

# WHO WE ARE

## 1



### TEACHER DEVELOPMENT INTRODUCTION

#### Strategy 1: Classroom management – Checking understanding of instructions

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

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

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

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

## INTRODUCE THE THEME OF THE UNIT

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

### UNIT OBJECTIVES

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

**VOCABULARY SUPPORT** Some common words to describe personality are:

**friendly:** kind and pleasant

**outgoing:** likes to meet and talk to people

**quiet:** doesn't talk a lot

**honest:** truthful

**funny:** makes you smile or laugh

**moody:** often not friendly or happy

## START SPEAKING

### A Ss look at the picture.

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

### B Review the adjectives on the board.

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

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

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

### REAL STUDENT

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

### EXTRA ACTIVITY

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

- talk about people's personalities

## 1 LANGUAGE IN CONTEXT

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

### A PAIR WORK Ss discuss the questions in pairs.

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

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

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

### Answer

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

### EXTRA ACTIVITY

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

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

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

## 2 VOCABULARY: Describing personality

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

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

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

### Possible answers

Picture 1: helpful, reliable

Picture 2: cheerful, easygoing, sociable

Picture 3: nervous, serious

### MIXED ABILITY

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

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

- Ss share their answers with the class.

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

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

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

### REAL STUDENT

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

### 3 GRAMMAR: Information questions

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

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

- Ss do the task individually.

##### Answers

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

#### B Read the instructions aloud.

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

##### Answers

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

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



### TEACHER DEVELOPMENT ACTIVITY 1

#### Using students to demonstrate tasks

##### Alternative instructions for exercise 3B

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

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

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

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

B: [On the weekends.]

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

B: [Usually on Saturday.]

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

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

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

T: Good. Any other ideas?

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

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

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

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

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

##### Answers

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

#### EXTRA ACTIVITY

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

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

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

### 4 SPEAKING

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

#### EXTRA ACTIVITY

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


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

## LESSON OBJECTIVE

- ask and answer questions about people

## 1 LANGUAGE IN CONTEXT


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

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

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

**Answer**

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

B  1.04 Read the instructions aloud.


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

**Answers**

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

## 2 VOCABULARY: Giving personal information

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

A  1.05 Do the task Ss complete the paragraph individually.

- Check answers as a class.

**Answers**

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

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

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

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

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

 EXTRA ACTIVITY

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

### 3 GRAMMAR: Indirect questions

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

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

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

#### Answers

1 statement word order 2 if 3 period

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

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

#### Answers

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

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

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

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

### 4 SPEAKING

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



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

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

#### HOMEWORK IDEAS

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

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

- make introductions and get to know people

### 1 FUNCTIONAL LANGUAGE

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

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

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

#### B 1.06 Read the instructions aloud.

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

#### Answers

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

#### MIXED ABILITY

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

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

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

#### Answers

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

#### D Ss do the task individually.

- Check answers as a class.

#### Answers

1 a 2 b 3 b

#### EXTRA ACTIVITY

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

## 2 REAL-WORLD STRATEGY

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

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

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

#### Answer

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

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

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

#### Answers

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

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

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

#### Answers

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

## EXTRA ACTIVITY

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

A: Hi, I'm Claire Danes.

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

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

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

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

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

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

## 3 PRONUNCIATION: Stressing new information

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

### A 1.09 Read the instructions aloud.

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

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

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

#### Answers

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

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

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

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

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

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

## 4 SPEAKING

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

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

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

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

## LESSON OBJECTIVE

- write an email to get to know someone

## 1 READING

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

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

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

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

**Answers**

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

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

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

**Answers**

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

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

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

**HOMESCHOOL IDEAS**

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



## 2 WRITING

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

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

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

#### Answer

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

### EXTRA ACTIVITY

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

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

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

#### Answers

a 5 b 4 c 1 d 2 e 3

### WRITE IT

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

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



## TEACHER DEVELOPMENT ACTIVITY 2

### Using a checklist

#### Alternative instructions for exercise 2C

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

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

#### CHECKLIST (for writing task)

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

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

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

### MIXED ABILITY

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

- **Workbook Unit 1.4**

# TIME TO SPEAK

## What makes a leader?

### LESSON OBJECTIVE

- decide what makes a good leader



Time on each stage

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

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

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



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

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

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

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

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

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

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

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

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

### PROGRESS CHECK

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



### TEACHER DEVELOPMENT REFLECTION

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

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

# SO MUCH STUFF

## 2



### TEACHER DEVELOPMENT INTRODUCTION

#### Strategy 2: Teaching grammar – Focusing on meaning and use

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

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

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

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

### INTRODUCE THE THEME OF THE UNIT

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

#### UNIT OBJECTIVES

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

### START SPEAKING

#### A Ss look at the picture.

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

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

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

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

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

#### REAL STUDENT

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

#### EXTRA ACTIVITY

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

## LESSON OBJECTIVE

- talk about things you've had for a while

## 1 LANGUAGE IN CONTEXT

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

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

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

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

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

## A Ss discuss the questions in pairs.

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

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

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

**Answer**

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

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

**EXTRA ACTIVITY**


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

## C Give Ss time to think of their answers.

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

## 2 VOCABULARY: Describing possessions

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

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

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

**Answers**

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

 **MIXED ABILITY**

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

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

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

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

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

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

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

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

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

#### Answer

1 *since* 2 *for*



### TEACHER DEVELOPMENT ACTIVITY 1

#### Left or right?

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

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

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

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

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

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

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

### 4 SPEAKING

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

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

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

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


#### EXTRA ACTIVITY

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

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

## 1 LANGUAGE IN CONTEXT


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

A  1.12 Read the instructions aloud.

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

**Answer**

Maya knows more about her phone.

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

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


**Answers**

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

## 2 VOCABULARY: Tech features



FIND IT

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

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

**Answers**

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

 **HOMEWORK IDEAS**

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

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

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

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

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

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

**REAL STUDENT**

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

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

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

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

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

**Answers**

1 *yet* 2 *already*

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



**TEACHER DEVELOPMENT  
ACTIVITY 2**

**What's the difference?**

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

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

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

**C** Read the instructions and the sample aloud.

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

**Possible answers**

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

**4** **SPEAKING**

**A** Read the instructions aloud.

- Ss do the task individually.

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

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

## LESSON OBJECTIVE


- switch from one topic to another

## 1 FUNCTIONAL LANGUAGE

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

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

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

B  1.14 Read the instructions aloud.

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

**Answer**

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

 MIXED ABILITY

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


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

- Ss complete the task individually.

**Answers**

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

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

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

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

**Answers**

5, 3, 6, 1, 4, 2


 EXTRA ACTIVITY

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



## 2 REAL-WORLD STRATEGY


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

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

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

### Answers


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

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

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

### Answers

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

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

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


### Answers

1 You did? 2 It is?


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

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

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

A  **1.18** Read the instructions aloud.

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

B  **1.19** Read the instructions aloud.

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

### Answers

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

C Read the instructions aloud.

- Pairs practice the conversation.

## 4 SPEAKING

A Read the instructions aloud.

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

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

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

## LESSON OBJECTIVE

- write an ad for something you want


## 1 LISTENING

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

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

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

- Ss share their answers with the class.

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

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

**Answers**

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

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

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

**Answers**

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

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

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

**Answer**


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

 **EXTRA ACTIVITY**


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

## 2 PRONUNCIATION: Listening for /w/ sounds between words

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

A  **1.21** Read the instructions aloud.

- Play the audio.

B  **1.22** Read the instructions aloud.

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

**Answers**

- A you and
- B do everything
- A do you

## C Pairs complete the rule.

- Check answers as a class.

**Answers**

ends; vowel

### 3 WRITING

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

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

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

#### Answers

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

#### EXTRA ACTIVITY

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

#### B WRITING SKILLS Read the instructions aloud.

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

#### Answers

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

### WRITE IT



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

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

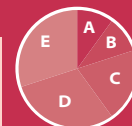
#### HOMEWORK IDEAS

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

- **Workbook Unit 2.4**

### LESSON OBJECTIVE

- discuss things to take when you move



Time on each stage

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

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

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



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

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

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

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

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

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

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

### PROGRESS CHECK

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



### TEACHER DEVELOPMENT REFLECTION

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

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

# SMART MOVES

## 3



### TEACHER DEVELOPMENT INTRODUCTION

#### Strategy 3: Speaking – Language substitution

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

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

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

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

### INTRODUCE THE THEME OF THE UNIT

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

#### UNIT OBJECTIVES

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

### START SPEAKING

#### A Ss look at the picture.

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

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

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

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

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

#### REAL STUDENT

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


#### ✍ HOMEWORK IDEAS

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

- ask and answer questions about your city

## 1 VOCABULARY: City features

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

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

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

### Answers

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

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

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

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

## 2 LANGUAGE IN CONTEXT

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

**A** Read the instructions aloud.

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

### Answers

bridge clinic embassy ferry hostel monument  
 sculpture sidewalk

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

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

### Answers

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

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



**C** Read the instructions aloud.

- Ss take the quiz individually.

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

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

### REAL STUDENT

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

### 3 GRAMMAR: Articles

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

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

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

#### Answers

1 singular 2 no article 3 *a; the*

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

#### C Read the instructions aloud.

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

#### Answers

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

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

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

### 4 SPEAKING



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

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



### TEACHER DEVELOPMENT ACTIVITY 1

#### Singular and plural substitution

##### Alternative instructions for exercise 4A

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

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

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

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

#### **EXTRA ACTIVITY**


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

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

- talk about how to get from one place to another

## 1 LANGUAGE IN CONTEXT

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


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

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

### Answers

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

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


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

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

### Answers

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

## 2 VOCABULARY: Public transportation

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

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

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

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

### Answers

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

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

### EXTRA ACTIVITY

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

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

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

### HOMEWORK IDEAS

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



### 3 GRAMMAR: Modals for advice

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

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

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

#### Answers

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

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

#### C Read the instructions aloud.

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

#### EXTRA ACTIVITY/HOMEWORK

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

### 4 SPEAKING

#### A Read the instructions aloud.

- Ss do the task in pairs.



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

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

#### EXTRA ACTIVITY

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



#### TEACHER DEVELOPMENT ACTIVITY 2

##### Substituting verb forms

##### Alternative instructions for exercise 4B

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

- On the board, write the following prompts:

A: *Should I take a ... ?*

B: *No I wouldn't. I/You ... take the/a ...*

- Also write different word pairs like these examples: ~~X~~ taxi/✓ bus, ~~X~~ bus/✓ subway as well these verbs: *would, should, could*.

- Point to different words to elicit different mini conversations like this:

A: *Should I take a taxi/bus/train?*

B: *No, I wouldn't. I'd / You could / You should take the bus/subway/train.*

- Drill different examples with the whole class.
- Ask Ss to make different mini conversations in pairs.

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

## LESSON OBJECTIVE


- ask for and give directions in a building

## 1 FUNCTIONAL LANGUAGE

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

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

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

B  1.26 Read the instructions aloud.

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

**Answer**

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

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

 **MIXED ABILITY**

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

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

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

**Answers**

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

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


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

**Answers**

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

## 2 REAL-WORLD STRATEGY


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

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

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

### Answer

The man wants to go to the pool.

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

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

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

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

### Answer

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

C **Read the instructions aloud.**


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

### Answers


1 bus 2 Often

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

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

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

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

B  **1.29** Read the instructions aloud.

Play the audio.

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

### Answers

1 B  
2 A  
3 A

C Ss practice the conversation in pairs.

## 4 SPEAKING

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

- Ss do the task in pairs.

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

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

### EXTRA ACTIVITY

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

- **Workbook Unit 3.3**

## LESSON OBJECTIVE

- write a personal statement for a job application

## 1 READING

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

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

## A Read the instructions aloud.

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

**HOMework IDEAS**

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

## 2 WRITING

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

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

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

### Answers

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

**B THINK CRITICALLY** Read the questions aloud.

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

**C WRITING SKILLS** Read the instructions aloud.

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

### Answers

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

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

## EXTRA ACTIVITY

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

## WRITE IT

**D Read the information in the Register check aloud.**

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

## HOMEWORK IDEAS

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

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

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

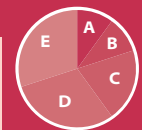
## EXTRA ACTIVITY

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

- **Workbook Unit 3.4**

### LESSON OBJECTIVE

- give a presentation about a secret spot in your city



Time on each stage

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

### PROGRESS CHECK

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



### TEACHER DEVELOPMENT REFLECTION

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

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

# REVIEW 1 (UNITS 1–3)

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

## 1 VOCABULARY

### A Ss work individually to categorize the words.

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

#### Answers

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

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

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

## 2 GRAMMAR

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

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

#### Answers

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

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

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

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

## 3 SPEAKING

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

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

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

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

## 4 FUNCTIONAL LANGUAGE

### A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

#### Answers

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

## 5 SPEAKING

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

- Pairs have their conversations.

### B Pairs change roles and repeat their conversations.

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



# THINK FIRST

## 4



### TEACHER DEVELOPMENT INTRODUCTION

#### Strategy 1: Classroom management – Checking understanding of vocabulary

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

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

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

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

## INTRODUCE THE THEME OF THE UNIT

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

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

### UNIT OBJECTIVES

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

## START SPEAKING

### A Ss look at the picture.

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

### B Read the questions aloud.

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

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

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

### REAL STUDENT

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

- describe opinions and reactions



### TEACHER DEVELOPMENT ACTIVITY 1

#### Finding out what students already know

#### Do this activity before starting Lesson 4.1.

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

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

## 1 VOCABULARY: Describing opinions and reactions

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

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

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

#### Answers

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

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

## 2 LANGUAGE IN CONTEXT

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

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

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

#### Answers

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

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

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

#### Answers

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

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

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

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

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

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

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

#### Answers

1 *will* 2 *I think*

#### B Read the instructions and the example sentences aloud.

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

#### Answers

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

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

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

- Ss share their predictions with a partner.

### 4 SPEAKING

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

- Ss add to the topics and take notes individually.

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

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

#### EXTRA ACTIVITY

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

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

- make plans for a trip

## 1 LANGUAGE IN CONTEXT

**A** Read the instructions and the first question aloud. Elicit answers from the class then read the rest of the instructions aloud.

- Ss read the texts individually. Answer any questions about unfamiliar vocabulary.
- Read the information in the **Insider English** box aloud.
- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

### Answers

Leo and Sandra are happy/excited. Pavel seems worried/nervous. Ariana isn't included in the messages.


**B** Read the instructions aloud.

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

### Answers

The group plans to stay with Leo's cousin, use a guidebook, and rent tents.

## 2 VOCABULARY: Making decisions and plans

**A**  **1.32** **PAIR WORK** Read the instructions aloud.

- Play the audio. Ss listen and repeat.
- Pairs find and underline the expressions.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss discuss the expressions with a partner.
- Check answers as a class.

### Answers

Sandra: But there are still a few things to arrange.  
 Leo: I'll check the bookstore for the latest guidebook.  
 Pavel: OK, and I'll check places to stay.  
 Sandra: I'll deal with renting tents, OK?  
 Leo: Sorry, I forgot to ask him.  
 Leo: I forgot to include Ariana in the group.  
 Leo: I'll get in touch with him tonight.  
 Sandra: And I'll let you know ASAP.  
 Sandra: You can look into the fees for the park where we're camping.  
 Sandra: Leo, are we staying with your cousin when we meet up in Hauraz?  
 Leo: That reminds me ...  
 Pavel: I'll have to think about this.



## TEACHER DEVELOPMENT ACTIVITY 2

### Using personalized contexts

Use your knowledge of your Ss' interests and experience to form concept-checking questions. Plan them in advance if possible.

- Ss do exercise 2A.
- Ask checking questions, e.g.:  
 T: So Oscar is going to watch a football game tomorrow. He says to Elias, "Let me know if you want to come." In this situation, is *let me know* the same as *tell me*?  
 Ss: Yes.  
 T: Can Oscar say, "Let me know what happened in *last week's game*"?  
 Ss: No.  
 T: So we use *let me know* only for things that happen in the ...  
 Ss: Future.  
 T: Chloe's very good at drumming and wants to join a band. Yumi says, "My cousin has a band. You should get in touch with her." So, does this mean Chloe should *call* the cousin, or *meet* her?  
 Ss: Call.  
 T: Are there any other ways to *get in touch*?  
 Ss: Email. Message.

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

**C** Ss complete the questions individually.

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

### Answers

1 meet up 2 get in touch with 3 let; know 4 remind

### 3 GRAMMAR: *will* for sudden decisions; present continuous for future plans

- **Introduce the task** Explain that the adjective *sudden* describes something that happens very quickly. Tell Ss that they will learn about two different ways to talk about future plans: *will* for future actions that are definite or specific, and *will* for sudden decisions.

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

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

#### Answers

1 *will* 2 the present continuous

- Check understanding. On the board, write the sentences from exercise 1A.
  - *I forgot to ask him. I'll get in touch with him tonight.*
  - *Pavel, remember: We're camping on this trip!*
- Ask *Which sentence is a plan that is already made? Which one is a sudden decision?*

#### B Ss complete the conversation individually.

- Check answers as a class.

#### Answers

1 I'll call 2 are you meeting 3 I'm driving  
4 I'll call 5 we're all meeting up

- Ss practice the conversation in pairs.
- Have pairs role play the conversation for the class.

#### EXTRA ACTIVITY

While Ss are practicing the conversation, write it on the board. Underline words that can be substituted to make a new conversation (*Bryn, about lunch, lunch today, her office in an hour*) Ask Ss to write new information for the underlined words and then have a new conversation with a partner. Pairs role play their conversation for the class.

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

#### D Read the instructions aloud.

- Ss do the task individually. Circulate and monitor.
- Check answers as a class. Volunteers write their sentences on the board.

### 4 SPEAKING

#### A **GROUP WORK** Read the instructions aloud.

- Ss do the task in small groups.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and compare their ideas with those of Andres.

#### REAL STUDENT

Hi! I'm Andres. I would really like to go to a small town or a village. There are small places that have many things to discover such as gastronomy, traditional crafts, and also important monuments.



#### B **GROUP WORK** Read the instructions aloud. Ask volunteers to read the example conversation aloud.

- Ss do the task in small groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to get more information to plan their trips.
- Circulate and monitor.
- Groups share their plans with the class. Have one S in each group tell the class what they will do to plan the trip.

#### EXTRA ACTIVITY

Ss form new groups and plan a weekend trip to another nearby location (such as the mountains or a famous park). Groups present their plans to the class. The class votes on the best-sounding trip.

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

- offer and respond to reassurance

- **Introduce the task** Remind Ss that *reassurance* is the action of trying to make someone feel confident that they can do something that they think they can't do. Ask *In what situations do people need reassurance?* Ss discuss the question in pairs and write down any words or phrases they know that can be used to reassure someone.
- Pairs share their ideas with the class.

## 1 FUNCTIONAL LANGUAGE

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

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

### B 1.33 Read the instructions aloud.

- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of the words in their lists from the introduction.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

#### Answers

Andrea is worried she will fail her driving test tomorrow. Her teacher tells her she will be fine. Andrea passes the test but is going to miss her teacher's conversation hour.

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

### MIXED ABILITY

Tell stronger Ss to cover the conversations in their books and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

### C Read the instructions and the headings in the chart aloud. Check Ss' understanding.

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

#### Answers

- 1 There's no need to worry.
- 2 You'll be fine.
- 3 Don't worry about it.
- 4 It's no problem.
- 5 I really appreciate it.
- 6 Thanks, but I feel so bad.

### D 1.34 Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss check their answers.
- Check answers as a class.
- Pairs practice the conversation.

#### Answers


3, 2, 4, 1

### EXTRA ACTIVITY

With the class, determine which parts of the first conversation in exercise 1B can be substituted. You can brainstorm other stressful situations with the class, or Ss can do it in pairs. In pairs, Ss work together to make a new conversation and practice it. Encourage them to use words and phrases from the conversation and from their own lists in their notebook.

## 2 REAL-WORLD STRATEGY


- **Introduce the task** On the board, write the expression *at least*. Tell Ss that they will learn how to use this expression to point out the good side of a bad situation.

A  **1.35 Audio script p. T-173 Do the task** Read the question aloud.

- Play the audio.
- Check the answer with the class.

### Answers

Liam is worried because Buenos Aires is far from Ava and his other friends, and he doesn't know Buenos Aires well.

B  **1.35 Audio script p T-173 Ss read the information in the Real-world strategy box silently to themselves. Two volunteers read the example conversation aloud.**

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

### Answer


The good side is that Buenos Aires is an interesting city and his pay is good.

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


- Give Ss time to read the instructions and situations and to think of how they can respond to each other.
- Check understanding of the task. Ask *Student A, what are you worried about?* (a party) *Student B, what are you worried about?* (a trip with friends)
- Point out that reasons for reassuring each other are given but that Ss can use their own reasons, too, if they can think of any.
- Ss do the task in pairs.

## 3 PRONUNCIATION: Saying /p/ at the start of a word

- **Introduce the task** Write these word pairs on the board: *pig/big; pan/man; pail/sail*. Tell Ss to hold a hand in front of their mouth and read the word pairs aloud. Can they feel the puff of air when they say the *p* sound?

A  **1.36 Do the task** Read the instructions aloud.

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

B  **1.37** Read the instructions aloud.

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

### Answers

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

C **PAIR WORK** Ss practice saying the words from exercise 3B in pairs.

## 4 SPEAKING

A **Read the instructions aloud.**

- Ask a volunteer to read the situations in the box aloud to the class.
- Ss do the task individually.

### MIXED ABILITY

Pair weaker Ss with stronger Ss and ask them to do the task together. Alternatively, brainstorm ideas for each situation as a class and write Ss' ideas on the board for them to refer to in the next exercise.

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

- Ss do the task in pairs.
- If necessary, brainstorm ideas for each situation that Ss can use to reassure each other.
- Ss take turns role playing their conversation for the class.
- **Workbook Unit 4.3**

## LESSON OBJECTIVE


- write an email describing plans for an event

## 1 LISTENING

- **Introduce the task** Ask *Have you ever been to a social event to meet students from other countries? What was going on? Was there food, music, or games? Did you communicate with people who don't speak your language? How?* You may want to brainstorm as a class a list of typical events for Ss to meet other Ss, such as a barbecue or a game.

A **PAIR WORK** Do the task Read the directions aloud.

- Ss discuss the question in pairs.
- Ss share their ideas with the class.

B  1.38 **Audio script p. T-173** **LISTEN FOR EXAMPLES**  
Ss read the instructions silently to themselves.

- Check understanding. Ask *How many people will you hear? (two) What are they doing? (planning an event) What will you listen for? (if any of their ideas are the same as mine)*
- Play the audio.
- Ss do the task individually.
- Ss share if any of Cindy's and Min-soo's ideas are the same as theirs.

C  1.38 **LISTEN FOR DETAILS** Give Ss time to read the sentences so they know what information to listen for.

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

**Answers**

- 1 They just had a barbecue two weeks ago.
- 2 It's probably too difficult.
- 3 Not everyone likes baseball.
- 4 It's cool and the students will love it. It will be a great memory for them.


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

- Ss discuss their answers in pairs.
- Pairs share their answers with the class.
- Ask *What kinds of social activities are good for a group younger than 30? Older than 30? Mixed ages? What kind of social event is your favorite? Why?*

 **EXTRA ACTIVITY**

Have the class organize a social event to get to know each other better. If possible, have them make a plan that includes another class or classes. Provide a list of details they must keep in mind: date, time, location, food, music, activities, and participants. This can be done in small groups, with each group presenting their ideas and then the class voting on the best ideas.


## 2 PRONUNCIATION: Listening for linked sounds – final /n/

A  1.39 **Audio script p. T-173** Read the instructions aloud.

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

**Answer**

The final "n" in *Green* and *can* is pronounced as /m/.

B  1.40 Read the instructions aloud.

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

**Answers**

1 /n/ 2 /m/ 3 /n/ 4 /m/

## C Ss do the task individually.

- Check answer as a class.

**Answers**

/p/



### 3 WRITING

- **Introduce the task** Ask *Have you ever written an email to organize an event? What information should you include in the email?*

#### A **Do the task** Read the directions aloud.

- Ss read the email silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the question in pairs.
- Ss share their answers with the class.

#### **Answers**

The students will use the computer room, the language center, and a space outside.

#### **EXTRA ACTIVITY**

As a class, discuss the details in the email that can be substituted (such as *Saturday Fun Day*, *May 15*, *singing a pop song and making a video*, and *computer room*). In pairs, Ss rewrite the email, substituting different details. Ss share their emails with the class.

#### B **WRITING SKILLS** Read the instructions aloud.

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

#### **Answers**

1 to start   2 at the same time   3 after that; then; next  
4 finally

### **WRITE IT**

#### C **Read the instructions aloud.**

- Ss read the information in the Register check silently to themselves.
- Give Ss time to think of what kind of event they want to organize.
- Ss do the task individually.
- Ss present their event plan to the class.
- Ss vote on the event that sounds like the most fun.

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

### **HOMEWORK IDEAS**

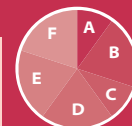
Ss write the sentences below in their notebooks. For each sentence, Ss write extra information in parentheses, using the information in the **Register check** and the email in exercise 3A as a guide. Check Ss' sentences in the next class.

- 1 *On June 1, we're going to have a beach barbecue!*
- 2 *I'm going to be cooking at the barbecue. I've never barbecued before!*
- 3 *We're going to bring a volleyball and net so everyone can play.*

- **Workbook Unit 4.4**

### LESSON OBJECTIVE

- choose activities for different groups of people



Time on each stage

- **Introduce the task** Aim: Introduce the concept of different types of trips for different types of people.
- Ask *Does everyone in your family like the same kind of trip? Do you like the same kind of trip now as you did five or ten years ago?* Brainstorms trips for two people: *an eight-year-old girl who loves swimming and a 60-year-old man who walks with a cane.*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Tell them they can use these as they do the lesson.

#### A **DISCUSS** Do the task Aim: Ss discuss the idea of a microadventure.

- **WHOLE CLASS** Ask *What does micro mean? (small)* Ask Ss to give examples of activities and places they think of when they hear the word *adventure*.
- Ss read the text. Ask a volunteer to explain a *microadventure* in their own words.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.



#### B **RESEARCH** Aim: Ss make a list of possible microadventures in or near their city.

- Read the instructions aloud.
- **PAIR WORK** Pairs make lists of ideas for three microadventures, including details.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research information about possible microadventures in or near their city.

#### C **PREPARE** Aim: Pairs decide who would enjoy each of their microadventures.

- **PAIR WORK** Pairs discuss their ideas. Ask them to give reasons for why people will like each.

#### D **PRESENT** Aim: Pairs present their ideas to a group.

- **GROUP WORK** Pairs present their ideas to a group. Encourage them to ask each other follow-up questions about each microadventure. (*Do you know how much it costs? How long does it take to get there?*)
- Suggest that Ss take notes about any good ideas from their group members.
- **Preparation for speaking\*** Encourage Ss to rehearse what they are going to say in their heads.

#### E **DECIDE** Aim: Pairs use feedback to choose and improve their best idea.

- Read the instructions aloud.
- **PAIR WORK** Pairs decide what feedback to use to choose and improve their best microadventure idea.
- Encourage Ss to practice how they will present their idea to the class.

#### F **AGREE** Aim: The class agrees on the best microadventure for each group.

- Tell Ss that they should take notes during each presentation to help them discuss it with the class.
- **WHOLE CLASS** Pairs take turns presenting their microadventure.
- After each presentation, encourage Ss to ask follow-up questions about each place.
- On the board, write *Older Adults, Young Adults, Families with Children*. Have a class discussion about which microadventure is the best for each group.
- **Feedback for speaking activities\*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

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

### PROGRESS CHECK

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



### TEACHER DEVELOPMENT REFLECTION

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

- 1 Which *-ed* adjectives were students uncertain about during their discussion in Activity 1? Did students have a better understanding of their meaning by the end of the lesson? How do you know?
- 2 Did students carry out their discussion in English, their first language, or both? Are there any good reasons for students using their first language to discuss the meaning of English words?
- 3 What do you think might be the *dos* and *don'ts* when using students' interests and experiences for concept-checking questions?
- 4 Teachers sometimes direct their concept-checking questions to the whole class and sometimes to individual students. What are the advantages and disadvantages of both approaches?
- 5 It's important to direct some concept-checking questions to less confident students as they are the students who need more support. How can teachers ensure that these students don't "lose face" when being questioned?