

PHOTOCOPIABLE ACTIVITIES

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- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

Teacher's notes for photocopiable activities:

GRAMMAR

1.1 RIGHT OR WRONG?

page T-186

Tense review (simple and continuous)

35 minutes

- **Prepare** Make one copy of the worksheet for each group of three or four Ss. Cut out the cards.
- **Introduce** Write the following questions on the board (but not the answers) and ask Ss to correct and answer them in pairs.

I'm going to school every day. [wrong: I go]

I [have lived / lived] here for three years until I moved.

Are you from the U.S.? [Yes, I am. / No, I'm not.]

- Elicit answers from Ss. Can they explain the grammar rules?
- **Do the task** Put Ss into groups of three or four. Distribute a set of cut-up cards to each group. Ss place the cards in a pile face down and take turns picking one up.
- The S nearest the door takes a card and asks the question to the S on his/her left. That S must either guess if the sentence is right or wrong (and correct it if they can), choose the correct tense, or simply answer the question – in the right tense or with the right short answer.
- If the S on the left answers correctly, he/she keeps the card. If he/she answers incorrectly, he/she places the card at the bottom of the pile. Ss continue until there are no cards left. The S with the most cards is the winner.
- Circulate and answer any language questions.
- **Review** As a class, elicit the answers to cards that Ss found difficult. Elicit reasons for the answers.

1.2 ABOUT YOU

page T-187

Dynamic and stative verbs

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write *dynamic* and *stative* on the board.
- Ask Ss to make a sentence under each heading with the correct type of verb, e.g., *dynamic – I'm sitting in the classroom.* *stative – I love Chinese food.*
- Ask Ss to make more sentences in pairs before you elicit more examples and write them on the board.
- **Do the task** Ss read the questions alone. Check understanding.
- Ask Ss to then answer nine of the questions by writing their answers in the shapes at the bottom of the worksheet. They shouldn't write complete sentences. Allow Ss time to think and do this.

- Put Ss into pairs. They cut their worksheet in half and give their answers to their partner. Their partner should ask questions to try and guess what their answers mean, e.g., *You wrote "Jon." Is he someone you are seeing soon? Here you put "my house." Is that the place where you feel safe?*
- **Review** Ask Ss to share their answers with the rest of the class. Do Ss have the same answers to some of the questions?

2.1 FOOD AND RESTAURANTS MATCH-UP

page T-188

Real conditionals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut out the boxes.
- **Introduce** Ask Ss if they know the game *Concentration*. If so, ask a volunteer to explain how it's played. Tell Ss that this game is similar to concentration.
- **Do the task** Put Ss in pairs and distribute one set of cards to each pair. They spread the cards on the table face down.
- Ss take turns turning over two cards to see if they make a sentence. If they do, the S keeps the cards. If they do not match, the S replaces them exactly where he/she found them.
- Ss play until all the cards are gone. The S with the most pairs of cards wins.
- **Variation 1:** Using the first column only, put the cards in a pile face down in the middle of the table. The first S takes a card and finishes the sentence by saying it aloud. They may finish the sentence any way they like as long as it's not the same as the answer from the previous game. If the other Ss agree that the sentence makes sense (they can check with the teacher if they need to), then the S keeps the card. The S with the most cards at the end is the winner.
- **Variation 2:** Play the same game as above but using only the second column. Ss have to produce the first part of the sentence.
- **Review** Ss spread all the cards out on the table and match them up. Elicit the answers as a class and write or display them on the board. Ask Ss to decide if they agree or disagree with the statements and answer the question in pairs. Elicit some of their ideas.

2.2 I'LL ... UNTIL ...

page T-189

Clauses with *after, until, when*

35 minutes

- **Prepare** Photocopy and cut out one set of cards per three Ss.

- **Introduce** Write the following sentences and ask Ss to finish them in pairs.

I feel worried when ...

I'm usually happy after ...

I'll learn English until ...

- Allow Ss time to write some answers together before you elicit ideas as a class.
- **Do the task** Distribute one set of cards per three Ss. Each S takes nine cards each.
- Ss take turns making a sentence with the cards they have. If they make a sentence, they keep these three cards as a set and take another three from the pile. If they can't make a sentence, they miss a turn and swap three cards with ones that are left.
- Ss continue until all the cards are gone or nobody can make any more sentences. The S with the most correct sentence sets wins.
- **Variation:** Play with just the first two columns. Ss create their own endings.
- **Review** Ask Ss to spread out all the cards facing up. In a group they arrange all the sentences together. Elicit answers as a class.

3.1 WHAT'S THE PROBLEM WITH YOUR ... ?

page T-190

Too and enough

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Ask Ss to work in pairs and write down three problems with their job or school. Encourage them to use expressions with *too* and *enough*. When Ss finish, elicit some answers by asking, *What's wrong with your job / school?* Write these on the board.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet.
- Allow Ss time to read their text. Explain any words they don't understand. Tell Ss they should try to remember as much information as they can about their people.
- Ss fold over their worksheets so they can't see the text but they can see where they should make notes. Ss ask and answer questions about their people asking, *What's wrong with the job / food / breaks, etc.*, and replying using *too* and *enough*. They make notes about the other people. Encourage Ss to follow up with the questions by asking *Why?*
- When Ss have finished, ask them to turn over their papers and check their answers with each other.
- **Review** Elicit questions and answers from the class. Write some of them on the board to check grammar.
- Ss can now fill in any ideas about their own lives in the *You?* section of the worksheet. Tell Ss that, if they don't want to mention their own problems, they can make up a character. Allow them time to do this. In pairs, they ask and answer similar questions about their lives, saying *What's wrong with your ... ?* and using *too* and *enough* in their answers.

3.2 A PLACE OF YOUR OWN

page T-191

Modifying comparisons

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Show Ss a picture, or write the name of two familiar places that are very different, e.g., a big city with tall buildings and a small town with small houses. Ask Ss to call out sentences to compare these two places. Encourage them to look at page 132 of their Student's Book and use the chart to help them make sentences with modifying comparisons.
- **Do the task** Put Ss into pairs and give them one copy of the worksheet each.
- Allow Ss time to look at the pictures and discuss the similarities and differences.
- Ss make sentences in pairs. They write the same sentences on their sheet.
- Put Ss into different pairs. They share their answers and make changes to their own sentences if necessary.
- Ss return to their original partners and share any changes that they made.
- **Review** Elicit sentences as a class and write them on the board to check grammar.
- Ask Ss to work in pairs to compare other things that they might know well. These could be cities, stores, restaurants, or clothes. Ss can write more sentences or just discuss their ideas.

4.1 WHAT HAPPENED?

page T-192

Modals of speculation

35 minutes

- **Prepare** Photocopy and cut up one set of cards for each pair of students. Cut into A and B parts.
- **Introduce** Write the following on the board.
David comes to work late every day and always looks really tired.
- Ask Ss to use *must*, *must not*, *may*, *might*, *can't*, or *could* to speculate on what might be happening to him, e.g., *He might have a new baby that cries all night. He must not sleep very well. Maybe he can't go to bed early.*
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Ss read the problems and write three sentences in the box next to each one using *must*, *must not*, *may*, *might*, *can't*, or *could*.
- Allow Ss time to look up any words as they write their speculative sentences in the box.
- When Ss finish, ask them to fold their worksheet so their answers aren't visible and then swap papers with their partner. They repeat the process.
- When Ss finish writing on both cards, they unfold their worksheets and see if their ideas were the same.
- **Review** Read each problem and elicit sentences from the whole class. Write good examples on the board and collect worksheets to correct the sentences.

4.2 IT'S ALL RELATIVE

page T-193

Subject and object relative clauses

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write: *A place _____ you would like to go on vacation.* Ask Ss to supply the correct relative pronoun, *where / that*. Elicit some ideas from Ss about places they would like to go to on vacation and why/the reason for their choices.
- **Do the task** Distribute one copy of the worksheet to each S.
- Ss read the questions alone and write in the correct relative pronoun before they check with a partner. Check understanding as a class and elicit the correct answers from individual Ss.
- Ask Ss to write their answers to ten of the items in the bubbles at the bottom of the worksheet. They shouldn't use complete sentences. Allow Ss time to think and write.
- Put Ss into pairs. They fold their worksheet in half and give their answers to their partner. Their partner should ask questions to try to guess what their answers mean, e.g., *Is Mexico City the place where you want to go on vacation? Is Juanita the person whose cooking you particularly enjoy?*
- **Review** Ask Ss to share their answers with the rest of the class. Do Ss have the same answers to some of the items?

Answers

1 who / that 2 where 3 that / which 4 which / that
5 that 6 that / which 7 who / that 8 that / which 9 that
10 that / which 11 that 12 that / which 13 where
14 that 15 which / that 16 where 17 that / which
18 that / where 19 that / which 20 that

5.1 IT'S ALL IN THE PAST

page T-194

Past perfect

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write these sentences on the board and tell Ss three things you did yesterday.
I got dressed.
I ate breakfast.
I went to work.
- Ask Ss to tell you what happened using the past perfect, e.g., *You had gotten dressed before you ate breakfast. You had eaten breakfast before you went to work.*
- **Do the task** Put Ss into A and B pairs and give each an A or a B part of the worksheet.
- Ask Ss to read what they did on each day. Explain that they have to say what they did on the day in the first column so that their partner can put the sentences/events for that day (in the second column) in the correct order. Explain that, however, Ss have to tell the story using the past perfect, and cannot just read the sentences in the simple past.

- Ss take turns telling each other their stories. Stress that Ss should only use the past perfect and shouldn't look at their partner's worksheet. When Ss finish, they can check their answers with their partner.
- **Review** Ask Ss to do the same activity using their own ideas. They write things they did yesterday or on the weekend and then tell their partner what they did. Elicit some examples from the class when they finish.

5.2 SOMETHING CAME UP

page T-195

was/were supposed to; was/were going to

35 minutes

- **Prepare** Make one copy of the worksheet per group of three Ss. Cut out the cards. Keep problem cards and reason cards separate.
- **Introduce** Write on the board, *I was supposed to come to class at 10:00. I was going to come on time, but ...* Ask Ss to work in pairs and come up with some reasons. Elicit some reasons from Ss and give a few ideas yourself.
- **Do the task** Put Ss into groups of three and hand them a set of cards. They should place the problem cards and the reason cards in two piles in the middle of the table.
- One S takes a problem card and reads it to the group. He/She then takes a reason card and uses this to explain why he/she didn't do or carry out the task on the problem card. If the other Ss think the player has explained the reason well, he/she keeps the cards; if not, the player returns his/her cards to the bottom of each pile. Repeat. The S with the most cards at the end is the winner.
- Before you play, show Ss an example by displaying one of the problems and a reason card, for example, *arrive at the party at 9 o'clock and lose my wallet/purse* The player who takes the card has to use *supposed to* to explain the problem and then use a card to give a reason why, e.g., *I was supposed to arrive at the party at 9 o'clock. I was going to come at 9 o'clock, but I lost my wallet, so I couldn't pay for the bus and had to walk.* Provide more examples.
- **Review** Read through each problem and ask Ss to share some of the most interesting reasons that their group gave.

6.1 PASSIVE DOMINOES

page T-196

Present and past passive

35 minutes

- **Prepare** Make one copy of the worksheet per group of three Ss. Cut up the squares into dominoes.
- **Introduce** Write the following sentences on the board and ask Ss to suggest passive verbs to go in the middle.
Soccer _____ in many different countries. (is played / is watched / is enjoyed)
The polio vaccine _____ in 1903. (was made / was developed / was used)

- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns putting a domino next to another so that the start of the sentence at the bottom of one combines with the end of the sentence at the top of the next, and vice versa. The combination must make sense and be grammatical. If a S doesn't have a suitable card to continue the sentence, they may pass.
- The first player to use all of his/her cards is the winner.
- Circulate and make sure Ss are making meaningful and grammatical sentences.
- **Review** Tell Ss to take turns taking a domino and making a new start of the sentence for the top and a new end of the sentence for the bottom.

6.2 WHAT ARE THE RULES?

page T-197

Passive with modals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write two sentences and ask Ss to work in pairs to change them into the passive voice.
You must wear nice clothes. [Nice clothes must be worn.]
You can't make noise. [Noise can't be made.]
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet.
- Give Ss time to individually read their situation and its rules, and to add their own rules to the situation.
- Ss take turns explaining their rules to their partner. Ss should use passives with modals to do this.
- **Review** Ask Ss to think about how to behave in other situations, e.g., at a job interview, on a first date, meeting your boyfriend's or girlfriend's family for the first time, taking care of a newborn baby, or something else.

7.1 HE SAID/SHE SAID

page 198

Reported statements

35 minutes

- **Prepare** Photocopy one worksheet and cut it up so that every S has three sentences. Ss will also need some paper to carry around with them.
- **Introduce** Draw a picture of a face with a name underneath on the board and a speech bubble coming out of the mouth. Write something that your Ss will have an opinion about in the bubble, e.g., *Samsung is better than Apple*. Explain that this is direct speech. Ask Ss to turn this into reported speech: *[Name] said that Samsung was better than Apple*. Continue adding phrases and testing Ss' knowledge of reported speech. Use some simple present sentences, some past sentences, and some present perfect sentences.

- **Do the task** Pass out one card to each S. Explain that they are going to circulate around the classroom, asking and answering questions and making notes about what people said. Explain that if they see *persuade* in parentheses, they should try to persuade the other person. They should speak to three different people and write down their answers. Ask them to draw a chart like the one below on a piece of paper that they will carry around with them.

name	question 1	question 2	question 3
1			
2			
3			

- Allow time for Ss to circulate and share their answers to the questions on the cards.
- When they finish, put Ss in pairs. They have to use reported speech to explain the answers that they were given by other Ss.
- Monitor as Ss talk, listen for examples of reported speech that you can share as feedback at the end of the class.
- **Review** Ask Ss to report back to the rest of the class on any interesting things that they heard using reported speech.

7.2 WHAT DID SHE ASK?

page T-199

Reported questions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write some simple questions on the board for Ss to turn into reported speech:
Where do you live? She asked me where I lived.
Do you like soccer? He asked me if I liked soccer.
- Report to Ss the last thing that someone asked you, e.g., *My neighbor asked me to help him*. Working in pairs, Ss report the last question that someone asked them in real life. Allow Ss time to do this before you elicit answers.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Ask Ss to read through their questions and make sure they understand them.
- Ss share their questions with their partner who then writes them down as reported questions. Allow time for Ss to do this. They will need to repeat the questions for their partner a few times. Encourage Ss to support each other.
- Monitor and support as Ss work, offering help with the formation of reported questions if needed.
- Ss then answer the questions their partner asked.
- **Review** Elicit answers as a class. Discuss any questions that Ss found interesting or any answers that were unusual.

8.1 WOULD YOU ... ?

page T-200

Present unreal conditionals

35 minutes

- **Prepare** Make one copy of the worksheet per group of three students. Cut into A, B, and C parts.
- **Introduce** Scramble this sentence and write it on the board.
If my friend stole something, I wouldn't say anything.
- Ask Ss to unscramble the sentence in pairs and then discuss if they agree with it or not. Elicit some of their ideas as a class.
- **Do the task** Put Ss into groups and give each an A, a B, or a C part of the worksheet. Allow Ss time to read their sheet. Check any words or concepts they don't understand.
- Ss check sentences they agree with and put an X with sentences they disagree with under the "You" column.
- Ss take turns asking the other Ss in their group their questions and filling in the information. Ss can either read the sentences and ask the other Ss if they agree or disagree, or they could turn the sentence into a question, e.g., *I would lie for my friend if they were in trouble – Would you lie for your friend if they were in trouble?*
- Give Ss time to share their answers with their group. They then decide if they think the other members of their group are honest, brave, or a good friend.
- **Review** Elicit which Ss are considered honest, brave, or good friends from the class.

8.2 WISH TIC-TAC-TOE

page T-201

I wish

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Scramble these sentence together and write them on the board.
I wish I had learned English when I was a child.
I wish I could play the guitar.
- Ask Ss to unscramble them in pairs and then discuss if they agree with them or not. Elicit some of their ideas as a class. Discuss the grammar if necessary and refer Ss to page 137 in the Student's Book.
- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a 3x3 grid on the board.
- Put Ss into pairs and give them a copy of the worksheet.
- The two Ss choose X or O and take turns choosing a square and completing an *I wish* statement for the prompt. For example: *Someone famous you would like to have met – I wish I had met Cristiano Ronaldo.*
- If the S completes it correctly, he/she writes X or O in the square.
- The first S with three Xs or Os in a row, horizontally, vertically or diagonally, is the winner.

- Ss play two more games to decide on an overall winner.
- **Review** Pairs work together to write three sentences with *I wish*. They present the sentences to the class.

9.1 WHAT'S THE RULE?

page T-202

Prohibition, permission, obligation (present)

35 minutes

- **Prepare** Make one copy of the worksheet for each group of students. Cut up into cards.
- **Introduce** Write *be allowed to, be required to, supposed to, may, and can* on the board. Tell Ss about some of the rules you have to follow, e.g., *I can have my lunch at one o'clock. I'm required to teach every day. I'm supposed to be at work at 8:30.* Ask Ss to write one sentence (either affirmative or negative) for each verb about their lives and the rules they follow at home, at school, or at work. Ss share their answers with a partner before you elicit some examples from the class.
- **Do the task** Put Ss into groups of three or four.
- Ss place the cards face down on the table. One S takes a card. He/She must make a sentence about that card using *be allowed to, be required to, supposed to, may, or can* in either an affirmative or a negative way. If the other Ss are satisfied that the sentence makes sense and is grammatically correct (they can check with the teacher if necessary), the S keeps the card. If it's wrong or doesn't make sense, the S must put the card back at the bottom of the pile. Repeat. The S with the most cards at the end is the winner.
- Monitor as Ss play. Listen for examples that you can share with Ss when the task is over.
- **Variation:** In pairs, Ss sort the signs into three categories – *prohibition, permission, and obligation.*
- **Review** Display or hold up some of the sign cards and elicit examples from the Ss. Elicit a range of answers using *be allowed to, be required to, supposed to, may, or can.* Share any interesting sentences you heard while Ss were playing.

9.2 CHILDHOOD RULES

page T-203

Prohibition, permission, obligation (past)

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss: *Were your parents strict or easygoing?* Elicit answers. Tell Ss some of the things you weren't allowed to do using the target verbs below. Use true examples if possible.
- Write on the board:
Permission: *could, were allowed to*
Prohibition: *couldn't, were not allowed to*
Obligation: *had to, were required to, were supposed to*
- Ask Ss to write one sentence using each verb about their own childhood. Remind Ss that the sentence doesn't have to be true! Allow Ss time to write before they share their answers with a partner.

- **Do the task** Put Ss into groups or pairs and pass out the worksheets.
- Ss read the worksheets. Check understanding of vocabulary and concepts.
- Give Ss time to answer the questions for themselves and to write four more question stems about childhood rules.
- Ss take turns asking each other questions about childhood rules using past modals of prohibition, permission, and obligation. For example: *Were you allowed to stay out after dark?*
- Ss write their partner's answers and discuss who had the strictest parents.
- **Review** Elicit answers from the class. Write some of the sentences on the board.

10.1 IF I HADN'T ...

page T-204

Past unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut up the cards and shuffle. Keep each story separate.
- **Introduce** Write the following situation on the board.

*Why didn't you come to my party last night?
I would have come if ...*
- Elicit some examples from the class.
- Write some more sentences: *Why didn't you pass your exam? / Why did you come to class early?* etc. Ss work in pairs to ask and elicit reasons. Monitor as Ss talk, then ask them to share some of their reasons with the class.
- **Do the task** Put Ss into teams of two and distribute the first cut up story. Explain that they are going to arrange the story as fast as they can together. The team that finishes first is the winner.
- Allow Ss time to do the activity until there is a winner. Elicit answers from the class. Repeat with the second and third stories.
- **Variation 1:** If your class isn't very competitive, you can do this as a simple pair activity with one S arranging one story and another arranging the second or third. Ss share their stories when they finish.
- **Variation 2:** Mix all the cards up and ask Ss to arrange them into three stories.
- **Review** Ask Ss to write their own unreal stories about something that happened in their life in the past. They should write between five and eight sentences using the third conditional. Allow Ss time to do this before you ask them to share their stories with a partner. Collect and give feedback on Ss' stories.

10.2 GUESS THE SENTENCES

page T-205

Modals of past probability

45 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Put Ss into pairs and distribute a copy of their worksheet. Explain that Ss must guess the words that complete their sentences and that their partner has the answers.
- Allow Ss time to read their sentences. They can use their smartphones to help if needed. Ss also think of words that could complete their sentences.
- Ss begin to guess the words that complete their sentences. Explain that there are many possibilities, but they need to get the same answer as their partner. Ss get as many guesses as they need. If a S guesses the exact phrase, they get a point. If they can't guess the phrase, they move on to the next sentence. The S with the most points wins.
- **Do the task** Read the sentences aloud and elicit the answers. Ask Ss to create their own fill-in-the-blank sentences using *should have, might have, or could have*. Their partner tries to guess the words that are missing.

11.1 SO I STOPPED TO ...

page T-206

Gerund and infinitive after *forget, remember, stop*

35 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut out the cards.
- **Introduce** Write these sentences on the board.

1 *I stopped calling her.*
2 *I stopped to call her.*
- Ask Ss to explain the difference to a partner before eliciting the answer from class.

1 I stopped calling her forever.
2 I stopped doing something to call her.
- **Do the task** Put Ss into pairs or small groups. Explain that they have to arrange the sentences as quickly as they can.
- Circulate and monitor as Ss work but try not to help. Allow Ss to use their smartphones only if they get stuck. The team who finishes first is the winner.
- **Variation:** Remove the middle column and ask Ss to supply the verb in the correct form.
- **Review** Elicit the correct answers from Ss.

11.2 FOLK REMEDIES

page T-207

Causative verbs

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut out the cards.
- **Introduce** Tell Ss what you do when you have a cold. Use *let*, *make*, and *help* in your sentences, e.g., *I find that drinking lemon with honey helps me get better.*
- Ask Ss: *What do you do if you have a cold?*
- Write ... *let ... , ... make ... , ... help ...* on the board. Ask Ss to shout out some sentences using these verbs and a pronoun about things they do when they have a cold.
- **Do the task** Give each pair of Ss a set of cards. Give Ss a chance to look through the cards and ask questions about unfamiliar vocabulary.
- Ss place the cards face up. Ss work together to match cards and make as many statements about home remedies using causative verbs as they can. For example, *Counting sheep helps you sleep.*
- **Review** Ss share their home remedies with the class and discuss which they have heard of before and which they think work.

12.1 WHAT I REMEMBER MOST ...

page T-208

Adding emphasis

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three or four Ss.
- **Introduce** Write a topic from one of the cards on the board.
- Write and explain *repetition* and *hesitation* on the board. Set a timer on the class computer or your smartphone for one minute and then talk for one minute about the subject. Ask Ss to see if they can spot any hesitation or repetition as you speak – if they can, they should stop you by saying *repetition* or *hesitation*.
- Write two other topics on the board and ask Ss to do the same in pairs. Monitor as they speak.
- **Do the task** Put Ss into groups of three or four and give each group a set of cards.
- Ask Ss to shuffle the cards and place them in the center of their table face down. The person nearest the door starts and turns move to the left. Each player must take a card and speak about that topic for one minute without hesitation or repetition. Other players on the team can use a smartphone to time them as they speak. If a player successfully speaks for a minute to the satisfaction of the rest of the players, he/she can keep the card. If not, he/she must replace the card at the bottom of the pack.

- Monitor as Ss play; listen for good examples of adding emphasis that you can share with Ss when the game is over. The winner is the S with the most cards.
- **Review** Elicit some ideas from Ss by reading a few of the sentences on the cards aloud. As a follow-up activity, ask Ss to write five to eight more cards using their own ideas and play the game again.

12.2 DÉJÀ VU

page T-209

Substitution and referencing

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write the following sentences on the board. Put Ss in pairs and ask them to use substitution and referencing to make the sentences shorter and replace the underlined words with shorter variations.

I had a cup of coffee and the cup of coffee was delicious. (it)
Most people love soccer. I know I love soccer. (do)
Do you like cooking? If you like cooking, you'll love this new TV show. (you do / so)
Those candies look delicious. Can I have a candy? (one)
- **Do the task** Put Ss into pairs. Give each S a worksheet.
- Give Ss time to read the article on déjà vu. Answer any questions about vocabulary.
- Individually, Ss work to underline repeated words or phrases in the article. Ss check their work with their partner.
- In pairs, Ss work to rewrite the article using substitution and referencing to reduce the amount of repetition.
- **Review** Ss share their revised article with the class. Who has the best article?

1.1 GRAMMAR

RIGHT OR WRONG?

1 Right or wrong? Every year, I'm setting myself a new goal. Wrong: <i>I set</i>	2 Which tense is correct? <i>I speak / I'm speaking</i> English every day at work. Answer: <i>I speak</i>	3 Answer the question. Do you like football? Answer: Yes, I do. / No, I don't.
4 Right or wrong? On Saturday mornings, I go to the gym at eight o'clock. Right	5 Which tense is correct? <i>I'm learning / I learn</i> to play the guitar at the moment. Answer: I'm learning	6 Answer the question. What do you do on Sunday mornings? Answer: any answer in the simple present
7 Right or wrong? I didn't saw you yesterday. Where did you go? Wrong: I didn't see	8 Which tense is correct? <i>I went / have been</i> to Mexico City last August. Answer: went	9 Answer the question. Did you go on vacation last year? Answer: Yes, I did. / No, I didn't.
10 Right or wrong? Did you go to work yesterday? Right	11 Which tense is correct? <i>Did you / Have you</i> had a vacation yet this year? Answer: Have you	12 Answer the question. What did you do last weekend? Answer: any answer in the simple past
13 Right or wrong? I'm sorry I couldn't answer the phone last night – I was cooking dinner. Right	14 Which tense is correct? <i>I was crashing / crashed</i> my bicycle when I was riding to work. Answer: crashed	15 Answer the question. Were you at work late yesterday? Answer: Yes, I was. / No, I wasn't.
16 Right or wrong? I was staying home yesterday because I was sick. Wrong: I stayed	17 Which tense is correct? She met her husband when she <i>was working / had worked</i> in a restaurant. Answer: was working	18 Answer the question. What were you doing at 12 p.m. yesterday? Answer: any answer in the past continuous
19 Right or wrong? We haven't done this before. Right	20 Which tense is correct? <i>We didn't have / haven't had</i> a good time on vacation. I'll be happy when we go home. Answer: haven't had	21 Answer the question. Have you ever ridden a horse? Answer: Yes, I have. / No, I haven't.
22 Right or wrong? Have you finish the report yet? Wrong: Have you <i>finished</i>	23 Which tense is correct? Have you ever <i>been / been going</i> to London? Answer: been	24 Answer the question. Which places have you visited in your country? Answer: any answer in the present perfect
25 Right or wrong? I've been painting my bedroom all day. Right	26 Which tense is correct? <i>We waited / 've been waiting</i> for the plane for two hours, and we're still waiting. Answer: 've been waiting	27 Answer the question. What have you been doing today? Answer: any answer in the present perfect continuous
28 Right or wrong? Have you ever been seeing the Eiffel Tower in Paris? Wrong: Have you ever <i>seen</i>	29 Which tense is correct? What <i>have you been working / did you work</i> on recently? Answer: have you been	30 Answer the question. Does your class start early in the morning? Answer: Yes, it does. / No, it doesn't.

1.2 GRAMMAR

ABOUT YOU

Read and answer the questions. Write your answers in any order in any of the shapes below.

What is something that you are thinking about doing in the future?

What is something that you think isn't true?

What is something you hate doing?

What is the name of something you love?

What is a TV show or book you are loving at the moment?

What is something you like doing every day?

Who is someone you are seeing soon?

What is the name of something that you don't understand?

Write *yes* if you are having a good week and *no* if you are having a bad week.

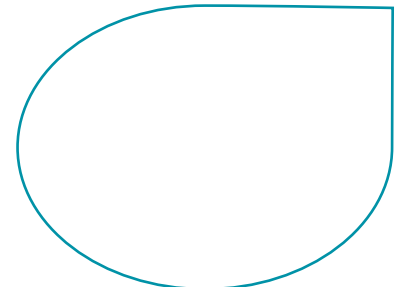
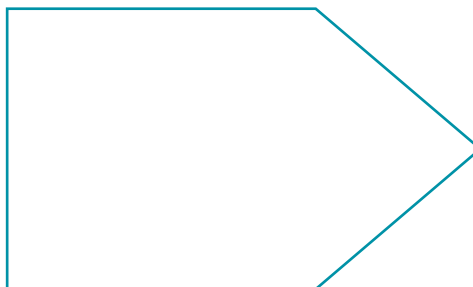
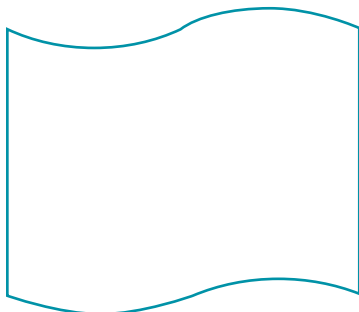
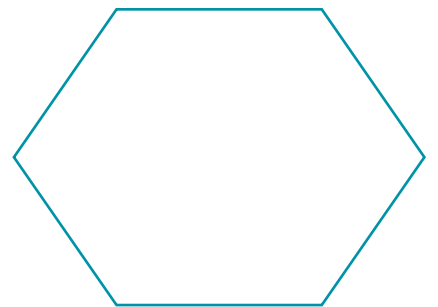
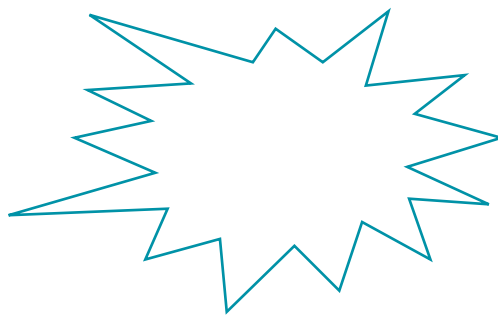
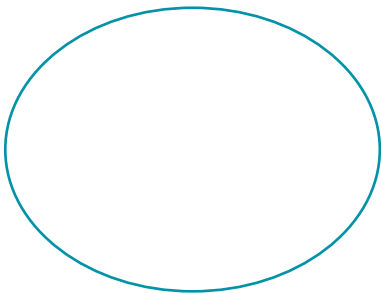
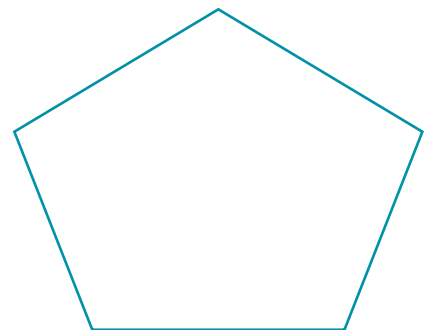
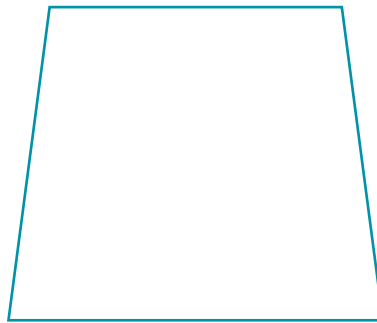
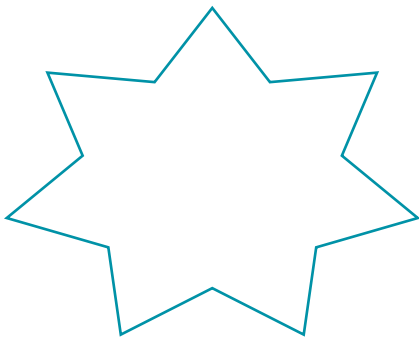
What is something you aren't feeling very happy about?

What is a place where you feel safe?

What is something you enjoy doing?

What is the name of something you need at the moment?

What are three adjectives that describe qualities you have?



2.1 GRAMMAR

FOOD AND RESTAURANTS MATCH-UP

If you like Chinese food,	you'll love the noodles at Taste of Guangdong!
If a restaurant is zero waste,	it won't throw any food away.
If you don't like meat,	you won't like The Chicken House restaurant.
I might go out with you tonight	if you pay for the food.
If you don't eat your food,	they'll give you a bag to take it home in.
If you have leftover vegetables,	you can make soup.
I won't make spaghetti	if you don't like Italian food.
You don't eat meat	if you're a vegetarian.
This restaurant always has fresh fish, so	if you like seafood, it might be a great choice.
Call the server	if you want to get the check.
Some restaurants offer takeout service	if you want to eat your food at home.

2.2 GRAMMAR

I'LL ... UNTIL ...

I feel full	after	eating that big lunch.
Wash your hands	before	you eat.
You'll love it	once	you try it.
I can't go home	until	I finish work.
We'll need to be ready	when	the guests arrive.
I'll let you know	as soon as	I finish.
We'll be late for work	unless	we take a taxi.
I'll pay the check	after	we finish dinner.
Write that down	before	you forget it.
She'll join us	once	her class is over.
I'll stay here	until	the class is dismissed.
I'll give you the recipe	when	I see you next week.
Your guests will be impressed	when	they try your food.
You'll be hungry	unless	you have breakfast.

3.1 GRAMMAR

WHAT'S THE PROBLEM WITH YOUR ... ?

Student A

Job

I work in the complaint department of an online store. My job has a good salary, but it's too stressful and busy. I would like to take a salary cut for more free time, but my boss says that there is too much work to do.

Travel

The commute to work isn't long enough. I'm a quiet person, and I love to read, but it only takes me ten minutes on the bus to get to the office.

Everyday tasks

When I get to my office, I have too much to do. Customers call and send emails to complain. There are only two of us in the office, so we can't deal with all the problems.

Breaks

Lunchtimes are too short. There isn't enough time to go out, and the café at work has really long lines, so sometimes I don't eat lunch.

Home

I don't get enough time to relax. I feel really stressed when I get home, and I'm too tired to cook dinner for my family!

Sandra



Student B

William

Job

Travel

Everyday tasks

Breaks

Home



You?

Job

Travel to work

Everyday tasks

Breaks

Home

Anything else?

Student B

Job

Travel

Everyday tasks

Breaks

Home

Student A

Sandra



Job

I'm a computer technician in a big office outside the city. My job doesn't pay very well and, to be honest, it isn't challenging enough for me.

Travel

It takes too long to get to work – over an hour on the train. It's also expensive and costs more than \$30 a day.

Everyday tasks

At work, the days are very boring. I spend a long time waiting for people to report problems with their computers. Usually I can fix them in ten minutes.

Breaks

The breaks are just too long and I have nothing to do. The cafeteria doesn't have enough interesting food. The office is also outside the city, so there aren't any good places to go.

Home

I value my free time, but I can't afford to do everything that I want to do. I'd love to trade my job for an exciting lifestyle.

William



You?

Job

Travel to work

Everyday tasks

Breaks

Home

Anything else?

3.2 GRAMMAR

A PLACE OF YOUR OWN

Work with a partner. Write ten sentences comparing the houses below. Use modifying comparisons.



Old Kent Road

1 mile from downtown
2 bedrooms

\$200,000



Wood Lane

15 miles from downtown
3 bedrooms

\$380,000



South Street

1 mile from downtown
7 bedrooms

\$500,000

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

4.1 GRAMMAR

WHAT HAPPENED?



Student A

What do you think happened? Use *must*, *must not*, *may*, *might*, *can't*, or *could*. Then trade cards.

Speculation Student A	Problem	Speculation Student B
	You wake up in the middle of the night and hear a strange noise from somewhere in your house.	
	Your favorite soccer team hasn't won a game all season.	
	Diego has an expensive new car and some very fancy new clothes.	
	Your colleague is at her desk crying. She has her cell phone next to her.	
	A little boy gets a sports shirt from his mother but starts to cry when he sees it.	



Student B

What do you think happened? Use *must*, *must not*, *may*, *might*, *can't*, or *could*. Then trade cards.

Speculation Student B	Problem	Speculation Student A
	Your best friend arrives at your house with a big bunch of flowers.	
	You see lots of fire trucks and police cars driving down your street.	
	There is loud music coming from your neighbor's house. You can smell delicious food cooking.	
	You wake up in the morning and look in the mirror. You look terrible!	
	Your computer isn't working. The screen is flashing.	

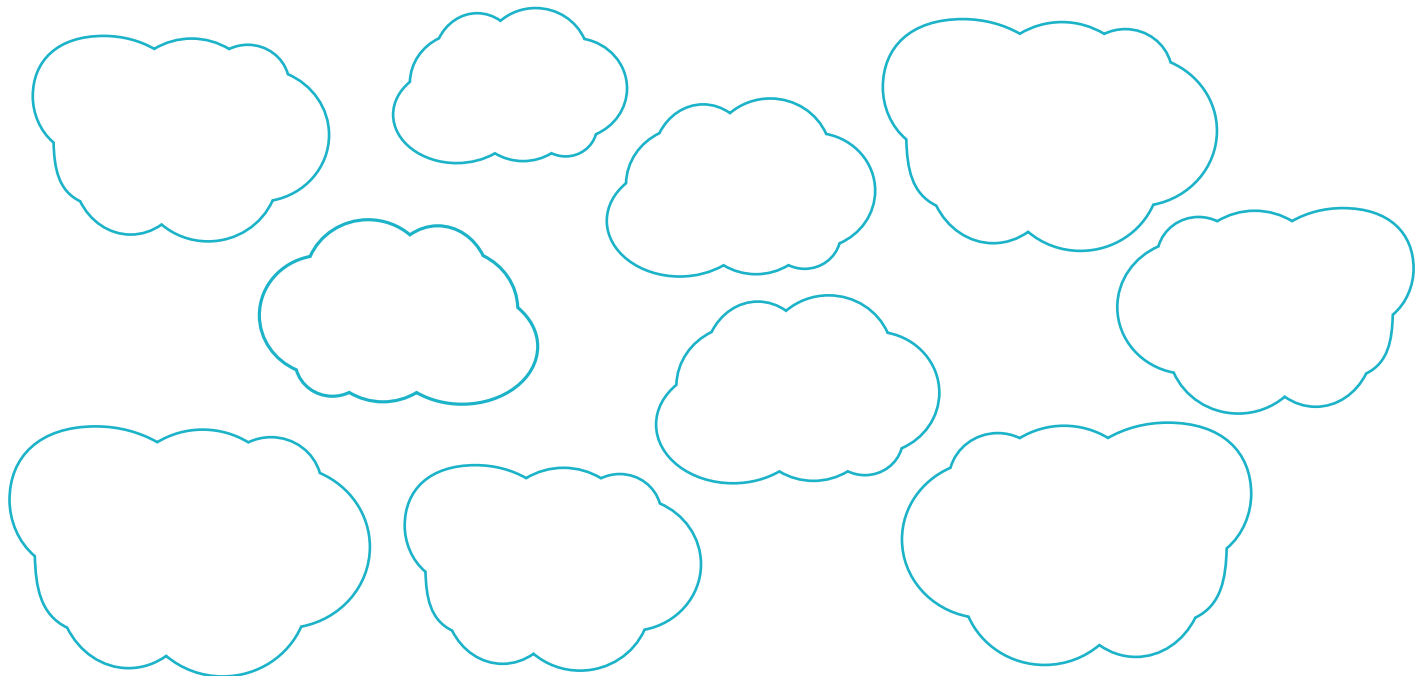
4.2 GRAMMAR

IT'S ALL RELATIVE

Complete the sentences. Then choose ten and answer them below.

Think of ...

- 1 the name of a person _____ you admire
- 2 a place _____ you were very happy
- 3 something _____ you'd really like but can't afford
- 4 a place _____ you would really like to visit
- 5 a sport _____ you particularly enjoy
- 6 a country _____ you'd really like to live in someday
- 7 someone _____ you haven't seen for many months
- 8 something _____ you wish you hadn't done
- 9 the month _____ you usually go on vacation
- 10 something _____ you never leave home without
- 11 a food _____ you can't stand
- 12 something _____ you wish you had done but didn't
- 13 a place _____ you always feel relaxed
- 14 a time _____ you celebrated something important
- 15 something _____ you often forget
- 16 a restaurant _____ you want to try the food
- 17 a movie _____ you'd really like to see
- 18 somewhere _____ you don't want to go
- 19 some clothes _____ you'd like to buy
- 20 an online video _____ you watched recently



5.1 GRAMMAR

IT'S ALL IN THE PAST



Student A

What I did yesterday

- 1 I got up at 8:30 and turned on my phone.
- 2 I sent a text message to my boss to say I was sick and I couldn't come to work.
- 3 I took a shower and then ate breakfast.
- 4 I went back to bed.
- 5 I woke up and did some work on my laptop in bed.
- 6 I watched some TV.
- 7 I called my friend and we talked for about half an hour.
- 8 My boss called me to see if I was OK.
- 9 I went out to get some food from the supermarket.
- 10 I took some medicine and felt better.
- 11 I went to bed after dinner.

What I did last Saturday

- We had a late breakfast in an Italian restaurant.
- 1 I woke up very late – after 11 – on Saturday.
- We played volleyball in the park.
- I started to feel sick and went to bed.
- We drove to the beach.
- I sunbathed for about an hour.
- My friend arrived in her sports car.
- I didn't put any sunscreen on!
- We went for a coffee in an expensive café.
- I had very bad sunburn on my back and shoulders.
- She drove me home.



Student B

What I did last Saturday

- 1 I woke up very late – after 11 – on Saturday.
- 2 My friend arrived in her sports car.
- 3 We had a late breakfast in an Italian restaurant.
- 4 We drove to the beach.
- 5 I sunbathed for about an hour.
- 6 We played volleyball in the park.
- 7 I didn't put any sunscreen on!
- 8 We went for a coffee in an expensive café.
- 9 She drove me home.
- 10 I started to feel sick and went to bed.
- 11 I had very bad sunburn on my back and shoulders.

What I did yesterday

- I watched some TV.
- I took a shower and then ate breakfast.
- I went to bed after dinner.
- I called my friend and we talked for about half an hour.
- I went back to bed.
- I woke up and did some work on my laptop in bed.
- 1 I got up at 8:30 and turned on my phone.
- My boss called me to see if I was OK.
- I went out to get some food from the supermarket.
- I sent a text message to my boss to say I was sick and I couldn't come to work.
- I took some medicine and felt better.

5.2 GRAMMAR

SOMETHING CAME UP

Problem cards	Reason cards	
... arrive at the party at 9 o'clock.	forget	get the wrong time
... buy a present for her birthday	stay at work	don't know what to do
... pass my tests	don't care	don't work hard enough
... finish work early	don't want to	too busy
... go out with my friend last night	help my friend	have to visit my family
... move to a new house	not have enough money	stay where I am
... (not) drive	car breaks down	get sick
... do a 5 k run for charity	get hurt	wrong clothes
... take a test	canceled	lose my wallet/purse
... work last weekend	need more money	help my boss
... visit my parents	too lazy	hungry
... go on vacation	have an appointment	have something better to do
... cook dinner	feel too tired	go to the gym
... meet my boyfriend / girlfriend	no shoes	too hot
... tell the truth	lose my phone	too cold

6.1 GRAMMAR

PASSIVE DOMINOES

the cafés	are used	by lots of people in the community	my life	is used	second chances
most of the work	valuable skills	many activists	are taught	for free	were trained
the Center	was founded	was changed	by kind-hearted people	by this wonderful place	to help people learn a skill
to the unemployed	is done	were donated	all efforts	by the charity	by celebrities
by many different people	most of the funds	is designed	animals	volunteers	to bring elderly people together
are led	refugees	food and clothes	are provided	to helping wildlife	are devoted
supplies	in 1996	a lot of money	are always needed	all the time	by the wildlife center
are solved	the organization	all the profits	are coordinated	environmental problems	to struggling families
aren't given out	are trained	the training program	the organization	was set up	at the shelter
was based	to local charities	by volunteers	is focused	in New York	by government organizations

6.2 GRAMMAR

WHAT ARE THE RULES?

Student A

Your partner is going to the opera for the first time. Explain the following rules using passive modals. Make two extra rules of your own.

- You should wear formal clothes.
- Turn off your cell phone.
- Don't make noise during the performance.
- At the end of the performance, you can throw flowers on stage.
- Don't take pictures during the performance.

- _____
- _____



Student B

Your partner is going to an outdoor concert for the first time. Explain the following rules using passive modals. Make two extra rules of your own.

- You should wear comfortable clothes.
- You can't bring food or drinks to the concert.
- You can take pictures, but turn off your flash.
- You can buy a T-shirt of the band at the concert.
- Security will remove anyone without a ticket.

- _____
- _____



7.1 GRAMMAR

HE SAID/SHE SAID

<ol style="list-style-type: none"> 1 How do you keep in touch with your family? 2 What messaging apps do you use? 3 How long have you had your smartphone? 	<ol style="list-style-type: none"> 1 When did you join Facebook or Twitter? 2 Do you always reply to messages? Why? 3 Tell me the best messaging app to use. (persuade) 	<ol style="list-style-type: none"> 1 Tell me the best app for learning English. (suggest) 2 How often do you use social media? 3 Explain how to use your smartphone to get directions to a place. 	<ol style="list-style-type: none"> 1 When was the last time you congratulated someone? What for? 2 Do you think people can become addicted to their smartphones? 3 Tell me two reasons why your smartphone is great. (persuade)
<ol style="list-style-type: none"> 1 How did you keep in touch with people ten years ago? 2 When did you last forget your smartphone somewhere? How did you feel? 3 Have you ever lost or damaged your smartphone? 	<ol style="list-style-type: none"> 1 When did you last criticize someone? What about? 2 What was the last piece of gossip you heard? 3 Do you prefer to message or call someone? Why? 	<ol style="list-style-type: none"> 1 What was the last comment you made on social media? 2 Where and when do you use your smartphone? 3 Who do you send the most messages to? 	<ol style="list-style-type: none"> 1 When did someone mention you on social media? What did they say? 2 Do you ever leave voice messages? Why? 3 Have you used your smartphone at work or in the classroom?
<ol style="list-style-type: none"> 1 What messaging apps do you use? 2 Explain how to use your smartphone to get directions to a place. 3 What was the last piece of gossip you heard? 	<ol style="list-style-type: none"> 1 How do you keep in touch with your family? 2 When was the last time you congratulated someone? What for? 3 Do you gossip about people? 	<ol style="list-style-type: none"> 1 How long have you had your smartphone? 2 Do you think people can become addicted to their smartphones? 3 What was the last comment you made on social media? 	<ol style="list-style-type: none"> 1 When did you join Facebook or Twitter? 2 Tell me two reasons why your smartphone is great. (persuade) 3 Where and when do you use your smartphone?
<ol style="list-style-type: none"> 1 Do you always respond to friend requests? 2 How did you keep in touch with people ten years ago? 3 Who do you send the most messages to? 	<ol style="list-style-type: none"> 1 Tell me the best messaging app to use. (persuade) 2 When did you last forget your smartphone somewhere? How did you feel? 3 When did someone mention you on social media? What did they say? 	<ol style="list-style-type: none"> 1 Tell me the best app for learning English. (suggest) 2 Have you ever lost or damaged your smartphone? 3 Do you ever leave voice messages? Why? 	<ol style="list-style-type: none"> 1 How often do you use social media? 2 When did you last criticize someone? What about? 3 Have you used your smartphone at work or in the classroom?

7.2 GRAMMAR

WHAT DID SHE ASK?



Student A

Questions to ask my partner	What did your partner ask you? Use reported speech.
1 What social media have you used?	
2 Do you share photos or videos more?	
3 How often do you change your password on a social media account?	
4 What apps do you use most on your phone?	
5 Who do you send the most messages to?	
6 What are the advantages of social media? Why?	
7 How do you use Instagram?	
8 Do you ever use social media at work? Why?	



Student B

Questions to ask my partner	What did your partner ask you? Use reported speech.
1 How often do you post on social media?	
2 Why type of content do you share on social media?	
3 Do you really know all your friends on social media?	
4 Do you notice how many followers someone has online?	
5 Do you think social media websites should be banned at work? Why?	
6 Did anyone ever try to hack your account?	
7 Do you think social media is good for teenagers?	
8 Is social media good for business?	

8.1 GRAMMAR

WOULD YOU ... ?



Student A

How honest are you?

	You	St. B	St. C
1 If I found a wallet full of money, I would keep it.			
2 If I felt bad or depressed, I would tell my friends.			
3 I wouldn't tell my friend if the food he/she made was terrible.			
4 If I had a car accident with a parked car, I would just drive away.			
5 I would open a love letter addressed to someone else.			
6 If I accidentally broke something and no one saw, I wouldn't tell anyone.			
7 I would lie at a job interview if I really wanted a job.			



Student B

How brave are you?

	You	St. A	St. C
1 I would jump out of an airplane to raise money for a charity.			
2 If I found a great, cheap vacation that was in a dangerous country, I would go.			
3 If I had to talk to a crowd of people, I wouldn't be nervous.			
4 If I were at a party and didn't know anyone, I would try to meet people.			
5 If I traveled to a country with unusual food, I would try it.			
6 If it was a quicker way to get home, I would walk through a dark forest at night.			
7 If I made a friend on the internet, I would try to meet him/her in real life.			



Student C

How good a friend are you?

	You	St. A	St. B
1 I would buy my friend a nice birthday present even if I didn't have much money.			
2 I would take the day off work if my friend needed my help.			
3 I would never tell a secret that my friend asked me to keep.			
4 If someone bought me a present that I didn't like, I'd tell him/her the truth.			
5 I would lie for my friend if he/she were in trouble.			
6 If my friend got a bad haircut or wore some terrible clothes, I would always tell him/her they looked bad.			
7 I would always agree with my friend even if he/she were wrong.			

8.2 GRAMMAR

WISH TIC-TAC-TOE

Choose a square and make a sentence with *I wish*. If the sentence is correct, write an X or an O in the box. The first person to get three Xs or Os in a row is the winner.

Someone famous you would like to have met	An instrument you would like to have learned to play	A subject you would like to be better at
Something you would like not to have to do this weekend	Something you would like to be different about your neighborhood	A job you would like to have
Somewhere you regret you have not traveled to	A person you would like to see more often	A language you would like to learn

A sport you would like to be good at	A comment you regret making	A decision you regret making
A childhood friend you would like to still talk to	A dish you would like to know how to cook	Something you would like to be different about school or your job
Something you would like to do more of in your free time	A country you would like to have visited	A mistake you regret

Something you would like to be different about yourself	Someone you would like to be friends with	A goal you would like to meet
Something you would like to buy but can't afford	Something you don't have time to do (but would like to)	Something you regret saying to a friend
A skill you would like to learn	A sports team you would like to be good (but isn't)	Someone who is in the news (but you don't want them to be)

9.1 GRAMMAR

WHAT'S THE RULE?



9.2 GRAMMAR

CHILDHOOD RULES

Answer questions about what rules you had to follow as a child. Add additional questions about rules to the list. Ask your partner what rules they had to follow. Use modals of permission, obligation, and prohibition.

Did you ...	You		Your partner	
stay out after dark?	Yes	No	Yes	No
play video games all day?	Yes	No	Yes	No
have candy and soda?	Yes	No	Yes	No
go on dates in high school?	Yes	No	Yes	No
do chores around the house?	Yes	No	Yes	No
wake up early?	Yes	No	Yes	No
get a job in high school?	Yes	No	Yes	No
wear a uniform at school?	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No

10.1 GRAMMAR

IF I HADN'T ...

Story 1 – Why did you come to the party late?

if I hadn't gotten up late,	I wouldn't have missed the bus
if I hadn't arrived at work late,	I wouldn't have missed my meeting
if I hadn't missed the meeting,	I would have found out that I need to write a report
if I had known that I had to,	I would have written it before I found out in the afternoon
if I hadn't stayed late at work,	I wouldn't have missed the last bus home
if I had caught the last bus,	I wouldn't have been late for your party

Story 2 – Why didn't you buy me a present?

if you hadn't stayed out so late yesterday,	you wouldn't have had to sleep in the afternoon
if you hadn't been asleep,	you would have answered your phone
if you had taken my call,	you would have found out about the party
if you had known about the party,	then you would have known that it was my birthday
if you had known it was my birthday,	you wouldn't have forgotten my birthday
if you hadn't forgotten,	you would have bought me a present

Story 3 – Why did he break his leg?

if he hadn't won the money,	he wouldn't have booked a ski trip
if he hadn't decided to go skiing,	then he wouldn't have met the snowboarder, Josh, on the plane
if he hadn't met Josh,	he wouldn't have decided to go snowboarding for the first time
if he hadn't tried snowboarding,	he wouldn't have tried to do a big jump
if he hadn't attempted a jump,	he wouldn't have fallen off
if he hadn't fallen off,	he wouldn't have broken his leg

10.2 GRAMMAR

GUESS THE SENTENCES



Student A

- 1 A I shouldn't have _____ the night before an exam.
B I shouldn't have **posted that picture online**. She was really mad at me.
- 2 A You shouldn't have _____. It made me cry.
B You should have **told me** it was your birthday.
- 3 A He shouldn't have _____. Now he feels sick.
B She shouldn't **have lied to me**. If she had told me the truth, I wouldn't be angry with her.
- 4 A I might have _____ if I had studied harder for it.
B I might have **come to the party** if I had known that you were going to be there.
- 5 A Brazil might have _____ if they played better or scored more goals!
B He might have **sung a song** if there had been a guitar at the party.
- 6 A I should have _____. If I had, I might have a better job now.
B I should have **brought something to eat**. If I had, I might not be so hungry now.
- 7 A We might not have _____ if we had used sunscreen.
B You might not have **crashed your car** if you had been concentrating on driving!
- 8 A I couldn't have _____ yesterday. I had an appointment.
B I couldn't have **gone on vacation**. I couldn't get the time off work, and I hate flying.



Student B

- 1 A I shouldn't have **stayed out late** the night before an exam.
B I shouldn't have _____. She was really mad at me.
- 2 A You shouldn't have **said that**. It made me cry.
B You should have _____ it was your birthday.
- 3 A He shouldn't have **eaten so much**. Now he feels sick.
B She shouldn't _____. If she had told me the truth, I wouldn't be angry with her.
- 4 A I might have **passed the exam** if I had studied harder for it.
B I might have _____ if I had known that you were going to be there.
- 5 A Brazil might have **won the soccer match** if they played better or scored more goals!
B He might have _____ if there had been a guitar at the party.
- 6 A I should have **worked harder at school**. If I had, I might have a better job now.
B I should have _____. If I had, I might not be so hungry now.
- 7 A We might not **have gotten sunburned** if we had used sunscreen.
B You might not have _____ if you had been concentrating on driving!
- 8 A I couldn't have **met you yesterday**. I had an appointment.
B I couldn't have _____. I couldn't get the time off work, and I hate flying.

11.1 GRAMMAR

SO I STOPPED TO ...

The servers in the restaurant stopped	talking	when the celebrity walked in.
I saw my neighbor this morning and stopped	to talk	to him about the weather.
I love my mom, so I always remember	to buy	her a gift on her birthday.
I like these shoes, but I don't remember	buying	them. Maybe they were a gift.
When you use the computer, please remember	to turn off	the printer as well.
I'm a little worried. I made pizza this afternoon, but I don't remember	turning off	the oven. I'm sure I did!
I'll lend you my car, but please don't forget	to lock	it when you park it. Put the emergency brake on as well!
Will you please stop	locking	the computer? It makes it really slow to log on.
It's dead again! I always forget	to charge	my smartphone.
I'm going to stop	charging	my phone every night. I think it might damage the battery.
On your way home from work, can you stop	to get	some milk from the supermarket?
It was such an amazing day. I'll never forget	getting	married. Your mom looked beautiful.
When you play soccer, always remember	to pass	the ball.
We spent that winter	playing	in the snow almost every day.
I have a headache. Can you please stop	making	that horrible noise!
I need some new glasses. Can you remember	to make	me an appointment with the eye doctor?
Sometimes I just forget	to call	my mom on Sundays and she has to call me.
I'll never forget	calling	my mom to tell her that I was pregnant.

11.2 GRAMMAR

FOLK REMEDIES

counting sheep	eating an apple each day	_____ you look younger	lemon and honey	putting potato slices on your head
_____ you sleep	eating a spoonful of sugar	eating yogurt	drinking vinegar	eating garlic
_____ you lose weight	putting toothpaste on your skin	eating carrots	eating chocolate	drinking mint tea
_____ reduce allergies	putting teabags under your eyes	_____ a headache go away	_____ relieve a sore throat	_____ stop the hiccups
_____ you see better	_____ bad breath go away	_____ you stay healthy	_____ stop itching from bug bites	_____ get rid of a stomachache

12.1 GRAMMAR

WHAT I REMEMBER MOST ...

The things I like doing most on Sunday	The things that you really hated at school	The things that I hate the most about where I live	The things that make me the most angry about life
The things that I miss from my childhood	The things that I love the most about where I live	The thing that makes me happiest in the world	The things that I like/hate most about cooking
Something that you really hated doing as a child	Somewhere you loved going as a child	Something that you can't do but wish you could	Something that I loved/hated doing as a teenager
What I remember about my grandparents or parents	What I remember about meeting my best friend	What I think about learning English	What I think about my smartphone
What I most remember about my first teacher	What I most remember about my school	What I most remember about my first day at work or school	What I most remember about last weekend
The things that I didn't know about English before I started this course	The things that I didn't know last year that I do now	What I do on Saturday mornings	What I spend the most money on
What I am best at doing – soccer, cooking, or dancing	What I'm not good at, but wish I was	What I always forget to do	What I watch on YouTube

Teacher's notes for photocopiable activities: VOCABULARY

1.1 DESCRIBING ACCOMPLISHMENTS

page T-218

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they complete the phrases. Model the activity by doing the first item with the Ss. On the board, write *b__ __ a r__*. Point out that the number of spaces equals the number of the letters needed to complete the phrase. Elicit the correct answer: "break a record." Indicate that Ss should fill in the spaces on their worksheet.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to fill in the blanks. Discourage Ss from looking back in the unit at first; encourage them to work together to recall as many of the phrases as possible before checking.

Answers

- 1 break a record
- 2 face your fears
- 3 get a lot of likes
- 4 have a sense of humor
- 5 rise to a challenge
- 6 run a business
- 7 run a marathon
- 8 set a goal
- 9 take pride in something
- 10 tell a joke
- 11 win a medal
- 12 work with your hands

- **B** Ss complete the sentences using the words in exercise A, and then check with a partner. When Ss have filled in the blanks, direct them to write their own sentences by changing the phrases in *italics*.

Answers

- 1 take
- 2 a medal
- 3 run
- 4 with your hands
- 5 face
- 6 rise
- 7 humor
- 8 get

- **C** Ss work in pairs to ask and answer the questions.
- **Review** Ask volunteers to read aloud the original sentences in B. Ss can then take turns reading the new sentences to their partner. Go around the room and ask each S to read one sentence aloud, or ask Ss to each write one sentence on the board. Check the sentences for correct grammar.
- Encourage Ss to expand on their answers and to ask each other questions to encourage more conversation.
- Alternatively, exercise C can be assigned as writing homework.

1.2 DESCRIBING KEY QUALITIES

page T-219

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word (adjective or noun) in a series of sentences. Write sentence 1 on the board and elicit the correct answer (*ambitious*). Circle the word *ambitious* in the sentence. Leave the sentence on the board.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss that adjectives often come before nouns, and that nouns often come after verbs. Allow Ss to use a dictionary or their phone if they need to look up a word.

Answers

- 1 ambitious 2 confidence 3 creative 4 curiosity
- 5 enthusiasm 6 experienced 7 independent
- 8 Politeness 9 qualifications 10 responsible
- 11 successful 12 truthfulness

- **B** Ss work individually to write sentences for the words they did not circle in exercise A. Ss check their sentences with a partner.
- **Review** Elicit an example for all 12 sentences. Which statements are Ss most in agreement with?

2.1 DESCRIBING TRENDS

page T-220

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to answer some multiple choice questions. Their task is to choose the sentence that is most similar in meaning to the first sentence. Give each S a worksheet. Model the activity by completing the first one with the class. Read the sentence, *Boring food is old-fashioned* aloud. Ask Ss to look at the three possible answers. Which one contains a synonym for *old-fashioned*? Elicit the correct answer: *C It is a thing of the past.*
- **A Do the task** Ss complete the task in pairs. Check understanding of vocabulary, such as *dumpster diving*.

Answers

- 1 c 2 a 3 b 4 b

- **B** Ss work individually to put the sentences in order. Monitor and prompt by pointing out that the first word of every sentence is capitalized and every sentence contains a phrase from exercise A.

Answers

- 1 Vegetarianism will continue to gain popularity.
- 2 People are going to lose interest in fast food.
- 3 The next big thing in the food industry might be dumpster diving.
- 4 Friendly service is on the way out.
- 5 Food trucks are the latest thing.
- 6 Fusion food is a fad.
- 7 Good food never goes out of style.
- 8 Healthy food is all the rage.
- 9 Being vegan is trendy.
- 10 Cooking at home is coming back in style.
- 11 Wearing formal clothes to a restaurant is a thing of the past.
- 12 It is old-fashioned to expect men to pay for dinner.

- **C** Ss complete the task in pairs. Encourage them to provide explanations for why they agree or disagree with the statements.
- **Review** Ss share with the class their ideas on which statements from C they agree or disagree with.

2.2 TALKING ABOUT PREPARING FOOD

page T-221

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to put vocabulary words in a chart. Model the activity by quickly drawing a chart on the board similar to the one on the worksheet. Ask Ss which column *barbecue* should go in. Is *barbecue* a meat? A vegetable? A fruit? An herb? An action? Elicit the correct answer: *barbecue* is an action. Write *barbecue* in the correct column on the board. (Note: in some parts of the U.S., *barbecue* is used to talk about a food – usually meat – as in “I love barbecue/to eat barbecue.”) If necessary, do one or two more words with the class.
- **A Do the task** Give each S a worksheet. Ss complete the task individually, and then check with a partner.
- Check answers with the class.

Answers:

Protein (meat or seafood)	Vegetables	Fruit	Herbs or spices	Actions
shrimp tuna	cabbage eggplant zucchini	pineapple	garlic ginger mint	barbecue boil chop fry rinse stir

- **B** Ss work individually to complete the sentences.
- Check answers as a class.

Answers

- 1 barbecue 2 boil 3 rinse 4 fry 5 chop 6 stir

- **C** Ss work individually to make new sentences by replacing the words in italics in exercise B with other words from exercise A.
- **D** Ss work individually to make new sentences by replacing the words in italics in exercise B with their own words.
- **Review** Ss share their sentences from exercise D with the class.

3.1 TALKING ABOUT TIME AND MONEY

page T-222

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they write vocabulary words in a chart. Quickly make a chart on the board like the one on the worksheet. Model the activity by asking Ss if *afford* is a noun or a verb. Elicit from the Ss that *afford* is a verb. Put *afford* into the correct column in the chart. Ask the Ss if the phrase *quality of life* starts with a verb or a noun. Elicit that it is a phrase that starts with a noun. If necessary, elicit a few more answers, one for each column.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the chart. Monitor and prompt by reminding them to look back at the vocabulary introduction in the Student’s Book.

Answers

Nouns	Noun Phrases	Verbs	Verb Phrases
lifestyle	quality of life	afford	take a salary cut
balance	cost of living	trade	be worth it
	time well spent	value	
	standard of living	boost	

- **B** Ss work individually to complete the conversation using the words from exercise A.

Answers

- 1 cost of living
- 2 afford
- 3 balance
- 4 took a salary cut
- 5 trade
- 6 quality of life
- 7 is/was worth it
- 8 standard of living
- 9 lifestyle
- 10 value

- **C** Ss practice the conversation in pairs. Ss switch roles and practice again.
- **D** Ss work in pairs to change the parts of the conversation in italics using their own ideas.
- Ss practice the conversation in pairs.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

3.2 TALKING ABOUT PRICES AND VALUE

page T-223

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match phrases to make short sentences. Give each S a worksheet. Model the activity by reading the first phrase from the left-hand column aloud and eliciting from Ss the correct ending from the right-hand column. For example, for the starting phrase *You should take advantage*, elicit from Ss that *of every business opportunity* correctly completes the sentence.
- **A Do the task** Ss work individually to complete the task.
- Check answers as a class.

Answers

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

- **B** Ss work individually to complete the task.
- Check answers as a class.

Answers

1A for 1B for 2A of 2B on 3A with 3B in 4A on 4B to

- **C** Ss complete the task individually and correct the sentences they marked false.
- Ss share their corrections with a partner. Check answers as a class.

Answers

- 1 F, possible correction: If you pay a fair price for something, someone is NOT taking advantage of you.
- 2 F, possible correction: When you suggest a price for something, you should offer ~~more~~ LESS than you can afford.
- 3 F, possible correction: If a business has an effect on an area, the neighborhood ~~stays the same~~ CHANGES.
- 4 T
- 5 F, possible correction: Businesses ~~do not~~ DO depend on good reviews. They rely on having ~~unhappy~~ HAPPY/ SATISFIED customers!

- **D** Ss work in pairs to discuss the questions.
- **Review** Ss share their partner's responses to exercise D with the class.

4.1 TALKING ABOUT ADVERTISING

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they answer multiple choice questions. Give each S a worksheet. Model the activity by completing the first question with the class. Ask the class what sponsors do. Do sponsors create advertising for sports teams? Do sponsors pay sports teams to wear their logo? Do sponsors design

merchandise? Elicit the correct answer: Sponsors pay sports teams to wear their logo. Ss should circle answer b.

- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging them to work together and to look up difficult vocabulary if they are uncertain.
- Check answers as a class.

Answers

1 b 2 a 3 a 4 c 5 b 6 b

- **B** Ss work individually to complete the sentences with their own ideas.
- **C** Ss share their ideas from exercise B with a partner.
- **Review** Ask Ss about their answers to exercise C. Did all Ss give the same answers? Why or why not?

4.2 TALKING ABOUT PEOPLE IN THE MEDIA

page T-225

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do a matching activity. Give each S a worksheet. Model the activity by asking Ss what comedians do. Elicit the correct answer: *Comedians tell jokes*. Indicate that they should write *e* on the rule after 1.
- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging Ss to work together and to look up difficult vocabulary if they are uncertain. Note that some of the vocabulary (e.g., *tell jokes*, *merchandise*) is from previous units in the Student's Book.

Answers

1 e 2 a 3 c 4 g 5 f 6 b 7 d

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

Answers:

1 T
2 F
3 F
4 F
5 T
6 T
7 F
8 T
9 F
10 T
11 F

- **C** Ss work individually to correct the false sentences in exercise B.
- **Review** Ss share their sentences from exercise C with the class.

5.1 DESCRIBING STORIES

page T-226

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask if the statement is true or false. Elicit the correct answer *true* and indicate that they should mark the sentence with a *T*.
- **A Do the task** Distribute the worksheets and put Ss in pairs to do the task. Remind them to correct the false statements. Monitor and prompt by reminding Ss of the key vocabulary from the unit.
- Check answers as a class.

Answers

- 1 T
- 2 F possible answer: A family saga is a story that occurs over many years.
- 3 F possible answer: Hard-luck stories talk about the problems of unsuccessful people.
- 4 T
- 5 T
- 6 T
- 7 F possible answer: A tall tale is fiction/not true.
- 8 F possible answer: If a movie is a tearjerker, the audience will cry a lot.

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

Answers:

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

- **C** Ss complete the task individually.
- **Review** Ss take turns reading their story summaries from exercise C to the class. The class tries to guess the title and the type of story.

5.2 MAKING AND BREAKING PLANS

page T-227

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun or noun phrase. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask: *Do you cheer up people or things? What kind of person do you cheer up?* Continue until you have elicited the correct answer: *someone who feels sad*.
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

Answers:

1 b 2 c 3 e 4 a 5 d

- **B** Ss complete the task individually.
- Check answers in pairs.
- Guide Ss to notice that the sentences of each numbered item form a paragraph.

Answers

- 1a My car always breaks down on my way to work.
- 1b I end up being late for work.
- 1c My boss is going to give up on me.
- 1d She might even go ahead and fire me.
- 2a I was really looking forward to the weekend.
- 2b I had plans to hang out with my girlfriend.
- 2c We get together every weekend.
- 2d I had to cancel when I came down with a cold.
- 2e My girlfriend split up with me.

- **C** Ss work individually to create a story about a time when something went wrong. Explain that the story does not have to be true. Refer to the “stories” in Part B as models.
- **Review** Ss share their stories with the class.

6.1 DISCUSSING GOOD WORKS

page T-228

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun phrase to make the most logical statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them *What do you take part in? Do you take part in someone new? Do you take part in information?* Continue until you have elicited the correct answer of *an activity*. Tell Ss that they should match each item to just one other word.
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

Answers

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

- **B** Ss work individually to complete the conversation.
- Ss check answers in pairs and practice the conversation.

Answers

- 1 volunteer / help out
- 2 get involved
- 3 donate
- 4 take care
- 5 help out / volunteer
- 6 connect you with
- 7 bring together
- 8 pass on
- 9 join

- **C** Ss do the task individually.
- **Review** Ss share their ideas from exercise C with the class.

6.2 DESCRIBING GOOD DEEDS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word to complete a sentence. Model the activity by doing the first one with the Ss. Write the sentence, *I am very appreciate / appreciative of your hard work* on the board. Ask Ss if the sentence requires a verb or an adjective. Elicit the correct answer for an adjective: *appreciative*. Circle this word on the board. Keep this sentence on the board for later use.
- **A Do the task** Put Ss in pairs and give each S a worksheet. In pairs Ss complete the sentences. Monitor and prompt by referring Ss back to the vocabulary chart that they filled out on page 56.
- Check answers as a class.

Answers

- 1 appreciative
- 2 gratitude
- 3 helpful
- 4 kind
- 5 rewarding
- 6 think

- **B** Ss work individually to write sentences for the words they did not circle in exercise A.
- Ss check their sentences with a partner.
- **C** Ask a volunteer to read the expressions in the word box.
- Ss work in pairs to complete the task.
- Check answers as a class.

Answers

- 1 random act of kindness
- 2 show appreciation
- 3 thoughtful gesture
- 4 show some gratitude
- 5 all the reward you need
- 6 lend a helping hand

- **D** Ss work individually to rewrite the sentences in exercise C by changing the phrases in italics.
- **Review** Ss share their sentences from exercise D with the class.

7.1 DESCRIBING COMMUNICATION

page T-230

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss that they are going to do an activity where they match phrases to create complete sentences. Give each S a worksheet. Model the activity by completing the first one with the Ss. Ask *What should you never do?* Elicit: *Respond to messages when you are angry*. Indicate that they should write *g* on the rule next to 1.
- **A Do the task** Ss work in pairs to match the phrases.

- Check answers as a class.

Answers

- 1 g 2 d 3 c 4 a 5 b 6 e 7 f

- **B** Ss work individually to complete the statements with their own ideas.
- **C** In pairs Ss ask and answer the questions in exercise B.
- **Review** Ss share their ideas from exercise C with the class.

7.2 TALKING ABOUT ONLINE COMMUNICATION

page T-231

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask them if the statement is true or false. Elicit the correct answer *false*. A *Lifecaster* is someone who *frequently* posts status updates and check-ins on social media. Indicate to the Ss that they should mark the sentence with an *F*.
- **A Do the task** Ss work in pairs to complete the task.
- **B** Ss work individually to rewrite the false statements.
- Check answers as a class.

Answers

- 1 F – A lifecaster frequently posts personal information on social media.
- 2 T
- 3 F – A trending topic is currently popular. It is *not* a thing of the past.
- 4 F – Clickbait often contains fun top ten lists or cute videos.
- 5 T

- **C** Ask a volunteer to read the words in the word box.
- Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

Answers

- 1 profile
- 2 status update
- 3 hashtags
- 4 meme
- 5 tag
- 6 timeline

- **Review** Ask a pair of confident Ss to role play the conversation for the class.

8.1 DESCRIBING JOBS

page T-232

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they put words into a chart to show if the meaning of the words is negative, neutral, or positive. Give each S a worksheet. Model the activity by quickly drawing the chart on the board and eliciting at least one answer for each column.

- **Do the task** **A** Ss work in pairs to complete the chart.
- Check answers as a class.

Answers

Negative	Neutral	Positive
stressful tiring tough	desk freelance full-time government main part-time permanent second job temporary	challenging creative dream job high-paying

- **B** Ss work individually to choose the best answer to complete the sentences.

Answers

1 c 2 b 3 a 4 c 5 b 6 c

- **C** Ss practice the conversation with a partner.
- Ss work in pairs to change the words in italics and practice the conversation again.
- **Review** Ask a pair of confident Ss to role play the conversation for the class.

8.2 TALKING ABOUT WORK/LIFE BALANCE

page T-233

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using the words and phrases provided. Give each S a worksheet. Model the activity by doing the first one with the Ss.
- **Do the task** **A** Ss work in pairs to complete the conversation.
- Check answers as a class.
- Ss practice the conversation with a partner.

Answers

- 1 family life
- 2 9-to-5
- 3 shift
- 4 social life
- 5 always connected
- 6 me time (or downtime)
- 7 take time off
- 8 reports
- 9 assignments
- 10 lectures, seminars
- 11 downtime (or me-time)
- 12 office hours
- 13 commitments
- 14 busy schedule

- **B** Ss work individually to complete the task.
- **Review** Ss share their ideas from exercise B.

9.1 TALKING ABOUT PLACES

page T-234

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **A Introduce** Explain to Ss that they are going to do an activity where they match a description to a place. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them where Ss attend seminars. Elicit the correct answer of *a college campus*.
- **Do the task** Ss work in pairs to match the phrases.
- Check answers as a class.

Answers

1 e 2 l 3 h 4 f 5 c 6 g 7 a 8 b 9 j 10 i
11 d 12 k

- **B** Ss work individually to choose the correct answer to complete the sentences.
- Ss check answers with a partner. Then check answers as a class.

Answers

1 b 2 a 3 c 4 c 5 a

- **C** Ss work in pairs to describe the places in exercise A. Encourage Ss to take notes on their descriptions.
- **Review** Ss read their descriptions from exercise C without naming the place. The class tries to guess what it is.

9.2 TALKING ABOUT RULES

page T-235

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they choose the correct form of a word to complete a sentence. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask what form of *to oblige* is needed to complete the sentence. Elicit the correct answer: the noun form *obligation* is needed. Indicate that they should circle *obligation* in the sentence.
- **A Do the task** Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss to consider which form of the word is needed. Clues might include the presence or absence of an article (*a/an/the*).
- Check answers as a class.

Answers

1 obligation 2 permit 3 prohibition 4 register
5 requirement

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 a, b 2 b, c 3 a 4 b 5 b, c

- **C** Ss work individually to write sentences for the words they did not circle in exercises A and B.
- **Review** Ss share their sentences from exercise C with the class.

10.1 TALKING ABOUT DISCOVERIES

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match verbs to nouns to make phrases. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them which verb from the box goes with the three nouns *a breakthrough*, *a connection*, and *a discovery*. Elicit the correct answer of *make*. Indicate that Ss should write *make* at the top of the first column.
- **A Do the task** Ss complete the chart in pairs.
- Check answers as a class.
- Ask volunteers to make a sentence with each phrase.

Answers

Make: a breakthrough, a connection, a discovery
Gain: insight, knowledge
Carry out: research
Face: a challenge
Notice: a phenomenon
Provide: a solution

- **B** Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

Answers

1 research
2 carry out
3 solution
4 gain
5 connection
6 make
7 phenomenon
8 gain
9 make
10 face

- **C** Ss work individually to change the words in italics in exercise B with their own ideas.
- Ss practice the conversation with a partner.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

10.2 TALKING ABOUT MISTAKES

page T-237

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using vocabulary words. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask Ss to notice that the first letter of the word is provided and that the lines correspond to the number of letters needed to fill the gap. Elicit the correct answer of *mix-up* for question one.
- **A Do the task** Ask volunteers to read the words in the box aloud. Correct for pronunciation.

- Ss complete the task in pairs. Monitor and prompt by reminding them that the blanks contain hints (the first letter and the number of letters for each word).
- Check answers as a class.

Answers

1 mix-up
2 confusion
3 blame, mistake
4 get, make
5 fix, problem
6 misunderstanding, fault
7 correct, error
8 blunder, epic fail

- **B** Ss work in pairs to complete the questions.
- Check answers as a class.
- Ss take turns asking and answering the questions.

Answers

1 fault
2 mistake/error
3 confusion, mistake/error
4 fix/correct
5 epic fail

- **Review** Ss share their answers from exercise B with the class.

11.1 TALKING ABOUT COLLEGE EDUCATION

page T-238

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must choose the best answer to complete the statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read the beginning of the sentence *A freshman is aloud and direct Ss' attention to the three answer options*. Elicit the correct answer of *an undergraduate* from Ss and indicate that they should circle answer *a*.
- **A Do the task** Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

1 a 2 b 3 c 4 c 5 b 6 c

- **B** Ask volunteers to read the words in the box. Correct for pronunciation.
- Ss work in pairs to complete the task and practice the conversation.

Answers

1 campus 2 freshman 3 major 4 undergraduate
5 faculty 6 degree 7 professor 8 facilities
9 association 10 society 11 grades 12 dorm
13 semester

- **Review** Ask a confident pair of Ss to role play their conversation for the class.

11.2 TALKING ABOUT SCIENCE

page T-239

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must circle the correct form of the word to complete the sentence.
- **A Do the task** Put Ss into pairs and give each S a worksheet. Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

1 science 2 scientific 3 researcher 4 based 5 proof
6 based 7 medical 8 medically

- **B** Ss work individually to complete the crossword.
- Check answers as a class.

Answers

Across
5 approved 7 scientific 8 research
Down
1 researcher 2 science 3 proof 4 medicine
6 proven

- **C** Ss work individually to write sentences for the words they did not circle in exercise A.
- **Review** Ss share their sentences from exercise C with the class.

12.1 TALKING ABOUT THE SENSES

page T-240

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if a statement is true or false. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read 1 aloud and ask Ss which word in the statement is a sense adjective from the vocabulary in lesson 12.1. Elicit the answer *bright*. Then ask if it is true that yellow is a bright color. Elicit the correct answer: *Yes, it is true that yellow is a bright color*. Indicate that Ss should mark the sentence with a *T*.
- **A Do the task** Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 bright, T
2 colorful, F
3 damp, T
4 deep, F
5 flavorful, F
6 fresh, T
7 high-pitched, T
8 melodic, F
9 musty, F
10 rough, F
11 scented, T
12 smooth, F
13 stinky, T
14 tasty, F

- **B** Ss work individually to rewrite the false sentences in exercise A. Ss discuss their revised sentences with a partner.
- **C** Ss think of an object and describe it to their partner using the sense adjectives from exercise A. Their partner tries to guess the object.
- **Review** Ss share their descriptions from exercise C with the class. The class tries to guess the object.

12.2 DESCRIBING MEMORIES

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they correct sentence errors. Write the first sentence on the board and read it aloud. Emphasize that there is a mistake in the sentence and Ss need to correct it, ONE adjective needs to be changed. Elicit that *short* is the incorrect word and that it should be changed to *long* for the sentence to be correct and logical. On the board, cross out *short* and write *long* above it. Give each S a worksheet. Indicate to Ss that they should do the same on their worksheet.
- **A Do the task** Ss work in pairs to correct the sentences. Monitor and prompt by encouraging Ss to underline all of the vocabulary words in the sentences so that it is easier to decide which word is incorrect.
- Check answers as a class.

Answers

1 long (not *short*)
2 vague (not *vivid*)
3 recognize (not *recall*)
4 vivid (not *vague*)
5 brings (not *looks*)
6 an early (not *a recent*)
7 remind (not *recognize*)
8 look (not *bring*)
9 recent (not *clear*)

- **B** Ss work in pairs to complete the conversations and then practice them.

Answers

1 look back
2 childhood
3 early
4 vague / vivid
5 recognize
6 brings
7 long-term
8 distant
9 vivid
10 short-term
11 recall
12 remind

- **Review** Ask a confident pair of Ss to role play one of the conversations for the class.

1.1 VOCABULARY

DESCRIBING ACCOMPLISHMENTS

A Work in pairs. Write the letters to complete the expressions.

- 1 b_____ a r_____
- 2 f_____ your f_____
- 3 g_____ a lot of l_____
- 4 have a s_____ of h_____
- 5 r_____ to a c_____ e
- 6 r_____ a b_____ s
- 7 run_____ m_____ n
- 8 s_____ a g_____
- 9 t_____ p_____ in something
- 10 t_____ a j_____
- 11 w_____ a m_____
- 12 w_____ with your h_____



B Work individually. Fill in the blanks with verbs or phrases from exercise A. Then replace the words in *italics> to make a new sentence.*

- 1 I _____ pride in my *accomplishments*.
- 2 I would love to win _____ for *good grades*.
- 3 People who _____ marathons are *healthy*.
- 4 Working _____ is very *rewarding*.
- 5 I need to _____ my fear of *snakes*.
- 6 When I _____ to a challenge, I feel *proud*.
- 7 It is important that *teachers* have a sense of _____.
- 8 I _____ a lot of likes on my *Instagram photos*.

C Work in pairs. Ask and answer the questions.

- 1 Would you rather break a record or win a medal?

- 2 Would you rather run a business or run a marathon?

- 3 Would you rather work with your hands or run a business?

- 4 Would you rather tell a joke or set a goal?

1.2 VOCABULARY

DESCRIBING KEY QUALITIES

A Work in pairs. Circle the correct word in each sentence.

- 1 An **ambitious / ambition** person is usually willing to work hard to succeed.
- 2 It is important to have **confident / confidence** in a job interview.
- 3 A **creative / creativity** employee might think of new solutions to old problems.
- 4 Asking questions is a good way to show **curious / curiosity** during an interview.
- 5 Having **enthusiastic / enthusiasm** for your job is important.
- 6 Martine is an **experienced / experience** salesperson.
- 7 Some jobs allow employees to be very **independent / independence**.
- 8 **Polite / Politeness** is important when meeting someone for the first time.
- 9 Ana has a lot of **qualified / qualifications** for the job.
- 10 Paolo is a very **responsible / responsibility** worker.
- 11 If you want to be **successful / success** in life, you have to work hard.
- 12 An interviewer will consider the **truthful / truthfulness** of the answers.



B Work individually. Write a sentence for each word in exercise A that you did not circle. Then share your sentences with your partner. Do they agree with your statements? Why or why not?

2.1 VOCABULARY

DESCRIBING TRENDS

A **Work in pairs. Which sentence option is closest in meaning to the original sentence?**

- Boring food is old-fashioned.
 - It is all the rage.
 - People are losing interest in it.
 - It is a thing of the past.
- Fusion food is gaining popularity around the world.
 - It is trendy.
 - It is going out of style.
 - It is losing popularity.
- Many people are losing interest in eating fast food.
 - It is the latest thing.
 - It is not fashionable.
 - It is a fad.



- Dumpster diving isn't popular yet, but it will be soon!
 - It is coming back in style.
 - It is the next big thing.
 - It is on the way out.

B **Work individually. Put the words in the correct order to make sentences.**

- will / to / Vegetarianism / popularity / continue / gain

- People / to / are / going / interest / lose / fast food / in

- next / food industry / in the / big / The / thing / dumpster diving / might be

- service / is / Friendly / the / on / out / way

- the / are / thing / Food trucks / latest

- fad / is / a / food / Fusion

- food / Good / goes / never / of / style / out

- the / rage / all / Healthy / food / is

- vegan / Being / trendy / is

- home / at / Cooking / coming / is / in / back / style

- the / Wearing / to / is / restaurant / a / formal clothes / past / a / thing / of

- old-fashioned / to expect / dinner / for / men / It / to pay / is

C **Work in pairs. Take turns reading the sentences in exercise B to each other. For each sentence, discuss if you agree with the statement. Explain why or why not.**

2.2 VOCABULARY

TALKING ABOUT PREPARING FOOD

A Work in pairs. Put the words in the box into the correct column in the chart.

barbecue	boil	cabbage	chop	eggplant
fry	garlic	ginger	mint	pineapple
rinse	shrimp	stir	tuna	zucchini

Protein (meat or seafood)	Vegetables	Fruit	Herbs or spices	Actions



B Work individually. Fill in the blanks using action words from exercise A.

- On a nice day, I like to go outside to _____ *hamburgers*.
- If you want delicious *corn on the cob*, you should _____ it in a pot of water.
- Always remember to _____ *fresh fruit* before eating it.
- I use butter or oil when I _____ *fish*.
- It's important to use a sharp knife when you _____ *vegetables*.
- Don't forget to _____ *the sauce* while it is cooking or it will burn.

C Work individually. Rewrite the sentences in exercise B by replacing the words and phrases in *italics* with ideas from the chart in exercise A. Can you use all of the words in the chart?

D Work individually. Rewrite the sentences in exercise B using your own ideas. Share your new sentences with a partner. Did you have any sentences that were similar?

3.1 VOCABULARY

TALKING ABOUT TIME AND MONEY

A Work in pairs. Put the words and phrases in the box into the correct column in the chart.

afford quality of life cost of living trade value lifestyle
 boost take a salary cut balance time well spent standard of living be worth it

Nouns	Noun phrases	Verbs	Verb phrases

B Work individually. Use the words and phrases from exercise A to complete the conversation below. Be sure to use the correct verb forms.

Zoe What's wrong? You don't look very happy.

Alma I've been working a lot. The ¹ _____ (noun phrase) keeps going up and up, so I have to work more and more just so I can ² _____ to pay my rent! (verb)

Zoe You can't just work all the time. You have to find a ³ _____ in your life. (noun)

Alma What do you mean?

Zoe Well, I ⁴ _____ so that I can work fewer hours and spend more time with my family. (verb phrase)

Alma Really?

Zoe Yes. I decided to ⁵ _____ more money for a better ⁶ _____. I think it ⁷ _____! (verb) (noun phrase) (verb phrase)

Alma Can you have a good ⁸ _____ with less money? (noun phrase)

Zoe Definitely! I have a much more relaxed ⁹ _____ now. I have time to do things I enjoy that don't cost a lot of money, like *taking my kids to the park*. If you work all the time, you can't enjoy life. (noun)

Alma I ¹⁰ _____ your advice. You've really given me something to think about! (verb)



C Work in pairs. Practice reading the conversation with your partner.

D Work in pairs. Practice reading the conversation again. This time, use your own ideas instead of the phrases in *italics*.

3.2 VOCABULARY

TALKING ABOUT PRICES AND VALUE

A Work individually. Match the columns to complete the sentences.

- | | |
|---|----------------------------------|
| 1 You should take advantage _____ | a in the success of a business. |
| 2 Location plays an important role _____ | b for something you want to buy. |
| 3 It's a good idea to invest _____ | c on good reviews. |
| 4 Businesses rely _____ | d in a business opportunity. |
| 5 Customers have an effect _____ | e of every business opportunity. |
| 6 At some stores, you can suggest a price _____ | f on the success of a business. |

B Work individually. Circle the correct word for each sentence.

- A I was charged too much *on / to / for* my ticket.
B Oh, no! I hate it when I don't pay a fair price *on / to / for* something!
- A We should study more. We have to make the most *on / in / of* our time in class.
B I can always rely *on / with / of* you to be a good student.
- A I need to come up *with / for / in* a way to make more money.
B Maybe you should invest *for / in / of* a new business idea.
- A I got a new job. Depending *in / on / to* how much they pay me, I might go shopping for new clothes.
B Good idea! You should treat yourself *of / for / to* something nice!

C Work individually. Are the sentences true or false? Rewrite the false sentences so that they are true.

- If you pay a fair price for something, someone is taking advantage of you.
- When you suggest a price for something, you should offer more than you can afford.
- If a business has an effect on an area, the neighborhood stays the same.
- Because customer service plays an important role in the success of a business, owners make sure to hire friendly staff.
- Businesses do not depend on good reviews. They rely on having unhappy customers!

D Work in pairs. Tell your partner about a time when you ...

- were not charged enough for something.
- treated yourself (or someone else) to something really nice.
- invested too much time or money in something.
- came up with a really good idea for a project at work or school.
- made the most of a bad situation at work or school.

4.1 VOCABULARY

TALKING ABOUT ADVERTISING

A **Work in pairs.** Circle the answer that correctly finishes the sentence.

- 1 Sponsors
 - a create advertising for sports teams.
 - b pay sports teams to wear their logo.
 - c design merchandise.
- 2 An example of a brand is
 - a Nike.
 - b a television commercial.
 - c Real Madrid.
- 3 An example of a slogan is
 - a "Just do it."
 - b a company logo.
 - c Nike.
- 4 A status symbol
 - a is something owned by nearly everyone.
 - b is usually a cheap piece of merchandise.
 - c is often a luxury product.
- 5 A commercial
 - a is an ad that you might see in the newspaper.
 - b is an ad that you might see on TV.
 - c is not an ad.
- 6 Merchandising involves
 - a creating slogans and designing logos.
 - b promoting goods for sale.
 - c making fashion statements.

B **Work individually.** Fill in the blanks in the sentences below with your own ideas.

- 1 Wearing _____ is a real fashion statement.
- 2 I really like slogans that are _____.
- 3 Whenever I go to a _____, I always buy merchandise.
- 4 My favorite sports team's logo _____.
- 5 It is a status symbol to own _____.
- 6 I recently saw an ad for _____.
- 7 _____ is a brand I trust.
- 8 I think commercials should be _____.
- 9 I recently purchased a really cool product. It's called _____.
- 10 If I had lots of money, I would sponsor _____.

C **Work in pairs.** Share your sentences from exercise B with your partner. Ask and answer questions about your statements in Activity B to share your ideas. Do you agree with your partner?

4.2 VOCABULARY

TALKING ABOUT PEOPLE IN THE MEDIA

A Work in pairs. Match the people to the phrase that describes what they do.

- | | |
|--------------------|--|
| 1 Comedians _____ | a create new fashions. |
| 2 Designers _____ | b help to market merchandise. |
| 3 DJs _____ | c play music on radio stations and at clubs. |
| 4 Filmmakers _____ | d watch performances. |
| 5 Producers _____ | e tell jokes. |
| 6 Models _____ | f invest in movies. |
| 7 Audiences _____ | g create movies and documentaries. |

B Work in pairs. Are the statements true or false?

- Members of an audience often clap when they have enjoyed a performance.
- Funny comedians have a good sense of humor in real life.
- Many celebrities are not famous.
- A DJ typically works in the movie industry.
- Clothing designers must be able to make fashion statements with their designs.
- Models often work in advertising.
- The hero of a movie is usually the villain.
- Some filmmakers create documentaries.
- A movie producer is not interested in the marketing of a movie.
- Mickey Mouse is a kind of cultural icon.
- Performers are not entertainers.



C Work individually. Correct the false sentences in exercise B.

5.1 VOCABULARY

DESCRIBING STORIES

A Work in pairs. Are the statements true or false? Rewrite the false statements so that they are true.

- 1 In a coming-of-age story, the main character might be a teenager.
- 2 A family saga is a feel-good comedy about one year in a person's life.
- 3 Hard-luck stories explain the fortunes of very successful people.
- 4 Horror stories are scary.
- 5 A human interest story might explain someone's personal tragedy.
- 6 Love stories usually have romance.
- 7 A tall tale is a true story.
- 8 If a movie is a tearjerker, the audience will laugh a lot.

B Work in pairs. Match the description to the type of story.



- 1 Two friends get lost in the woods. They fear someone is following them. _____
- 2 A man opens a restaurant but discovers running a business is harder than it looks. He loses his investment and his wife leaves him. _____
- 3 The story is about members of the richest family in America. _____ Everyone works in the family business, and family members argue with each other as they try to increase their wealth and power. _____
- 4 A pet dog is lost while a family is on vacation. The dog travels across the country to find his family. _____
- 5 A college student invents a new technology. He becomes a millionaire and falls in love. _____
- 6 One summer, a group of boys goes on an adventure. They learn the value of friendship and promise to help one another as they grow up. _____

- a human interest story
- b family saga
- c horror story
- d coming-of-age story
- e hard-luck story
- f success story

C Work individually. Think of a movie or a book that is an example of one of the story types above. Write two or three sentences that describe the story.

5.2 VOCABULARY

MAKING AND BREAKING PLANS

A Work in pairs. Match the phrases.

- 1 cheer up _____
- 2 held up _____
- 3 let down _____
- 4 make up _____
- 5 mess up _____

- a excuses
- b someone who feels sad
- c by traffic
- d plans
- e your family



B Work individually. Put the words in the correct order to make sentences.

- 1 a car / My / always / down / to work / breaks / on my way

b I / up / being / end / late / work / for

c boss / is / My / to / give / going / me / on / up

d fire / She / even / might / ahead / go / me / and

- 2 a was / I / to / forward / really / weekend / looking / the

b hang / plans / girlfriend / I / to / had / out / my / with

c together / We / every / get / weekend

d cancel / when / came / I / I / with / down / cold / a / to / had

e split / girlfriend / My / up / me / with

C Work individually. Create a story that is a few sentences long. Use at least one verb phrase in each sentence.

6.1 VOCABULARY

DISCUSSING GOOD WORKS

A Work in pairs. Match the verbs and nouns to make phrases.

- 1 take part in _____
 - 2 take care of _____
 - 3 donate _____
 - 4 pass on _____
 - 5 join _____
 - 6 get to know _____
- a someone new
 - b information
 - c an activity
 - d money or items
 - e a pet
 - f an organization



B Work individually. Fill in the blanks using the words and phrases in the box below.

bring together connect you with donate
get involved help out join
pass on take care volunteer

Martin Hi, Maria. I haven't seen you in so long! What have you been up to?

Maria I ¹ _____ at an animal shelter on weekends now.

Martin How did you ² _____ in that?

Maria I went to the shelter to ³ _____ some old blankets. The dogs and cats were so cute! I decided I wanted to help ⁴ _____ of them.

Martin I love animals, too! How can I ⁵ _____?

Maria I'll ⁶ _____ the volunteer leader. The more people we can ⁷ _____, the better!

Martin Thanks so much! I'll ⁸ _____ the information to my brother, too. I bet he will want to ⁹ _____ us!

C Work individually. Imagine that you are a volunteer in your community. What kind of organization would you like to get involved with? Write a short paragraph that describes the organization. Use as many vocabulary words as you can.

6.2 VOCABULARY

DESCRIBING GOOD DEEDS

A Work in pairs. **Circle** the correct form of the word.

- 1 I am very *appreciate* / *appreciative* of your hard work.
- 2 You should show more *grateful* / *gratitude* to your parents.
- 3 Carla is a very *help* / *helpful* little girl.
- 4 She is a *kind* / *kindness* person.
- 5 My job is very *reward* / *rewarding*.
- 6 It is nice of you to *think* / *thoughtful* of me.

B Work individually. Write sentences for the words that you did not circle in exercise A.

C Work in pairs. Fill in the blanks using the expressions in the box below.

show appreciation	show some gratitude	lend a helping hand
random act of kindness	all the reward you need	thoughtful gesture

- 1 *Giving up your seat on a bus or subway* is an example of a _____.
- 2 At a live performance, you can _____ *by clapping your hands*.
- 3 *Sending a card on someone's birthday* is a _____.
- 4 It is important for children to learn to _____ *to their teachers*.
- 5 *Having someone say thank you* is sometimes _____.
- 6 *If a friend is moving*, you should _____.

D Work individually. Rewrite the sentences in C by changing the phrases in italics.

7.1 VOCABULARY

DESCRIBING COMMUNICATION

A Work in pairs. Create sentences by matching the phrases.

- | | |
|----------------------------------|---|
| 1 You should never _____ | a comment on their friends' social media posts. |
| 2 Weather apps _____ | b contact people you work with. |
| 3 Negative people _____ | c often criticize things they don't like. |
| 4 Many Facebook users _____ | d inform cell phone users of the current temperature. |
| 5 Email is a common way to _____ | e criticize someone's weight. |
| 6 It is rude to _____ | f report on events in many countries. |
| 7 Newspapers and magazines _____ | g respond to messages when you are angry. |

B Work individually. Complete the statements.

- 1 A childhood friend that I'd like to catch up with:

- 2 A celebrity that is always in the news:

- 3 Someone that I always keep in touch with:

- 4 Something I was recently congratulated on:

- 5 A word that my teacher explained to me:

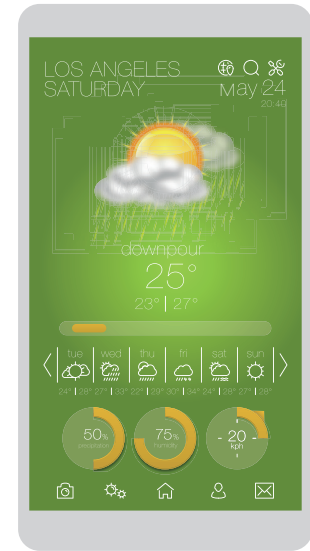
- 6 An activity no one can persuade me to do:

- 7 A person I never want to contact:

- 8 A message I would never reply to:

C Work in pairs. Take turns asking and answering questions about the statements in exercise B. Ask at least two *Wh-* questions for each statement, and answer using complete sentences.

Who is someone you would like to catch up with? Why do you want to catch up with that person? When did you last see that person?



7.2 VOCABULARY

TALKING ABOUT ONLINE COMMUNICATION

A Work in pairs. Are the statements true or false?

- 1 A lifecaster rarely posts personal information on social media.
- 2 People use geo-tags to identify their location.
- 3 A trending topic is a thing of the past.
- 4 Clickbait often contains important news updates.
- 5 A lurker enjoys reading posts by other people.

B Work individually. Rewrite the false statements in exercise A so that they are true.

C Work individually. Fill in the blanks in the conversation using the words and phrases in the box below.

hashtag meme profile status update tag timeline

Mateo Do you think you could lend me a hand?

Paulina Sure! What are you working on?

Mateo I want to create a social media page for an animal shelter that I'm involved with.

Paulina Cool! First, you should add a ¹ _____ picture.
Maybe you could use a photo of one of the animals in the shelter?

Mateo Great idea! OK, now what?

Paulina You can start by writing a ² _____ to tell people
what is happening at the shelter right now.

Mateo OK, how about ... "Rockwell Animal Shelter wants to introduce you to your new best friend"?

Paulina I love it! You can add some ³ _____ to your post
so that people can search for it easier. How about these: #mansbestfriend #adoptdontshop
#cutepuppies

Mateo Great idea! I could add a cute ⁴ _____, too.

Paulina How about this one of a very grumpy looking cat?

Mateo Perfect! Finally, I'll ⁵ _____ you in my post so
that it shows up on your ⁶ _____.

Paulina Good idea. I'll share it with all of my friends. Good luck at the shelter!

8.1 VOCABULARY

DESCRIBING JOBS

A Work in pairs. Put the words in the box in the chart below.

creative	challenging	desk	dream job
freelance	full-time	government	high-paying
main	part-time	permanent	second job
stressful	temporary	tiring	tough

Negative	Neutral	Positive

B Work individually. Choose the best answer to complete each statement.

- 1 Full-time jobs usually require people to work _____.
 - a far from their homes
 - b in an office
 - c more than 30 hours per week
- 2 People with high-paying jobs _____.
 - a usually work part-time
 - b have good salaries
 - c need to have a second job
- 3 People who like to solve problems often enjoy work that is _____.
 - a challenging
 - b stressful
 - c tiring
- 4 Freelance work is usually not _____.
 - a creative
 - b temporary
 - c permanent
- 5 An example of a desk job is _____.
 - a a firefighter
 - b an office worker
 - c a carpenter
- 6 Some people want a government job because it is often _____.
 - a stressful
 - b tough
 - c full-time

C Work in pairs. Practice the conversation below. Then practice the conversation again but change the words in *italics* to different words from the chart in exercise A.

- Carla I'm looking a *second* job! (use neutral or positive words)
- Carlos What kind of work do you want to do?
- Carla I'm hoping for something that is *challenging* and *high-paying*. (use positive words)
- Carlos Do you want *freelance* work? (use neutral words)
- Carla I think a job that is *permanent* and *high-paying* would be best. (use positive or neutral words)
- Carlos Maybe you should be a *nurse*. (use your own idea)
- Carla Oh, no! I definitely don't want a job that is so *tiring*! (use a negative word)

8.2 VOCABULARY

TALKING ABOUT WORK/LIFE BALANCE

A **Work in pairs. Fill in the blanks using the words and phrases in the box below.**

9-to-5 always connected assignments busy schedule commitments
downtime family life lectures me time office hours
chilling out seminars shift social life take time off

- 1 People with young children struggle to balance work with _____.
- 2 Full-time desk jobs are often _____.
- 3 People who work the night _____ don't go to sleep until the sun comes up.
- 4 If you work too much, you might not have time to go out and have a _____.
- 5 Many businesspeople never leave home without their cell phones, so they are _____.
- 6 Some people spend their _____ in front of the TV.
- 7 If you want to go away on vacation, you might have to _____ work.
- 8 It's important to spend some time just _____ after a long job.
- 9 Students have to complete many homework _____.
- 10 Students also have to attend _____ and participate in _____.
- 11 It is important for students to schedule some _____ so they can relax when they aren't studying.
- 12 Professors often have their _____ posted on their doors so students know when they will be available.
- 13 Full-time students who also work or take care of children have a lot of _____.
- 14 It seems that these days everyone has a _____. No one has free time anymore!

B **Work individually. Write a description of how you balance your commitments at work/school and your social/family life. Use as many vocabulary words from exercise A as you can.**

9.1 VOCABULARY

TALKING ABOUT PLACES

A Work in pairs. Match the description to the place to create a complete sentence.

- | | |
|---|------------------------|
| 1 Students attend seminars at _____ | a an airport terminal. |
| 2 Many people live in _____ | b an arts center. |
| 3 You will find a lot of stores and restaurants _____ | c a boardwalk. |
| 4 Everyone should wear a hard hat at _____ | d city hall. |
| 5 People enjoy walking on _____ | e a college campus. |
| 6 Judges and lawyers work in _____ | f a construction site. |
| 7 Travelers wait for a flight in _____ | g a courthouse. |
| 8 You might attend a performance in _____ | h downtown. |
| 9 Scientists and technicians do experiments in _____ | i a consulate. |
| 10 You can apply for a visa to visit a different country at _____ | j a laboratory. |
| 11 Members of the local government work in _____ | k a public space. |
| 12 There is no charge to spend time in _____ | l a residential area. |



B Work individually. Choose the best answer to complete each statement.

- | | |
|---|---------------------------------|
| 1 People live and work _____. | 4 People do not live _____. |
| a at a construction site | a in a residential area |
| b downtown | b on college campuses |
| c in an airport terminal | c in city hall |
| 2 A boardwalk is an example of a _____. | 5 Research is often done _____. |
| a public space | a in a laboratory |
| b residential area | b in a consulate |
| c college campus | c at a construction site |
| 3 You could attend a concert at _____. | |
| a city hall | |
| b a courthouse | |
| c an arts center | |

C Work in pairs. Choose one of the places listed in exercise A, but don't say the name of the place to your partner. Describe the place. What can you do there? What can't you do there? Ask your partner to guess which place you are talking about.

9.2 VOCABULARY

TALKING ABOUT RULES

A Work in pairs. Choose the correct form of the word to complete the sentence.

- 1 You have an *oblige / obligation* to tell the truth in a courthouse.
- 2 I *permit / permission* you to take photos in the arts center.
- 3 There is a *prohibit / prohibition* against running on the boardwalk.
- 4 You can go to city hall to *register / registration* your vehicle.
- 5 Having a driver's license is a *require / requirement* to drive a car.

B Work in pairs. **Circle** all of the words that can be used to fill in the blank for each sentence.

- 1 Many college campuses have a _____ on smoking.
a ban
b prohibition
c control
- 2 Good drivers _____ their speed.
a permit
b control
c limit
- 3 Cell phones have been _____ in many courthouses.
a banned
b requirement
c registered
- 4 There is a _____ against parking downtown.
a permission
b prohibition
c registration
- 5 Teachers should _____ their students to hand in reports on time.
a limit
b require
c oblige

C Work individually. Write sentences for the words that you did not circle in exercise A and exercise B.



10.1 VOCABULARY

TALKING ABOUT DISCOVERIES

A Work in pairs. Put the verbs from the box into the correct column head in the chart to show verb/noun pairings.

carryout face gain make notice provide

a breakthrough	insight	research	a challenge	a phenomenon	a solution
a connection	knowledge				
a discovery					

B Work individually. Use the vocabulary from exercise A to fill in the blanks in the conversation below. Then practice the conversation with a partner.

Abu What ¹ _____ project are you going to ² _____ next year, Amy?

Amy I want to provide a ³ _____ to the problem of *plastic pollution in oceans*.

Abu That's interesting! What insight do you hope to ⁴ _____?

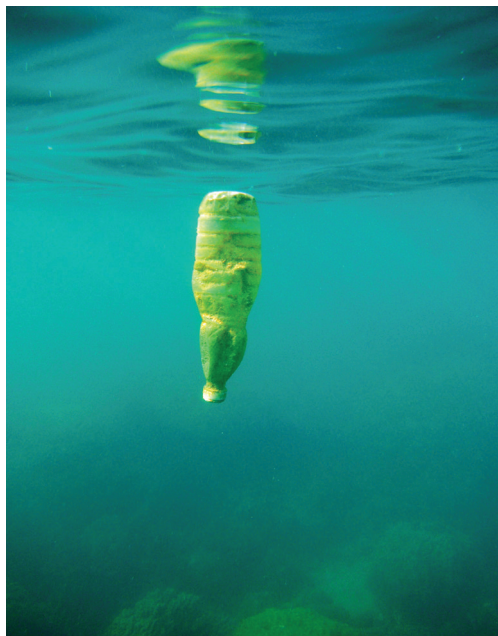
Amy I want to make a ⁵ _____ between *fish populations and plastic pollution levels*.

Abu Do you think you will be able to ⁶ _____ a discovery to prove that *pollution reduces the number of fish*?

Amy Yes, I do. In fact, we already know that *there are fewer fish in areas with lots of pollution*. This is a ⁷ _____ that has been noticed all over the world. My goal is to ⁸ _____ knowledge about *how much of that pollution is caused by plastic bags*.

Abu Your research sounds amazing! I bet you will ⁹ _____ a breakthrough!

Amy Thanks! I can't wait to get started and ¹⁰ _____ this challenge!



C Work individually. Create your own conversation by changing the phrases in *italics* to your own ideas. Then practice your conversation with a partner.

A _____

B _____

A _____

B _____

A _____

B _____

A _____

B _____

10.2 VOCABULARY

TALKING ABOUT MISTAKES

A Work in pairs. Fill in the blanks using words from the box.

blame	blunder	confusion	correct	error	epic fail	fault	fix
get	make	mistake	misunderstanding		mix-up	problem	

- 1 There was a m__ - __ with my restaurant reservation.
- 2 There was c _____ about the number of people in my party.
- 3 You shouldn't b _____ someone if they make a m _____.
- 4 However, when you g__ something wrong, you have to work to m__ it right.
- 5 I had hoped the restaurant would f__ the p _____.
- 6 Instead, they said the m _____ was my f _____.
- 7 Since they would not c _____ the e _____, we went to a different restaurant.
- 8 A simple b _____ turned into an e ____ f _____.

B Work in pairs. Fill in the blanks below using the words from exercise A. Then discuss the questions with your partner.

- 1 If you were blamed for something that wasn't your _____, what would you do?
- 2 Have you ever corrected someone else's _____?
- 3 Have you ever experienced _____ because of a pronunciation _____?
- 4 What problem did you recently _____?
- 5 What is the most _____ you've experienced?



11.1 VOCABULARY

TALKING ABOUT COLLEGE EDUCATION

A Work in pairs. Choose the best answer to complete each statement.

- A freshman is _____.
 - an undergraduate
 - a professor
 - a major
- Students often live _____.
 - in a society
 - in a dorm
 - in a faculty
- An academic year is divided into _____.
 - facilities
 - semesters
 - degrees
- When you graduate from college, you get _____.
 - grades
 - a semester
 - a degree
- Computer labs and libraries are examples of _____ that many colleges have.
 - faculty
 - facilities
 - an association
- Students can join a club, an association, or _____ to meet new people.
 - a dorm
 - a major
 - a society

B Work in pairs. Fill in the blanks in the conversation using the words in the box. Then practice the conversation with your partner.

association	campus	degree	dorm	facilities	faculty	freshman
grades	major	professor	semester	society	undergraduate	

Juan Hey, Julia! It's nice to see you on
1 _____. I didn't know
you went to school here.

Julia Hi, Juan. Yes, I'm a
2 _____ this year.

Juan What's your 3 _____?

Julia Biology. What about you?

Juan I took math when I was an
4 _____. I was encouraged
by the math 5 _____
to continue my studies. Now I'm working on
a master's 6 _____ in
physics.

Julia Wow! I had my first class this morning and the 7 _____ seemed really nice. And
the 8 _____, like the library and science labs, are amazing!

Juan Don't forget to have a social life! You can join a club or an 9 _____.

Julia Oh, I already have! I signed up for the biology 10 _____. I hope it will help me
keep my 11 _____ up.

Juan Well, if you have any questions about college life, just ask.

Julia Umm ... actually ... do you know where the 12 _____ is? I'm a bit lost!

Juan It's just past the library. Don't worry. By next 13 _____, you'll know where
everything is!



11.2 VOCABULARY

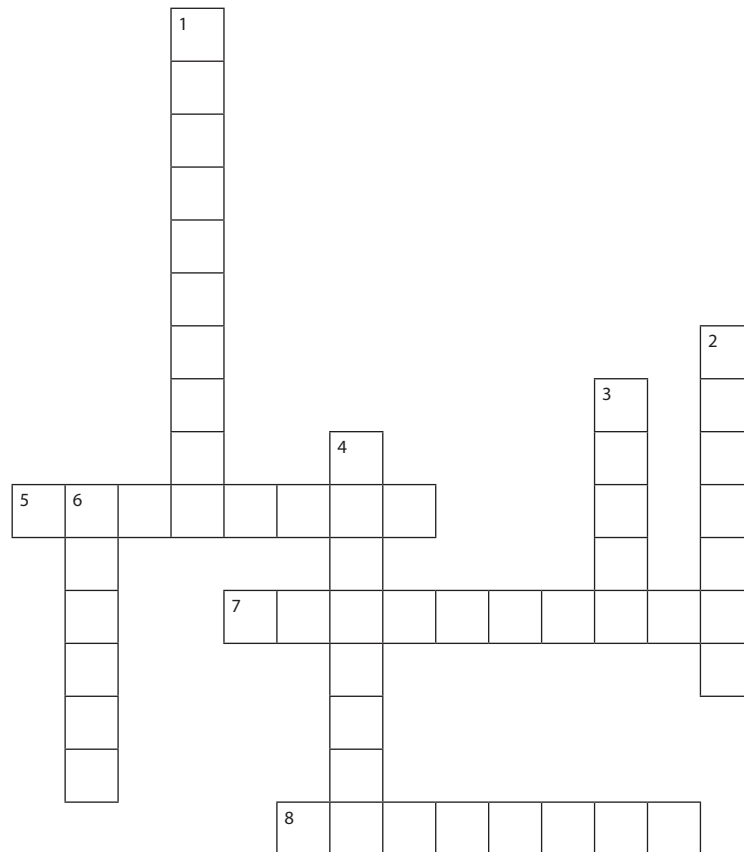
TALKING ABOUT SCIENCE

A Work in pairs. **Circle** the correct form of the word.

- 1 My brother's degree is in *science* / *scientist*.
- 2 It is a *scientific* / *scientifically* fact that the earth is round.
- 3 The college is looking for a *research* / *researcher* to carry out experiments.
- 4 It is a research- *proven* / *based* study.
- 5 The professor will want to see *proof* / *prove* of your work.
- 6 Science is *basis* / *based* on facts.
- 7 You will need *medical* / *medicine* treatment for that illness.
- 8 That drug is *medically* / *medical* approved.

B Work individually. Use the clues to complete the crossword.

Hint: remember to look back at the vocabulary chart in your Student's Book.



Across

- 5 This word means accepted
- 7 This is a method, or way of doing something, that is logical and based in fact
- 8 This activity involves study and investigation

Down

- 1 This person is an academic or scientist
- 2 This is the study of math, biology, or social behaviour
- 3 This is a piece of evidence
- 4 This is a drug used to treat an illness
- 6 This word means certain

C Work individually. Write sentences using the words that you did not circle in exercise A.

12.1 VOCABULARY

TALKING ABOUT THE SENSES

A Work in pairs. Circle the sense adjective in each statement below. Then decide if each statement is true or false.

- 1 Yellow is a bright color.
- 2 Black-and-white movies are colorful.
- 3 The ground is damp after it rains.
- 4 Female opera singers usually have deep voices.
- 5 Boiled rice is a very flavorful food.
- 6 You must put flowers in water to keep them looking fresh.
- 7 Car alarms make a high-pitched sound.
- 8 The sound of a baby crying is very melodic.
- 9 Closets in a very old house often smell musty.
- 10 It can hurt to walk on a rough road without shoes.
- 11 Sometimes soap is scented.
- 12 A cat's tongue is very smooth.
- 13 Most cheese is very stinky.
- 14 Rotten vegetables are tasty.



B Work individually. Rewrite the false statements in exercise A so that they are true. Share your answers with your partner. Do they agree with your statements?

C Work in pairs. Use the vocabulary words to describe an object. Can your partner guess what you are describing?

12.2 VOCABULARY

DESCRIBING MEMORIES

A Work in pairs. Each sentence below contains an error. Rewrite the sentences by changing one word so that the sentence is correct and logical. Use words from the box.

brings early long look recent recognize remind vague vivid

- 1 Mark has a great short-term memory. He can recall conversations from many years ago.
- 2 I learned to ride a bike many years ago. It's such a distant memory that my recollection of it is vivid.
- 3 Did you get a haircut? I almost didn't recall you!
- 4 I will never forget my wedding day! My memories of that day are clear and vague.
- 5 When I smell apple pie, it looks me back to my childhood.
- 6 Nelson was very close to his grandmother. He has a recent memory of her singing to him when he was a baby.
- 7 I forgot to write down our plans. Please recognize me what time we are meeting.
- 8 When I bring back on my childhood, I realize how much my parents loved me.
- 9 The human brain can keep only a limited number of clear memories in short-term memory.



B Work in pairs. Use the words in the box to fill in the blanks in the conversations. Then practice the conversations with your partner.

brings childhood distant early long-term look back
recall recognize remind short-term vague vivid

- 1 **Laura** Do you ever ¹ _____ on your ² _____ with regret?

Marcus Not really. Most of my ³ _____ memories are quite pleasant. What about you?

Laura I'm not sure, but I have a ⁴ _____ memory of being really mean to my sister.

Marcus You shouldn't worry about it. I'm sure she doesn't remember!
- 2 **Leo** Sue? Is that you?

Sue Wow! Leo? I almost didn't ⁵ _____ you! It's been, what? Almost twenty years since we graduated from college?

Leo At least! Seeing you really ⁶ _____ me back to our college days.

Sue Your ⁷ _____ memory must be better than mine! College was so long ago. It's really just a ⁸ _____ memory.

Leo Really? For me, those college memories are so clear and ⁹ _____!
- 3 **Mable** I have a terrible ¹⁰ _____ memory!

Alex Why do you say that?

Mable I'm studying for a vocabulary test and I can't ¹¹ _____ words that I learned yesterday!

Alex You should try making a set of study cards. Write the vocabulary word on one side and draw a picture on the other to help ¹² _____ you of the word.

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 JOB SEEKERS

page T-246

Pair activity

Unit 1 vocabulary: Describing key qualities

Unit 1 grammar: Tense review (simple and continuous);
Stative and dynamic verbs

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Explain to Ss that they will each take turns playing two roles: a career counselor and a job seeker. Remind Ss what a career counselor does (e.g., interviews clients to identify possible jobs).
- **Do the task** Put Ss into A and B pairs and give each S an A or a B part of the worksheet. Go through the instructions and vocabulary and answers Ss' questions.
- Explain that the career counselors will suggest a few possible careers. Brainstorm careers with the class and write them on the board. Encourage Ss to suggest jobs they know about, are actually doing, or their dream jobs. (e.g., *chef, dancer, engineer, IT specialist, nurse, photographer, sales clerk, tour guide*).
- Give Ss five minutes to prepare their questions and answers before they conduct their interviews. Ss conduct their interviews. Circulate and make sure they are using the correct verb tenses.
- After ten minutes, ask them to change roles and take notes to prepare for their new role.
- **Review** For homework, ask Ss to play career counselor with a friend or family member and report back in the next class. If they cannot do this in English, allow them to do it in their native language. Are there differences between the class's answers and those of other people?

UNIT 2 IT'S A CELEBRATION!

page T-247

Pair/group work

Unit 2 vocabulary: Talking about trends; Preparing food

Unit 2 grammar: Real conditionals; Clauses with *after, until, when*

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to look at the photos on the worksheet and talk about what they see. Ask them to talk about the food at events they've been to in the past.

- Explain that the pairs/groups are responsible for organizing a special event menu of their choice. Have a S read aloud the instructions, then go through the questions and explain all relevant points to cover for their plan.
- **Do the task** Allow Ss 15 minutes to go through the questions, organize their ideas, and plan their menu. Check that Ss are using real conditionals to talk about possible situations and time clauses to talk about the sequence of events.
- When the time is up, ask a representative from each pair or group to present their event menu to the class. Ask the class to choose the event menu which sounds the most interesting and likely to be successful.
- **Review** For homework, ask Ss to present their event menu to a family member or friend. What would they change? The food? The occasion? etc. Have Ss take notes and report back to the class if they have any new, improved ideas for their event menus.

UNIT 3 A \$1,000,000 TICKET!

page T-248

Pair activity

Unit 3 vocabulary: Talking about time and money

Unit 3 grammar: *Too and enough*; modifying comparisons

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they have just won one million dollars. If necessary, translate that amount to the local currency. Ask a few Ss what they would do if they won that much money. Then give an example using a comparison modifier, e.g., *Juan's vacation home is a whole lot more expensive than Jane's new car*.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Explain that in exercise A, Ss will take notes on what they will do with their money. In exercise B, they will compare their answers with a partner.
- Give Ss ten minutes to take notes for exercise A. Circulate and help Ss with vocabulary.
- Then have Ss work in pairs to do exercise B. Circulate and help Ss use comparison modifiers.
- After ten minutes, ask pairs to share some of their ideas with the class. Have the class make statements comparing each other's ideas.

- **Review** For homework, ask Ss to imagine they have to give the one million dollars to three friends or family members. Have them take notes and then report back in the next class how they would improve the quality of other's lives and the reasons for their choices.

UNIT 4 AN ADVERTISING PLAN

page T-249

Pair work

Unit 4 vocabulary: Talking about advertising

Unit 4 grammar: Modals of speculation; Subject and object relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair.
- **Introduce** Explain to Ss that each pair will use one of the photos to come up with an advertising plan for the restaurant, movie, or shoes. Review the vocabulary of advertising from pages 34 and 42.
- **Do the task** Divide the class into pairs. Give each pair a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Ask the class to talk about what they see in each photo. Remind Ss to use modals of speculation and relative clauses when discussing section 2. For example, *This is a restaurant that is for families and young people* or *These can't be shoes for men*.
- Give pairs 15 minutes to complete the first two tasks. Circulate and make sure every S is contributing ideas to the plan.
- When everyone has completed the activity, put pairs into small groups of 4–6 to present their ideas.
- **Review** For homework, ask Ss to research an actual ad (online or print) and complete the worksheet for it. Have Ss report back in the next class.

UNIT 5 HAS THIS HAPPENED TO YOU?

page T-250

Pair work

Unit 5 vocabulary: Making and breaking plans

Unit 5 grammar: Past perfect; *was/were going to*; *was/were supposed to*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheet into A and B parts.
- **Introduce** Explain to Ss that they will each take turns telling stories about things that happened to them in the past.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and clarify any problems.

- Explain that if Ss haven't had the exact situation happen to them, they can make something up or tell about a similar situation. Tell your own story for one of the items. For example: *I was going to go see that new action movie, but the train was late and the movie had already started by the time I arrived at the theater. So I ended up going shopping instead.*
- Give Ss five minutes to prepare their stories individually before they share stories with their partners.
- Then Ss take turns telling their stories. Circulate and make sure Ss are using the correct past tense verbs.
- After ten minutes, ask Ss to change partners and tell their new partner about something that happened to their first partner.
- When everyone has completed the activity, elicit some of the Ss' stories. Ask the class if they would have reacted differently in some cases.
- **Review** For homework, ask Ss to find a story of a friend or family member who had plans canceled or delayed. How did they react? What did they do instead? Have Ss report back to the class.

UNIT 6 COMMUNITY SERVICE

page T-251

Group activity

Unit 6 vocabulary: Discussing good works; Describing good deeds

Unit 6 grammar: Present and past passive; Passive with modals

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will work in groups to discuss the rules for a college volunteer program. The program states that all college Ss are required to do community service for one semester. To introduce the topic, ask Ss to name some community service projects they know of and some issues their community can address. Write their answers on the board.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Give Ss five minutes to take notes on their ideas individually. Circulate and help as needed.
- Then divide the class into small groups of four to six Ss. Each group can choose a leader and someone to take notes. Give groups ten minutes to discuss the questions and their ideas. Circulate and help with vocabulary.
- After groups have completed the activity, have each group present their plan to the class. Then have the class discuss which plans they think will work best and why.
- **Review** For homework, ask Ss to research a community service program in their community. Ss report what they learned in the next class. What are their opinions of these programs?

UNIT 7 MY DEVICES

page T-252

Pair work / Whole class activity

Unit 7 vocabulary: Describing communication; Talking about online communication

Unit 7 grammar: Reported statements; Reported questions
40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns interviewing a partner about the tech devices they use.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions. Model the questions in the chart with a S.
- Give Ss ten minutes to take turns interviewing their partner. Circulate and help with vocabulary.
- After Ss have finished, they choose a new partner and report the questions they asked and their partner's answers to the new partner. Circulate and help with reported speech.
- When everyone has completed the activity, compare some of the questions and answers as a class. Ask Ss which devices they think are the most useful.
- **Review** For homework, ask Ss to ask a friend or family member the same questions. Tell them to try to find someone who is a different age; much younger or older. They report back the questions and answer to the class. Are there differences between the class's answers and those of other people?

UNIT 8 PROBLEMS AND SOLUTIONS

page T-253

Pair work / Whole class activity

Unit 8 vocabulary: Describing jobs; Talking about work/life balance

Unit 8 grammar: Unreal present conditionals; *I wish*
40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Explain to Ss that they will each take turns playing two roles: a college S or a business executive. Each role has a problem they want advice for. Remind Ss of ways to express regret *I wish I knew* and *I wish I had ...*, and ways to give advice, *Have you tried ... ? I would, if I were you.*
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give Ss ten minutes to discuss Student A's problem. Circulate and make sure they are using the correct forms for expressing regrets, wishes, and giving advice.
- After ten minutes, ask them to change roles and move on to Student B's problem.

- When everyone has completed the activity, compare some of the solutions as a class. Ask Ss which solutions they think A or B should try.
- **Review** For homework, ask Ss to ask a friend or family member about their work/life balance and report back in the next class. Tell Ss to offer solutions. Ss report back to the class.

UNIT 9 THE WORLD OF 2050

page T-254

Pair work

Unit 9 vocabulary: Talking about rules

Unit 9 grammar: Prohibition, permission, and obligation (past)
40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will imagine it is now the year 2050. The world has changed and the rules need to change, too. Ask Ss to name a few things that might change in the future: technology, the climate, etc.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give pairs ten minutes to discuss the topics and how the rules should change. Circulate and make sure they are using the correct verb tenses for past and present.
- When everyone has completed the activity, compare the new rules as a class. Are they in favor of more restrictions or more permissions?
- **Review** For homework, ask Ss to think about a few more "future" rules and bring them to the next class.

UNIT 10 WHAT HAPPENED?

page T-255

Pair work / Whole class activity

Unit 10 grammar: Past unreal conditionals; Past modals of possibility

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns describing what they think happened in a photo, and their partner will try to guess which photo they are talking about. Remind Ss that they can use past modals of possibility to speculate about events in the past.
- **Do the task** Put Ss into pairs and give each pair a copy of the worksheets. Go through the instructions and answer any questions.
- Give Ss time to describe the photos to each other and guess which photo their partner is describing.
- Circulate and help with any language questions.
- **Review** Pairs get together with another pair to form groups. Ask groups to describe what the person in each photo could have done differently. Which group has the best ideas?

UNIT 11 WHAT ARE THE OPTIONS?

page T-256

Pair work / Whole class activity

Unit 11 vocabulary: Talking about science

Unit 11 grammar: Gerund and infinitive after *forget*, *remember*, *stop*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Tell Ss they will discuss alternative solutions to various problems. Each S role-plays having the problem or giving the solutions. Remind Ss of the phrases for alternatives on page 112.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give Ss ten minutes to prepare their own ideas for their roles before they discuss the situations.
- Then have Ss take turns role playing asking for alternative solutions and giving answers. Circulate and make sure they are using the correct phrases. Give Ss about five minutes for each of the four role plays.
- When everyone has completed the activity, have a few pairs share some of the role plays with the class. Ask the class which solutions seemed like the best options.
- **Review** For homework, ask Ss to research another solution to one of the problems and report back in the next class.

UNIT 12 MEMORY WEB

page T-257

Group Activity

Unit 12 vocabulary: Talking about the senses; Describing memories

Unit 12 grammar: Adding emphasis

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will make notes about a special memory and then share it with the group. To have a conversation, the group should ask questions to get more information and share experiences using the phrases on the worksheet.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and answer any questions. Ask Ss for examples of adjectives for each sense and write them on the board.
- Give Ss ten minutes to prepare their word webs. Circulate and help with vocabulary.
- Then put Ss into small groups of four to six Ss. They take turns sharing their memories with each other, adding emphasis where needed.
- After 15 minutes, ask groups to share some of their memories and write any new adjectives on the board.
- **Review** For homework, ask Ss to bring in an old photo and tell the class about it in the next class.

UNIT 1 SPEAKING

JOB SEEKERS



Student A

Career Counselor

Ask your client the questions below to help decide what possible careers he/she would like.

What are your career goals? Or what kind of jobs interest you?

What kind of jobs or extracurricular activities have you had in the past? What did/didn't you like about them?

Which skills do you like/dislike using?

Describe some of your key qualities.

How important are the following things to you: salary, time off, working with people?

How do your courses and/or your extracurricular activities prepare you for the careers you're interested in?

With the client, discuss three jobs that they might enjoy and why.



Student B

Client / Job Seeker

You will answer the career counselor's questions to help identify what careers or jobs might be good for you.

Take notes on the following before your meeting.

What are your career goals and interests?

Describe past (or current) jobs or extracurricular activities. List a few things you like/dislike about them.

List the top three skills you like to use/don't like to use.

List three of your key qualities.

List three important things a job should have for you.

List your schools and the subjects you have studied.

Think of three careers or jobs you might like to do.

Discuss jobs with your counselor and why they might be good for you.

UNIT 2 SPEAKING

IT'S A CELEBRATION!



With a partner or in a group, organize a menu for a special event, such as a wedding or birthday celebration, an office party, a big sports event, or some other special occasion. Ask and answer the questions below to help decide what to celebrate and how to celebrate it. When your plan is complete, present your event menu to the class. As a class, decide which is the most interesting plan.

- What is the special occasion? Is it formal or informal?
- What activities or entertainment will be at the event?
- What is the sequence of events for the food and entertainment?
- What kind of food will best represent the event?
- What kind of food will people at the event like?
- If people have health concerns and special diets, how will you provide food for them?
- What trendy foods or popular dishes should be included?
- How should the food be served and in what order?
- Will there be any food to give to guests to take home?
- If something unexpected happens, how will you deal with it? (E.g., rain at an outdoor picnic)

UNIT 3 SPEAKING

A \$1,000,000 TICKET!



A How will you improve your quality of life?

1 First, look at these areas of your life. Number them for 1–5 in order of how much you value them, with 1 being the most important, and 5 being the least important.

- ___ Family / Friends
- ___ Education
- ___ Job
- ___ Saving Money
- ___ Free Time Activities

2 For your top three values, take notes on how your current life is. Then take notes on how you will make the most of your new money to improve those areas. Divide the one million dollars among your top three categories. What will you invest in or treat yourself (or others) to?

B Compare your ideas with a partner. Explain the reasons for your decisions.

- 1 How are your values rankings similar or different?
- 2 What area are you investing most of your money in?
- 3 What area are you investing the least in?
- 4 Compare your notes with your partner to see who has listed:
 - a The most expensive thing?
 - b The cheapest thing?
 - c The most exciting thing?



UNIT 4 SPEAKING

AN ADVERTISING PLAN



- 1 Choose one of the photos to talk about.
- 2 Speculate on these things and take notes:
 - a What should be the name (or brand) of the restaurant, movie, or shoes?
 - b Who is this brand for?
 - c Who is the audience for this ad?
 - d What would be a good slogan and / or text for this photo?
 - e What kind of social media might help you sell this product, service, or movie?
 - f Who would be good to endorse this product? Which people in the media?
 - g What kind of additional merchandise might help sell this product, service, or movie?
- 3 Present your advertising plan to the group.

UNIT 5 SPEAKING

HAS THIS HAPPENED TO YOU?



Student A

Has this happened to you?

Look at the situations below. Which have happened to you? Take turns telling and listening to your partner's stories.

- You were held up because of a traffic or transportation issue.
- You made plans with a friend but had to let them down.
- A business or restaurant made a mistake and apologized to you.
- Your friend canceled plans, but it ended up being for the best.



Find a new partner and tell them one of your first partner's stories.



Student B

Has this happened to you?

Look at the situations below. Which have happened to you? Take turns telling and listening to your partner's stories.

- Your plans were messed up because of the weather.
- Your friend let you down and made up an excuse that wasn't true.
- You reacted badly to a problem or mistake someone made.
- You changed your plans in order to cheer someone up.



Find a new partner and tell them one of your first partner's stories.

UNIT 6 SPEAKING

COMMUNITY SERVICE

Attention! New Community Service Requirement for All Students!

Starting this year, all students at State College are required to do community service. All students are required to volunteer for a program for one semester. The idea is that students will be involved in their community and learn real-life skills related to their degree. The goal is to create better communities where people feel involved through practical experience.

You work for State College. Your job is to decide on the rules for the new community service requirement. Discuss the following questions and come up with a basic plan.

Which community service projects should be available for students to participate in? Do students need to join existing projects or can they create their own? List community projects that: help out, take care of people, bring people together, pass on information, and educate. Then list projects that might relate to various college majors.

What advantages will this requirement create? Which services and projects will benefit your community the most? Which will benefit college students who need to gain skills and experience?

What are some problems this requirement might create? For the service programs? For the students? How will you address these problems?

Who will be required to participate in community activities? Can students choose not to participate? Are some students exempt from participating if they have special needs, health problems, or other concerns? How much time is required to participate during the semester? Can students donate money or goods instead of time?

Is there a “reward” for college students who participate? Do they earn college credits? Is this treated as a course with papers and reports required? Or is no reward offered?

UNIT 7 SPEAKING

MY DEVICES



Which devices do you use?

Ask your partner about the devices they use most often. Take notes on their answers.

	Which devices do you use?	How often do you use it?	What do you use it for?
1			
2			
3			
4			
5			

Ask follow-up questions:

Do you have any devices you never use?

Are there any devices you want to get?

Report the questions you asked and answers you received to a different partner.

UNIT 8 SPEAKING

PROBLEMS AND SOLUTIONS



Student A

Explain your problem to your partner. Then discuss solutions. Be sure to explain what you regret using *If ...* And what you *wish* for.

You're a college student and you are halfway through your degree in engineering, but you aren't happy. You wish you could change majors, but if you start over you will lose time and money. You aren't sure what you want to study either. You are interested in helping people and travel.

Listen to Student B's problem and discuss possible solutions.

Talk through options

Have you tried ... ?

You might want to ...

Encourage/Discourage actions

I'd/I wouldn't ... If I were you ...

It can't hurt to ...

Helpful vocabulary for solutions

always connected
9-to-5

commitments
office hours

downtime
shift

family life
social life

me time
time off



Student B

Listen to Student A's problem and discuss possible solutions.

Talk through options

If you were free to/If you could ... ?

You might want to ...

Encourage/Discourage actions

I'd/I wouldn't ... If I were you ...

It can't hurt to ...

Helpful vocabulary for solutions

desk job
temporary

dream job
lifeguard

freelance
psychologist

full-time
resort manager

part-time
nurse

Explain your problem to your partner. Then discuss solutions. Be sure to explain what you regret using *If ...* And what you *wish* for.

You're an executive who owns your own company. You love what you do, but you have a busy schedule. Since you're the boss, you feel like you are always working. You are worried about your family, relationships, and health. You wish you could have more downtime. But if you sold the company, you'd have to find a new high-paying job.

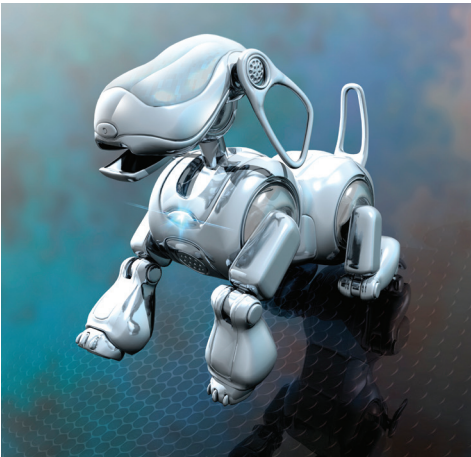
UNIT 9 SPEAKING

THE WORLD OF 2050

New Rules for today, in 2050

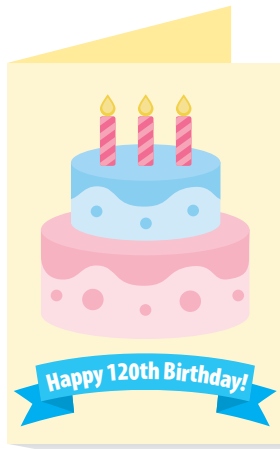
In 2020, there were certain rules and regulations we lived by. But some things are different now in the year 2050 and some rules need to change. Discuss how rules should change in the future with your partner.

1 PETS



- In 2050, people have robot dogs as pets. How is this different from the past? What rules and regulations do pet owners have to follow in 2050? What are robot pets allowed to do or not supposed to do?

2 PEOPLE LIVE TO 120 YEARS OF AGE



- In 2050, people live much longer than they did in 2020 – to about 120 years. How does this change rules and regulations? Think about school, jobs, health, safety, driver's licenses, etc. What cultural practices will change in 2050?

3 ROBOTS



- In 2050, robots are very advanced. Some of them can do jobs that people used to do: drive cars, walk around, and even make their own decisions. Do people own them and get to control them? Or do robots control themselves? What are some prohibitions, permissions, and obligations for robots?

UNIT 10 SPEAKING

WHAT HAPPENED?

Look at each photo. What do you think happened? How do you think it happened?
Describe each picture to your partner.



Work in groups to think of ways each situation above could have been avoided.

UNIT 11 SPEAKING

WHAT ARE THE OPTIONS?



Student A

Ask for solutions to the problems below and then for alternatives. Use the useful expressions and helpful vocabulary.

- 1 You want to learn another language, but you don't have time to go to a class.
- 2 You want to stop drinking soda, but you still have the urge to drink it.

Useful expressions

Can you suggest an alternative?

Another option would be ...

I want something different.

I like/don't like that option.

Helpful vocabulary

doesn't make	help	let	forget	remember	stop
based on facts	medical	proves	research	scientifically proven	



Student B

Discuss the possible alternatives in these situations. Use the useful expressions and helpful vocabulary.

- 1 You want to go on vacation, but you don't want to spend a lot of money.
- 2 You have a headache, but you don't want to take any medicine.

Useful expressions

Can you suggest something else?

You could also try ...

It might (not) be the best option.

That could work.

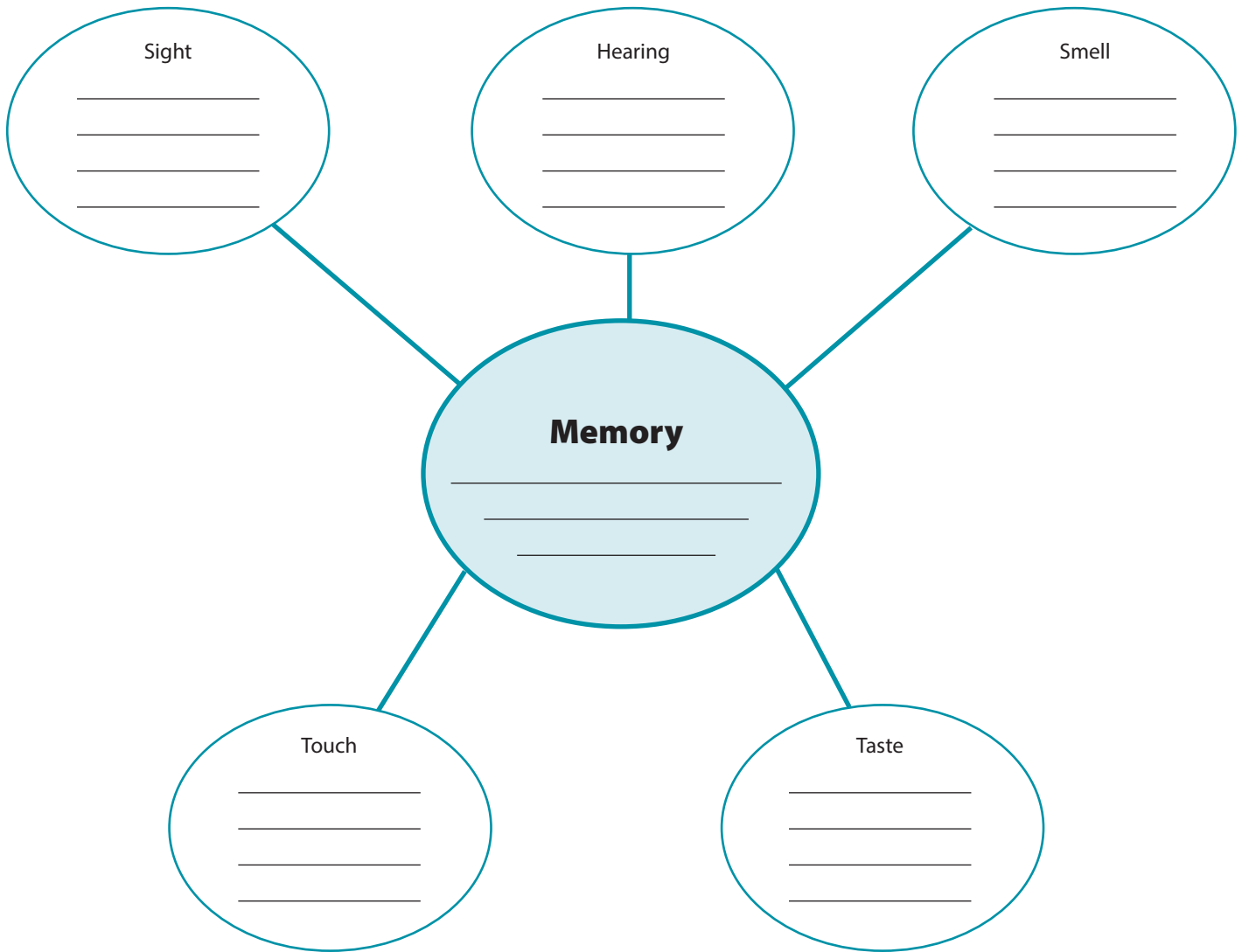
Helpful vocabulary

doesn't make	help	let	forget	remember	stop
based on facts	medical	proves	research	scientifically proven	

UNIT 12 SPEAKING

MEMORY WEB

Recall a pleasant and vivid memory. Write it in the center. Then, for each sense listed, write some words to help you describe your memory of the sense.



Then use your word web to describe your memory to your group, adding emphasis where needed.

As a group, ask follow-up questions and share similar experiences, using phrases like:

That reminds me of ...	I had a similar experience once ...
That's like the time that ...	Has that ever happened to you?