outlet.

Verbs

Expressions with *do, have, and make*

do some work
do the dishes
do the housework
do the laundry
have a party
have a snack
have free time
have something to drink
make plans
make the bed

Explaining communication problems

I can't hear you very well.
It's my Wi-Fi.
The connection's terrible.
You're breaking up.
There's an echo now.

Checking communication problems

Is that any better?
Can you hear me now?
How about now?
Are you still there?

Solving communication problems

We can try again later.
Let me turn up the volume.
Let me call you, OK?

Asking for repetition

Sorry, can you say that again?
What? I didn't catch that.
Could you repeat that?

Insider English

Sorry, I lost you.
I lost you there for a few seconds.

Glossary

step

Writing your opinion and giving examples

The podcast is very interesting, but ...
I don't believe ...
Another example is ...
Like all the others ...

Giving advice

My advice is ...
Let's choose this app because ...
We think this is a great/helpful/fun app.
We like this app because ...

Useful phrases

I want to ... / I'd like to ...
I find it hard to ...
Is there an app I can use to ... ?
How does it work?
Why do you like it?
My advice is ...
Let's choose this app because ...
We think this is a great/helpful/fun app.
We like this app because ...

UNIT 3 LANGUAGE SUMMARY

Nouns

Sports
athlete
court
fans
field
goal
gym
player
pool
race
team

Talking about what you're doing at the moment

It's getting hot here on the court.
What is he doing now?
The world number one isn't playing well today.
Gomez is leaving the court.

Verbs

Sports
lose
win
Exercising
climb
jump
lie down
lift
push
sit down
stand up
stretch
throw
turn

Talking about sports and exercise

Do you exercise much?
I stretch every morning.
What kind of exercise does he/she do?
How often does he/she exercise or play sports?
Why does he/she like ... ?

Asking for information

Excuse me.
We're/I'm looking for ...
Do you know who/where/when/what/which/how ... ?
Could you tell me who/where/when/what/which/how ... ?
Do you know the price of ... ?
Could you tell me / Do you know what time the ... starts/opens/closes?

Checking information

Do you want a bag for that? They're five cents.
Sorry? Five cents?
The bag, for the T-shirt. It's five cents.
Any questions?

Insider English

Guess what!

Linking ideas with *and*, *but*, and *so*

There are no bikes at the station, so I'm walking to the subway.
It's 45 minutes to work by bus, but by bike it's 20 minutes.
When I ride a bike, I exercise, and I get there faster.

Useful phrases

... is/are good because ...
... help people to ...
What do you think?
What about ... ?
Where can people ... ?
What time is good for ... ?
How often?
How does it help?
Our program is called ...
It helps people because ...

UNIT 4 LANGUAGE SUMMARY

Nouns

Pop culture

actor
artist
band
concert
director
festival
musician
singer
TV show
video games

Talking about your plans

Comic Con is coming this weekend.
I'm bringing my camera.
Are you going to Comic Con?

Talking about giving and receiving gifts

He always tells me he doesn't want anything.
I never know what gift to get her.
I usually get him something boring.
I buy perfume or clothes, but she never likes them.
I hope he likes it.
I take her to a movie, but she doesn't want to watch it.
Mom and Dad never know what gifts to get for me and my brothers.
They usually buy us books or a watch.
This year we're asking them for gift cards.

Gifts

bouquet of flowers
candle
candy
gift card
jewelry
perfume
phone charger
purse
speakers
sweatshirt

Making and responding to invitations

Would you like to come?
I'd love to.
Sorry, I can't.
I wish I could, but ...
We can meet you at a quarter after / at the subway station.
Let's meet at the pizza place / later.
See you there!
See you soon.

Making general excuses

I don't know. I have homework and stuff.
I'm not sure. I have family visiting and things.
Maybe, but I'm getting ready to go on vacation and everything.

Insider English

No way!

Glossary

costume
fangirl

Writing an online event announcement

Scientists from the museum are presenting ...
Our team of top chefs is also cooking ...
Two local artists are painting ... You can paint them, too.
We have music as well. Local bands are playing ...

Useful phrases

What do you think of ... ?
What's a typical gift from our town?
I love this gift because ...
We're buying ... because ...
We're spending \$20 on ...
I think so, too.
Good idea.
I like that idea a lot.

UNIT 5 LANGUAGE SUMMARY

Adjectives

Opinion and feeling

amazing
angry
cool
crazy
dangerous
fun
horrible
loud
perfect
proud
strange
tired

Talking about events in your life using the simple past

I visited the ocean for the first time in my life.
It was my first marathon.
I ran a red light and hit another car.
My friends weren't with me.

Asking questions using the simple past

Did he die in 1989?
No, he didn't. He died in 2011.
Did he come from Argentina?
He didn't come from Argentina.

Verbs

Life stages

be born
become a grandparent
buy a car
buy a house or apartment
get a job
get married
graduate from college
have a baby
learn to drive
meet your future wife/husband
retire
start school

Congratulating and sympathizing with people

Congratulating

Congratulations!
Great job!
You did really well.
That's great news!

Sympathizing

I'm so sorry.
That's terrible! Talk about bad luck.
Never mind.
Don't worry about it. It's not the end of the world.

Checking your understanding

You mean ... ?
So, you mean ... ?
Do you mean ... ?
I thought you said ...
I meant ...

Glossary

marathon
run a red light

Writing a comment

Agreeing with an online post

I know the feeling, ...
Absolutely!
You're so right.

Disagreeing with an online post

Interesting, but ...
No way!
Are you kidding?

Useful phrases

The picture shows ...
What does it say about ... ?
I can't find the answer. Where does it tell you about ... ?
Our group read about ...
After that ... / Then ... / Later ...
They all traveled/survived/worked ...
I thought his/her story was really sad/inspiring/interesting.
I liked this story most because ...

UNIT 6 LANGUAGE SUMMARY

Nouns

Shopping

(shopping) cart
cash register
checkout
customers
department store
grocery store
price
sale
sales clerk
shelf

Planning a shopping trip

This year I'm going to buy a TV.
Are you going to buy that?
We're going to shop online in the future.
We're not going to come back next year.

Talking about shopping habits

I go grocery shopping most weekends.
I now had many items in my cart.
I went after work to get some eggs for dinner.
I counted 12 things but no eggs.
All the nice desserts were on the middle shelf.
There were none left.

Verbs

Money

borrow
cost
lend
pay back
return
save
sell
shop online
spend
waste

Describing what you want in a store

What do you call them in English?
I don't know the word in English.
How do you say that in English?
You ... with them.
They're like ...
It's a thing for ...
You use it to ...

Asking for words in English

What do you call it/them in English?
How do you say that in English?
What's the English word for ... ?

Insider English

I get it.
Got it!

Glossary

give away
snack
subscription

Writing a script for a vlog

When you buy a new shirt, sell or give away an old one.
Don't buy snacks at the theater. Go to a store to buy them before you go.
If you only need a suit for a job interview, ask a friend to lend you one.

Useful language

Maybe a ... / What about a ...
... would be useful
I have an idea for a ...
That sounds great!
I love that idea!
My favorite idea was ...
Who's going to talk about ... ?
We're going to tell you about our new idea ...
People are going to love it because ...
It's really simple/useful/fun
We think it's going to make lots of money.

UNIT 7 LANGUAGE SUMMARY

Nouns

Food items

avocado
burger
cereal
chili / chili pepper
corn
jam
lettuce
noodles
onion
pasta
peanut butter
pepper
salmon
salt
strawberry
yogurt

Talking about food

How many chilies?
How much rice?
a lot of chilies/rice
some chilies/rice
a few chilies
not many chilies
too many chilies
a little rice
not much rice
too much rice

Designing a food truck

I usually can't stand waiting in line.
I always want to try new food.
I don't mind waiting here.
You need to try their fries.

Adjectives

Describing food

bitter
boiled
delicious
fresh
fried
grilled
raw
roasted
sour
spicy

Explaining what you want in a restaurant

Taking an order

Are you ready to order?
Can I get you a dessert / something to drink?

Ordering food

I'll have the ... , please.

Asking questions about food

What do you recommend?
What does it come with?
What kind of ... does it come with?

Checking with the customer

Was everything OK for you today?

Asking for the check

Can I have the check?

I mean

I mean, I don't eat any meat.

Insider English

hot

Glossary

dairy
recipe

Writing a comment about an online article

Giving an opinion

I think it's a great idea.
If you ask me, it's like ...
I don't think it's ...
For me, ... is too expensive.

Useful phrases

I'd like that.
I wouldn't like that.
My brother is a vegetarian/vegan.
My friend is allergic to ...
Let's invite ...
The party will take place in ...
We'll have ... on the menu.
I really like that idea.
I'd love to come to your party!
It sounds like fun!
We think you're going to love this.
What do you think of ... ?

UNIT 8 LANGUAGE SUMMARY

Nouns

Vacations

airplane
backpack
bus station
check-in counter
guidebooks
maps
suitcase
tour bus
tour guide
tourists

Discussing what to do in your town

I'm always happy to help if my guests want a local guide.
When I'm with my guests, I always have a good time.
If you stay in someone's house, you get a good idea of life there.

Talking about a trip

They take this trip once a year to visit their grandparents.
They bring books and toys to keep the children happy.
We stopped for lunch.

Verbs

Transportation

catch the bus
change buses
drop (the children) off
get into a taxi
get off the bus
get on the train
get out of a car
miss the train
pick up (passengers)
take the bus

Giving advice and making suggestions

How about going to ... ?
Why don't you go to ... ?
Should we take a taxi/bus?
You could ...
You should take the ...

Responding to advice and suggestions

That's a great idea.
That would be great.
Perfect!

Echo questions

The hotel shuttle to the airport leaves every 30 minutes.
Sorry, the hotel shuttle leaves how often?
There's a concert in the park tonight.
Wait, there's a concert where?

Insider English

If you take the bus, it takes 30 minutes.
When you take the subway, it takes 15.

Writing advice

I think it's a good idea to ...
It's a great idea to ...
You could also offer to ...
I think it's also very important to ...
It's a good way to ...
It worked for me!
It really helped!

Useful phrases

It looks like a ...
What can we do there?
Let's go to ...
What do you want to do there?
I suggest ...
Why don't we eat/watch/play ...
First, we ...
After that ...
Then ...
Next ...
Finally ...

UNIT 9 LANGUAGE SUMMARY

Nouns

Fashion accessories

belt
bracelets
earrings
gloves
necklace
scarf
sneakers
socks
sunglasses
tie

Face and head

beard
mustache

Comparing workplaces

Everything is more modern than at my old office.

The dress code is a lot less formal.

The weather is worse than at home.

The money is better.

It's colder, wetter, windier.

Talking about people in photos

Isn't he the cutest little baby?

He was the most sensitive child.

Why do you always show people the worst pictures of me?

This is the best one of all.

Adjectives

Face and head

bald
curly grey (hair)
dark straight (hair)
light (hair)
pierced ear

Asking for an opinion

What do you think of this?

How do you feel about ... ?

Do you like it?

Giving a positive opinion

It looks nice.

I prefer the other one.

It's perfect!

That one is better.

Giving a negative or neutral opinion

Don't you think it's kind of bright?

I guess.

I'm not sure.

Isn't it a little formal/casual?

I guess

Don't you think these shoes go perfectly with this dress?

I guess, but I like your brown sandals with it, too.

Insider English

Does this belt go with these pants?

Glossary

casual

formal

Writing a paragraph describing a photo

My image shows ...

The most important thing in my image is ...

The car is driving on a ...

There are no other ... in the image.

Useful phrases

In my opinion ...

I'd say that ...

I love ads with ... because ...

I think those ads are funny/cute/annoying/stupid.

Let's do/choose/think about ...

I think we should ...

Our ad starts with ...

People are going to remember our ad because ...

UNIT 10 LANGUAGE SUMMARY

Nouns

Jobs

accountant
architect
call center worker
dentist
engineer
IT specialist
lawyer
mechanic
nurse
paramedic
photographer
physical therapist
police officer
project manager
receptionist

Talking about how to avoid something

You have to ...

You don't have to ..., but it's better if you do.

Making predictions about your future

Will you be OK?

I'll be fine.

I won't need anything.

You might have a headache later.

You may need something for that.

Verbs

Health problems

bang your head
break your leg
catch a cold
catch the flu
cut your finger
cut yourself shaving
have a fever/sore throat
have a headache/toothache/stomachache
hurt your back
twist your ankle

Describing a problem and asking for help

Offering help

How can I help you?

What do you want me to do?

Asking for information about the problem

What's wrong?

What's the matter?

Where exactly does it hurt?

What happened?

Asking someone for help

Can you get it for me?

I need something for ...

Describing symptoms

My chest/head/stomach hurts.

I have pain here / in my back / in my tooth.

It hurts here.

It's like / It feels like

It's like something is squeezing my head.

It feels like my throat is blocked.

Insider English

The pain is killing me.

Glossary

device
microbe
speakers
square inch

Writing an email to your future self

I'm writing this email because ...

Who will ... ?

Will I ... ?

Do I ... ?

Does it ... ?

Anyway, I really just want to say that ...

By the way, you're ...

Useful phrases

What do you think of ... ?

I prefer ...

I think we should ...

Let's do/choose/think about ...

We can talk about ...

Our show will be in ...

The contestants will have to ...

It will be exciting to watch because ...

UNIT 11 LANGUAGE SUMMARY

Verbs

Internet phrases

add someone as a friend
build a website / an app
change your password
check your messages
click on a link
join a group
make a video
message someone
open a social media account
swipe left/right

Talking about what you've done, and what you've never done

I've made lots of videos.
I've added 200 people as friends.
Have you ever wanted to go back in time?
I've never been happier!

Talking about what you've done, and giving more details

Have you ever made a video that went viral?
What was it about, and when did you make it?

Social media

block
bookmark
download
follow
go viral
like
log in
search (for)
share
upload

Making and responding to requests

Asking someone to do something

Would you mind (looking at my phone)?
Can you / Could you (fix it)?

Asking for permission

Do you mind if I (use your phone)?
Can I / Could I (take a few more photos)?

Accepting

Sure.
No problem.
Yeah, that's fine.

Refusing

I'm afraid not.
No, I'm sorry.

Remembering words

What's his/her name?
What do you call it/them?

Insider English

The battery is dead.
My phone died.

Writing comments about an infographic

I always thought ...
I think it's interesting that ...
Who cares?

Useful phrases

Have you heard of ... ?
I really like watching his/her/their videos because ...
I have a good idea.
I think we should ...
How about ... ?
This is our video.
That's really cool/funny/interesting.
You've done a really good job!
I think you'll be famous one day!

UNIT 12 LANGUAGE SUMMARY

Nouns

Extreme weather

blizzard
drought
flood
hurricane
snowstorm
thunder and lightning

Landscapes and cityscapes

cave
cliff
coast
fountain
glacier
rainforest
rocks
skyscraper
stadium
statue
stream
tower
valley
waterfall

Talking about the weather

What was the weather like?
It was freezing and so windy.
It was hot and sunny.

Describing places, people, and things

Everyone who/that takes this trip falls in love with our beautiful country.
We have tour guides who/that speak English and Spanish.
You'll get on a boat which/that goes to ...
You can learn about the animals which/that live here.

Adjectives

Weather

boiling
cloudy
cold
extreme
foggy
freezing
hot
humid
rainy
snowy
stormy
sunny
wet
windy

Asking for directions

Excuse me, we're looking for ...
We need to get to the nearest ...
Are we going in the right direction?
Excuse me, can you help us, please?
We're lost.

Giving directions

You need to go back the way you came.
Turn left/right after ...
At the next intersection turn left/right.
Walk for a couple of miles / Walk three blocks ...
... and you'll see the ... ahead of you / on your left/right.
The ... is right there.
Keep walking toward ... and you can't miss it!

Correcting yourself

Well, actually ...
No, wait ...

Insider English

You can't miss it.

Writing simple instructions

First, choose ...
Then, decide ...
Next, go to ...
Now, go ...
Finally, ...

Useful phrases

I'd really like to go there because ...
It looks exciting/pretty/amazing.
It's similar to where I live.
Where do you want to talk about?
Have you ever been to ... ?
Do you know ... well?
We think tourists would love ... because ...
This place is really special to me because ...

STUDENT'S BOOK AUDIO SCRIPTS

Track 1.19

Lesson 2.4, page 18, Exercises 1B and 1C

Neil This week's question is from Luis in Honduras. How can you be successful in business? Bethany, what answers do you have for us?

Bethany Well, Neil, there's a book called *The 7 Habits of Highly Effective People*, by Stephen R. Covey. In his book, Covey says that, one, these people are independent; two, they think about the future; three, they know what is important; four, they –

Neil But we know what they think. Can't you tell us what they do? What are their habits, their daily routines?

Bethany OK, sure. Well, they get up early every day; 5 o'clock is normal. Tim Cook often gets up at 4:30 and is at the gym by 5.

Neil That figures.

Bethany They don't wear normal clothes for businesspeople. Seth Godin wears socks of different colors.

Neil OK ...

Bethany They often have interesting hobbies. Warren Buffett plays the ukulele –

Neil The what?

Bethany The ukulele, you know, like a small guitar. Sergey Brin does acrobatics, like circus acrobatics. But a lot of them have one thing in common.

Neil What?

Bethany The way they set their phones at night. Sheryl Sandberg, and some of the others on our list, doesn't look at her phone at night. She needs to relax after a day at work.

Neil So the habits of successful business people ...

Bethany Mostly, they're all different.

Track 1.20

Lesson 2.4, page 18, Exercise 1D

Neil Bethany, can you tell us about their jobs? Why are these people "highly effective"?

Bethany Yes, Neil. Let's see, Tim Cook is the big boss at Apple Inc. He runs the company.

Seth Godin is a businessperson. Now he writes books about business.

Warren Buffett is very, very rich. He makes a lot of money every year, but he also *gives away* a lot of money to help people.

I think our listeners know Sergey Brin. He and his friend Larry Page are the big bosses at Google.

And Sheryl Sandberg is a big boss at Facebook.

Neil Well, thank you, Bethany. Let's take a break. When we return, listeners can call our show and ask questions ...

Track 1.28

Lesson 3.3, page 27, Exercises 2A and 2B

Customer Could you tell me how much this T-shirt is, please?

Assistant It's \$35.

Customer That's fine. I'd like to take it.

Assistant Sure. Do you want a bag for that? They're five cents.

Customer Sorry? Five cents?

Assistant The bag. For the T-shirt. It's five cents.

Customer Oh! Five cents for the bag. No, thanks. I don't need a bag. Just the T-shirt.

Track 1.29

Lesson 3.3, page 27, Exercise 2C

1

A Could you tell us where the away fans sit?

B Sorry? The away fans?

A Yes, the fans of the visiting team.

2

A Could you tell me where I can get some snacks?

B Sorry? Snacks?

A Yeah, you know, something small to eat, like potato chips or nachos, or something.

3

A Excuse me. We're looking for the food truck.

B Sorry? The food truck?

A You know, where you can get something to eat before the game.

4

A Do you know when half-time is?

B Sorry? Half-time?

A The break in the game when the players rest for a bit.

5

A Could you tell me how much the jerseys are?

B Sorry? The jerseys?

A Yes, the sports shirts the players wear in the game.

Track 1.32

Lesson 3.4, page 28, Exercises 1C and 1D

Jon It's 7:45 in the morning, and I'm standing with my EcoBici bicycle at a bicycle station near the Zócalo, in Mexico City. I'm from New York, another big, busy city, and I don't bike there – I think it's way too dangerous! But Marcelo, who rides to work every day here, wants me to ride with him, to show that this is a great way to get around here. I'm not so sure! Here's Marcelo now ...

Jon Hi, Marcelo.

Marcello Hi, Jon.

Jon Thanks for taking me with you on your bike ride to work.

Marcello No problem. How are you feeling?

Jon Terrified.

Marcello Don't worry, we'll be fine. Let's get going. Follow me.

Jon This is scary. Really, really scary.

Jon It isn't really for tourists, is it, the EcoBici scheme?

Marcello It's for people who live here, mostly. It's a really quick way to get around town.

Jon How do you use it?

Marcello To get from the bus stop to my office near the Paseo de la Reforma.

Jon So. It's quite a distance ...

Marcello Yes, but it's really quick by bike. Look at all the cars we're passing.

Jon Yes, this is basically an enormous traffic jam. Exactly like New York.

Marcello Be careful!

Jon Wow!

Marcello Are you OK?

Jon Yes, I think so. That was close.

Marcello Watch the cars when they turn right. They don't always see you, and they just keep driving.

Jon When they turn right. OK. I'll watch out for that. Are there any problems with the program?

Marcello Not really. The main problem is that sometimes there aren't any bikes at the docking station. But I just walk to the next station. and there are usually one or two bikes there. We're here!

Jon Already? That was quick.

Marcello Yes, it's a quick trip. Better than the bus.

Jon Well, I was wrong: It's a great way to get to work. And I feel very, very awake.

Marcello And we're early. Do you want a coffee before we go in?

Jon Sure ...

Track 1.44

Lesson 4.4, page 40, Exercises 1B and 1C

Reporter We know them from bad dreams and scary movies. Creatures of the night that drink our blood and become vampires! I'm talking, of course, about bats! But not everyone thinks bats are really scary. There is a place where these little animals are very popular. So popular, in fact, that once a year there is a festival to celebrate them. That place is Austin, Texas, and the festival is Bat Fest.

Every year, bats from Mexico fly north and spend the summer under the Congress Avenue Bridge in downtown Austin, right under my feet. At the moment it's daytime, so they're sleeping. In a few hours, when the sun starts to go down, it's dinnertime. And these bats are hungry. Together, they eat about 10,000 kilograms of insects in one night. That's what everyone at Bat Fest is waiting for now – the moment when 1.5 million bats wake up, leave the bridge, and fill the evening sky. And I'll be right here to see it.

Bats or no bats, Austin is a cool city. It's a college town, so there are a lot of young people. It's also home to music festivals and car racing. People in Austin like to celebrate everything, so why not the bats? But Bat Fest is about more than bats. There's so much happening.

Track 1.45

Lesson 4.4, page 40, Exercise 1D

Reporter But Bat Fest is about more than bats. There's so much happening. Later, I'm going to a live concert in the park. Some great bands are playing. There's also a bat costume contest, and I'm speaking to the winners in about an hour. And, of course, I can't wait to try some of the world-famous Texas barbecue.

Track 1.54

Lesson 5.3, page 49, Exercise 2A

A I passed my math test.

B Congratulations!

A I passed by five points: I got seven out of a hundred.

B Seven? You mean seventy, right?

A Yes! Seventy! I meant seventy. Sorry. Seventy out of a hundred.

B That's fantastic!

Track 1.62

Lesson 6.3, page 59, Exercise 2A

Sales clerk Hi there. How can I help you?

Customer I need something for my sleep. To help me sleep.

Sales clerk Umm. Sleeping pills?

Customer No. To help me sleep when I'm on a plane. For the noise.

Sales clerk Got it. Ear plugs.

Customer Sorry?

Sales clerk Ear plugs. You put them in your ears.

Customer Yes, that's it. What do you call them in English?

Sales clerk Ear plugs.

Customer Ear plugs. Thank you.

Sales clerk You're very welcome.

Track 1.66

Lesson 6.4, page 60, Exercises 1C and 1D

1

Narrator Omi, Tokyo

Omi I work in a café in Hokkaido, Japan. It was the long New Year's weekend a couple of years ago. There were these four young American women on vacation who came in every day. They wanted to go skiing, but they didn't know that the banks were all closed because it was a holiday weekend. Also, none of their ATM cards worked in Japan. They had about \$50 in cash. That's it. So they spent their time in my café, drinking coffee all day. I gave them free refills. Anyway, there was a regular customer in the café, a really nice retired man. He noticed the tourists and asked for their story. Then he lent them some money to buy food. They were very happy. And they paid him back when they returned to the U.S.

Lesson? When you travel, check that the banks will be open.

2

Narrator Rosa, New York

Rosa I left my bag in the back of a taxi one time. My wallet had all my credit cards and ID cards in it and about \$60 in cash. The bag was a gift from my grandmother, and I really liked it. I was really sad about losing it more than anything.

Three weeks later I received a package in the mail with my bag inside! My wallet and all my cards were there, but no cash. I was actually really happy that I got my bag back!

Lesson? Some things, like memories, are more important than money.

3

Narrator Anonymous, Washington D.C.

Man When you're a United States senator, people think that you know what you're doing, right? Well, even senators make mistakes. Look at Senator Richard Burr. He used his card to get money from the ATM in the Senate building in Washington, D.C. He asked the people he was with – a group of reporters – to look away when he entered his PIN. Then he put the money in his wallet, put the wallet back in his pocket, and walked away. The problem? He left his card in the ATM. And the reporters were very quick to write about it. Oops! Senator Burr, if you're listening, an assistant took your card, and it's in your office.

Lesson? Pay attention when you're at the ATM!

Track 2.07

Lesson 7.3, page 71, Exercises 2A and 2B

Server Are you ready to order, sir?

Customer What do you recommend?

Server The pasta is delicious today.

Customer Is there any meat in the pasta? I'm a vegetarian.

Server There's a little meat in the sauce, but not much.

Customer I mean, I don't eat any meat.

Server No meat?

Customer No, none.

Server Got it. Hmm ... Well, the salad is also very good, sir.

Track 2.14

Lesson 8.3, page 81, Exercises 2A and 2B

A Hello. Do you know something we can do today? The weather's terrible.

B How about going to the mall, sir?

A Going where?

A The mall. It's just outside of town.

B Hmm, maybe. Is it close by?

A It's a 30-minute taxi ride.

B Oh! That's far. Any other ideas?

A You could go to the museum. It opens at 10:00, so you don't have long to wait.

B Wait, it opens at what time?

A At 10:00. It's only two blocks away.

B Yes, we'll do that. Thank you!

Track 2.17

Lesson 8.4, page 82, Exercises 1B and 1C

1 Well, I guess learning the language is really important. And when you join a language club, or find a conversation partner, you can learn very quickly. That's what I did. And it helped me meet people and make friends, too.

2 Make sure you have somewhere comfortable to live. If you can, try and find a place before you go, at least for the first two or three weeks. If you have any family friends or contacts in the country, ask them to help. Ask them about local customs, too, so you don't do anything impolite by accident. People are usually very happy to help if you ask!

3 Read a lot about the place you're going to before you go. Read guidebooks and blogs. Look at maps of the city, and the bus and train lines. You'll definitely feel more confident if you know your way around and don't have to ask anybody for help.

4 Don't spend too much time working or studying! Make time to explore your new home. Find activities that you can do with other people. If you like hiking, join a hiking club. If you like photography, why not take a photography course? It's a great way to make new friends. And that's really important when you're far from home.

Track 2.24

Lesson 9.3, page 91, Exercises 2A and 2B

Fiona Do you like these sunglasses?

Sam I prefer these. They go better with your hair.

Fiona I think they're kind of big.

Sam How do you feel about these?

Fiona They're OK, I guess.

Track 2.33

Lesson 10.3, page 103, Exercises 2A and 2B

- A** Good morning, sir. How can I help you?
B Morning. I need something for my foot.
A What's the matter, exactly?
B It's my big toe, on my left foot. It hurts a lot. It feels like I kicked something really hard.
A What happened? Did something fall on it?
B No. Actually, I think it's my new shoes. I think they're too small.
A Oh. Well, here is some cream that might help. And wear sandals for a couple of days.

Track 2.41

Lesson 11.3, page 113, Exercises 2A and 2B

- A** Would you mind looking at my laptop?
B Sure.
A I dropped it, and it's broken.
B Which part's broken?
A The part at the front. Where you read things. What do you call it?
B The screen?
A Yes, the screen.

Track 2.50

Lesson 12.3, page 123, Exercises 2A and 2B

- A** Excuse me, I need to get to the train station, but I'm lost. Can you help me?
B Sure! So, on the map, we're here. And you want to get to the train station, which is there. What you need to do is, at the next intersection, turn left, and then walk a block.
A Turn left and walk one block.
B Well, actually, I think it's two blocks. Then turn left, walk two blocks ... No, wait, it's two, three, four blocks.
A Four blocks?
B Walk four blocks, and the station's right there on the left.
A On the left.
B No, wait. From this direction, it's on the right.
A On the right. Definitely on the right?
B Yes. On the right. You can't miss it.
A We'll see! Thank you very much.

Track 2.53

Lesson 12.4, page 124, Exercises 1B and 1C

- Host** In today's show we ask the question: What is guerrilla gardening? We invited guerrilla gardener Bruna Andreotti to help us answer that question. Hi, Bruna. Can you tell us what a guerrilla gardener is?
Bruna Yeah, sure. A guerrilla gardener is a person who grows plants in the middle of a city. We use public land that nobody else is using. It can be the ground along a sidewalk, the space between divided roads, or some land in the corner of a parking lot. Anywhere that the land is public, not private.
Host Why do you do it?
Bruna Oh, we're just ordinary people who love our neighborhoods, and we want to make them nicer to live in. And it has a really positive effect. When places have nice plants and flowers, people don't throw their trash there. There's much less litter than before. And people feel better about their neighborhood. They sit outside on the street more and chat with their neighbors. It's a good thing!
Host So, are there organized groups who do this? How does it work?
Bruna Yes, there are groups. I'm a member of a group here in Toronto. We plant along sidewalks, and we also have a community garden in a local park. We grow fruit and vegetables, which means we spend less money at the grocery store. But it's not just about that. It's about working together to do something good for our city and our community.