

IMPACT

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Providing models

Sometimes it is difficult for students to do a speaking task because they lack spoken models of activities. Listening to spoken models can help students develop their range because they hear different examples. An easy way to create a spoken model is for you, the teacher, to talk about your own experience or about things that are familiar and personal to you.

The teacher's model (Activity 1): You model a speaking activity for Ss. You can try this in Lesson 6.1.

A model with a strong student (Activity 2): You model a conversation with a strong student. You can try this in Lesson 6.3.

You can read more about models and personalizing language and the teacher's role in Griff Griffiths and Kathy Keohane's *Personalizing Language Learning*, pp. 1–3. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *The weather will have an impact on our plans for the weekend.* Ask volunteers what they think *to have an impact on (something)* means. (to have an effect on something)

Tell Ss that in this unit they will be thinking about urban problems and the impact they have on the people who live there.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss 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. Ask a volunteer to say if the picture shows somewhere in the city or the country (*the city*). Ask Ss if they know of any large construction projects that are going on in their city and what is being built. Discuss if they think construction in a city is a good thing or a bad thing for the people who live there. Write Ss' responses on the board for them to refer to in their discussions.

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

B Read the instructions and the question aloud.

- In pairs, Ss discuss the issue.
- Ss share their responses with the class.

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 as Brenda.

REAL STUDENT

One of the great things in my city is that they are building a new bridge. In the beginning it's having a negative impact because some of the street are closed, but now we have a positive impact. We don't have a- traffic in the morning. That is awesome.

HOMEWORK IDEAS

Ss use the internet to research and find out more information about a construction project in their city and share their findings in the next class. Alternatively, Ss can research a construction project in another city that they are interested in. Suggest that they concentrate on one aspect of the project, e.g., cost, time involved, reason for location, purpose of the project, etc. Suggest search words: *construction project + (city name)* or *urban renewal + (city name)*.

- talk about urban problems

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about living in different types of places. Ask Ss to share if they have ever lived somewhere else, and how those places were different than where they live now. Ask *What are some general things that are different if you live in a city or if you live in a small town?* Write Ss' ideas on the board for them to refer to in the lesson.
- Point out the title of the lesson, *Moving to a Megacity*. Ask *What do you think a megacity is?* (a very, very large city that extends over a large area and has a population of more than 10 million) Ask Ss if they can think of an example of a megacity. (There are 47 worldwide including: Tokyo, Shanghai, Jakarta, Delhi, Seoul, Beijing, Mumbai, New York City, Sao Paulo, Mexico City, Los Angeles, Moscow, London, and Paris.)

A Ss discuss the question in pairs. Remind them to look at the board for ideas.

- Have pairs share their partner's ideas with the class.

B Do the task Read the instructions aloud.

- Ss read the blog silently to themselves. Answer any questions about unfamiliar vocabulary.
- Ask Ss to raise their hands if any of their ideas from exercise 1A are the same as in Dan's blog.
- Check answers as a class.

Answers

Dan just moved from Alaska to California for college. It is a big change. Dan is writing a blog for students who are studying far from home.

C Read the instructions aloud.

- Ss read the blog again.
- Ss discuss the questions in pairs.
- Check answers as a class.

Answers

He likes having stuff to do, and he likes the warm weather. He doesn't like the traffic, the pollution, all the concrete around, the graffiti, the crowds, and the noise.

- Ask *What do you think would have the biggest impact and the least impact on your life?*

EXTRA ACTIVITY

Tell Ss to imagine that they grew up in Los Angeles and then moved to a small town in Alaska for college. Have them use the information in Dan's blog and think about how they would feel about their new life in a small town. Ss discuss their ideas in pairs or small groups.

2 VOCABULARY: Urban problems

- **Review** Books closed. On the board, write the words in the box in exercise 2A. Ask volunteers to give a definition of each word or use it in a sentence.

A 1.49 Do the task Read the instructions aloud.

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

Answers

1 traffic 2 traffic jam 3 pollution 4 smoke 5 air
6 noise 7 land 8 concrete 9 space 10 trash
11 graffiti

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

HOMework IDEAS

Ss research a megacity and find out some specific urban problems it has. Ss present their findings in the next class. To avoid Ss researching the same city, you can assign them specific megacities to research.

- C** **PAIR WORK** Read the instructions aloud and model a sentence or two with your own answers.
- Ss discuss the question in pairs.
 - Ss share their partner's answers with the class.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what problems Angie talks about.

REAL STUDENT

One of the biggest problems in my city is the pollution, because people is not conscious about the consequences. They have to be more reflective and think about the future. Otherwise, we are not going to be able to survive.

- D** **PAIR WORK** Give Ss time to complete the sentences individually.
- Ss share their sentences with a partner.
 - Pairs discuss if they agree with each other.

4 SPEAKING



- A** Read the instructions aloud.
- Give Ss time to think of their answers. If possible, encourage them to use the internet to research facts to support their ideas.
- B** **PAIR WORK** Volunteers read the sample conversation aloud.
- Ss share their ideas with their partner. Encourage Ss to ask follow-up questions of each other.
 - Ss share their list of impacts with the class.

3 GRAMMAR: Quantifiers

- **Introduce the task** On the board, write *quantity*, *to quantify*, *quantifier*. Explain that *quantity* means the amount of something, *to quantify* means to determine how much or how many there is of something, and a *quantifier* is a word or group of words used before a noun that tells the quantity – how much or how many – of something.
- On the board, write *Tim and Joe are both students. There are a lot of flowers in the garden. All of my friends saw that movie.* Ask volunteers to identify which words tell how much or how many. (both, a lot of, all) Tell Ss that these words are quantifiers and they will learn more quantifiers in this section.

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

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

Answers

1 count nouns 2 non-count nouns 3 a lot of

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

C Read the information in the Accuracy check aloud.

- Ss circle the correct answers individually and then check the sentences that are true for them.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Ss share their partner's true sentences with the class.

Answers

1 meals 2 cars; traffic 3 windows 4 exercises; work
5 time



TEACHER DEVELOPMENT ACTIVITY 1

The teacher's model

Alternative instructions for exercise 4B

Before students discuss urban problems, it helps them if you give a model of the kind of language they can use. Rather than talking about the same topic (urban problems), you can talk about problems in the countryside.

Here are some topics you can talk about:

- Transportation: There is not much public transportation, so people must use their cars all the time.
- Life for young people: It's often hard for young people to find jobs, and there's not a lot of entertainment for them.
- Tell Ss you will give an example of the kind of information they can say but that you will talk about the countryside.
- Use the notes above or your own ideas to give an oral example; try to use some of the quantifiers in your example.
- Ask Ss if they have any questions about your example.

EXTRA ACTIVITY

Lead a class discussion about the effects of urban problems. Ss use their lists from exercise 4B. Have the class vote on the top three most serious negative effects. Ss share their ideas on how these problems can be fixed.

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

- talk about problems and solutions

- **Introduce the task** Have a class discussion about community problems. Ask *What kinds of problems affect a community? Are there things that some people think are problems, but other people don't?*
- Individually, Ss make a list of all the words that they can think of that they need to talk about community problems.
- Ss compare lists with a partner.

1 LANGUAGE IN CONTEXT

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

- Give Ss time to think of their answers.
- Ss compare answers with a partner.
- Ss share their partner's answer with the class.
- Discuss other possible solutions to make a part of the city look more interesting or attractive. What are the pros and cons of each solution?

B 1.50 **Read the instructions aloud.**

- Read the information in the **Insider English** box aloud.
- Play the audio. Remind Ss that they are listening for three problems.
- Ss check answers in pairs.
- Check answers as a class.

Answer

They talk about garbage, graffiti, and noise at night.

C 1.50 **Read the instructions aloud.**

- Play the audio. Remind Ss that they are listening for the solutions to the problems.
- 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.

Answer

Garbage – Keep an area clean so people won't throw trash on the street.

Graffiti – Make a special area for graffiti.

Noise – Ask people to stop making noise in a calm and polite way.

- Remind Ss of the information in the **Insider English** box. Ask a volunteer to say what the speaker thinks people will think twice about.

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

- Ss discuss the questions in small groups.
- Ss share their group's responses with the class.

EXTRA ACTIVITY

As a class, discuss other possible solutions to each of the problems.

2 VOCABULARY: Adverbs of manner

- **Introduce the task** On the board, write *adverbs of manner*. Ask volunteers to say what an adverb is and to give examples. Explain that an *adverb of manner* describes how something happens or is done. Tell Ss that they will learn some adverbs of manner.
- Ss look at the list of words they made before exercise 1A. Ask them to add any words from the radio show in exercise 1B.

A 1.51 **Do the task** Read the directions aloud. Volunteers read the vocabulary in the box. Ss say 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.

- First ask Ss to look at the script in 1C and find and underline five of the words in the box. Then ask them to write down which words in the box are positive, which are negative, and which are neutral.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss discuss their answers with a partner.
- Check answers as a class.

Possible answers

Positive: beautifully, calmly, clearly, correctly, politely, safely

Negative: angrily, dangerously, loudly

Neutral: completely, loudly, quietly

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

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

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

3 GRAMMAR: Present and future real conditionals

- **Introduce the task** On the board, write *conditional*. Teach/Review with Ss that a conditional sentence has two parts: One part talks about what could happen, and the other part talks about the result or effect of what could happen. Ask if Ss know what word indicates a conditional sentence. (if) Explain that Ss will learn about two kinds of conditionals that are about real situations.

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

- Read the information in the **Notice** box aloud.
- Ss do the task individually.
- Check answers as a class.

Answers

1 simple present 2 the simple present; *will*

EXTRA ACTIVITY

Ss reread the information in the **Notice** box and then rewrite the sentences in the grammar box so that no comma is needed.

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

C Read the instructions aloud.

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

Possible answers

- 1 If people throw trash on the street, no one will want to visit our city.
- 2 When people talk loudly, it is difficult for other people to have a conversation.
- 3 I speak politely when I am talking to an older person.
- 4 If a store clerk speaks angrily, he or she will be fired.
- 5 I won't listen to you if you don't lower your voice.
- 6 If I don't do the exercise correctly, I won't pass.

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

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

4 SPEAKING

A Read the instructions aloud.

- Ss add a problem and a solution to the chart.
- Ss share their additions with a partner and discuss.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research problems in their city and get ideas for solutions and add these to the chart.
- Circulate and monitor.

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

- Ss discuss the questions in pairs.
- Ss share their partner's problem and solution with the class.

EXTRA ACTIVITY

Ss write the problems and solutions they added to their charts on the board. Lead a class discussion of these and suggest other possible solutions.


- **Workbook Unit 6.2**
- **Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6**

LESSON OBJECTIVE

- express concern and relief in different situations

- **Introduce the task** Remind Ss that *to express concern* is to show someone that you care about their health, feelings, and well-being. *To express relief* is to show that you are happy that a bad situation had a good ending. Ask *In what kinds of situations do you show relief? In what kinds of situations do you show concern?* Ss discuss the questions in pairs and write down any words or phrases that they might already know that can be used to express concern or relief. They can also write expressions in their own language and see if there are English equivalents later on in the lesson.
- Pairs share their ideas with the class.

1 FUNCTIONAL LANGUAGE

- A  1.52 **Do the task** Read the instructions aloud.
- Before you play the audio, discuss with the class the kinds of things that can cause a traffic jam.
 - Play the audio. Ss read along.
 - Point out the expressions in bold. Ask Ss if they included any of the words in their lists during the introduction to the lesson.
 - If necessary, play the audio again for Ss to answer the question.
 - Check answers as a class.

Answer

The bus driver and the police helped the people on the bus.

- 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 questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.
- At this point, Ss can look at any of the expressions that they wrote down in their first language during the introduction to the lesson and determine if there are equivalents in English.

Answers

1 all right 2 really worried 3 everyone OK 4 relieved
5 to hear that 6 a relief

C  1.53 Ss do the task individually.

- Play the audio for the class the check their answers.
- Pairs practice the conversation.

Answers


2, 4, 3, 1

 EXTRA ACTIVITY

On the board, write the conversation from exercise 1C. Underline the words that can be substituted. In pairs, Ss work together to make a new conversation and practice it. Encourage Ss to add to the conversation and use any of the situations where you can express concern or relief that they thought of in the introduction to the lesson. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY


- **Introduce the task** Explain that sometimes in conversation we express two different, or contrasting, feelings or ideas about the same situation. On the board, write *I'm very tired because I stayed up late to finish my homework. I'm really glad I finished it, though.* Ask a volunteer to identify the two contrasting ideas (I'm very tired; I'm really glad). Tell Ss that they will learn how to use *though* to express a contrasting idea.

A  **1.54** **Audio script p. T-173** **Do the task** Read the questions aloud.

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

Answers


She had a job interview. She was successful because she got the job.

B  **1.54** **Audio script p. T-173** Ss read the information in the Real-world strategy box silently to themselves. Two volunteers model the example conversation for the class.

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

Answer

Marina's contrasting idea is that she was nervous.

C  **1.55** **Audio script p. T-174** Give Ss time to read the conversation silently to themselves.

- Play the audio. Ss complete the conversation individually.
- Ss exchange conversations. Play the audio again for Ss to check their partner's answers.


Answers

1 OK 2 though


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 add details to their stories.
- Check understanding of the task. Ask *Student A, where does your situation take place?* (a movie theater) *Student B, where does your situation take place?* (an airport in Miami)
- Ss do the task in pairs.

3 PRONUNCIATION: Saying unstressed vowels at the end of a word

A  **1.56** Give Ss time to read the instructions.


- Play the audio.
- Ss do the task individually.

B  **1.57** Read the instructions aloud.

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

Answers

1 Y 2 N 3 Y 4 N

C  **X.XX** Ss practice saying the conversation in pairs.

4 SPEAKING

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

- Give Ss time to think of questions to ask about each situation.
- Ss do the task in pairs.

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 their reference as they do the exercise.



TEACHER DEVELOPMENT ACTIVITY 2

Alternative instructions for exercise 4A

With dialogues, you can give a model together with a strong student.

- Tell Ss to choose their situation, but tell them not to do the dialogue.
- Monitor and find out which pairs are choosing which situations.
- With the whole class, choose one strong S from one of the pairs that has chosen a situation that is familiar to you and easy to role play.
- Do an example conversation with that S; take the Student B role.
- Choose another strong S from a different pair and do another example; this time take the Student A role.
- Ss do their role plays together.

Alternative: If you don't want to choose strong students, you can get different students to give a line of dialogue as you build the role plays with the whole class.

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

- Ss do the task in small groups.
- **Workbook Unit 6.3**

LESSON OBJECTIVE


- write a post giving your point of view

1 LISTENING

- **Introduce the task** Ask *Have you or someone you know ever used a drone? What do people use drones for?* (to take aerial photos or videos, to monitor traffic, for search and rescue, for fighting fires, for making deliveries, and so on)

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


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

B  1.58 **Audio script p. T-174** **LISTEN FOR GIST** Remind Ss that when you read for gist you are reading to understand the main idea, not to hear and understand all of the details.

- Volunteers read the three choices.
- Play the audio. Ss do the task individually.
- Check answers as a class.

Answers

b how drones can reduce traffic problems

C  1.58 **Audio script p. T-174** **LISTEN FOR SPECIFIC INFORMATION** Give Ss time to read the question so they know what information to listen for.

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

Answers

a Traffic: Drones will help reduce traffic because there won't be as many delivery trucks on the roads.
 b Pollution: Drones use batteries and have almost no pollution compared to trucks.
 c Noise: Drones are quieter than trucks.

- Ask additional comprehension questions *How many people are speaking?* (two) *What is the name of the podcast?* (Talking Tech) *Who works for a start-up company?* (Elsa) *What does the company do?* (It delivers packages with drones.) *What delivery services does Elsa mention?* (the U.S. Postal Service and FedEx) *How many packages do they deliver?* (over six-and-a-half billion a year) *What does sense and avoid mean?* (The drones know when they are close to an object and they move away from it.) *What do drones use to fly?* (batteries)


 **MIXED ABILITY**

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

 **EXTRA ACTIVITY**

On the board, write a two-column chart with the headings *Pro* and *Con*. Have a class discussion about the pros and cons of drones in general. Write Ss' ideas in the chart on the board. Leave the chart on the board for Ss to refer to later in the lesson.


2 PRONUNCIATION: Listening for weak words

A  1.59 Read the instructions aloud.

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

Answers

1 of
 2 to
 3 than

B  1.60 Read the instructions aloud.

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

Answers

1 a lot of
 2 than
 3 to

C Ss complete the statement individually.

- Check answers as a class.

Answer

reduced

3 WRITING

- **Introduce the task** Ask *Have you ever written a comment on a blog post or podcast? Do people usually write positive or negative opinions in comments? Do you often read the comments on blogs or podcasts?* Explain that Ss will write their own comments responding to Doug's podcast.

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

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

Answers

He writes about three problems that Doug and Elsa don't mention. 1) If a drone arrives, and you're not at home, it will drop the package into your backyard, and someone will steal it. 2) Drones can't deliver packages to people in apartment buildings. 3) People don't want drones outside of their windows.

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

- Ss read the information and then underline all the questions in the comment in exercise 1A individually.
- In pairs, Ss identify the answers to SensibleGuy's questions.
- Check answers as a class.

Answers

He asks five questions and gives four answers.
1 Have you ever heard a drone? They're really loud.
2 What happens if a drone arrives and you're not home? Will it just drop the package into your backyard? Maybe.
3 What about delivering packages to apartment buildings? They can't fly in through people's windows.
4 And who wants drones outside of your window anyway? Not me.

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

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

WRITE IT

- **D** Ss read the information in the Register check silently to themselves. Ask *Is a comment on a podcast formal or informal? (informal) Where might you read formal opinions that include facts? (in a newspaper, in magazine articles)*
 - Read the instructions aloud. If you did the extra activity on the previous page, remind Ss that they can also use any appropriate ideas that they wrote in the pro/con chart on the board.
 - Ss write their comments.

- **E** **PAIR WORK** Ss exchange comments and answer the questions.

HOMEWORK IDEAS

Assign the writing of the comments for homework. Ss bring their comments to the next class and discuss them with a partner.

EXTRA ACTIVITY

After Ss have read their partner's comment, have a class vote on whether drones are good or not. Ss decide on the top three reasons that are positive and the top three that are negative.

HOMEWORK IDEAS

Ss read an opinion piece in a local or national newspaper and write a comment expressing their opinion. (They don't have to publish it online if they don't want to.) They take turns briefly summarizing the opinion piece and then reading their comment. For larger classes, this can be done in small groups or pairs.

- **Workbook Unit 6.4**

TIME TO SPEAK

If everyone plants something ...

LESSON OBJECTIVE

- decide if a “green” plan will work



Time on each stage

- **Introduce the task** Aim: Introduce the concept of a “green” plan.
- Ask *Do you think your city is “green”? What is the “greenest” city or large town you have ever visited? Do you think it’s important to have green spaces in a city? Do you use green spaces?* Explain that many cities have a “green” plan, meaning that they try to make more green spaces or to improve the ones they already have.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A DISCUSS Do the task Aim: Ss discuss a specific green plan.

- Read the instructions aloud. Ss look at the picture.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ss share their partner’s answers with the class.



B RESEARCH Aim: Ss research and discuss the benefits of a green plan.

- Read the instructions aloud.
- **GROUP WORK** Ss work in small groups. They discuss how trees and plants might benefit each of the seven elements listed in the box. Ask them to make lists of ideas and details.
- **OPTIONAL ACTIVITY** Ss use their phones to research information about the possible benefits trees and plants could have for a city.

C ROLE PLAY Aim: Groups discuss the problems they might have when implementing a green plan as well as possible solutions to those problems.

- Read the instructions aloud.
- Volunteers read the sample dialogue aloud.
- **GROUP WORK** Ss discuss the problems and possible solutions in groups.
- Explain that groups will present their ideas in the next activity. Encourage groups to practice their presentations. Tell them that each person in the group must be a part of the presentation.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D PRESENT Aim: Groups present their ideas to the class.

- **WHOLE CLASS** Groups present their ideas to the class.
- Suggest that Ss take notes on any good ideas from the presentations. They will be able to use these in the next activity.
- **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 DECIDE Aim: Groups decide if they should use a “green” plan like this.

- Read the instructions aloud.
- **WHOLE CLASS** As a class Ss discuss the ideas in the presentations and decide if they should make their city green. Encourage Ss to give reasons for their decisions.

*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 What were students’ responses to the model you gave in Lesson 6.1?
- 2 How do you think it helped them do the task?
- 3 Do you think there are any drawbacks to giving a model? If so, what are they? If not, what do you think are the main advantages?
- 4 How comfortable are you giving your personal opinion on topics? Are there any topics you would prefer not to talk about? Why?
- 5 When you invited some students to help you in Lesson 6.3, how did they react?
- 6 Apart from showing an example, what does a model dialogue show students?

REVIEW 2 (UNITS 4–6)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to cross out the word that doesn't belong and add it to the correct category.

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

Answers

- 1 loudly (adverbs of manner)
- 2 be grateful (opinions and reactions)
- 3 graffiti (urban problems)
- 4 amusing (adverbs of manner)
- 5 forget (losing and finding things)
- 6 locate (losing and finding things)

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

- Write the six categories from exercise 1A on the board.
- Invite Ss to come to the board and write their answers.
- Check the Language summaries for Units 4–6 on pages T-164–166.

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 are you doing 2 are going camping 3 was camping
4 started 5 completely 6 happened 7 got
8 we stay 9 we'll spend 10 so many 11 a few
12 we'll find

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

3 SPEAKING

A PAIR WORK A volunteer reads the sample response aloud.

- Give Ss time to write their responses individually.
- In pairs, Ss talk about their lost items.

B GROUP WORK Ss share their partner's story with their group.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

- 1 anything wrong 2 really worried
3 You're not going to 4 Are you serious? 5 You dropped
6 It'll be fine 7 I hope so 8 though 9 At least
10 so relieved

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 4–6.

- Pairs act out 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.

ENTERTAIN US

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom Management – Checking understanding of grammar

In this unit, we focus on checking understanding of grammar. Most teachers use concept-checking questions to find out whether students have truly understood the meaning and usage of a grammatical structure. By getting students to ask checking questions, teachers can ensure all class members have an active role. Encouraging self and peer correction is another way teachers can motivate their students. When students are given the chance to correct themselves, it is less likely that they will produce similar errors again.

Getting students to ask checking questions (Activity 1): Ss check the meaning and positive/negative/question form of *used to*. Try this in Lesson 7.1.

Encouraging self and peer correction (Activity 2): Ss evaluate how well they can produce *used to* in a semi-controlled speaking task. Try this in Lesson 7.5.

To find out more, read *Checking Learning and Understanding from Classroom Management Techniques*, pp. 152–153. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *entertainment*. As a class, brainstorm different kinds of entertainment, such as movies, TV, concerts, plays, and dance. Write Ss ideas on the board. Then ask *What kind of entertainment do you enjoy the most?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss 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.

- Explain that a *performance* can be any kind of event where someone is entertaining other people, for example, with singing, dancing, acting, storytelling, or telling jokes. Ask Ss to share what performances they have seen. Tell Ss they will discuss them in the next activity.

- In pairs, Ss discuss the questions. Explain that they should talk about performances in general and not about specific performances they have seen.
- Ss share their answers with the class.

C Read the instructions 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 their experiences are similar to Brenda's.

REAL STUDENT

I went to the instrument concert two years ago. I was in high school. I love the instrument music. But in the leaving, it was terrible because the place it was crowding, it was difficult of which exit to take.

HOMEWORK IDEAS

Ss think of a performance that they would like to see and why they think it would be enjoyable. Ss share their thoughts in the next class.

LESSON OBJECTIVE

- discuss your changing tastes in music

1 VOCABULARY: Music

- **Introduce the task** Make sure that Ss understand the word *playlist*. Say *You are having a party. You're planning the playlist for the party. What are some songs you want to play?* Elicit the names of the songs and the performers. Tell Ss that they will learn words to talk about music.

A  2.02 **GROUP WORK** Do the task Read the instructions aloud.

- Play the audio. In groups Ss listen and repeat the words.
- Ss name a musician, band, or song for each type of music.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to find examples of musicians, bands, or songs for each kind of music.
- Ask Ss if they can add any other types of music and examples and write these on the board.

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

- Ss discuss the questions in groups.
- One member of each group gives the class a summary of their discussion.


C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *You can't tell a book by its cover*. Ask Ss to say what they think this saying means. (What someone looks like doesn't always tell you what *their personality is like*.) Ask *Do you think you can tell what kind of music someone likes by looking at their clothes or hair?*

A Ss discuss the question in pairs.


- Pairs share their partner's ideas with the class.

B  2.03 Do the task Read the instructions aloud.

- Read the information in the **Insider English** box aloud.
- Play the audio. Ss read along.
- Check answers as a class.
- Ask *Hugo listens to more music now thanks to what?* (downloading and streaming) Ask a volunteer to answer the question using *because of* or *thanks to*. (Possible answer: *Hugo listens to more music now because of/thanks to downloading and streaming*.)

Answer

They mention pop, rock, heavy metal, folk, and country.

C  2.03 Read the instructions and the two questions aloud.

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

Answers

- 1 Hugo is going to choose music from different stages of his life.
- 2 His digital music collection is bigger.

 **EXTRA ACTIVITY**

Ss reread the information in the **Insider English** box. They write three sentences using *thanks to*. If necessary, provide sentence stems, such as *Thanks to my mother, ___; I know how to ___ thanks to ___; We can ___ thanks to ___.*

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

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

 **EXTRA ACTIVITY**

Tell Ss to think of one or two songs that they love but which not many people may know. Ss share their answers with the class and create a class playlist on the board. Ask Ss to listen to as many of the songs on the playlist as they can in their spare time. In a future class, Ss share what they liked about their classmates' songs.

3 GRAMMAR: *used to*

- **Introduce the task** On the board, write *When I was younger, I went to the movies often. Now I don't have time to go to the movies.* (Or write sentences that are true for you using the same pattern.) Ask *What is something you often did when you were younger but don't do very often now?* Write Ss' responses on the board. Keep them on the board for Ss to refer to later in the lesson. Explain that they will learn how to talk about something that was true over a period of time in the past but may or may not be true now.

A Do the task Read the instructions aloud.

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

Answers

1 *used to* 2 *use to* 3 *use to*



TEACHER DEVELOPMENT ACTIVITY 1

Getting students to ask checking questions

When students are involved in checking, they are more likely to remember meaning and form. Try this activity before exercise 3A.

- On the board, write *Hugo: I used to listen to a lot of heavy metal.*
- Put Ss into six groups.
- Give each group *one* question below, on a piece of paper.
 - Do we use *used to* for the past or present?
 - Did Hugo listen to heavy metal once in the past or many times?
 - Does Hugo listen to a lot of heavy metal music now?
 - Do these sentences mean the same thing or different?
 - *I used to listen to heavy metal.*
 - *I usually listen to heavy metal.*
 - How do you make Hugo's sentence negative?
 - How do you change Hugo's sentence into a question?
- Groups discuss their question. Confirm answers with them.
- Groups separate and mingle, asking and answering questions. Set a two-minute time limit.
- In feedback, ask the same questions. Nominate Ss who need more support.

B Ss do the task individually.

- Check answers as a class.

Answers

1 *used to* 2 *didn't use to* 3 *used to* 4 *used to*

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

D Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy. They then take turns asking and answering the questions.
- Check answers as a class.

Answers

1 *did you use to listen* 2 *did you use to go*
3 *did you use to like* 4 *use to buy* 5 *use to play*

EXTRA ACTIVITY

Refer Ss to the activities on the board that they mentioned at the beginning of exercise 3A. Tell them to write questions using *used to* and then take turns asking and answering them with a partner.

4 SPEAKING

A Read the instructions aloud.

- Ss make notes of their answers individually.

B **GROUP WORK** Read the instructions aloud. A volunteer reads the example sentence aloud.

- Groups discuss how their musical tastes have changed.
- Ss share one of their classmate's responses with the class.

EXTRA ACTIVITY

Play a sentence chain game. Put Ss in lines of at least four. The first student (S1) says a sentence about how their musical tastes have changed over time. (*I used to listen to country music. Now I prefer hip-hop.*) S2 makes a similar statement that is true for them and then reports what S1 said. (*I used to listen to Celine Dion. Now I prefer Adele. (S1's name) used to listen to country music. Now he/she prefers hip-hop.*) S3 talks about their musical taste, then S2's, then S1's, and so on. Play until all Ss have had a chance to remember and say all the plans of the Ss in their group.

- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

- talk about TV shows and movies

1 VOCABULARY: TV shows and movies

- **Introduce the task** Books closed. Ask Ss to name different kinds of movies and TV shows, such as a comedy or a soap opera. Allow them to use their first language, if necessary. Write their responses on the board. Ask Ss to name their current favorite TV show and/or movie. Write their responses on the board. Point to each one and ask if any of the words on the board can describe their show.
- Explain to Ss that they will learn more words to talk about TV shows and movies in this lesson.
- Read the instructions aloud. Volunteers read the words in the box aloud. Ss check which of the words are already on the board and which ones they already know. If possible, allow them to look up any unfamiliar words in a dictionary or on the internet.

A 2.04 **PAIR WORK** Do the task Read the instructions aloud.

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

Answers

Movies: animated movie, comedy, documentary, drama, horror, musical, romantic comedy, science fiction, thriller
TV shows: comedy, documentary, drama, game show, reality show, science fiction, soap opera, talk show, thriller
Both: comedy, documentary, drama, science fiction, thriller

B **PAIR WORK** Give Ss time to think of their answers.

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

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A Direct Ss' attention to the picture. Ask volunteers to talk about what they see.

- Read the instructions aloud.
- Ss read the article individually. Answer any questions about unfamiliar vocabulary.
- Check the answer as a class. Ask a volunteer to read which specific parts of the article show the answer.

Answers

The small screen means the screen on a personal device – a phone, a laptop, or a tablet. *The big screen* means the screen on a TV or in a movie theater.

B Read the instructions aloud.

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

Answer

Watching some kinds of movies and TV shows on a personal device might be less exciting, frightening or fun than watching them on TV or in a movie theater.

C Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class. Ask a volunteer to read the specific part(s) of the article that gave them the answer.

Answers

1 d 2 a 3 e 4 c 5 b

EXTRA ACTIVITY

On the board, write these sentences with blanks:

- 1 I love to watch all of the _____ of a TV show in one or two days.
- 2 My favorite _____ of movies is comedy because I love to laugh.
- 3 I don't have time to _____ TV shows. I have too much homework!
- 4 _____ of that TV show love to talk about it the next day.
- 5 There's a new _____ that's about a group of young doctors in WWII.

Ss fill in the blanks individually. Check answers by asking volunteers to write the correct answers on the board. (Answers: 1 episodes 2 genre 3 binge-watch 4 Viewers 5 series)

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

- Pairs discuss the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and listen to Angie. They see if they agree with how Angie watches TV shows and movies.

REAL STUDENT

I prefer to watch television and watch movies in a large screen because it allows me to be more concentrated and to have a good posture.

3 GRAMMAR: Comparisons with (not)

as ... as

- **Introduce the task** On the board, write *I like The Avenger movies. I don't like the Star Wars movies as much.* Ask *Do I like one better than the other?* (yes) Write *I like Adele. I like Rihanna, too.* Ask *Do I like these two singers the same amount?* (yes)
- Explain that Ss will learn about how to make comparisons using *as ... as*.

A Do the task Read the instructions aloud.

- Give Ss time to read the information in the grammar box.
- Ss do the task individually.
- Check answers as a class.

Answers

1 the same as 2 less than

B Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss exchange sentences with a partner and check them for accuracy. Then they discuss specific examples for one or more of the sentences.
- Check answers as a class.
- Ss share their partner's responses with the class.

Answers

2 is as good as
3 doesn't have as many special effects as
4 didn't like (watching); as much as

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

EXTRA ACTIVITY

As a class, brainstorm two real examples of different forms of entertainment, such as two TV shows, two bands, or two books. Write at least ten pairs of examples on the board. Set a time limit and tell Ss to write as many sentences as possible comparing the examples using (*not*) *as ... as*. The sentences should reflect their own opinions. Encourage Ss to use the chart in grammar exercise 7.2 on page 135 to help them. Ss then exchange sentences with a partner and discuss their ideas.

D **PAIR WORK** Read the instructions aloud. Elicit an example of two movies that have similar characters. Does the class agree?

- Ss discuss the question in pairs.
- Ss share their partner's responses with the class.

4 SPEAKING

A Read the instructions aloud.

- Ss do the task individually.

B **PAIR WORK** Choose two strong Ss to read the example conversation aloud. Encourage them to finish the sentences.

- Ss do the task in pairs. Encourage them to ask follow-up questions.
- Ss share their partner's response with the class.



TEACHER DEVELOPMENT ACTIVITY 2

Encouraging self- and peer-correction

Alternative instructions for exercise 4B

Ss take a more active role in their learning when they have the opportunity to recognize errors and correct these themselves.

- Give instructions for exercise 4B.
- Put Ss into groups of three.
- Tell Ss that one person in the group is the note-taker.
- Copy chart on the board.

Sentences about likes and dislikes	I like the thrillers.
Sentences with <i>as ... as</i>	Reality shows aren't [^] interesting as documentaries.


- Explain that the note-taker must listen and record their partners' errors.
- Give examples – as shown in the grid.
- Ss do exercise 4B. Note-takers record errors.
- On the board, write these questions:
What's wrong with this sentence?
What is the missing word?
What's the extra word?
- Note-takers read the errors to their group and use the questions to invite correction. The other two Ss work together to form correct sentences.
- Change roles in the group and repeat the activity.
- Groups report back to the class.

- **Workbook Unit 7.2**
- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

- refuse invitations and respond to refusals

- **Introduce the task** Ask *When someone asks you to go to a restaurant or a movie and you don't want to go, is it difficult for you to say no? Do you give a reason why you can't go?* On the board, write *white lie*. Explain that a *white lie* is a small, unimportant lie that you tell when you don't want to hurt someone's feelings. Ask Ss if they have ever told a white lie to refuse an invitation. Brainstorm white lies with the class. (*I can't go because I have too much homework / don't feel well / I already have plans.*)
- In pairs, Ss write words and phrases that can be used to refuse an invitation. Allow Ss to write down words and phrases in their first language if they don't know the words in English.

1 FUNCTIONAL LANGUAGE

- A  2.05 **Do the task** Read the instructions and the first question aloud.

- Pairs look at the picture and discuss what is happening.
- Read the last two questions in the directions aloud.
- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of these words and phrases in their lists during the introduction to the lesson.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Cody invites Mari to go to his concert on Friday. She says she has other plans on Friday. He then asks if she is free on Saturday. She says she's going to be busy all weekend.

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

MIXED ABILITY

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

- B Ss look at the headings in the chart. Check Ss' understanding.

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

Answers

1 after that 2 love to 3 for asking 4 sorry
5 Unfortunately 6 too bad 7 understand
8 your plans change

- At this point, Ss can look at any of the expressions they wrote down in their first language during the introduction to the lesson and determine if there are direct equivalents in English.

- C **PAIR WORK** Ss choose the correct responses individually.

- In pairs, Ss check their answers.

Answers

1 b 2 a 3 b 4 a

- Pairs practice the conversation.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that, among native English speakers, it is important to refuse a friendly invitation gently. Because you do not want to hurt the person's feelings, you use soft words and a softer tone of voice. Tell Ss that they will learn how to soften comments to refuse an invitation.

A **Do the task** Read the Real-world strategy box aloud, emphasizing a gentle, kind intonation in the refusal.

- Ask two volunteers to model the example conversation in the Real-world strategy box for the class. Correct intonation if necessary.
- Read the directions aloud. Elicit responses.

Answer

She uses *kind of*.

B 2.06 **Audio script p. T-174** Read the questions aloud.

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

Answers

Victor wants to go to a concert with Nate. Nate says "no" for Friday because he has other plans. He says "no" for Saturday because he doesn't like heavy metal music.

C 2.06 **Audio script p. T-174** Read the questions aloud.

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

Answers

He uses "crazy." He says "sort of" to soften his comment.

D **PAIR WORK** Give Ss time to read the conversation silently and to think of what phrases they will add to the conversation.

- Ss practice the conversation in pairs, changing roles at least once.
- Pairs perform one of their conversations for the class.

E **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 details they can add to their stories.
- Check understanding of the task. Ask *Student A, what is a phrase you can use to invite someone to do something? (Are you free ... ?)* *Student B, what is a phrase you can use to refuse an invitation? (Unfortunately, ...)*
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /m/ in /m

A 2.07 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.

B 2.08 Read the instructions aloud.

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

Answers

- 1 A
- 2 A
- 3 B
- 4 B

C Ss practice saying the sentences in exercise 3B in pairs.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to think of their own ideas for events to invite someone to.

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

- Volunteers read the example conversation aloud.
- Ss do the task in pairs.
- Pairs perform their conversations for the class.

EXTRA ACTIVITY

Write several events on separate pieces of paper and put them in a box or bag. S1 chooses one of the papers, points to S2, and invites S2 to the event on the paper. S2 refuses the invitation politely. Continue until all Ss have had a chance to express both an invitation and a refusal.

- **Workbook Unit 7.3**

1 READING

- **Introduce the task** On the board, write *genre*. Ask a volunteer if they remember what *genre* means (*a kind or style of a movie or TV show*). As a class, brainstorm genres of movies, such as comedy, romance, sci-fi, and documentary. Write Ss' responses on the board. Ask *Do you watch different genres of movies with different people?*
- Explain that Ss will read about what makes a movie good for all kinds of people.

A **Do the task** Ss look at the picture and answer the question.

- Ss discuss their ideas in pairs. Remind them to look at the genres that you wrote on the board in the introduction to the lesson.
- Ss share their partner's ideas with the class.

B **READ FOR GIST** Ask a volunteer to read the directions and the three choices aloud.

- Tell Ss to read the article quickly to understand the main idea, not the details.
- Ss read the article and choose the main idea.
- Check the answer as a class.

Answer

- b Adults and kids like animated movies for many reasons.

C **IDENTIFY SUPPORTING DETAILS** Read the instructions and the topics aloud.

- Ss read the article again and look for the supporting ideas for each topic.
- Check answers as a class.

Possible answers

- 1 Today's characters look realistic, and their actions are realistic. People feel their emotions are real and important because the characters can better show their feelings through their facial expressions.
- 2 The movies deal with topics adults can enjoy, like moving to a new place, failure and success, friendship, growing up, and growing old.
- 3 Writers include humor for both children and adults. Some of the jokes are ones that only adults find amusing.
- 4 Adults enjoy hearing their favorite actors as the voices of the characters.
- 5 Animated movies usually have happy endings that people like.

✎ **HOMEWORK IDEAS**

Ss think about an animated movie they like or that is popular. They write a brief review of how well the movie satisfies the five standards listed in exercise 1C. Ask them to present their ideas in the next class.

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

- As a class, brainstorm examples of adult humor in animated movies.
- Groups discuss the questions and then share their responses with the class.

2 WRITING

- **Introduce the task** Ask *Do you read movie reviews? Do movie reviews help you make a decision about whether to see a movie or not?* Explain that Ss will write a review of a movie they have seen.

A **Do the task** Ask Ss whether they have ever seen any of the *Toy Story* movies. Ask whether they liked them or not.

- Read the questions aloud.
- Ss read the review silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class. Ask Ss to read aloud the part of the review where they found the answers.

Possible answers

Not everything is positive (although it's very positive in general). Mateo complains that the animation looks a little old now, and that animation technology has improved a lot since 1995.

B **WRITING SKILLS** Read the instructions and the organizing ideas aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss match the sections with parts 1–4 of the review individually.
- Check answers as a class.

Answers

2, 4, 1, 3

WRITE IT

C Read the instructions aloud.

- Ss write their review.

D **PAIR WORK** Ss exchange reviews and answer the questions.

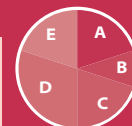
HOMEWORK IDEAS

Assign the writing of the review for homework. Ss bring their reviews to the next class and discuss them with a partner.

EXTRA ACTIVITY

Ask Ss, as a class or in groups, to write a “top ten” movie list, and include a brief review of each movie that tells why people should see it. Post the lists in the class and give Ss time to read them. Ask Ss to try to watch as many of the movies as they can before the last class or the end of the semester. When they see one of the movies, they can share whether they agreed with the review or not, and why.

- **Workbook Unit 7.4**



- **Introduce the task** Aim: Introduce the concept of *taste*.
- Ask *What do you taste with?* (your mouth/tongue) Explain that *The word taste is a verb – something we do. But the word taste can also be a noun. The noun taste refers to things we like or think are good.* On the board, write *He has good taste in music. My mother and I have different tastes in movies.* Underline *taste* and say that Ss are going to talk about tastes and how they can change.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A DISCUSS Do the task Aim: Ss discuss how their tastes have changed in five years.

- Read the instructions aloud.
- **OPTIONAL ACTIVITY** If necessary, allow Ss time to use their phones to research or remind themselves of music, movies, and TV shows that they liked five years ago.
- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

B DECIDE Aim: Ss decide which profile describes them and which describes their partner.

- Read the instructions and the profile descriptions aloud. Have a brief discussion about the name given to each profile. (A rock never moves. An onion has many different layers. A tree grows and gets new parts but also loses parts over time. A chameleon is a small animal that is always changing colors to match its environment.)
- **PAIR WORK** Ss discuss their ideas in pairs.

C PREPARE Aim: Pairs talk about how common the profiles are in their class.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss and rank the profiles according to how well they describe their classmates. Encourage them to take notes as they discuss each S. They will need these notes to do their rankings.
- Tell Ss that they will present their rankings to the class, and each person in the pair must present half of the information.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

D PRESENT Aim: Pairs present their rankings to the class.

- Suggest that Ss take notes about each presentation to help them remember their ideas later in the lesson.

- **WHOLE CLASS** After all pairs have presented their rankings, have the class reveal their profiles. Tally these and identify the most common and least common profile. Ask pairs if their predictions were correct or not.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

E AGREE Aim: Groups compare their opinions.

- Read the instructions and the opinions aloud.
- **WHOLE CLASS** Ss discuss the opinions and compare them with their own opinions.
- Groups share their discussion with the class.

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

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 Teacher Development Activity 1 involved students in asking the checking questions for *used to*. How did your students respond to this more active role? To what extent did their active role help them understand and produce the target language more effectively?
- 2 Why might it be easier to ask concept-checking questions for sentence A rather than B? (Try coming up with some questions you might ask your students.)
A Hugo: *I used to listen to a lot of heavy metal.*
B *I used to listen to a lot of heavy metal.*
- 3 Did you set the two-minute time limit in Teacher Development Activity 1? Was this the right amount of time? Why or why not?
- 4 Teacher Development Activity 2 suggests a way that correction can be done in small groups. Teachers can also encourage self- and peer-correction when standing in front of a whole class. What are the possible pros and cons of each approach?

GETTING THERE

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Focusing on form

Form is an essential counterpart to meaning. Students need to know not only what grammar structures mean but also how they're made up. In this unit, we explore techniques that aim to actively involve students in manipulating, analyzing, and describing grammatical forms.

Order and notice (Activity 1): Ss put words in order to make well-formed sentences. Then the teacher guides Ss to notice significant features of form. You will have the opportunity to try this in Lesson 8.1.

Elicit and label (Activity 2): The teacher works with Ss to make negative and question forms from a positive sentence and to label the parts of the structures. You can try this in Lesson 8.2.

To find out about common learner problems with the present perfect, including problems with form, see chapter 16 of Martin Parrott's *Grammar for English Language Teachers* (Second Edition), pp. 242–245. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *time management*. Ask volunteers what they think it means (*the way you organize your schedule and how you use your time*). Ask *Are you good at time management? Is your schedule the same every day? Do you use a calendar or journal to help you remember all the things you have to do?* Tell Ss that in this unit they will think about how people use their time.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss 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. Read the instructions aloud. Volunteers say all of the things the people are doing. Write their responses on the board for Ss' reference.**
- As a class, brainstorm other daily/weekly activities that Ss do. Write them on the board for Ss' reference.
 - In pairs, Ss discuss the question.
 - Ss share their partner's answers with the class.

- B Read the instructions and bullet points aloud. Model the task by saying answers that are true for you.**
- In pairs, Ss discuss the topics.
 - Ss share their ideas with the class.
- C Read the instructions 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 would do the same things as Andres.

REAL STUDENT

Hi. I'm Andres. With two extra hours, I would spend them at home. I'm always busy at school, and sometimes I don't have time for me. I think going to the movies or playing video games is never too much.

EXTRA ACTIVITY

Conduct a class survey. On the board, write a three-column chart with the bullet points from exercise B as the headings. First ask Ss to predict in which column MOST Ss will put each activity. Point to each of the activities that you wrote on the board during exercise A. Ask Ss which column they would put each in and write their responses on the board. Tally their responses for each column. Discuss whether Ss' predictions were correct.

8.1

SAYING AND DOING

LESSON OBJECTIVE

- talk about what you've been doing

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask Ss what is the best advice they have ever received about how to live life. On the board, write *Stop and smell the roses*. Ask Ss to say what they think it means. (Don't always hurry; slow down and appreciate what is nice in life.) Ask Ss if they agree with this.

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

- Ss discuss the sayings in groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to help them figure out the meanings of each saying.
- Groups share their answers with the class.

Possible answers

- 1 Work hard, play hard. = It's a good idea to work a lot and also enjoy life and have fun.
- 2 No pain, no gain. = You often have to experience pain or difficulty to get rewards.
- 3 You only live once. = You only have one life, so you should make the most of it.
- 4 Variety is the spice of life. = Doing a lot of different things makes life interesting.
- 5 Actions speak louder than words. = What you actually do is more important than what you say you'll do.

HOMework IDEAS

Ss research more sayings. Suggest that they use the search words *popular sayings*. Ask them to choose two that they agree with and two they don't. Discuss their findings and ideas in the next class. Alternatively, Ss can ask family members or friends for popular sayings from their home country/culture. Ss share their findings with the class.

B **2.09** Read the instructions and the Insider English box aloud.

- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Vanessa is studying Spanish. Rodney is designing a new app for work. He's going to soccer practice after work. Min-hee is painting pictures of nature, learning to make sushi, and doing chores.

C **2.09** Read the instructions aloud.

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

Answers

b Vanessa (No pain, no gain.)
a Rodney (Work hard, play hard.)
d Min-hee (Variety is the spice of life.)

- Ask *Which person is the most like you?*

EXTRA ACTIVITY

On the board, write several difficult situations or challenges, e.g., *climbing Mt. Everest; exercising every day; studying English for one hour every day; giving up coffee / sugar / social media*. Ss write sentences for each challenge using *worth it* or *not worth it*. Ss share their sentences with a partner and discuss if they agree with each other's ideas.

2 VOCABULARY: Describing experiences

- **Review** Ss close their books. On the board, write the words in the box in exercise 2A. Ask volunteers to give a definition for each word.

A **2.10** Do the task Read the instructions aloud.

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

B **PAIR WORK** A volunteer reads the questions aloud.

- Pairs discuss the questions.
- Ss share their partner's responses with the class.

C Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- D** **PAIR WORK** Read the questions aloud and model a sample response or two using your own information.
- Pairs discuss the questions.
 - Ss share their partner's answers with the class.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what saying Brenda talks about.

REAL STUDENT

I agree with "you only live once." I think it's important try to learn, to travel, to meet new people. I think that it will be amazing for you.

3 GRAMMAR: Present perfect continuous

- **Introduce the task** On board, write *I am learning to speak English now. I have learned to speak English.* Ask Ss to identify the tense of each sentence. (present continuous, present perfect) Ask them to say when each action is happening (in the present, in the past)
 - Explain that Ss will now learn the present perfect continuous.
- A Do the task** Give Ss time to read the information in the grammar box and the Notice box silently to themselves.
- Ss do the task individually.
 - Check answers as a class.

Answer

been

- B Read the instructions aloud.**
- Ss complete the 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.

Answers

- A have you been reading
B I've been reading
- A Have you been eating out
B I haven't; I've been cooking
- A have you been getting
B My sister has been driving
- A have you been studying
B I've been studying

- C** **PAIR WORK** Ask volunteers to read the sample conversation aloud.
- Pairs practice the conversation.
 - Ss share their partner's true answers with the class.
- D** Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.



TEACHER DEVELOPMENT ACTIVITY 1

Order and notice

Simple ordering activities followed by teacher-guided noticing can be used to review and check students' knowledge of the form of a grammatical structure.

- Ss close their books. On the board, write four examples of the present perfect continuous from the script in exercise 1B but with the words scrambled:
 - [?] been doing have lately What you?
 - [+] been doing have I lately one only thing.
 - [+] also been have I learning make sushi to.
 - [-] all at been going have I not out.
 - Ss work to unscramble the words and write the original sentences. To check their answers, they open their books and look at the script on p. 76.
 - On the board, write the original sentences and underline the adverbs: *lately, only, also, at all.*
- Use questions to help students notice the positioning of the adverbs. Ask *Where do we use lately?* (at the end of a sentence) *What other word or words go at the end?* (at all) *What about only and also?* (before *been*)

4 SPEAKING

- A Read the instructions aloud. As a class, brainstorm other topics that Ss can use to do the task.**
- Give Ss time to think of their answers.
- B** **PAIR WORK** Ask a volunteer to read the example response aloud.
- Ss share their responses with a partner. Encourage Ss to ask follow-up questions of each other.
- C** **GROUP WORK** Read the instructions aloud.
- Pairs discuss their responses. As an extra challenge, ask each S to tell the other pair about their partner's responses, not their own.
 - Ss share their responses with the class.

EXTRA ACTIVITY

Extend the discussion in exercise 4C. Ss say which activities are the most/least necessary, the most/least fun, and the most/least fulfilling.

- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.**

- **Introduce the task** On the board, write *progress*. Ask volunteers to say what it means and/or use it in a sentence. If Ss don't know, give some examples and see if they can guess the meaning from context: *If you study hard, you can make progress in learning English. I am not making progress in learning how to play tennis – I still can't hit the ball!*
- Ask *Are you making progress with your English? Is there something else that you are learning or doing that you are getting better at?*
- Explain to Ss that *progress* can be used as a noun or a verb. When it is used as a verb, it is usually a collocation with *make*: *make progress*.

1 LANGUAGE IN CONTEXT

A Do the task Read the instructions aloud.

- Give Ss time to think of their answers.
- Ss compare answers with a partner.

Possible answers

He's sightseeing. He's taking a picture. He's making a video.

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

B Read the questions aloud.

- Ss read Monroe's social media post silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answers

Monroe has been working on a personal project involving daily videos. He's asking friends for advice because he wants to have his own show, but he needs a real video camera and people to work with him.

C Read the question aloud.

- 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.

Answer

He needs people to write scripts, go places with him, and edit the videos.

2 VOCABULARY: Describing progress



A 2.11 PAIR WORK Read the instructions aloud. Ask volunteers to read the pairs of sentences.

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

Answers

1 opposite 2 similar 3 similar 4 opposite 5 similar
6 opposite

MIXED ABILITY

Challenge stronger Ss to do the exercise without looking back at Monroe's social media post.

EXTRA ACTIVITY

Ss use the phrases in bold in the post to write true sentences about themselves or someone they know. To make this into a game, ask Ss to write their sentences on separate pieces of paper. Collect the papers and put them into a box or bag. One S takes one of the papers, reads it aloud, and guesses who wrote it. (If they pick their own paper, they choose another one.)

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C PAIR WORK Read the instructions aloud.

- Pairs discuss their answers to the question and talk about similar times in their lives.
- Ss share their partner's responses with the class.

EXTRA ACTIVITY

As a class, talk about times when Ss have felt like they were wasting time, as Monroe feels. The class brainstorms possible solutions for each person's situation.

3 GRAMMAR: Present perfect vs. present perfect continuous

- **Introduce the task** Review the present perfect continuous. On the board, write *I've been learning to make videos on my phone*. Ask *Is this happening now, in the past, or both?* (Both: It started in the past but continues into the present.)
- Volunteers say sentences using the present perfect continuous.
- Explain that Ss will learn when to use the present perfect and when to use the present perfect continuous.

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 present perfect 2 present perfect continuous



TEACHER DEVELOPMENT ACTIVITY 2

Elicit and label

This activity, which can be used to focus on a wide variety of grammatical structures, involves students in manipulating and labeling forms for themselves. It develops students' ability to notice, analyze, and describe forms independently.

- On the board, write an affirmative present perfect sentence and underline the present perfect structure, e.g., *[+] I've shot about 60 videos so far*.
- Ask Ss for the negative and question versions of the same sentence and write them on the board, too.
- Add grammatical labels to the underlined forms, again eliciting from the learners and accepting or correcting their suggestions. Use a different color to write the forms:

SUBJECT + HAVE + PAST PARTICIPLE

[+] I've shot ...

S + HAVE NOT + PP

[-] I haven't shot ...

HAVE + S + PP

[?] Have you shot ... ?

- Repeat the activity with a sentence in the present perfect continuous, e.g., *I've been thinking about making a movie*.

EXTRA ACTIVITY

Ss reread the information in the grammar box and then rewrite the present perfect sentences so that they are in the present perfect continuous, and the present perfect continuous sentences so that they are in the present perfect. Make sure Ss understand how to make any changes to time phrases, if necessary.

B **Read the instructions aloud.**

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

Answers

2 've/have been looking 3 've/have visited

4 've/have been thinking 5 haven't/have not decided

6 've/have been living

MIXED ABILITY

Weaker Ss work together to complete the sentences. Suggest that for each blank they ask themselves *Is the action finished or unfinished?* This will help them complete each sentence.

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

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

D **Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

4 SPEAKING

A **Read the instructions aloud.**

- Ss think about what to say. Suggest that they take notes and quietly practice what they can say.

B **PAIR WORK** Read the instructions aloud. A volunteer reads the sample response aloud.

- Pairs discuss the questions.
- Ss share their responses with the class.

EXTRA ACTIVITY

Tell Ss to listen carefully, as their classmates share their responses, to see what tense they use. After each S speaks, ask volunteers to repeat sentences that used present perfect or present perfect continuous.

- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.**

8.3


HOW HAVE YOU BEEN?

LESSON OBJECTIVE

- catch up with people's news

- **Introduce the topic** On the board, write *catch up*. Ask volunteers if they already know what *to catch up with someone* means. (to tell each other about what's going on in your life after not seeing each other for a period of time)
- In pairs, Ss write words and phrases that can be used when seeing someone after a long time. Allow Ss to write down words and phrases in their first language if they don't know the words in English.

1 FUNCTIONAL LANGUAGE

A  **2.12** Read the instructions and the first question aloud.

- Ss discuss the question in pairs.
- Read the second question aloud. Play the audio. Ss read along.
- Answer any questions about unfamiliar vocabulary.
- Ss share their answers with the class.

Answer

The women mention Mexicali, things they do (working, going to the gym, seeing friends), a new job, getting up early, a brother, and Chinese food/restaurants in Mexicali.

- 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 questions by just listening to the conversation, not by reading it. Play the audio twice, if necessary.


B Ss look at the headings in the chart. Check Ss' understanding.

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

Answers

1 It's been 2 haven't seen you since 3 have you been
4 been doing 5 What's going on with 6 as usual
7 I've been 8 much

- At this point, Ss can look at any of the expressions that they wrote down in their first language during the introduction to the lesson and determine if there are direct equivalents in English.

C  **2.13** Ss choose the correct responses individually.

- Play the audio for Ss to check their answers.
- Pairs practice the conversations.

Answers


1 a 2 b 3 a 4 a

EXTRA ACTIVITY

On the board, write *last spring, Mexicali, working, going to the gym, seeing friends, I got a new job in January*. Ss look at the conversation from exercise 1A. In pairs, Ss work together to substitute the parts of the conversation on the board to make a new conversation and then practice it. Encourage Ss to add to the conversation. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY


- **Introduce the task** On the board, write this exchange:
A *Let's go to the beach tomorrow!*
B *OK! That would be fun!*
Ask if the phrase *that would be fun* sounds definite or indefinite. Explain that sometimes the phrase *that would be* can be used to talk about something definite in the future.

A  **2.14 Audio script p. T-174 Do the task** Read the questions aloud.

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

Answer


Rosa suggests going out for lunch on Friday and inviting some of her friends. Juliet asks, "Do they speak English?"

B  **2.14 Audio script p. T-174 Ss read the information in the Real-world strategy box silently to themselves.**

- Model the sentences with a volunteer.
- Read the question aloud. Play the audio.
- Ask a volunteer to answer the question.

Answer

Juliet's comment is "That would be wonderful!"

C  **2.15 Read the instructions aloud.**

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

Answer

awful


EXTRA ACTIVITY

As a class, brainstorm sentences that another student could respond to, such as *Let's compete together in a triathlon! I'll help you find your missing keys; Let's go see the new Avengers movie; I'll cook the food for the party; Do you want to take flying lessons?* Write them on separate pieces of paper. Put the papers in a box or bag. A S picks a paper, reads the situation, and points to another S for their reaction. Continue until all Ss have read and reacted to a situation.


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 will talk about each situation to their partner.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /ɑː/ and /æ/ vowel sounds

A  **2.16 Give Ss time to read the instructions.**

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

B  **2.17 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 A
- 5 A
- 6 B

C **PAIR WORK** Pairs practice saying the words in exercise 3B.

4 SPEAKING

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

- Give Ss time to think of their own ideas for why they haven't seen each other in a long time.
- Ss do the task in pairs.

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

- Ss do the task in pairs.
- Pairs perform their conversations for the class.
- **Workbook Unit 8.3**
- **Worksheets: Grammar 8.**

LESSON OBJECTIVE


- write a post about managing your time

1 LISTENING

- **Introduce the task** Books closed. Have a brief class discussion about time management. Ask *What do you spend a lot of time doing? Do you wish that you could spend less time doing it? What is one activity that you would like to spend more time doing?*

A Do the task Books open. Read the instructions aloud. Ss discuss the question in pairs.


- Ss share their ideas with the class.

B  **2.18 Audio script p. T-174** **LISTEN FOR EXAMPLES**
Read the instructions aloud.

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

Answer

Naomi talks about opening and responding to emails, and paying bills online.

C  **2.18 Audio script p. T-174**
GUESS MEANING FROM CONTEXT Review how to guess the meaning of a word or words from their context. On the board, write *Beth has a bubbly personality; she's always so friendly and fun! Underline bubbly. Ask Ss how they could guess the meaning of the word bubbly. (by looking at the other words around it)*

- Give Ss time to read the choices for each word.
- Play the audio again. Ss do the task individually.
- Check answers as a class.

Answer

1 b 2 c 3 a 4 b 5 a


- Ask additional comprehension/context questions *What is Travis' job? (life coach) What is Naomi's job? (time-management expert) What do you think a life coach does? (helps you live your life better) What does to waste time mean? (to not use your time well)*

 **MIXED ABILITY**


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

2 PRONUNCIATION: Listening for weak forms of *didn't*

- **Introduce the task** To explain that the /t/ of the negative *n't* is often elided before a following consonant, write on the board: *mustn't go* and *wouldn't try*. Say the phrases aloud. Do Ss hear the *t* clearly – or not? Tell Ss that the *t* in *n't* is often dropped or said very softly.

A  **2.19 Give Ss time to read the instructions.**

- Play the audio.

B  **2.20 Read the instructions aloud.**

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

Answers

1 B 2 A 3 A 4 B

C Ss do the task individually.

- Check answer as a class.

Answer

The second statement: In fast speech, English speakers often drop the /t/ sound at the end of *didn't*.

3 WRITING

- **Introduce the task** Ask *Do you follow any specific time-management techniques? Is managing your time difficult or easy for you? Do you know someone who is very good at managing their time? What is their technique?* Explain that Ss will write a post about their own time-management techniques.

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

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

Answers

He did a few short chores/jobs (cleaned his desk, put away papers, a few things like that) and one long task (wrote an outline for a research paper).

He didn't do these things in the past because he felt tired or was busy or had something better to do.

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

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

Answers

The technique has changed his life because he has started to make progress and has gotten a few things done. Yes, he will continue because he is feeling very positive and likes feeling this way.

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

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

Answers

1 c 2 a 3 d 4 b

WRITE IT

D Ss read the information in the Register check silently to themselves.

- Read the instructions aloud.
- Ss write their post.
- Circulate and monitor.

- E **PAIR WORK** Ss exchange posts with a partner and discuss if they would use their techniques or not.

HOMEWORK IDEAS

Assign the writing of the post for homework. Ss bring their posts to the next class and discuss them with a partner.

EXTRA ACTIVITY

Ss display their posts in the classroom. Ask Ss to walk around and read each post. Have a class vote on which time-management techniques they think work the best. Alternatively, have the class come to a consensus about which activity seems to be the most common time waster and discuss the best way to manage the amount of time doing it.

- **Workbook Unit 8.4**
- **Worksheets: Grammar 8.**

LESSON OBJECTIVE

- decide on better ways to use your time



Time on each stage

- **Introduce the task** Aim: Introduce the concept of “building a better life.”
- Ask *Do you think you can improve how you live your life day to day? What percentage of your life needs improvement?* Explain that *building a better life* means to look at different parts of your life and see if you can improve the separate parts so that your whole life is better.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.

A **PREPARE** **Do the task** Aim: Ss rank the parts of their life in terms of what makes them happy or what they like, or not.

- Read the instructions aloud and the words in the box aloud.
- **INDIVIDUALLY** Ss do the ranking activity. Encourage them to make notes on why they like or don't like each thing and why they ranked it as they did.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

B **DECIDE** Aim: Ss decide how to better spend their time.

- Read the instructions aloud.
- **PAIR WORK** Ss share their pyramids with a partner.
- Ss decide on the two things they want to spend more time doing and the two things they would like to spend less time doing.

C **DISCUSS** Aim: Groups discuss the plan.

- Read the instructions aloud.
- **GROUP WORK** Ss take turns sharing the things they want to spend more and less time on.
- Ss give each other advice on how to make changes to build a better life.

D **PRESENT** Aim: Ss present the advice they received.

- **WHOLE CLASS** Ss present the advice they received to the class.
- Suggest that Ss take notes on any good ideas from the presentations to use in the next activity.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

E **AGREE** Aim: The class chooses the best ideas.

- **WHOLE CLASS** Ask Ss to nominate their favorite ideas that were presented in part D. Write ten of these on the board.
- Ss go to the board and put a check mark next to the three ideas they like the best.
- Count the check marks and see which are the top three ideas.

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



TEACHER DEVELOPMENT REFLECTION

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

- 1 Did you feel that the level of challenge of Teacher Development Activity 1 was appropriate? How could you adapt it to make it more or less challenging?
- 2 When used after exercise 3E, Teacher Development Activity 1 practices forms that are taught earlier in the lesson. However, the activity could also be used as an alternative to exercise 3B, to present the form. What might be the possible advantages and disadvantages of this approach?
- 3 Teacher Development Activity 2 uses grammatical terminology, such as *negative*, *subject*, *past participle*, etc. Do you think this kind of terminology is useful to students? How can it benefit them?
- 4 How did the board look by the end of this activity? (If possible, use your phone to take a photo of the finished board.) How could the information have been presented more clearly or attractively?

MAKE IT WORK

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Building dialogues

Developing students' range of spoken language doesn't only mean that students can produce spoken language freely. It also means they can interact with another speaker easily, which is something students find difficult. When they do role plays, the conversation sometimes sounds like two people saying monologues to each other because there isn't much natural interaction. Another problem is that students don't use enough language and their exchanges are too short. You can help your students become more confident with interactive language by giving them examples of dialogues and conversations. The ideas below also show a way of getting the example dialogues off the page.

Dialogue ordering (Activity 1): Ss order a mixed-up dialogue in groups. You can try this in Lesson 9.2.

Dialogue building (Activity 2): Elicit and build a dialogue with the whole class. You can try this in Lesson 9.3.

You can read more about building dialogues in Nick Bilrough's *Dialogue Activities*, pp. 62–63. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a class discussion about Ss' work habits. Ask *Do you study at home or at another place? What are possible distractions if you study at home? When you think about your dream job, are you working at home? Outside? In a nice office? Why?* Write the unit title on the board: **MAKE IT WORK**. Explain that to make it work is an expression that means to do everything you can to make something succeed, even if there are many obstacles. Ask *When was the last time you had a project or situation at home, school, or work that was difficult and you just had to "make it work"?*

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.

C Ss discuss the questions in pairs or small groups.

- On the board, write the two column headings *Pro* and *Con*. Ss share their responses. Write them in the correct category and see if the class thinks there are more pros or more cons to this kind of work situation.

D 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, then discuss if they had similar ideas as Angie.


REAL STUDENT

Many people don't have the possibility to work as they would like to. That is a reason why they are not really happy and they don't have the proper resource. I recommend to make better decisions, otherwise they are not going to be able to be really successful.

- talk about college subjects

1 VOCABULARY: College subjects

- **Introduce the task** Books closed. Ask *Which subjects did you learn in elementary school? Middle school? High school? College?* Write Ss' answers on the board.
- In pairs, Ss brainstorm and make a list of more subjects that people learn at any stage of school. Allow them to use their phones or a dictionary, if necessary.
- Have a brief class discussion about which subjects are taught at each level of schooling. Ask Ss if they all agree about which subjects are taught when. Ask Ss if any of them studied something unusual during any stage of their education.

A  **2.21** **PAIR WORK** **Do the task** Read the instructions aloud. Volunteers read the subjects aloud. Correct pronunciation, if necessary.

- Ss do the task in pairs.
- Ss share their answers with the class.
- Ask Ss to say if any of the words from their brainstorm lists are the same as the ones in the box. Then they share any subjects that are not included in the box.

Possible answers

architecture: how to design a building
 biology: how the human body works
 business: how to run a business
 chemistry: how to analyze and develop chemicals
 computer science: how to program a computer
 economics: the concept of supply and demand
 education: how to teach English
 engineering: how to solve problems using math
 law: the basic laws governing a nation
 medicine: the types of illnesses and their treatments
 physics: how matter and energy interact
 political science: how to compare electoral systems

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

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

C Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT


- **Introduce the task** Ask Ss to share what kinds of things they had to study in order to do their current job or what they will have to study in order to do a job they want in the future.

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

- Ss share their answers with the class.

HOMEWORK IDEAS

Assign each S a job that requires specialized training, such as a surgeon, anthropologist, graphic designer, or nutritionist. Ss research the subjects and training that the job requires. Ss share their findings in the next class.

B  **2.22** Read the instructions aloud.

- Ss read the information in the **Insider English** box silently to themselves.
- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Luca has thought about his future job, but Ian hasn't. Luca is going to work in his dad's garage as a mechanic; Ian is going to choose a job later.

C  **2.22** Ss complete the task individually.

- Compare answers with the class.

Answer

Ian is going to create his own program, mixing several different subjects/majors/areas.

D **PAIR WORK** Read the questions aloud and model a sentence or two with your own answers.

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what kind of program of study Andrea talks about.

REAL STUDENT

I don't think I can like to create my own major because I want to be an architect, so I think a degree with set courses is the best for me.

3 GRAMMAR: Modals of necessity: *have to, need to, must*

- **Introduce the task** Books closed. On the board, write *I would like to learn computer programming. I have to learn computer programming.* Ask *How are these sentences different in meaning?* (One talks about a wish and one talks about a necessity.) *Which sentence talks about a wish?* (the first one) *Which words tell you that?* (would like to) Underline *have to*. Ask Ss if they can think of any words to substitute for *have to* (must, need to). Explain or remind Ss that a *modal* is an extra word used with a verb that adds more information to the sentence. Explain that Ss will now learn more about *modals of necessity*.

A Do the task Volunteers read the information in the grammar box aloud. Emphasize to Ss that, especially in American English, *must* is not used often in everyday speech. In most cases, *have to* is used: *I have to be on time for class today. Must, when used at all, is used in formal written rules, or only for strong emphasis: Students must pay their fees by June 25. When you go to New York City, you absolutely must go to the Metropolitan Museum of Art!*

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

Answers

1 necessary 2 not necessary 3 base form

B Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss exchange sentences with a partner and discuss if they agree with each other's answers.
- Check answers as a class.

Answers

1 don't / do not have to work 2 need to shop
3 need to think 4 have to do

C Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D Ss complete the sentences individually.

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

4 SPEAKING

A Read the instructions aloud. Refer Ss to their lists of subjects from the introduction to the lesson.

- Give Ss time to think of their answers.

B PAIR WORK Volunteers read the sample conversation aloud.

- Ss share their responses with a partner. Encourage Ss to ask follow-up questions to each other.

C GROUP WORK Read the instructions aloud.

- Put pairs together to discuss their responses. As an extra challenge, ask each S to tell the other pair about their partner's responses, not their own.
- Ss share their responses with the class.

EXTRA ACTIVITY

Groups discuss their predictions about studies and jobs in the future. On the board, write *What subjects will be the most important to learn in the next five/ten/twenty years? What jobs will become more popular or necessary within the next twenty years?* You may also want to frame the discussion by asking Ss to imagine that they have a ten-year-old child and they are deciding what subjects their child should study to best prepare them for the future. Ss discuss the topic in small groups. A reporter for each group shares their group's ideas with the class.

LESSON OBJECTIVE

- discuss rules for working and studying at home

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *self-employed*. Ask volunteers to say what it means and/or to give some examples. Ask if they, or someone they know, is self-employed, and if so, what their job is.

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answers with the class.

B Read the instructions aloud.

- Ss read the posts silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answer

She wants suggestions about setting up rules for working at home and wants help with managing her files.

C Read the instructions aloud.

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

Possible answers

Theo says you have to imagine you're going to an office. You have to work the same hours every day, not waste time, and not to miss deadlines.


Lynn says you have to make time for yourself and not work all of the time.

Kosuke says there are great computer programs to help you manage your files.

 EXTRA ACTIVITY

Challenge Ss to write a role play between someone just starting to work at home and a friend who is giving advice. If necessary, provide a situation for the self-employed person. (I started writing a regular column for a local newspaper. I have a deadline every Friday. I have one small child and an elderly parent living at home with me.) Ss take turns talking about their situation and giving advice.

2 VOCABULARY: Employment

A  2.23 Read the instructions aloud.

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

Answers

Nouns: career, contract, employer, profession, retirement, salary, wage, working hours

Verbs: apply, fire, hire, manage

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Ss discuss the questions in small groups.
- Ss share their responses with the class.

3 GRAMMAR: Modals of prohibition and permission

- **Introduce the task** On the board, write *People are prohibited from bringing wild animals into the United States. I need permission to leave work early.* Underline *prohibited* and *permission*. Ask volunteers to say the meaning of the words.
- Explain that now Ss will learn about modals of prohibition and permission. Remind Ss that modals are always used with another verb.

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 aren't 2 are

- Remind Ss that *must* is not used often in everyday American English, and the same is true for *must not*. Reread the information in the **Notice** box. Give further examples: *Employees must not smoke inside the building. Students must not eat in the library. I don't have to cook tonight because we are going to a restaurant. I don't have to study anymore tonight – I remember all the vocabulary!*

EXTRA ACTIVITY

Set a one-minute time limit. Ss write five sentences using each of the modals that would be rules for studying for a final exam. Ss share their sentences with the class.

B **Read the instructions aloud.**

- Ss circle the answers individually.
- Check answers as a class.

Answers

1 Can 2 can't 3 can 4 can't 5 must not 6 can

- Ss practice the conversation with a partner.
- Pairs discuss if they agree with Mario or Sarah about working at home on Fridays.
- Ss share their responses with the class. Have a class vote on whether working from home is easier or more difficult than working in an office.

C **Direct Ss to page 137 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.
- Ss share their answers with the class.

4 SPEAKING

A **Read the instructions aloud.**

- Ss write down as many rules as they can individually.

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

- Ss share their ideas with a partner and then decide on the three best ideas.



TEACHER DEVELOPMENT ACTIVITY 1

Dialogue ordering

Alternative instructions for exercises 4A and 4B

This provides an example dialogue and encourages group cooperation.

- As Ss make their lists of rules, write the following dialogue on the board, but mix up the order:
 - *You can't have a lot of snacks in the house when you work from home.*
 - *Why not?*
 - *You'll eat all day and not get anything done.*
 - *True, but you can take breaks for meals.*
 - *I guess so.*
 - *And you sometimes need to be away from your desk.*
- Put Ss in groups of six. Each S copies down one line of the dialogue. For smaller groups, some Ss can write down two lines.
- Wipe the dialogue off the board.
- Ask Ss to memorize their line and turn over their notebooks.
- Ss say their line to each other and together decide the correct order of the dialogue
- Do feedback and ask one group to perform their dialogue. This gives a model for everyone in the class.

C **GROUP WORK** **Pairs share their ideas with another pair and decide which ideas are the most helpful.**

- A representative from each group shares which ideas their group chose.

HOMEWORK IDEAS

Ss research articles about working from home. They choose one article and summarize the advice using the modal auxiliaries from this lesson and Lesson 2.

LESSON OBJECTIVE

- express confidence and lack of confidence

1 FUNCTIONAL LANGUAGE

- **Introduce the task** On the board, write *lack of* and *confidence*. Ask volunteers if they already know what *lack of* means. (to have none or not enough of something)
- Ask a volunteer to say what *confidence* means (*the feeling that you can do something successfully*). Ask Ss to share what kinds of skills they are confident in and what kinds of skills they have a lack of confidence in. Offer some examples: *I know I can walk a mile. I'm not sure that I can run ten miles.* Write their responses on the board to refer to later in the lesson.

A  2.24 **PAIR WORK** **Do the task** Read the first two sentences of the instructions aloud.

- Ask Ss to discuss in pairs why someone might be worried about starting jujitsu.
- Read the rest of the instructions aloud. Play the audio. Ss read along.
- Answer any questions about unfamiliar vocabulary.
- Ss share their answers with the class.

Answers

The woman is worried about not being strong enough and about falling.
The man says it is not about being strong, but about technique. And that falling won't be a problem because she will learn to fall safely.

- 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 questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Read the instructions aloud. Ask a volunteer to read the headings in the chart aloud.

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

Answers

1 be a problem 2 bother me 3 I can handle
4 I can handle 5 enough 6 concerns me

C **PAIR WORK** Read the instructions aloud. Volunteers read the sentences aloud.


- Give Ss time to think of their responses.
- Ss choose the correct responses individually.
- Pairs practice the conversations.

 **EXTRA ACTIVITY**

Refer Ss to the skills you listed on the board in the introduction to the lesson. Using the sentences in exercise 1C as a guide, Ss write two or three of their own sentences, based on the skills on the board. In pairs, Ss take turns reading their sentences to a partner and responding.

2 REAL-WORLD STRATEGY


- **Introduce the task** Tell Ss that they will learn a very common phrase to use when giving a reason for why they can or can't do something. Explain that this phrase is used in casual, spoken conversation but not in formal conversation or in writing.

A  **2.25 Audio script p. T-174 Do the task** Read the instructions aloud.

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

Answers

Robin invites Tim to go mountain biking. He does not accept.

B  **2.25 Audio script p. T-174** Read the instructions aloud.

- Ss read the information in the **Real-world strategy** box silently to themselves.
- Ask a volunteer to read the example sentence aloud.
- Play the audio. Ss listen for the reason why Tim doesn't like mountain biking.
- Ask a volunteer to answer the question.

Answer

Tim doesn't like mountain biking because he fell off his bike and broke his arm once.


C **Read the instructions aloud.**

- Ss complete the sentence individually.
- Ss practice the conversation in pairs.
- Pairs perform their conversations for the class. The class votes on the best reason.


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.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.
- Circulate and monitor, helping as needed.

3 PRONUNCIATION: Grouping words

A  **2.26** Give Ss time to read the instructions.

- Play the audio. Ss listen and repeat.

B  **2.27** Read the instructions aloud.

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

Answers

- A Would you like / to go swimming / with me / on Sunday morning?
B Thanks for the offer, / but I can't. / I'm taking / my sister / to breakfast / for her birthday.
A OK. / Well, / I go every Sunday morning. / What about / the next Sunday?

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

4 SPEAKING

A **Individually, Ss think of challenging sports or outdoor activities that people can do in or around their city. Alternatively, brainstorm activities as a class and write Ss' responses on the board for their reference.**

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

- Ss do the task in pairs.

C **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Put pairs of Ss together to make groups of four or six.
- Groups do the task.
- Ss tell the class whether they can or can't handle the activities and why or why not.



TEACHER DEVELOPMENT ACTIVITY 2

Dialogue building

Before doing exercise 4C, build the dialogue below with the whole class to give them a model of the activity. Put the prompts on the board to elicit the examples in parentheses. Drill one exchange at a time and gradually build up the whole dialogue. Students practice in groups of four.

A: *morning / go skateboarding / skate park (In the morning, we're going to go skateboarding at the skate park.)*

B: *not / problem (That won't be a problem.)*

C: *OK / great / used to / when / kid (OK, that's great. I used to skateboard when I was a kid.)*

D: *not sure / handle (I'm not sure I can handle that.)*

A: *why? (Why not?)*

D: *thing / legs / not very strong (The thing is, my legs aren't very strong.)*

B: *maybe / watch (Well, maybe you can just watch.)*

C: *you / fine (You'll be fine.)*

EXTRA ACTIVITY

On separate slips of paper, write reasons why someone can't do something, such as *The thing is, I have too much work to do / I don't like scary movies / I don't have the right clothes for that*. Put the slips of paper in a box or bag. A S chooses one of the papers and reads it aloud. They then have ten seconds to think of a sentence that might come before that one in the conversation.

- write the main part of a résumé

1 READING

- **Introduce the task** On the board, write *résumé*. Ask Ss if they know what a *résumé* is and if they have ever written one. If not, explain that a *résumé* is a short, usually one-page, list and brief description of your education, work experience, and skills, and it is used to apply for a job.
- Explain that Ss will write part of a *résumé*.



- A **RECOGNIZE TEXT TYPES** **Do the task** Read the types of texts listed in the box aloud. Have a class discussion about what kinds of information would be included in each type of text.

- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a dictionary to look up any unfamiliar words in the box.
- Read the instructions aloud.
- Explain that at this point Ss do not have to read the whole texts; rather, they can just scan them to see what kind of information is included in each one.
- Check answers as a class.

Answers

The first text is from a job ad. The second text is from a *résumé*.

- B **READ FOR DETAILS** Read the instructions aloud.

- Ss read the two texts silently to themselves.
- Check understanding of new vocabulary. Ask Ss to give a definition or use these words in a sentence: *quest*, *reliable*, *intelligent*, *perfect*, *based on*, *to deal with*, *basic*, *accomplishment*. Ask a volunteer to give an example of the behavior of a “difficult customer.”
- Ss compare answers with a partner.
- Check answers as a class.

Answers

- 1 They want to hire someone who is reliable, intelligent, and calm; who likes challenges and to work with people; who has a college degree in education, business, or similar; at least two years of work experience; strong communication skills, basic computer skills, and a good writer.
- 2 The person will have to work from 9:00 a.m. to 5:00 p.m. and two evenings a week.
- 3 *Answers will vary.*

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

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

HOMEWORK IDEAS

Ask Ss to look online for jobs in their city. Ss choose one or two ads and think about the kinds of skills and experience needed for the job. Ss share their ideas in the next class.

2 WRITING

- **Introduce the writing task** Books closed. On the board, write *English teacher, bookstore manager, cook, car mechanic*. Ask *Imagine you are hiring someone to do one of these jobs. What kind of work experience should each one have? What kind of non-work activities would be good for each one to put on their résumé?*

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

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

Answers

Main sections: Experience, Education, Skills, Activities
He has been a teacher's assistant and a barista. He still has his job as a teacher's assistant.

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

- A volunteer reads the checklist aloud.
- Ss do the task individually.
- Check answers as a class.

Answers

He has done everything except include dates for his past jobs and his degree.

EXTRA ACTIVITY

Ss close their books. Write parts of Jacob's résumé on the board in mixed-up order. Ss say which section each part belongs in. Write them on the board and ask Ss which part of a résumé each bullet point belongs in.

WRITE IT

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

- Read the instructions aloud.
- Ss do the writing task individually.
- Make sure Ss check their writing for accuracy. Alternatively, they can exchange papers with a partner and check.

HOMEWORK IDEAS

Assign the planning of the résumé, or even the writing of it, for homework and ask Ss to bring it to the next class.

- D **PAIR WORK** Brainstorm follow-up questions, e.g., *Did you enjoy that activity? What did you learn from that experience? Would you recommend that activity to someone else? How does that experience help you in your job?*

- Ss read their partner's résumé and discuss their activities and experiences.
- Ask *What kind of job is your partner's résumé a good fit for? Think of another related job. How can you change your partner's résumé to fit that job?*

EXTRA ACTIVITY

Display Ss' résumés around the classroom. Ss walk around the class and read them, taking notes on what job(s) each résumé is a good match for. Ss share their ideas with the class.

TIME TO SPEAK

Design your perfect job

LESSON OBJECTIVE

- decide how to use your skills



Time on each stage

- **Introduce the task** Aim: Introduce the concept of a “perfect job.”
 - On the board, write *Do what you love and you'll never work a day in your life*. Ask a volunteer to explain what it means. (If you love what you do in your job, your job will not feel like “work.”) Ask Ss if there is a similar saying in their own language. Ask *Do you think it's important for someone to use all their skills in their job? Do you think that there is one perfect job for everyone?* Ask Ss if they know anyone who has the perfect job and, if so, to explain why it is the perfect job for that person.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.
- A** **DISCUSS** **Do the task** Aim: Ss discuss their skills and interests.
- **WHOLE CLASS** Volunteers read the example conversation aloud.
 - **PAIR WORK** Pairs discuss their answers.
- B** **RESEARCH** **Aim: Ss research jobs that relate to their skills.**
- Read the instructions aloud. Volunteers read the example conversation aloud.
 - **PAIR WORK** Ss list the skills they have that they don't need for the job they chose in part A.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones to research different jobs.
- C** **PREPARE** Aim: Pairs design jobs that use their skills.
- **PAIR WORK** Read the instructions aloud.
 - Ss discuss their lists of skills with their partner and design jobs for each other.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones to see if such a job actually exists and where it exists.
 - Suggest that Ss take notes about their discussion to use in the next presentation task.
- D** **PRESENT** Aim: Pairs present their partner's job.
- Read the instructions aloud.
 - **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.
 - **WHOLE CLASS** Ss present their partner's job to the class. If they did additional research about the job in the previous activity, encourage them to present that information to the class as well.
- If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
 - Tell Ss that they should take notes during each presentation to help them discuss it with the class in the next activity.
- E** **AGREE** Aim: Ss choose jobs for different categories.
- **WHOLE CLASS** On the board, write the categories *most useful job, most amusing job, and coolest job*. If appropriate, include other categories such as *the best paying job, the most difficult job, the most dangerous job, the job that affects the most people*.
 - Point to each category and have a class discussion on which job fits that category the best. Ask volunteers to explain their reasons.
 - **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 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How easy was it for students to order the dialogue in Teacher Development Activity 1? How well did they listen to each other and cooperate in their groups?
- 2 How could you adapt the idea of this activity? For example, could you give students sentences from a reading text to memorize and put in order?
- 3 How interactive was the pair work after the ordering activity?
- 4 How accurate were students' contributions when you elicited the dialogue in Teacher Development Activity 2?
- 5 How natural was their pronunciation when you drilled them?
- 6 How interactive was the group work in exercise C after you had built the dialogue?

REVIEW 3 (UNITS 7–9)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Do the task Ss work individually to fill in the chart and write a category for each group of words.

- Ss check answers in pairs.
- Check answers as a class.

Answers

Music: classical, EDM, hip-hop, jazz

TV shows: game show, drama, reality show, soap opera

Experiences: achievement, challenge, opportunity, success,
College subjects: chemistry, education, physics, political
science

Employment: profession, career, retirement, wage

- Encourage Ss to give a definition or an example of each word.

B Ss work individually to add two 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 two answers.
- Check the language summaries for Units 7–9 on pages T-167–169.

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 Can 2 used to like 3 as good as 4 seen

5 haven't been 6 I've been working 7 I've been visiting

8 I've visited 9 need to 10 as important as

11 didn't use 12 didn't have to

- 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 their taste in movies.
- Ss share their partner's response with the class.

3 SPEAKING

PAIR WORK A volunteer reads the sample response aloud.

- Give Ss time to write their responses individually.
- Ss talk about one of the topics in pairs.
- Ss share their partner's response with the class.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

1 I haven't seen you 2 a long time 3 been up to
4 Not much 5 have you been 6 I've been
7 I'm not sure 8 be a problem 9 The thing is
10 thanks for asking 11 I understand 12 I'd love to
13 kind of 14 too bad 15 if you change

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 7–9.

- 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.

WHY WE BUY

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Checking understanding of texts

In this unit, we focus on checking understanding of texts. In the Student's Book, a text is something the students either read or listen to. Involving more students in the checking stage will ensure that less confident students are not left behind and that more students are engaged. We'll look at how teachers can check answers in a learner-centered way and encourage students to listen to one another. Helping students access a topic they are unfamiliar with will prepare them better for the comprehension and/or language tasks that go with the text.

Involving more students in the checking stage (Activity 1): Encourage greater student participation during feedback on a text. Try this in Lesson 10.2.

Helping students access a topic (Activity 2): Set up a fill-in-the-blank task by focusing on the content first. Try this in Lesson 10.2.

To find out more about checking answers, read *Withholding Validation of Student Answers* from *Classroom Management Techniques*, pp. 196–198. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a class discussion about buying habits. Ask *How often do you shop for food/clothes? Do you bring a list of things to buy? Do you only shop when you need something? Do you stick to a budget?* On the board, write *impulse buy*. Explain that an *impulse buy* is something you don't really need and that you purchase without thinking about it. Ask *Do you do a lot of impulse buying?* Ask Ss how often, for example, they buy any candy, magazines, and small items that are next to the checkout at a supermarket or other large store.

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.

C Read the instructions 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 had similar reasons as Andrea.

REAL STUDENT

I bought new shoes last week because I started running every day for exercise, and my old sneakers were in really bad condition. So I had to get new running shoes and I really love them. They were expensive, but they are super comfortable and they look good, too.

HOMEWORK IDEAS

If appropriate for your class, suggest that Ss keep a detailed list of things they buy during one week. They can put the items into the categories *Need* and *Want*. Since some items may be personal, explain that this list does not have to be comprehensive, but it should include some common purchases. Ask volunteers to share their lists in the next class and to talk about why they bought some of the items in both categories.

- say what things are made of

1 VOCABULARY: Describing materials

- **Introduce the task** Ask Ss if they can name any materials that clothes, furniture, or other household items are made of. Point to items in the room and ask what they are made of.
- Tell Ss that they will learn words to talk about what things are made of.

A 2.28 **PAIR WORK** Do the task Read the instructions aloud.

- Ss do the task in pairs.
- Pairs share their responses with the class.

Answers

In the picture, we see: cotton (T-shirt), leather (jacket), metal (eyeglasses, zippers), and plastic (eyeglasses).

B 2.29 Read the instructions aloud.

- Check understanding of the words in the box. Ask *Are these words adverbs, adjectives, nouns, or verbs?* (adjectives) Then ask volunteers to name something that can be described with each word.
- Ss do the task individually.
- Ss share their answers with the class.

Answers

Opposites: artificial/natural, fragile/strong, hard/soft, heavy/light
All of these words describe things the man is wearing.

EXTRA ACTIVITY/HOMEWORK

Ask Ss to choose three words and write a sentence for each. On the board, write the words from exercise 1B. Divide the class into teams. A S from Team A says one of their sentences, and Team B must say which word on the board is its synonym or antonym. More than one answer will be possible. Teams take turns saying a sentence and matching the words on the board.

- C Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *green clothes*. Ask Ss to say what they think this means. (clothes that are made from materials that are safe for the environment and/or are made in factories that use methods that are safe for the environment) Then ask *Do you shop for green clothes?*

A Do the task Read the instructions aloud.

- Read the information in the **Insider English** box aloud.
- Ss read the text silently to themselves. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Are your clothes green? (*title*)

The names of the materials are written on the labels, but have you ever looked at them?

Even if you know what materials you're wearing, do you know how eco-friendly they are?

EXTRA ACTIVITY

Ss reread the information in the **Insider English** box. As a class, brainstorm other possible expressions (*user-friendly, pet-friendly, child-friendly, senior-friendly*). In pairs, Ss think of examples of things for each of the expressions in the box. While they are thinking of examples, write the expressions on the board in columns. Pairs share their examples with the class. Write them on the board under the matching expression.

B Read the questions aloud.

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

Answers

Polyester is more environmentally friendly because cotton farmers use a lot of chemicals and large amounts of water. Polyester uses recycled plastic bottles. It's also warmer and lighter than cotton, so it uses less material.

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

- Ss discuss the questions with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they wear similar things as Angie.

REAL STUDENT

To tell you the truth, I don't really know the material of my clothes, but if you ask me, I really feel comfortable with my plastic shoes. They really make me feel so comfortable.

3 GRAMMAR: Simple present passive

- **Introduce the task** On the board, write *I drink coffee every day. Coffee is often drunk at breakfast. Coffee is drunk by 157 million Americans.* Ask *Do we know who is drinking coffee in all the sentences? (no) What is the subject in each sentence? (I, Coffee, Coffee)* On the board, write *active* and *passive*. Explain that a person can do an action, like walk, run, talk. A thing, like coffee, can't do an action but something can be done to it. When we talk about something that has an action done to it, we use the passive. Underline the verbs in each sentence. Ask *Is the action in each sentence happening in the past, present, or future? (the present)* Explain that Ss will learn how to talk about something that is generally true in the present using the passive.

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

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

Answers

1 sometimes 2 a past participle

EXTRA ACTIVITY

Ss reread the information in the **Notice** box. In pairs, they write four or five sentences using *by* to show who does an action. Make sure they understand that they should use the simple present passive in their sentences.

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ss complete the sentences individually. Tell Ss they can check the irregular verb chart at the back of their books, as needed. Circulate and monitor.
- Check answers as a class.

Answers

1 are needed 2 are sold 3 are bought 4 are worn
5 are made 6 are written

- In pairs, Ss discuss if the sentences are true for their country.

EXTRA ACTIVITY

Make a game out of reviewing the past participle of verbs. Make a list of 20–30 common verbs in their base form. Set a time limit for Ss to write the past tense and the past participle forms of each verb. Whoever gets all the forms correct wins. Alternatively, play in pairs or teams.

4 SPEAKING



FIND IT

A **PAIR WORK** Read the instructions and the words in the box aloud.

- Ss make notes of their answers individually.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to do research on the material of their choice.

B **PAIR WORK** Read the instructions aloud. Volunteers read the example dialogue aloud.

- Pairs discuss the materials in exercise 4A.
- Pairs share their answers with the class.

C **CLASS ACTIVITY** As a class, Ss compare their ideas and discuss what they've learned about the materials.

LESSON OBJECTIVE

- talk about where things come from

1 LANGUAGE IN CONTEXT

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

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- As a class, Ss share their reasons for why they think some items came from certain countries.

B **2.30** Read the instructions aloud.

- Play the audio. Remind Ss that they are listening for Monty's ideas.
- Check answers as a class.

Answers

Monty thinks his computer was manufactured in China but designed in the US. He thinks his coffee beans came from Brazil. And he thinks the tomatoes on his sandwich were locally grown.

TEACHER DEVELOPMENT
ACTIVITY 1

Involving more students in the checking stage

Alternative instructions for exercise 1A

Teachers usually check comprehension of a text by nominating individual Ss to give each answer. Often, for correct answers, the teacher says *Yes* or *Good*, and moves on to the next question. However, this doesn't tell teachers whether other Ss have the same answer, or give them a chance to contribute. Here's another approach to doing feedback:

- Set up exercise 1B, but ask Ss to close their books and listen only.
- Ss compare answers.
- Do feedback like this:
 - Nominate S1 to answer the first question.
 - If the answer is correct (or incorrect), nod or say "Interesting," but don't comment further.
 - Nominate S2 e.g., "What do you think?"
 - Give S2 time to respond.
 - Nod. Nominate a S3 e.g., "Do you agree with what they said?"
 - Give S3 time to respond.
 - Briefly summarize their comments, and confirm the correct answer(s).
- Repeat procedure with *coffee* and *sandwich*.

C **2.30** Read the instructions aloud.

- Play the audio.
- Pairs compare answers.

Answers

He bought his laptop because he wanted a good one for a good price.
What he knows for sure about his sandwich is that it is fresh (because it was made right in front of him).

2 VOCABULARY: Production and distribution

Introduce the vocabulary

- On the board, write *product / produce / production* and *distribute / distribution*. Explain that *to distribute* means *to give something to a number of people*. Elicit and discuss the meaning of *product*, *produce*, and *production*.
- Volunteers read the vocabulary in the box.

A **2.31** Do the task Ss underline the words individually and decide which of the four categories each belongs in.

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

Answers

Eight underlined words: designed, manufactured, imported, grown (x2), shipped, caught, frozen, produced
1 deliver; export; import; ship; transport
2 design; grow; manufacture; produce
3 caught; pick
4 freeze; store

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Pairs discuss the topics.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to search for information about each of the topics.
- Ss share their partner's responses with the class.

3 GRAMMAR: Simple past passive

- **Introduce the grammar** Write on the board *Coffee is drunk by 157 million Americans. Coffee was drunk by 157 million Americans.* Ask *What is the subject in each sentence? (Coffee, Coffee) What is the only difference in the sentences? (the tense – present and past)* Write on the board *active* and *passive*. Remind Ss that they learned the simple present passive in Lesson 1. Ask a volunteer for a definition of *passive*. (*When we talk about something that has an action done to it, we use the passive.*)
- Explain that Ss will learn how to talk about something that was generally true in the past using the passive.

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 a past participle 2 do not use

B **Read the instructions aloud. Make sure Ss understand that they must complete the sentences with the simple past passive.**

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

Answers

1 were grown 2 were cut 3 were stored
4 were taken 5 were transported 6 was made
7 wasn't / was not imported 8 was produced
9 wasn't / was not shipped 10 were saved

EXTRA ACTIVITY

Ss reread the sentences in the grammar box and then rewrite them so that they are in the simple present passive. They can also look back at Lesson 1, exercise 3C and rewrite those sentences in the simple past passive.



TEACHER DEVELOPMENT ACTIVITY 2

Helping students access a topic

When students do fill-in-the-blank tasks, they rarely think about the overall context, often just completing them mechanically. However, the context is extremely important as it shows students when or why they might want to use a grammatical form in the future. Here is a way to get students interested in the topic and task in exercise 3C, and encourage them to think about the context.

- Ask Ss to close their books.
- On the board, write key words from exercise 3C, e.g.:
1 roses Ecuador truck airport Miami
2 coat this city local companies ship gas
- Tell Ss that the words are from two paragraphs.
- In pairs, Ss decide how these words fit together to make a paragraph.
- Invite different pairs to tell the class their version of each paragraph.
- Ss read the paragraphs in exercise 3C to see how similar their versions are.
- Ss move on to the simple past passive task.

C **Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**



FIND IT

D **Read the instructions aloud.**

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

MIXED ABILITY

Ask weaker Ss to complete the sentences. Then work with them as a group to correct any mistakes in grammar or spelling. Give the other Ss in the group a chance to say whether their groupmates' sentences are correct or not before you make any corrections yourself.

4 SPEAKING



FIND IT

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

- Ss do the activity in small groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to research where their items come from.
- Circulate and monitor.

B **CLASS ACTIVITY** Read the instructions aloud.


- Ss discuss the questions in small groups.

LESSON OBJECTIVE

- question or approve of someone's choices

1 FUNCTIONAL LANGUAGE

- Introduce the task** Explain that *to question someone's choice* means to ask them if they are making the right decision, and usually the question is followed by the reason why they are questioning that decision. Point out that when you question someone's choice it is a good idea to use a gentle, calm tone of voice so as not to sound like you are judging someone. Explain that *to approve of* something means that you think that it is good or right.
- Tell Ss that in this lesson they will learn phrases to question and to approve of someone's choices.

A  2.32 **Do the task** Before you play the audio, discuss with the class which of the three beds looks the most and the least comfortable. Ask Ss if they have ever slept on each of the beds and if they liked it or not.

- Read the instructions aloud. Play the audio. Ss read along.
- Point out the expressions in bold.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Ryan and Andrea talk about a sofa bed and an air mattress. Ryan will get the air mattress.

- 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 questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.


B Ss look at the headings in the chart. Check Ss' understanding.

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

Answers

1 Why would you want 2 Do you really need 3 a good idea 4 I would do

- At this point, ask Ss if there are any equivalents to the phrases in their own language. Have a brief class discussion about questioning and agreeing in their own country/culture. Ask *Do you question the choices of friends? Older family members? Is it an easy conversation to have?*

C  2.33 Ss do the task individually.

- Play the audio for the class to check their answers.
- Pairs practice the conversation.

Answers

3, 4, 2, 1

 **EXTRA ACTIVITY**

For the conversation in exercise 1A, Ss replace *sofa bed* with one of these items: *big dining room table, new expensive camera, a new smartphone, a bigger TV*. Ss work in pairs to make any appropriate changes to the conversation. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that sometimes in conversation we “think out loud” about a decision we are making. As we talk to someone about this decision, we often change our minds in the moment. Ask Ss to share a time recently when they changed their minds about something. Ask if they find it helpful to think out loud when they are making decisions.
- Tell Ss that in this lesson they will learn ways to say that they have changed their mind.

A 2.34 **Audio script page T-174 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as class.

Answers

Tara wants to buy a purple scarf for her sister. Darcy thinks the blue scarf is better because it's her sister's favorite color.

B 2.34 **Audio script p. T-174** Ss read the information in the Real-world strategy box silently to themselves. Ask two volunteers to model the example conversation for the class.

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

Answers

Tara changes her mind about the color of the scarf she's going to buy. She changes her mind because Darcy said she thinks that the blue scarf will look nice with her sister's new coat.

C Give Ss time to read the conversation silently to themselves and complete the conversation individually.

- Ss exchange conversations and practice their conversations.

MIXED ABILITY

For weaker Ss, on the board, write the conversation from exercise 2C. Underline the parts that can be substituted: *black bean chili*, *spicy*, and *I think you made the right choice*. Work with them to write a new conversation with different foods and a new final reaction. As you work with weaker Ss, stronger Ss write their own new conversation, but challenge them to extend the conversation with two or three more lines.

3 PRONUNCIATION: Saying /u/, /ʊ/, and /aʊ/ vowel sounds

A 2.35 Give Ss time to read the instructions.

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

B 2.36 Read the instructions aloud.

- Play the audio.
- Ss put the words in the correct categories.
- Ss check answers in pairs.

Answers

/u/	/ʊ/	/aʊ/
Faruk	could	now
too	good	
true		

C Read the instructions aloud.

- In pairs, Ss practice the words from exercises 3A and 3B.

4 SPEAKING

A Give Ss time to think of something they want to buy. Encourage them to make notes about their choices.

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

- Ss do the task in pairs.

C **CLASS ACTIVITY** Read the instructions aloud.

- Ss take turns telling the class about what their partner wanted to buy and their reaction.

LESSON OBJECTIVE

- write feedback about company products

1 LISTENING

A **PAIR WORK** On the board, write *feedback*. Define the word: *information or opinions about something, such as a new product, that provide an idea of whether it is successful or liked*. Ask Ss to give examples of feedback, perhaps from a website. Ask *Do you think it is important for customers to give feedback to a company about their products? Do you think companies listen to feedback?*

- Elicit definitions of *fan* (someone who admires and supports something or someone, such as a famous person, type of music, sport, etc.)
- Pairs look at the pictures and discuss the questions.
- Ss share their ideas with the class.

B **2.37 Audio script p. T-000** **LISTEN FOR GIST** Remind Ss that when you listen for gist, you are listening to understand the main idea, not to hear and understand all of the details.

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

Answers

They say they want their customers to be fans, and they explain how that helps the company.

C **2.37 Audio script p. T-000** **IDENTIFY SPEAKERS** Give Ss time to read the information so they know what information to listen for.

- Explain that you will play the audio once for Ss to write the initial of who gives the information. Play the audio again. Ss do the task individually.
- Check answers as class.
- Ask comprehension questions: *What is the name of the program?* (Business Matters) *Does the company make one kind of chocolate product?* (no) *How do you know?* *What word does Rachel use?* (variety) *What word does Rachel use to describe the products?* (delicious) *What do Tianyu and Erica want to talk about?* (customers) *What does Tianyu say about true fans?* (They are honest.)

Answers

- 1 R – The beans are from Peru.
- 2 R – The products are produced locally.
- 3 E and T – Erica says they want customers to love their products. Tianyu says he wants customers to be fans.
- 4 E and T – Tianyu says that fans buy their products, tell their friends to buy the products, and advertise for the company on social media. Erica says that fans give feedback about products.
- 5 E and T – Erica says fans say when they're not happy. Tianyu says fans give honest feedback.

MIXED ABILITY

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

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

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.
- If time allows, determine if there is one company that all the Ss are a fan of and why.

2 PRONUNCIATION: Listening for contrastive stress

A **2.38** Give Ss time to read the instructions.

- Play the audio.
- Ss underline the stressed words.
- Check answers as a class. Check that Ss can hear the rise-fall pattern of intonation.

Answer

more

B **2.39** Read the instructions aloud.

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

Answers

- 1 Some; every
- 2 hobby; business
- 3 expensive; quality

C Read the instructions aloud.

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

Answer

We often place additional stress on words with different ideas.

3 WRITING

- **Introduce the task** Ask *Have you ever given feedback to a company about their product? How did you do it? Was it positive or negative feedback?* Explain that Ss will write a post giving their feedback to a company about a product.

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

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

Answers

Jon's feedback is about Cocosations chocolate bars. His feedback is positive.

Adriana's feedback is about the SUPERSPORT P2 sports watch. Her feedback is a little bit of both – positive and negative.

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

- Ss read the information in the **Register check** silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on.
- 2 It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen.

EXTRA ACTIVITY

On the board, write sentence stems, such as *Although I like the beach ... / I used to go to that restaurant a lot, however ... / Although we used to shop at that store, ... / I love chocolate, however ...*. Ss complete the sentences in any way that makes sense to them. Ss share their completed sentences with the class.

WRITE IT

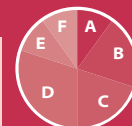
C Read the instructions aloud.

- Ss write their feedback.

D **PAIR WORK** Ss exchange feedback and answer the questions.

HOMEWORK IDEAS

Assign the writing of the feedback for homework. Ss bring their feedback to the next class and discuss it with a partner.



- **Introduce the task** Aim: Introduce the concept of shopping psychology.
- Books closed. Ask *Do you enjoy watching TV commercials or do you ignore them? Do you ever buy something because of what you saw in a commercial?* Briefly discuss how commercials get people to buy products. Write ideas on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.

A **DISCUSS** **Do the task** Aim: Ss discuss why people buy products.

- Read the instructions aloud. Ss look at the picture and the seven reasons. Determine if any of the reasons are the same as the ones on the board. Elicit some examples of commercials that use the reasons.
- **GROUP WORK** Ss think of examples.

B **DISCUSS** Aim: Ss think of specific reasons for buying products.

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss discuss specific reasons for buying the products in the box.



C **RESEARCH** Aim: Ss research commercials.

- Read the instructions aloud.
- **GROUP WORK** Put two pairs of Ss together. Groups share their ideas about the products they discussed in part B.
- **OPTIONAL ACTIVITY** Ss use their phones to find and watch commercials for the products in part B. Suggest that they research commercials from several years ago – or even many years ago – to see if and how the commercials for those products have changed.
- Groups discuss the questions.

D **PREPARE** Aim: Groups create a commercial.

- Read the instructions aloud.
- **GROUP WORK** Ss choose a product to advertise.
- Ss use their ideas from parts B and C and think of reasons people would want to buy their product.
- Suggest that Ss can sketch out a few scenes and make some simple notes of their ideas to help them in their presentations in the next task.
- **OPTIONAL ACTIVITY** Ss can perform and make a video of their commercials using their phones and present it to the class.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

E **PRESENT** Aim: Groups present their commercials to the class.

- **WHOLE CLASS** Suggest that Ss take notes of what they liked about each commercial to use in the next activity.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

F **AGREE** Aim: Groups choose the best commercial.

- **WHOLE CLASS** Ss say what they liked about each commercial. Discuss if the reason for buying the product was clear in the commercial.
- Ss vote on the best commercial.

*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 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 It's often teachers that eventually confirm the answers to a listening or reading text. How could students be given more responsibility for this stage?
- 2 In daily life, people often look at headings and scan a text to see what an article is about. Do you ever ask your students to do the same thing in class? Why or why not?
- 3 Your class will read an article called "K-POP and its influence on fashion." You suspect this isn't a familiar topic to some of your students. Which of these ideas would you use to help them access the topic?
 - In groups, Ss brainstorm and write down everything they know about K-POP.
 - Ss brainstorm and write their own questions before they read the text, e.g., *Who is the most successful K-POP band? When did K-POP start?*
 - Ss use their phones to research K-POP. They exchange information with other groups.

PUSHING YOURSELF

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Personalized practice

Personalization – using language to express real, personally meaningful messages about our own lives – is one of the most effective and enjoyable ways of practicing grammar. In this unit, we try out two activities that begin with personalized sentence writing, and then use this as a springboard for conversation.

Sentence stems (Activity 1): Ss work with a range of sentence stems, choosing those that are most relevant to them and writing personalized sentences. You will have the opportunity to try this in Lesson 11.1.

Read, look up, and say (Activity 2): Ss are challenged to hold personalized sentences in short-term memory, listen, and respond. You can try this in Lesson 11.2.

For more ideas about grammar practice, read Penny Ur's article, *Providing effective grammar practice for learners*, at <http://www.cambridge.org/elt/blog/2017/10/11/providing-effective-grammar-practice-for-learners/>. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *challenge* and *push yourself*. Have a class discussion on challenges. Ask *Is studying English a challenge? Do you have to push yourself to study and do your homework? Do you have any tricks, methods, or special ways to push yourself to do something you don't want to do? Do you think it's important to have challenges in your life?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss 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 Read the instructions aloud.

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

B Read the instructions aloud.

- Brainstorm adjectives that Ss can use to answer the questions. Write them on the board for Ss' reference. For example, write *scared, terrified, excited, happy, enthusiastic, calm, interested, worried, anxious, confident, strong*.

- **OPTIONAL ACTIVITY** Allow Ss to look up definitions of any words on the board and/or look up other words they can use to discuss the questions.
- 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 agree with Andrea.

REAL STUDENT

People push themselves to do difficult things because they want to feel successful. For example, I have a friend who decided to go to school in a country where he doesn't speak the language very well. It's really difficult for him because he can't communicate very easily, but he wants to stay there because he knows he will get a good education.

- talk about how to succeed

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about success. Ask *Have you ever received good advice about how to succeed in a job? What do you think is the most important thing a person can do to succeed?*

A Do the task Read the questions and the information in the Insider English box aloud.

- Ss read the article silently to themselves.
- Go over any other unfamiliar vocabulary.
- Check understanding. Ask *What is a technology writer? (a person who writes articles about technology) Who does "people in the industry" refer to? (people who work for tech companies) What did Evan Williams and Noah Glass do before Twitter? (They started a podcasting company.) What will Ross Rivera try next? (writing music reviews)*
- Ss do the task individually.
- Check answers as a class.

Possible answer

A *failure* is something that is not successful. It can be a good thing because it may lead to future success.

- **Review** Tell Ss to close their books. Call out one of the phrasal verbs in bold and ask Ss to use it in a sentence or give a definition.

EXTRA ACTIVITY

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

B Read the instructions aloud.

- Ss read the article again silently to themselves.
- Check answers as a class.

Possible answer

Getting over failure, working at success, keeping up the hard work, not giving up

C PAIR WORK Ss discuss the questions in pairs.

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

2 VOCABULARY: Succeeding

- **Introduce the task** Books closed. Ask Ss to try to remember the phrasal verbs that Ross used in his article. Tell them to write the verbs in their notebooks.

A 2.40 Do the task Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss listen and check.
- Ask Ss how many of the words they were able to remember and write down from the introduction task.
- Check answers as a class.

Answers

1 up 2 out 3 over 4 at 5 up 6 up 7 out
8 out 9 up

MIXED ABILITY

Pair a weaker S with a stronger one and ask them to write a definition for each phrasal verb, e.g., *set up* = to plan how to do something and then begin it. Pairs share their definitions with the class.

B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C PAIR WORK Read the instructions and the statements aloud. A volunteer reads the example response aloud.

- Ss discuss the questions in pairs. Set a time limit of two to three minutes for each statement.
- Ss share their partner's answers with the class.

EXTRA ACTIVITY

On the board, write the following pieces of advice for success: *Believe in yourself. Have a dream. Take many risks. Only do work you care about. Build a great team. Use your time wisely.* In pairs, Ss rank the advice from most important (1) to least important (6). Ss present their rankings to the class.

3 GRAMMAR: Phrasal verbs

- **Introduce the task** Books closed. Review the phrasal verbs from earlier in this lesson. Ss call out the phrasal verbs. Write them on the board. Ask volunteers to use each one in a sentence. On the board, write *I set up a new company. My brother helped me set it up.* Ask *What is the phrasal verb in both sentences? (set up) Where is the word "it" in the second sentence? (between set and up.) Does the meaning of the verb change? (no)* Review *object* as a part of speech. Ask *What is the subject of the second sentence? (brother) What does it refer to in the second sentence? (a new company) What is the action? (set up) What does the action? (brother) What receives the action? (it / the new company)* Explain that sometimes phrasal verbs can be separated by an object and that will learn more about that in this section.

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

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

Answers

1 Some 2 sometimes 3 sometimes

B **Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

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

- Ss rewrite the sentences individually.
- Ss compare their answers in pairs. Provide Ss with options of who might say each sentence: a friend, your boss, your teacher, your parent.

Answers

2 You can figure it out. 3 We're working at it.
4 Don't give it up. 5 You'll get over it. 6 Keep it up.

D **Model the task with one or two examples of your own.**

- Ss complete the sentences with their own ideas.
- Ss share their answers with a partner.



TEACHER DEVELOPMENT ACTIVITY 1

Sentence stems

This activity helps Ss to personalize language and encourages meaningful conversations.

- Use exercise 3D but offer more sentence stems using phrasal verbs from the lesson, e.g.:
 - *At the moment, I'm working at ... I'd like to give up ...*
 - *I can't figure out ... I think it would be interesting to set up ...*
- Ss choose three or four stems and use them to write sentences. They should choose (or create) stems that are relevant to their own life experiences.
- Nominate a S to read aloud one of their sentences and ask follow-up questions. Then give a sentence of your own and invite the class to ask you questions about it. Emphasize how each sentence can be used as a starting point for an interesting conversation.
- Ss converse in small groups. Set a minimum time limit for the conversations. Find out which group can keep going the longest!

4 SPEAKING

A **Read the instructions aloud.**

- Give Ss time to think and write notes about a time that they failed at something. Emphasize that Ss don't have to use an event that is true for them; they can talk about someone they know or make something up. On the board, write *Oh, that's not so bad.* Explain that this is a good response to use when someone tells you about a failure because it lets them know that the failure only seems very bad to the speaker, not the listener.
- Alternatively, assign this for homework and ask Ss to bring their notes to class to do exercise 4B.

B **GROUP WORK** Three volunteers read the sample conversation aloud.

- Put Ss in small groups to discuss.
- A S from each group reports their group's discussion to the class.

EXTRA ACTIVITY/HOMEWORK

Ss research people who failed at something at first but then had success. Suggest that they go online and search the term "famous failures." Ss share their findings in the next class. To ensure that Ss don't all research the same person, you can assign a specific "famous failure" to each S, e.g., *J. K. Rowling, Steve Jobs, Bill Gates, Albert Einstein, Abraham Lincoln, Steven Spielberg, Walt Disney, Michael Jordan.*

- talk about imaginary situations

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a class discussion on decision making. Ask *Do you think you are a risk-taker, or do you prefer to always be safe? Do you think a lot before making a decision? Do you think about pros and cons?*

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answers with the class.

B 2.41 Read the instructions aloud.

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

Answers

Miles asks, "Would you swim across a river full of crocodiles if I offered you a million dollars?"

C 2.41 **PAIR WORK** Read the instructions aloud.

- Play the audio.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read aloud the part of the conversation where they found the answer.

Answers

She thinks about it seriously. She considers all the risks and all the benefits, and then decides if the risk is worth it. This is like what she would do in business.

EXTRA ACTIVITY

In pairs, Ss think of another imaginary situation that involves a choice, similar to the one in exercise 1B. Pairs get together with another pair and take turns discussing each question.

2 VOCABULARY: Opportunities and risks

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



A 2.42 Do the task Read the directions aloud.

- Ask volunteers to read the vocabulary in the box. Ask Ss to say which words they already know. Ask them to say if they included any of the words in their conversation from the introduction to Lesson 11.2. Ask them to give a short definition or example of each word, if possible.
- Play the audio.
- Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Check answers as a class.

Answers

Nouns: advantage, disadvantage, effect, goal, option, purpose, result, situation
Verbs: consider
Both: reward, research, risk

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 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C **GROUP WORK** Read the instructions aloud.
 - Give Ss time to think about their answers individually.
 - Ss discuss the questions in small groups.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if Angie is a risk-taker or not.

REAL STUDENT

I'm not really good at taking risks. But as an example, I remember once when I was in high school and I decided to skip because I didn't want to be in class. There were so bad consequences that I wouldn't repeat it again.

3 GRAMMAR: Present and future unreal conditionals

- **Introduce the task** Review conditional sentences. On the board, write *If it rains, we won't go to the beach.* Ask *When will the actions happen? (the future) Is the situation real or unreal? (real)*
- Explain that this sentence is an example of something that can or will really happen in the future; now Ss will learn how to talk about unreal, or imagined, situations in the future.

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 the simple past 2 *would* + verb

B Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Make sure Ss understand that they must complete the sentences with something that has not yet happened in real life.

- 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.

Answers

1 *would/wouldn't* + verb 2 the simple past
3 *would/wouldn't* + verb 4 simple past
5 *would/wouldn't* + verb 6 subject + simple past

FAST FINISHERS

Ss write additional unreal conditional sentences with the following prompts: *If I lived in another country, ... / If I were the leader of my country, ... / ... I would move to a private island. / ... , I would be famous.*

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

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



TEACHER DEVELOPMENT ACTIVITY 2

Read, look up, and say

Here we show Ss a simple technique to help them memorize grammar structures, be attentive to one another's ideas, and take opportunities to practice conversation.

- Write on the board:

1 read	who when
2 look up	why
3 say	what how
	where

When Ss have completed the sentences in exercise 3C, demonstrate the "read, look up, and say" technique: read (silently) and memorize sentence 1, close the Student's Book, look up at the Ss, and say the sentence. Point out the steps on the board. Ss ask follow-up questions using the words on the board, e.g., *Where would you run? When would you train?* They answer using unreal conditionals. Then nominate a confident S to use the same technique and invite other Ss to ask questions.

- Ss converse in small groups, taking turns to listen and respond to one another's sentences. Encourage them to memorize and say their sentences rather than reading them off the page, and to use a variety of question words to develop conversations.

4 SPEAKING

A Read the instructions aloud. Model the task by completing the sentence with your own answer.

- Ss do the task individually.

B **PAIR WORK** Ss compare their questions from exercise 4A and choose their two best questions.

C **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.


- Work with another pair. Ask and answer your two favorite questions from exercise 4B.
- Circulate and monitor.
- Ss share their group's most interesting ideas with the class.

LESSON OBJECTIVE

- give opinions and ask for agreement

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Explain that Ss will learn words and phrases they can use to agree with someone or to ask someone to agree with them.

A  2.43 **Do the task** Read the instructions aloud as Ss look at the picture. As a class, discuss how the man feels and why he might feel that way.

- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they are familiar with any of these phrases.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Milo's problems: He's unhappy with work. He has to work long hours, he's stressed, and he can't stop thinking about work, even on the weekends. He thinks he's getting nowhere.
Milo's friends think that maybe he needs a new career – something he likes.

- 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 questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

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

Answers

1 think 2 right 3 Yeah, especially when
4 agree with 5 point

C  2.44 **Audio script p. T-174** Read the sentences aloud.

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

Answers


3, 1, 4, 2

 EXTRA ACTIVITY

Tell Ss to look at the conversation in exercise 1C. Ask pairs to write a similar conversation using some of the expressions in the chart in exercise 1B. They can use one of these situations: *X e-mailed someone to ask them on a date but hasn't heard back; X has very friendly neighbors, but they always have loud parties; X was invited to a close friend's wedding, but it is the week before final exams.* Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY


- **Introduce the task** Explain that it is often important to use gentle words, or to soften your comments, when you offer an opinion. Tell Ss that the words they use are important but so is their intonation, or the way they say those words. Tell Ss that they will learn how to soften comments when giving an opinion.

A  **2.45 Audio script p. T-175 Do the task** Read the instructions aloud.

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

Answer

They both noticed that Milo doesn't seem very happy at work these days.

B  **2.45 Audio script p. T-175 Ss read the information in the Real-world strategy box silently to themselves.**

- Model the sentences, emphasizing a gentle, kind intonation.
- Play the audio again.
- Check answers as a class.

Answers

The opinions they soften:
Callie thinks the job is not right for Milo.
Noah thinks Milo should quit and look for another job.


EXTRA ACTIVITY

On the board, write *She bought an expensive watch. He quit his job. They moved to a new city.* In pairs, Ss work to make short conversations that include a phrase asking for agreement and one for agreeing. Tell them they should use expressions to soften their opinions about each situation. They use the conversation they listened to in exercise 2B as a guide. Volunteers perform one of their conversations for the class.


C **Give Ss time to read the conversation silently and think of what phrases they will add to the conversation.**

- Ss practice the conversation in pairs, changing roles at least once.
- Pairs perform one of their conversations for the class.

3 PRONUNCIATION: Saying /ʃ/ and /dʒ/ sounds

A  **2.46 Give Ss time to read the instructions.**

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

B  **2.47 Read the instructions aloud.**

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

Answers

/ʃ/	/dʒ/
especially	job
should	eject
fashion	

C **PAIR WORK** In pairs, Ss practice saying the words in exercises 3A and 3B.

4 SPEAKING

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

- Ss decide which topic they will discuss and which side of the argument they will take.

B **Individually, Ss think and write notes about opinions and points that support their part of the argument.**

- If necessary, as a class, brainstorm different points that can be used for each side of the argument.

MIXED ABILITY

Work with weaker Ss and choose one of the topics. Provide Ss with one or two points they can make for either side of the argument. Ask them how they can add expressions to soften the opinions.

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

- Ss do the task in pairs.
- Pairs report on their topic and opinions to the class.

1 READING

- **Introduce the task** On the board, write *comfort zone*. Ask Ss if they are familiar with the term. Ask a volunteer to define it. Give an example of something that is in your comfort zone and something that is outside of it (e.g., *teaching English / skydiving*).
- On the board, write *point of view*. Remind Ss that it means *the position from which a text is written*.
- Explain that Ss will read a personal story about someone's comfort zone and then write their own personal story.

A **IDENTIFY POINT OF VIEW** **Do the task** Read the instructions and the information about a point of view aloud.

- Ss do the task individually.
- Volunteers share their answers and discuss their reasons for choosing them.

Answers

The writer uses second person. By using *you* and *your*, the writer makes a strong connection between her readers and herself. It's more personal and has a stronger effect on the reader. It can make readers start thinking about themselves and their own situations.

EXTRA ACTIVITY

Check Ss' understanding of the different points of view listed in exercise 1A. Ask volunteers to give examples of books, articles, or readings in this book that are told from the different points of view.

B **NOTE TAKING** Read the instructions aloud.

- Ss read the article again, take notes, and answer the questions for themselves.
- Ss compare notes with a partner.
- Check answers as a class.

Possible answers

Your *comfort zone* are the things that make you feel comfortable and that you usually do frequently or for a long time. It can be good because it makes you feel safe, successful, and comfortable. But it can also be bad because it doesn't challenge you and can make life feel boring.

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

- Ss discuss the questions in pairs.
- Ss share their partner's responses as a class.

HOMESCHOOL IDEAS

Ss think about their comfort zone when it comes to learning English. On the board, write *What ways to study or practice are you comfortable using? What other things can you do to improve your English that are out of your comfort zone?* Ss take notes of their answers and bring them to the next class to share with their classmates.

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

- Give Ss time to think of their answers.
- Ss discuss their ideas in pairs.
- Discuss the questions with the class.

2 WRITING

- **Introduce the task** On the board, write *memoir* and *autobiography*. Explain that a memoir or autobiography is a type of text in which a writer tells true stories about their own personal experiences. The writer uses the first person. Often, these stories include descriptions of how the writer overcame a fear or met a challenge.
- Ask *Do you like to read memoirs or autobiographies?* Ask Ss to share any that they have read and give an example of a fear the writer had to overcome.
- Explain that Ss will write a personal story about a time they pushed themselves out of their comfort zone.

A Do the task Read the instructions aloud.

- Ss read the story silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class. Ask Ss to read aloud the part of the story where they found the answers.

Answers

Marty's fear was riding escalators. He overcame his fear by slowly practicing to go on escalators. He first went on a short escalator and then tried longer ones, until he felt confident about them.

B WRITING SKILLS Read the instructions and the information about comparing facts and ideas aloud.

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

Answers

On the one hand, I was afraid to ride escalators. On the other hand, I was tired of being afraid.

WRITE IT

C Read the instructions aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss write their review.

- D **PAIR WORK** Ss exchange stories and answer the question.

HOMEWORK IDEAS

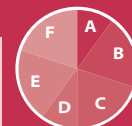
Assign the writing of the story for homework. Ss bring their stories to the next class and discuss them with a partner.

EXTRA ACTIVITY

Post Ss' stories in the classroom. Ss walk around and read the stories and take notes on other advice they would give the writer. Then they share their advice with the class. The writer says if the advice would have worked for them. If you have a large class, assign two or three different stories to each S.

LESSON OBJECTIVE

- talk about a person you admire



Time on each stage

- **Introduce the task** Aim: Introduce the concept of admiration.
 - Explain that *to admire* someone doesn't only mean that you like them personally, but also that you respect the kind of person they are. In fact, we can admire people that we have never met. Give an example of a person you admire and explain why you admire them.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.
- A** **DISCUSS** **Do the task** Aim: Ss discuss famous people and their success.
- Read the instructions aloud.
 - **PAIR WORK** In pairs, Ss share what they know about the people.
 - Ss share their partner's answers with the class.
- B** **RESEARCH** Aim: Ss make a list and find out more information about the successful people from different categories.
- Read the instructions and the questions aloud.
 - **OPTIONAL ACTIVITY** Allow Ss time to use their phones to research more information about the challenges each person faced and how they succeeded. They can also take notes on any other biographical information to use later in their presentations.
 - **GROUP WORK** Ss discuss their ideas in groups.
- C** **DISCUSS** Aim: Ss discuss how the people they chose could help them.
- Read the instructions aloud.
 - **GROUP WORK** Ss discuss how each person can help them. Make sure they give reasons for their answers and take notes that they can use in their presentations later in the lesson.
- D** **DECIDE** Aim: Groups decide on who to put on the magazine's cover.
- **GROUP WORK** Groups discuss which of the people they have discussed should go on the cover of the magazine. Suggest they also discuss how the photo might illustrate the person's success (e.g., what they should be doing, what they should be wearing, etc.).
 - Encourage Ss to practice what they will say about the person they chose. Make sure they know that both of them will have to present part of their information.
 - **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.
- E** **PRESENT** Aim: Groups present their person to the class.
- **WHOLE CLASS** Suggest that Ss take notes during each presentation to help them make their decision in the next step.
 - If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
 - **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.
- F** **AGREE** Aim: The whole class decides on who should be on the cover of the magazine.
- Write each person's name on the board.
 - Tell Ss that they will choose one of the people to be on the cover, but they can't vote for the person that they presented.
 - Go around the class and ask each S to vote for one person and explain the reasons for their choice.
 - Tally the votes.
- *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 Ss to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How many stems did you offer students in Teacher Development Activity 1? How easy did students find it to personalize these? Did all students write the same number of sentences, or were there differences? If there were differences, why was this?
- 2 The activity also aims to encourage conversation by demonstrating, giving a minimum time limit, and introducing a competitive element. Were these methods effective? Why or why not? What else could you do to encourage students to develop conversations from sentences?
- 3 Teacher Development Activity 2 introduced students to the "read, look up, and say" technique. Did you find it easy to demonstrate this technique? Were all the students happy to use it? Why or why not?
- 4 If students asked you, what would you say are the benefits of this technique, rather than simply reading sentences aloud from the page?

LIFE'S LITTLE LESSONS

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Giving feedback

A good way for a teacher to help students develop their range of language is by giving them feedback on the language they produce in speaking activities. When students do oral practice of new language, they usually like to know how well they are using this language. For more open speaking activities, the teacher or students can choose what they receive feedback on. It helps to remember that developing a student's range doesn't only mean focusing on grammar. It can also include a focus on vocabulary, functional language, or pronunciation.

Different ways of giving feedback (Activity 1): You ask how Ss would like to get feedback from you. You can try this in Lesson 12.2.

Feedback on different kinds of language (Activity 2): You ask Ss what language they would like feedback on. You can try this in Lesson 12.3.

You can read more about teachers' feedback on language in William Littlewood's *Communicative Language Teaching*, pp. 90–91. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *life lesson*. Ask *Is a life lesson something you learn in school or in books?* (no) Give an example of one of your own life lessons. Ask Ss to give examples of one of their life lessons.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss 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 Read the instructions aloud.

- Ss look at the picture.
- In pairs, Ss discuss the question.
- Ss share their partner's answers with the class.

B Read the instructions aloud.

- Give Ss time to think of what might have happened in the five minutes before the accident in the picture.
- Ss share their stories with the class.
- Ask if Ss have had a similar experience as the one in the picture, and if they learned anything from it.

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 agree with Andrea.

REAL STUDENT

Hmm, I think the woman learning a lesson. Maybe she notice her kitchen sink was broken and asked her husband to fix it. It doesn't look like he knows how to fix sinks, so maybe she learned a lesson and decided to call a professional.

1 LANGUAGE IN CONTEXT

- **Introduce the task** Explain that *harmless* means *not hurting anyone in a serious way*. Have a brief class discussion about harmless accidents. Ask *Have you seen someone have a harmless accident in public recently? Was it embarrassing for them? What do you feel when you see someone have a harmless accident in public?*

A 2.48 **Do the task** Read the first two sentences of the instructions aloud.

- Give Ss time to look at the picture and think of their answers.
- Ss share their answers with the class.
- Read the last two sentences of the instructions as well as the information in the **Insider English** box aloud.
- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check understanding. Ask *What is another word for "kid"?* (a young child) *Where did Lorena's accident happen?* (in her house at the dinner table) *Who was embarrassed?* (Talya's father) *Who learned a lesson in Mark's story?* (the lady at the next table)
- Ss do the task individually.
- Check answers as a class.

Answer

The stories are all about funny accidents that happened during a meal.

EXTRA ACTIVITY

Ss reread the **Insider English** box. They work individually to write a brief description of an event and use *You've never seen anything like it!* Tell Ss they can use a real event or use their imagination to think of a funny event. Ss share their description with the class.

B 2.48 **Read the instructions aloud.**

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

Answers

- 1 Lorena felt bad but also thought it was funny.
- 2 Talya learned, "It's not what happens. It's how you deal with it."
- 3 Mark's chicken leg fell into a woman's open purse.

2 VOCABULARY: Describing accidents

- **Introduce the task** Books closed. In order to check understanding, write the verbs in the box in exercise 2A on the board. Set a time limit of two minutes. Ss write sentences using as many of the words as they can within the time limit. Call time. Ss read their sentences to the class. If necessary, correct any mistakes.

A 2.49 **PAIR WORK** **Do the task** Read the instructions aloud.

- Ss do the task in pairs.
- Check answers as a class.
- Ask Ss how many of the words they were able to use in the sentences they wrote during the introduction.

Answers

Actions: blame, damage, destroy, fall out, knock off, leave on, leave open, pick up, pull out, shake, slip, spill
Feelings: be mad at, blame, feel bad (about)

MIXED ABILITY

Weaker Ss can make flash cards of the vocabulary with the words on one side and the definition and an example sentence on the other side. Stronger Ss can choose a few verbs and write sentences about an accident they have had (or can imagine).

- B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud. 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 the accident that Celeste saw.

REAL STUDENT

A week ago, my family and I went to a restaurant. We really love the pizza. So, that day, the waitress spill the drink on the table. Immediately she tried to clean, but was late. The drink spill on the woman's dress, but she say "don't worry, it's okay" and then she'll smile.

3 GRAMMAR: Indefinite pronouns

- **Introduce the task** Books closed. Review pronouns. Ss call out any pronouns they can think of and use them in a sentence. Ask *What do we use pronouns for?* (to stand in the place of a person, place, or thing) On the board, write *indefinite pronoun*. Explain that sometimes we use a pronoun when the specific person, place, or thing is not important or we don't know it or can't remember it.

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 all 2 any- 3 "none"

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ss complete the sentences individually.
- Ss discuss their sentences in pairs.
- Ss share their partner's responses with the class.

Answers

1 anything 2 Someone 3 No one 4 something
5 Everyone 6 somewhere

D Model the task with one or two examples of your own.

- Ss complete the sentences with their own ideas.
- Ss share their answers with a partner.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to think and take notes about a small or amusing accident that they have had. Alternatively, assign this for homework and have Ss bring their notes to class to do exercise 4B.

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

- Put Ss in small groups to describe their accident and ask each other questions about it. Make sure they say what lesson they learned from the accident.
- Ask a S from each group to report their group's discussion to the class.

 **EXTRA ACTIVITY/HOMEWORK**

Ss research life lessons. Suggest that they search online using the term "life lessons." They will find quotes from famous people. Ss choose one or two that they feel they have already learned because of an experience that they have had in their own lives. Ss take notes on their experience and how the life lesson relates to it. Ss share their life lesson and experience in the next class.

- talk about extreme experiences

1 LANGUAGE IN CONTEXT

- **Introduce the task** Books closed. On the board, write *I climbed Mt. Everest. It was nice.* Explain that the second sentence is grammatically correct, but there is still something strange about it. Ask volunteers for their ideas. (Climbing Mt. Everest is an extreme experience and the adjective *nice* isn't an accurate way to describe it.) Ask Ss to say what adjectives can be substituted for *nice*, such as *amazing*, *terrifying*, *thrilling*, *fantastic*, or *exhausting*. Allow them to use their phones or a dictionary, if available.

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answer with the class.

B Read the instructions aloud.

- Ss read the social media post silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answers

He's been taking the course for two days. He's learned to deal with air problems and to concentrate, stay calm, work as a team, practice, and enjoy it.

C Read the instructions aloud.

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

Answers

His instructor thinks he did well. And hundreds of tiny fish swam past him.

EXTRA ACTIVITY

Challenge Ss to write three to five comprehension questions and exchange them with a partner to answer.

2 VOCABULARY: Describing extremes

A 2.50 Read the instructions aloud.

- Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or dictionaries to help with words they don't know.
- Play the audio. Ss listen and check.
- Ss check their answers with a partner.
- Check answers as a class.

Answers

1 magnificent 2 enormous; huge 3 freezing 4 terrific
5 thrilled 6 boiling 7 starving 8 miserable
9 terrified 10 tiny 11 exhausted

HOMEWORK IDEAS

Ss use a thesaurus to find at least two other words that are synonyms or antonyms for each word in the box in exercise 2A. Then they think of an extreme experience and write a short description of it using the appropriate words they have found in the thesaurus. They bring their vocabulary lists and experiences and share these in the next class.

- B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.



FIND IT

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

- Volunteers read the example conversation aloud.
- Give Ss time to think of a surprising situation and take notes on what to say about it.
- **OPTIONAL ACTIVITY** If appropriate, allow Ss to use their phones to research a surprising situation that happened in the news recently.
- In pairs, Ss tell each other about the experiences.

3 GRAMMAR: Reported speech

- **Introduce the task** On the board, write *Joe said, "I am a student."* Say *This is direct speech. The exact words that Joe said are in quotes.*
- Elicit that we often use a different tone of voice when we repeat the exact words someone has said – we imitate their voice. Give the example *My sister told me, "You can't do that!"* Explain that in written English we use quotes to indicate the exact words someone has said. Explain that now Ss will learn about reporting what someone else has said in spoken and written English. Tell Ss that, as they look at the example sentences in this lesson, they should pay special attention to the change in tense of the verbs in the reported speech.

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

is / are → was / were
can → could
will → would
did → had done
have done → had done

EXTRA ACTIVITY

Write the direct speech and the reported speech in the grammar box in exercise 3A on separate strips of paper and put them in a bag or box. A S chooses one of the papers, says if it is direct or reported speech, and then changes it to its opposite. If the sentence is reported speech, they change it to direct speech, and vice versa. Continue until all Ss have had a turn. Pay special attention to the correct use of tenses in Ss' sentences.

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

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

Answers

- 1 She said that we couldn't have a break.
- 2 She told us we were going to start early.
- 3 She said it would be a long day.
- 4 She told me that I had taken too many risks.
- 5 She said it was an important rule.
- 6 She told us that we had worked hard.

- In pairs, Ss take turns saying a sentence on the left and changing it to reported speech.

C Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

4 SPEAKING

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

- In pairs, Ss talk about one of their extreme experiences.



TEACHER DEVELOPMENT ACTIVITY 1

Different ways of giving feedback

Alternative instructions for exercise 4B

This activity helps Ss understand different ways you can give feedback.

- Before Ss do exercise 4B, say you will give feedback on their use of reported speech.
- Tell Ss you can either give feedback by correcting them immediately or you can write down errors and correct them later.
- Give an example of immediate feedback. On the board, write the error *He said that he has never try rock climbing before.*
- Ask a S to say this and correct it *He said that he had never tried rock climbing before.*
- Remind Ss that you also can write down the error and correct it later.
- Ss do the exercise. Monitor, listen for errors, and either correct immediately or note them down to correct after Ss finish the exercise.
- Ask Ss if they thought their way of getting feedback worked well.

B **PAIR WORK** Read the instructions aloud. A volunteer reads the sample report aloud.

- Ss share their partner's experience with another partner.

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


- Ss find the person they heard about and report what they heard. Ss say if the reports about their experience were correctly reported.

HOMEWORK IDEAS

Ss research articles about extreme experiences that contain some direct quotes from the person who experienced it. (Interviews will work well for this.) Ss summarize what the person said about the experience using reported speech. Ss share their article in the next class.

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Books closed. Review the adjectives that Ss learned in Lesson 12.2 that can be used to describe extreme experiences.
- Say different types of extreme experiences and ask Ss to call out adjectives that can describe the experiences. Write the words on the board. Ask Ss if they can think of any other words that can describe a feeling and write these on the board.
- Tell Ss that in this lesson they will learn phrases to describe how they feel about something that happened to them. They will also learn phrases to use when asking about someone else's feelings.

A  **2.51 Do the task** Before you play the audio, discuss the picture with the class. Ask Ss if they have ever had a problem staying at a hotel. Discuss how the man in the picture feels and why.

- Read the instructions aloud.
- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they thought of any of these words during the introduction to the lesson.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.
- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

Answers

Problem: The hotel didn't have the man's reservation, and there were no available rooms.

Solution: He called the booking company and they found him a room in a better hotel, and he didn't have to pay anything more.

MIXED ABILITY

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

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.
- At this point, ask Ss if there are any equivalents to the phrases in their own language. Have a brief class discussion about talking about feelings in their own country/culture. Ask *Do you ever tell people how you honestly feel? Is complaining, or talking about negative feelings, OK?*

Answers

- 1 Actually, I was shocked. 2 What a nightmare!
3 I couldn't stop smiling. 4 You must have been furious.
5 I bet that made you feel good.

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

- Check answers as a class.

Answers

- 1 a 2 b 3 b 4 b

- Pairs practice the conversation.

EXTRA ACTIVITY

In pairs, Ss use the phrases in the conversations in exercise 1C to write a new conversation. If necessary, brainstorm a situation with the class that can be the basis for the conversation, such as *You lost your passport in the airport, but then a good-looking person found it and returned it to you; You planned a beach party but a tropical storm came on suddenly. Everyone went to your house and had a great time anyway.*

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that in conversation it is helpful to the listener to sum up your story and give it a definite ending. This allows the listener to move on to another topic and participate in the conversation with their own story.
- Tell Ss that in this lesson they will learn ways to end a story in conversation.

A 2.52 **Audio script p. T-175 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as a class

Answers

Jimmy's presentation started late because his coworker left her laptop at home, and it had their presentation on it. It made him feel mad at first, but then he felt bad for his coworker (because her daughter was sick).

B 2.52 **Audio script p. T-175** Ss read the information in the Real-world strategy box silently to themselves.

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

Answers

He uses the phrase *in the end* to finish his story. Their boss was happy.

C **PAIR WORK** Give Ss time to think of a situation to talk about and take notes on what to say.

- Ss practice their conversations.
- Circulate and offer help, as needed.

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, look at the pictures, and to think of how they will talk about their experience to their partner.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.

3 PRONUNCIATION: Saying *-ed* at the end of a word

- **Introduce the task** Write on the board: *wanted, talked, lived*. Remind Ss that *-ed* at the end of words can be pronounced three different ways: as an /id/ sound: *wanted*; as a /t/ sound: *talked*, or as a /d/ sound: *lived*. Elicit a few more examples of each sound and write these on the board.

A 2.53 Give Ss time to read the instructions.

- Play the audio.
- Ss listen for the *-ed* sound at the end of words.

B 2.54 Read the instructions aloud.

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

Answers

/id/: decided; exhausted
/t/: checked; knocked; looked; passed
/d/: called; reserved

C **PAIR WORK** In pairs, Ss practice saying the conversation.

- Checks pronunciation of the *-ed* endings with the class.

Answers

/id/: exhausted, decided, needed, waited
/d/: happened, apologized

4 SPEAKING

- A Give Ss time to read the expressions and think of and take notes about a situation that goes with it. Make sure they understand that they can use their imagination to make up a funny story.



TEACHER DEVELOPMENT ACTIVITY 2

Feedback on different kinds of language

Alternative instructions for exercise 4B

This activity lets Ss choose what language features you give feedback on.

- Before Ss do exercise 4B, remind them that the speaking activity is a chance for them to practice all the language from the lesson: the functional language (talking about feelings), the vocabulary (adjectives), and the pronunciation (correct *-ed* endings).
- Ask Ss which two language features you should give them feedback on. Put Ss in pairs to discuss this.
- Take a vote on the four language features and establish which two most of the class want feedback on. Check whether they want immediate or delayed feedback or both.
- Ss do the exercise. Circulate and give feedback.
- Ask Ss why it's sometimes useful to give feedback just on two language features. Point out to them that it is often more helpful to limit the focus rather than try to correct everything.

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

- Ss do the task in pairs.

LESSON OBJECTIVE

- write an anecdote about a life lesson

1 LISTENING

A **PREDICT** Read the instructions aloud.

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

B  2.55 **Audio script p. T-175**

LISTEN FOR MAIN IDEAS Remind Ss that when you listen for main ideas, you are listening to understand the general topic, not to hear and understand all of the details.

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

Answers

Tasha talks about spilling coffee on her computer. She also gives the example of telling a bad joke and no one laughing. The main point is that we make mistakes and learn lessons from them, but sometimes we make the same mistake again.

C  2.55 **Audio script p. T-175**

LISTEN FOR DEFINITIONS Give Ss time to read the sentences so they know what words to listen for.

- Explain that you will play the audio once for Ss to complete the sentences, and then play it a second time for Ss to confirm their answers.
- Check answers as a class.

Answers

- 1 all the time
- 2 for a short time
- 3 does the same things in the same way
- 4 want and plan to do

- Ask additional comprehension questions: *What two examples does Tasha give about learning a lesson?* (telling a bad joke and putting a coffee cup near your computer) *What does "ruin" mean?* (to destroy) *For how long did Tasha stop putting her coffee next to the computer?* (about a week)


 **MIXED ABILITY**

For weaker Ss, stop the audio at the point where the definition of each word is given and give them time to write their answers. Stronger Ss can write the definitions of three or four other words in Tasha's talk and share them with the class.


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

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

2 PRONUNCIATION: Listening for //

A  2.56 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.

B  2.57 Read the instructions aloud.

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

Answers

- 1 /ʊ/
- 2 /ɪ/
- 3 /e/

C Ss do the task individually.

- Check answer as a class.

Answers

shortened

3 WRITING

- **Introduce the task** Ask *Do you learn important lessons from seeing what other people do or from things that you do yourself? Are you a quick learner, or do you need to learn the same lesson over and over again?*
- Explain that Ss will write an anecdote about an important life lesson that they have learned.

A Do the task Ask *What do you think a “wrong lesson” is? Have you ever learned a wrong lesson?* Read the instructions aloud.

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

Answers

The wrong lesson: He learned (at ten) that he could wait until the last minute and still do a magnificent job.
The lesson he learned in the end: He learned how to manage his time well. He also realized that it would have been better if his parents had let him fail when he was ten because he would have learned a valuable lesson (about time management) a lot earlier.

B WRITING SKILLS Read the instructions aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

2 wait 3 until the last minute 4 magnificent 5 talk

WRITE IT

C Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss write their anecdotes.

D PAIR WORK Read the instructions aloud.

- Volunteers read the example conversation aloud.
- Ss exchange anecdotes and answer the questions.
- Ss underline the different expressions with similar meanings in their partner’s anecdote.
- Ss share what they learned from their partner’s anecdote with the class.

HOMEWORK IDEAS

Assign the writing of the anecdote for homework. Ss bring their anecdotes to the next class and discuss them with a partner.

LESSON OBJECTIVE

- plan a fun learning experience



Time on each stage

- **Introduce the task** Aim: Introduce the concept of learning new skills.
- Books closed. Ask *Do you enjoy learning new skills? What is one new skill that you have learned in the last year?* Have a brief class discussion about ways to learn new skills. Write Ss' ideas on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A **RESEARCH** Do the task Aim: Ss research fun learning experiences.

- Read the instructions aloud. Ss look at the pictures. Determine if any of the activities are similar to the ones on the board from the introduction.
- **PAIR WORK** Ss discuss fun activities where they learned new skills.
- **OPTIONAL ACTIVITY** Ss use their phones to research examples of other activities they like.
- Ss choose which activity they enjoyed, or think they would enjoy, the most.

B **DISCUSS** Aim: Ss discuss their favorite learning experience with classmates.

- Read the instructions aloud.
- **WHOLE CLASS** Ss stand up and talk to their classmates about their favorite learning experience – what they did, what skills they learned. They try to persuade their classmates to try their activity. To keep Ss moving around the classroom, set a time limit for each conversation that is long enough for Ss to fully discuss their activities with each other. Say “time” when you think it is appropriate for Ss to move on to new classmates.

C **DECIDE** Aim: Ss decide on one fun learning activity.

- Read the instructions aloud.
- **GROUP WORK** Ss in each group talk about another Ss' activity that they thought would be fun.
- Groups choose the best activity.
- **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

D **PRESENT** Aim: Groups present their activity.

- Read the instructions aloud.
- **GROUP WORK** Ss practice their presentations. Remind them that they should talk about what the activity is, why it was fun, and what someone can learn from it.

- **WHOLE CLASS** Groups take turns presenting their activity to the class. Encourage Ss to ask follow-up questions after each presentation and to take notes to use in the next activity. If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E **AGREE** Aim: Groups choose an activity for the whole class.

- **GROUP WORK** Ss discuss all the presentations and discuss which one would be the best activity for the whole class to try.
- **WHOLE CLASS** Groups share their choice and reasons with the class.

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

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 Were you surprised by students' choices in the two Teacher Development Activities? Why or why not?
- 2 From your point of view, which is easier: immediate or delayed feedback? Why?
- 3 What are arguments in favor of immediate feedback? What are arguments in favor of delayed feedback?
- 4 Was it easier to give feedback when you only had to focus on two language features? Why or why not?
- 5 Some students say, “I want you to correct all of my mistakes, all of the time.” Is this practical? What can you say to a student who says that?
- 6 How important is it to balance this kind of feedback with praise for what students are doing well?

REVIEW 4 (UNITS 10–12)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to circle the word that doesn't belong.

- Ss check answers in pairs.
- Check answers as a class.
- Encourage Ss to give their reasons for why the word doesn't belong.

Answers

1 ship 2 option 3 freezing 4 knock off 5 warm
6 leather 7 manufacture

B Ss work individually to put the circled words in the correct categories.

- Ss check answers in pairs.
- Check answers as a class.

Answers

1 leather 2 warm 3 manufacture 4 ship 5 option
6 knock off 7 freezing

C Ss work individually to add two more words or phrases to each category.

- Write the seven categories from exercise 1A on the board.
- Invite Ss to come to the board and write their two answers.
- Check the language summaries for Units 10–12 on pages T-170–172.

2 GRAMMAR

A Ss work individually to complete the paragraph.

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

Answers

1 would become 2 is 3 knows 4 are produced
5 are transported 6 bought 7 would be 8 were used
9 would consume 10 wasn't / weren't

- 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 their breakfast.
- Ss share their partner's response with the class.

3 SPEAKING

• **PAIR WORK** A volunteer reads the sample response aloud.

- Give Ss time to write their responses individually.
- Ss talk about their lost items in pairs.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

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

Answers

1 Are you sure 2 don't you agree 3 would agree
4 right 5 what you mean 6 What a 7 feel angry
8 Actually 9 That's what 10 think about it

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 10–12.

- Pairs 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.