

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 ARE YOU SURE?

page T-189

Comment adverbs with future forms

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write on the board:

Soon, people will _____ start going to the moon for a vacation.

By 2028, we _____ won't be eating meat or fish at all.

- Ask Ss to give suggestions to fill in the blanks (*certainly; probably*).
- **Do the task** A Ss read and complete the chart with their own ideas and opinions.
- **B** Put Ss into pairs and tell them to take turns discussing each of the statements from the questionnaire. They should use a comment adverb from the box to give their opinion. For example: *Robots will undoubtedly look identical to humans. / I disagree. I think they will increasingly look like aliens.*
- **Review** Pairs work together to write a new sentence using each of the comment adverbs from the box with a future form. For example: *We are clearly about to see an increase in the number of robots we use. I will certainly get a robot to help me clean my apartment.* Ss then present their sentences to the class.

1.2 WHAT WILL YOU HAVE DONE?

page T-190

Future perfect and future continuous

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *By the end of the day, I will have taught English to 60 different Ss. I won't have had time to eat lunch, but I will have graded some assignments and drunk a lot of coffee.*
Ask: *What will you have done by the end of the day?* Elicit answers from several Ss. Remind Ss that *will have taught, won't have had, will have graded, and [will have] drunk* are all in the future perfect.
Say: *This time on Sunday, I'll be taking my kids to the park, and we'll be eating ice cream.*
Ask: *What will you be doing this time on Sunday?* Elicit answers from several Ss. Remind Ss that *will be taking, will be eating, and will be doing* are all in the future continuous.

- **Do the task** A Ask one S in each group to choose a timeframe from the list and make a sentence using the positive form of the future perfect. Explain that they can say whatever they like. The next S repeats the first S's sentence in the negative form and adds a new sentence using the positive form of the future perfect. Ss continue until each S in the group has spoken.
- **B** Now put Ss into pairs. Tell them to take turns choosing a time and a verb from the box and making sentences using the future continuous. For example: *Twelve hours from now, I'll be sleeping.*
- **Review** Pairs work with a new pair of Ss and take turns asking and answering questions using the future perfect or the future continuous. For example: *What will you have done by the time you retire? / I'll have made a contribution to scientific research. What will be happening in the world in ten years? / We'll all be using electric cars, and we'll be trying to help the environment.* Ss then present their sentences to the class.

2.1 TRUE, POSSIBLE, OR OUTRAGEOUS?

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Uses of will

40 minutes

- **Prepare** Make one copy of the worksheet for each group of 3 or 4 Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
By 2050, the world's population will be 20 billion people.
I will usually be asleep in bed by nine o'clock every evening.
- Ask: *What do you think about these statements? Are they true? Are they possible? Or are they outrageous?* Check Ss understand the meaning of *outrageous*. Elicit answers from several Ss. (The world population by 2050 is estimated to reach 9.8 billion.)
- **Do the task** One S in each group chooses a card and completes it with the correct form of *will*. Ss take turns reading what's on their card to the group. The group decides whether the statement is true, possible, or outrageous. Encourage Ss to defend their opinions. Ss continue until each S in the group has spoken. For example: *By the end of today, you will have taken just over 23,000 breaths. I think that's possible because people take about 16 breaths a minute, so if you calculate ... / I don't agree. It sounds like far too many breaths. Tomorrow I'll count my breaths and let you know!*
- **Review** Ask Ss to categorize the statements according to different uses of *will* (predictions, typical behavior, annoying behavior).
Groups use each of the verbs in parentheses to write new sentences with *will*. For example: (take) *We will have taken big steps toward reducing plastic pollution by the time I'm 30.* Ss then present their sentences to the class.

2.2 IT'S A MATCH!

page T-192

Uses of *would*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
I _____ lend you my phone, but I'm worried you might lose it.
As a child I _____ sleep past 7 a.m. I was always up at sunrise!
Ask Ss to tell you how to fill in the blanks (*would/wouldn't*).
- **Do the task** Put Ss into groups and give each group a set of cards. Ss divide up the cards and fill in the blanks with the missing forms of *would*. Monitor and make sure Ss are completing the blanks correctly.
- When Ss have finished filling in the blanks, they put all the cards in a pile and take turns turning them over. Student A puts down the first card. Then Student B puts down a card. If the meanings of the two sentences match, Student B keeps both cards. For example: *Would you say that again, please?* / *Please repeat what you just said.* If the meanings do not match, then both cards stay on the table. Alternatively, non-matching cards can be put back in the pile and reshuffled. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- **Review** Go around the class eliciting new sentences using different uses of *would*. Tell Ss they cannot use the same use of *would* as the previous S. For example: *I would often listen to music while I was out jogging.* / *Would you like me to carry your bag for you?* / *You would think people could park their cars more carefully.* / *I wouldn't do that if I were you!*

Answers

1 Would; 16 2 would/d; 29 3 would/d or would not/
wouldn't; 25 4 wouldn't; 28 5 would; 20 6 would/d; 23
7 wouldn't; 9 11 Would; 30 12 would; 17 13 would/d; 32
14 would/d; 31 15 would/d; 24 18 wouldn't; 10
21 wouldn't; 8 22 Would; 27 26 wouldn't; 19

3.1 WHAT WOULD HAVE HAPPENED?

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Variations on past unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:
If I hadn't forgotten my phone, ...
If I'd called the restaurant beforehand, ...
If I had been listening to the news last night, ...
- Ask: *Did I forget my phone? Did I call the restaurant? Did I listen to the news last night?* Elicit answers from several Ss (yes, no, no).

- Ask: *What would have happened if I hadn't done those things?* Elicit sentence endings from several Ss. For example: *If I hadn't forgotten my phone, I would've seen your text. If I'd called the restaurant beforehand, I would've found out that it was closed.*
- **Do the task** Ask one S in each group to choose a card and read it to the group. Another S completes the sentence to make a past unreal conditional sentence. The next student uses the end of the last sentence to make a new past unreal conditional sentence. Ss continue around the group until everyone has spoken. Then another S takes a new card. Have three Ss read the example conversation aloud to model the task.
- **Review** Groups shuffle their cards and pass them out again. (If Ss have written on their cards, make new copies.) This time, groups try to be the first to complete all of the sentences with new endings and read them aloud. The group that finishes first and completes the sentences accurately wins.

3.2 WHAT COULD/SHOULD ... ?

page T-194

Commenting on the past

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *Last week I lost my bus pass, so I couldn't get to my uncle's house to help him move some furniture. I feel bad I didn't go. What should I have done?*
- Ask Ss to give suggestions using *could/should/may/might (not) have + past participle*. For example: *He might have been worried about you. You should have called to tell him what happened. Or you could have asked a friend for a ride.*
- **Do the task** Put Ss into groups of four and give each group a worksheet. Ss read the problems/situations. Explain that for each problem/situation, they should discuss the best advice to give. For example: *The neighbor should have warned them about the cat. They could have complained to the landlord.* Groups share their advice with the class.
- **Review** Ask groups to think of small problems they, or people they know, have experienced. Groups present a problem to the class. Ss take turns offering advice, for example: *My neighbor had problems this winter. Her apartment was very cold. She didn't want to say anything to the landlord. / She should have emailed the landlord. She could have talked to her neighbors. They might have had a similar problem. She could have gone online to check what her rights were.*

4.1 GETTING TO KNOW YOU

page T-195

Quantifiers and prepositions in relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets into A and B halves.

- **Introduce** Write on the board:
I have three very close friends, all of _____ are interested in astronomy.
There are five different cooking shows on Netflix right now, none of _____ I have heard anything about.
- Ask Ss how to complete the sentences (*whom, which*). Then ask Ss to give you some other examples of sentences that include quantifiers, for example: *I have two neighbors, both of whom I really like. I have an hour of free time every afternoon, most of which I spend reading.*
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss take turns asking and answering the questions on their worksheet. Explain that the information they need to answer their partner's questions is given in part B for Student A and in part A for Student B. Ss need to read this information and answer using relative clauses with quantifiers and prepositions.
- **Review** Put Ss with new partners. Ask each pair to ask and answer the questions on the worksheet with their own, true information, for example: *Have you had a lot of different jobs? / Yes, actually I have. I've had six jobs, all of which I've absolutely loved. / Have you seen any good movies lately? / Well, not really. I saw three movies last month, none of which I enjoyed.*

4.2 WHAT A RACE!

page T-196

Noun clauses with question words

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:
My husband/wife always loves _____ I cook for him/her.
Please ask me _____ I am late this morning.
_____ a man walked on the moon, I will never know!
Ask Ss to suggest ways of completing the sentences (*what, why, How/Why*).
Ask: *Are these questions? Do they use the same word order as questions?* (no)
- Elicit from Ss what is being substituted for each of the question words in the sentences on the board (*what* = the thing, *why* = the reason, *how* = the way).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause, for example: *I'm amazed by what my child can do!* Note that many blanks have more than one possible correct answer.
- **Review** Write on the board:
what, where, when, how, why, which; It was ... ; The thing ...
- Divide the class into two groups. Give them five minutes to write down as many noun clauses as they can using the words on the board. At the end of five minutes, ask groups to share their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

5.1 SOCIAL MEDIA: A CURE FOR ISOLATION?

page T-197

Participle phrases in initial position

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Ask: *How does seeing friends' pictures on social media make you feel? What does interacting with people from other cultures do for us?*
- Elicit answers to the questions from several Ss. (Seeing friends' pictures makes me feel happy. Interacting with people from other cultures teaches us about the world.)
- Write on the board: *Seeing friends' pictures on social media, I feel happy. Having interacted with other cultures, I feel I understand people better.*
- Elicit from Ss where the participle phrase is in the sentences (at the beginning: *Seeing, Having interacted*).
- Ask: *Is there a subject in the participle phrase? (no) Is the subject of the participle phrase the same as the subject of the sentence? (Yes: it's I.)*
- **Do the task** Put Ss into groups of three and give each group a worksheet. Ss work together to write sentences in part A, using participle phrases in initial position, for each of the two opinions on social media (good and bad). Encourage Ss to add details. For example: *Scrolling through my newsfeed, I feel connected to my friends and family. Reading friends' posts, I sometimes feel jealous because they're having a better time than I am.*
- Next, ask Ss to write new sentences using participle phrases in part B. The sentences should reflect their own attitudes toward social media. For example: *After reading happy news stories on social media, I feel cheerful.* Groups then share their sentences with another group.
- **Review** Ask Ss to look at the "good" and "bad" attitudes on the worksheet again. Ask Ss which of the attitudes they agree or disagree with.

5.2 TIC-TAC-TOE

page T-198

Reduced relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *The TV show that was filmed in our town was fantastic.* and *Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*
- Ask Ss to identify the relative clause in each sentence. Then ask Ss to suggest ways of reducing the relative clauses. (*The TV show that was filmed in our town was fantastic. Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*)

- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a grid on the board.
- Put Ss into pairs and give them a copy of the worksheet. Each S chooses X or O and takes a turn choosing a square and completing the sentence with a reduced relative clause.
- If the S completes the sentence correctly, they write X or O in the square.
- The first S with three Xs or Os in a row – horizontally, vertically, or diagonally – is the winner.
- Ss play two more games to determine the overall winner.
- **Review** Pairs work together to write six new sentences with reduced relative clauses. They present their sentences to the class.

6.1 THE THING IS ...

page T-199

Clefts

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:
There's nothing I love more than snow!
The ambassador flew in last Wednesday.
We need a vacation.
- Ask Ss to suggest ways of rewriting the sentences using clefts (*What I love most is snow. / The thing I love most is snow. It was last Wednesday that the ambassador flew in. What we need is a vacation.*).
- Ask: *Why do we sometimes use clefts?* (to add emphasis and draw attention to interesting or surprising information)
- Elicit from Ss different ways of starting a cleft (*What, The thing ... that, The reason ... why, It wasn't until ...*).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause.
- **Review** Write on the board:
What; The thing ... that; The reason ... why; It wasn't until ...
- Divide the class into two groups. Give them five minutes to write down as many cleft sentences as they can using the words on the board. At the end of five minutes, ask groups to say their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

6.2 HOW TOLERANT ARE YOU?

page T-200

Question words with *-ever*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Ask: *Who in this class thinks they are tolerant? Can you give me an example of being tolerant?* Elicit answers from several Ss. If Ss are unsure of the meaning of *tolerant*, have them use their dictionaries or phones to look it up.

- Write on the board: *how, what, where, when, which, who*. Ask Ss what suffix can be attached to all these words (*-ever*). Ask Ss to make a few sentences using the question words with *-ever*. (*Whatever you want to do is fine by me. I make friends wherever I go. However you decide to get there, please be at the meeting by 3:15.*)
- Ask: *Can we use these words as question words?* (No.)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to fill in the blanks in each question with a word from the box. Then Ss take turns asking and answering all the questions in the quiz and, finally, determining who is more tolerant.
- **Review** Ask Ss to tell the class what they found out about themselves and their partners from taking the quiz. For example: *I'm the type of person who will watch whichever movie everyone else wants to watch, even if I've seen it many times. I always dress however I want to dress – it's part of my personality.* Ask Ss, in pairs, to write three more quiz questions of their own. They present their questions to the class and elicit answers from other Ss.

7.1 DOMINOES

page T-201

Negative and limiting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three Ss. Cut the squares into dominoes. Alternatively, leave the worksheet as is and have Ss take turns making connections between the beginnings and ends of sentences, for example: *Not only does Santos love food ... he's also a brilliant chef.* They then cross out the ones they have used.
- **Introduce** Write on the board:
Never have I been ...
Little did I think ...
Not until I finish teaching ...
- Elicit ways of ending the sentences from several Ss. (*Never have I been so happy. Little did I think I would marry a movie star. Not until I finish teaching will I get a chance to eat.*)
- Ask: *Which sentence contains a limiting adverbial?* (*Little did I think ...*; the other two sentences contain negative adverbials.) *Can you give me an example of another limiting adverbial?* (*Only when, Hardly, Only then*)
- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns placing one-half of a domino next to another so that the start of the sentence at the bottom of one can be combined with the end of the sentence at the top of the next, and so on. The combination must make sense and be grammatical. The first player to use all their dominoes is the winner. If they can't use all the pieces, the one with fewer pieces is the winner.
- **Review** Tell Ss to take turns choosing a domino that begins a sentence and creating a new ending for it. (*Little did the teacher know ... she would one day star in a movie.*)

7.2 WHERE ARE YOU?

page T-202

Fronting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board:
A gentle breeze wafts across the beach.
Three humpback turtles lie on the golden sand.
Thousands of seashells are along the shore.
- Ask Ss to suggest a different way of writing each of the sentences. (*Across the beach wafts a gentle breeze. On the golden sand lie three humpback turtles. Along the shore are thousands of seashells.*)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to rewrite the sentences using fronting adverbials. For example: *In front of the fire lies a large dog.* When Ss have completed each set of four sentences, they should try to guess the location or situation being described. Ss unscramble the letters to check their answers (*house, market, concert*).
- Next, ask Ss to agree on a new location or situation. Ss write four new sentences using fronting adverbials to describe the location. For example, *Through the kitchen door wafts a sweet smell of spices.* Pairs then share their sentences with another pair, who try to guess the location.
- **Review** Put Ss into small groups. Ask them to come up with six different beginnings for a story using fronting adverbials. For example: *In the corner sits an old man with a long gray beard and flashing white teeth. / In the distance lies the magnificent ocean with all its mysterious depths.* When they have finished writing their sentences, they share them with the class. The class can vote on the story they would most like to hear more of.

8.1 GET UP THE LADDER!

page T-203

Phrases with *get*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:
My hair is too long.
My bedroom needs repainting, but I'm hopeless when it comes to painting.
My laptop doesn't work, and I'm really annoyed because I can't fix it!

- Elicit descriptions of your problems and solutions to them from Ss. Tell them their suggestions must include a form of the verb *get*. (*You need to get your hair cut. You need to get your bedroom repainted. You're getting frustrated.*) Ask students to give you more examples of sentences with causatives, for example: *I was reading an article, and it got me thinking about ... / I find it difficult to get focused when ... / I can't get anything done these days!*
- **Do the task** Tell Ss to work in groups of three or four. Ss roll the dice and move along the board. When Ss land on a square, they complete the sentence with a *get* phrase, for example: *I need to get my prescription filled. I've got a lot to do.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are completing the sentences correctly.
- **Review** Groups work together to write a new sentence using the words in each square of the worksheet and a phrase with *get*, for example: (fix) *I need to get my car fixed.* (frustrated) *Kids get frustrated when they don't have enough to do.* Ask the groups to share their sentences with the class.

8.2 AS WE KNOW ...

page T-204

Phrases with *as*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:
As _____ points out ...
As my mom always _____ ...
As _____ seen in this example ...
As this _____ illustrates ...
- Elicit ways to complete the phrases. (*As the journalist points out ... / As my mom always used to say ... / As can be seen in this example ... / As this chart illustrates ...*). Ask Ss when we use *as* phrases (*to support a statement; to simplify introductory information*).
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the debate topics and discuss whether they agree or disagree with the statement. Ask Ss to find one debate topic that they all agree on. Tell Ss to work together to write a short paragraph that they will use to defend their opinion. Direct Ss to look at the example given on the worksheet. Ss can use verbs from columns 1 and 2 to help them. Ask Ss to use phrases with *as* where appropriate, for example: (*The effects of climate change are exaggerated.*) *We completely disagree with that. As we can all attest, the weather is becoming more and more unpredictable. Just this year, we've seen hurricanes, wildfires, and flooding. As a journalist from the Washington Post pointed out ...*
- When Ss have finished writing their paragraphs, they present their opinions to another group.

- **Review** Groups work together to choose a debate topic they do not agree with. Tell Ss that they need to defend the statement, even though they don't agree with it. Ss write a new paragraph using verbs from the worksheet and phrases with *as*, for example: (Plastic products are cheap, convenient, and shouldn't be banned.) *We agree with this. As many experts have pointed out, plastic products are great for transporting many things, such as food.* Ask the groups to share their paragraphs with the class.

9.1 WHAT CAN YOU DO ABOUT IT?

page T-205

Referencing

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Say: *It was so hot last weekend! I bought some ice cream. The ice cream was delicious. I ate the ice cream on the way to the beach. When I got to the beach, I saw that the beach was very crowded. There were people all over the beach. The people were lying on towels, and the people were sitting on chairs.*
- Elicit ways of avoiding the repetition of the nouns *ice cream*, *beach*, and *people* from Ss. (*I bought some ice cream. It was delicious. I ate it on the way to the beach. When I got to the beach, I saw that it was very crowded ...*). Ask Ss what other parts of speech we can avoid repeating (*verbs*) and how we can avoid repeating them (*Use an auxiliary verb – be, do, have*).
- **Do the task** Put Ss in pairs. Ask them to read the article. Then ask Ss to read the article again, paying attention to the words in bold. Tell Ss to work together to replace all the words in bold using a referencing technique. When Ss have finished rewriting in part A, ask them to tell another pair of Ss one interesting thing they read about. Ss should try not to repeat the nouns and concepts in the article.
- **Review** Tell Ss either to look on the internet for a similar article or to choose one of the reading texts from their Student's Book. Ask Ss to identify all the examples of referencing that they can find in the article they've chosen. Ss present their findings to the class.

9.2 CONVERSATION STARTERS

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Continuous infinitives

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will ask them three questions. They should try to answer using a continuous infinitive. Say:
How are you sleeping at the moment? (Possible answer: I'm often awake when I should be sleeping.)
What's the public transportation like where you live? (Possible answer: Public transportation in my neighborhood seems to be getting better and better.)
What are you doing this weekend? (Possible answer: This weekend I'm going to be seeing a couple of friends and making a special meal for my family.)

- **Do the task** Put Ss in pairs and ask them to read the conversation starters. Tell Ss they each need to choose five of the topics to ask their partners about. Ss take turns asking and answering questions using continuous infinitives, for example: *What can you tell me about the technology you use? / It seems to be getting more expensive, but on the other hand, it's also getting a lot smarter and faster. My smartphone does so many things for me now!* Ss score five points for every correctly used continuous infinitive. The S with the most points at the end wins the game.
- **Review** Ss choose one or two topics and write a short paragraph using continuous infinitives. When Ss have finished writing, ask them to share their paragraphs with the class. For example: *In the next five years, I'm going to be doing a lot more studying. I'm planning on going to college to get a nursing degree. I seem to be wasting too much time at the moment, so I'd like to be doing something that has a real purpose.*

10.1 LET'S CHANGE THE WORLD

page T-207

Simple past for unreal situations

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *What do you think about a law that requires every adult to adopt a dog?*
- Elicit opinions from Ss. Encourage them to use the simple past with the phrases *what if, it's (high) time, if only, imagine if, I'd rather, supposing*. (*It's high time that people realized what a difference a dog can make to a person's quality of life. / Imagine if we all had dogs! There wouldn't be any space for people! / Supposing some people had a dog allergy. What would we do about that?*)
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the statements first. Ss then take turns choosing one of the phrases from the box and one of the statements from the list to make a sentence using the simple past, for example: *What if we all did random acts of kindness every single day? Wouldn't that be great?* The rest of the Ss in the group have to argue against the statement, for example: *No, I don't agree at all. That might mean complete strangers would come up to you on the street. It might be very scary and weird.* Ss continue until they have run out of topics from the list or until everyone has had a chance to make a proposal.
- **Review** Groups work together to write two to four new proposals for changing the world. Tell Ss that their proposals can be serious or just for fun. Ss test out their ideas on another group, for example: *What if all children had to do some form of community service before they were 18? They could help out in a community garden or take care of an older person's shopping.* The other group then responds, for example: *That's a great idea, but supposing they started taking their "job" too seriously? They might not do their homework because they were so busy.* At the end, ask groups to vote on the best proposal for changing the world.

10.2 IT IS BELIEVED ...

page T-208

It constructions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will tell them three things about an activity. They should try to guess what the activity is. Say: *It is believed that this activity makes your core muscles stronger. It would seem that this activity helps people increase their flexibility. It would seem that this activity improves posture – that's the way you stand and the way you hold your body.* (It's yoga.)
- Ask Ss to give you other examples of *It* constructions (*It is reported, It would appear, It is thought, It is said, It is estimated*).
- **Do the task** Put Ss in pairs and ask them to read the activity boxes. Tell Ss they need to choose one of the activities to tell their partners about. Explain that they should use *It* constructions from the box and the information given for each activity. They should not mention the activity by name, for example: *It would appear that this activity improves your memory.* Ss take turns giving information about the activity they've chosen until their partner guesses the activity. In part B, they work individually to write a short paragraph about a new activity of their choosing. Ss take turns reading their paragraphs aloud and guessing what the activity is.
- **Review** Ask Ss to share their paragraphs with the class, for example: *This is an activity that is mostly done outside, either in a backyard or out in the countryside. It is said that this activity is extremely good for keeping people calm and focused. It's an activity you don't have to pay for, and anyone of any age can do it. It is estimated that there are nearly 60 million people in the U.S. who enjoy this activity. / Is it bird-watching? / Yes, it is!*

11.1 IS EVERYONE OK?

page T-209

Subject-verb agreement

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board:
My favorite team _____ going to win the game.
Neither of my parents _____ ready to be a grandparent.
_____ everyone in this class like pizza?
- Ask Ss to tell you how to fill in the blanks (*is, was, Does*). Now ask Ss to think of two singular nouns that end in *-s* (such as *news, politics*) and two singular nouns that are Latin in origin and end in *-a* (such as *media, data*). Elicit from Ss that these nouns usually take a singular verb.
- **Do the task** Put Ss into pairs and give each pair a copy of the worksheet. Ss take turns going through the game board. At

each square, Ss complete the sentence using an appropriate form of the verb in parentheses. Their partner should check the answer. (If there is disagreement, they should ask you.) Monitor and make sure Ss are using the correct forms. The first pair to finish the race with all sentences correct is the winner.

- **Review** Ask Ss to select five subjects from the board and write new sentences of their own with them. Ask Ss to share their sentences with the class.

11.2 DINOSAUR OR JELLYFISH?

page T-210

Articles

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets in half.
- **Introduce** Write on the board: *Tigers live in India. Coke is the drink with the most recognizable brand.* Ask Ss to tell you why there is no article in front of *tigers* (because it refers to tigers in general). Ask Ss why there's a definite article before *drink* and *most* (*the* identifies a specific noun; *the* is used with superlatives). Elicit several sentences using indefinite, definite, and no articles from Ss. Write them on the board and check that Ss remember the rules.
- **Do the task** Put Ss into pairs and give each S half the worksheet. Explain to Ss that they are going to take turns reading sentences to each other. Every time they hear the word *dinosaur* or *jellyfish*, they will need to think what article is needed in its place. They repeat the sentence to their partner, inserting the appropriate article or no article, for example: (Student A) *I downloaded DINOSAUR great app today. It's DINOSAUR app that tracks my sleep.* (Student B) *I downloaded a great app today. It's an app that tracks my sleep.* Ss score one point for each correct sentence. Tell Ss that in some cases more than one answer may be correct.
- **Review** Ask pairs to write six new sentences of their own, replacing the articles with *dinosaur* or *jellyfish*. Pairs play the game with a new pair of Ss. Ask Ss to share the best sentences they heard with the class.

Answers

Student A 1 a, an 2 the, an 3 the 4 no article, no article
5 a, the 6 a/the, The 7 The, no article 8 the 9 the
10 The/A, the/a 11 the, a/the/no article 12 the, the.
Student B 1 no article, no article/the 2 a, the 3 the 4 no
article, no article 5 the 6 a, an 7 the, the 8 an, the 9 no
article, no article 10 the 11 the, a 12 no article, no article.

12.1 CROSSWORD PUZZLE

page T-211

The present subjunctive

30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *I insist that all students _____ (be) on time. She suggested that Peter _____ (find out) as much as possible.* Elicit the correct verb form from Ss (*be, find out*). Ask what other parts of speech are often used with the present subjunctive (*nouns that are calls to action, e.g., suggestion or recommendation, and adjectives that suggest importance, e.g., essential or crucial*). Ask Ss to give examples of some sentences using these words.
- **Do the task** Give each pair of Ss a worksheet. Check that they know how to complete the puzzle. Monitor as necessary; then check the answers as a class.
- When they have completed the puzzle, tell Ss to do part B and use each of the clue answers from the puzzle to write a new sentence using present subjunctives. For example: *We suggest that they visit the Tenement Museum. I ask that you return my phone as soon as possible.*
- **Review** Put Ss into small groups. Ask each group to write six new sentences using present subjunctives and then to practice saying them. Explain that the sentences can be serious or fun. For example: *I absolutely insist that they invite me to their party next weekend! The college recommends that students complete their registration online.* Ask Ss to share their best examples with the class.

Answers

Across

2 suggest 7 demands 8 imperative 9 asks 10 crucial

Down

1 recommendation 3 insists 4 vital 5 advise 6 important

12.2 TRICKY SITUATIONS

page T-212

Perfect infinitive

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *I drove the wrong way on the freeway!*
- Ask Ss to react to your statement using perfect infinitives with modals, for example: *You could have been pulled over! You should have been paying more attention. You must have been extremely tired to make that mistake! I might have done the same thing.* Elicit a list of modals that we use with perfect infinitives and write them on the board (*may, might, could, should, would, must, can't*). Ask several Ss to give example sentences using each of the modals.
- **Do the task** Put Ss in small groups and ask them to read the eight situations. Tell Ss to take turns choosing one of the situations and reading it aloud to their group. Explain that the group should react to the situation using perfect infinitives with modals, for example: (I ran out of gas on the freeway. It was so embarrassing.) *Don't worry. It could have been worse. At least you didn't have an accident. / You should have filled your gas tank before you got on the freeway. / You might have felt embarrassed, but no one else knew what had happened, so it's not so bad.* When Ss have used up all the situations, they work in pairs on part B. Ss complete each of the sentences in their own words using *to have + past participle*, for example: *I'm sorry to have interrupted you. We're delighted to have met our favorite singer. I'm relieved to have finished that job.*
- **Review** Ask Ss to write three new situations like those in activity A. Tell Ss to take turns sharing their situations with the class. The class reacts using perfect infinitives with modal verbs, for example: *I cooked this massive meal for my family last weekend, but I burned pretty much everything and put far too much salt in each dish. / You shouldn't have cooked for so many people. / You could have used a recipe book. / It might not have tasted as awful as you think it did.*

1.1 GRAMMAR

ARE YOU SURE?

A First, complete the chart to reflect your own ideas and opinions.

Statement	Agree (✓)	Disagree (X)
Humans will live on Mars in the next 50 years.		
The majority of jobs are going to be performed by robots.		
People will have nothing to do, so they will get bored and angry.		
In the next century, we will all be eating vegan food.		
By the year 3000, most animals and birds will be extinct.		
The world's population is bound to grow to an unmanageable size.		
Life will become easier as technology gets smarter.		
The human race is going to die out.		
By 2050, all elderly people are going to have a robot companion.		
Artificial intelligence will one day be smarter than human intelligence.		
Living to over 100 years old will be normal and expected.		
Robots will look identical to humans.		

B Now work in pairs. Choose an adverb from the box for each statement and take turns telling your partner your opinion.

A Humans will undoubtedly live on Mars in the next 50 years.

B I disagree. I think humans could potentially live on Mars one day, but it's going to take a long time.

certainly	clearly	comprehensively	dramatically	eventually
evidently	gradually	increasingly	inevitably	markedly
potentially	surely	undoubtedly	unfortunately	unquestionably

1.2 GRAMMAR

WHAT WILL YOU HAVE DONE?

- A **Work in small groups.** First, one student chooses a timeframe from the list and makes a sentence using the future perfect. The sentence can be serious or silly, real or invented. The second student repeats the sentence using the negative form of the future perfect and adds a new statement. If you forget what's been said or make a mistake, choose a new timeframe and start again.

What will you have done ... ?

by the end of the day
 by the end of the week
 by the end of this month
 by the end of the year
 by 2025
 by 2030
 by the time you retire

Student A By the end of the day, I will have drunk three cups of coffee.

Student B By the end of the day, I won't have drunk three cups of coffee, but I will have run a marathon.

Student C By the end of the day, I won't have drunk three cups of coffee, and I won't have run a marathon, but I will have called my mom.

Student D By the end of the day, I won't have drunk three cups of coffee, I won't have run a marathon, and I won't have called my mom, but I will have discovered a new planet.

- B **Now work in pairs.** Take turns choosing a time and a verb. Add your own subject, and take turns making sentences using the future continuous.

Time	Verb
By 2050	buy
In ten years	do
By next year	communicate
In five years' time	work
In a few months	sleep
This time next week	eat
This time next year	live
Twelve hours from now	use

By 2050, robots will be doing our household chores.

In ten years, I'll be working from home.

2.1 GRAMMAR

TRUE, POSSIBLE, OR OUTRAGEOUS?

Work in groups. Take turns choosing a card. Complete the card with the correct form of *will* and the verb in parentheses. Then read the statement to the group. Decide as a group whether the statement is true, possible, or just outrageous! Explain your opinion.

By the time they begin school, many kids won't have eaten a banana.

I think that's outrageous! Of course they will have eaten a banana! There are bananas in many foods made for kids.

I think it's possible. It depends where the kids are. Some countries might not import bananas, so they won't have seen them before.

By the end of the day, all of us _____
(take) about 23,000 breaths each.

As you post on social media, potential employers _____
(assess) your posts.

By the time they're two years old, most children _____
(watch) 15,000 cartoons on TV.

As you upload pictures of your amazing vacation, your friends _____
(feel) secretly jealous.

Almost always, salespeople in clothes stores _____
(give) you a compliment when you try on clothes, even if you look terrible in them.

By now, you _____
(swallow) at least 30 bugs during your lifetime by accident.

As you search online, your computer camera _____
often _____ (take) pictures of you.

By the age of 50, most people _____
(have) at least one surgery.

Don't you think users of most websites _____
(not / read) the site's privacy agreements closely?

By the end of your life, you _____
(sleep) for about half of it.

The average person in the U.S. _____
(not / read) for any more than 19 minutes today.

Almost all dogs _____
(look) guilty if you shout at them.

2.2 GRAMMAR

IT'S A MATCH!

In this matching game, you collect cards by matching their meanings. Work in groups of four. Divide up the cards and fill in any blanks with the missing forms of *would*.

Student A puts down the first card. Then Student B puts down a card. The group decides: Do the cards go together? If they do, Student B keeps both cards. If they do not, then both cards stay on the table. Students take turns trying to match and collect cards. The student with the most cards at the end is the winner.

A 1, Would you say that again, please?

B 16, Please repeat what you just said.

C and D They match!

1 _____ you say that again, please?	2 You're wearing a wedding dress, so it's natural they _____ think you're the bride.	3 Of course she _____ think that.	4 I often worried that I _____ fit in with my coworkers.
5 How much _____ you like to donate today?	6 You _____ think I'd have saved enough by now.	7 I _____ go to the top of the Empire State Building even if you paid me a million dollars.	8 I tell the truth no matter what happens.
9 I have a terrible fear of heights, so I avoid them at all times.	10 It's a habit that annoys me a lot.	11 _____ you mind opening a window?	12 You _____ say that, wouldn't you?
13 You _____ imagine he would have apologized by now!	14 As a kid, I _____ always ride my bike everywhere I could.	15 Back then, I _____ get a lot of compliments, but not anymore.	16 Please repeat what you just said.
17 That's absolutely typical of the type of things you say.	18 I wish my coworker _____ always borrow my coffee cup.	19 I think you should refuse.	20 Can you tell me the amount you want to give to charity?
21 No way! I just _____ lie for any reason.	22 _____ you excuse me for a moment?	23 It's hard to explain why I don't have enough money put aside.	24 People used to say nice things about me, but they don't now.
25 There's no reason for her to think anything else.	26 I absolutely _____ accept that if I were you. It's not right.	27 Sorry, but I need to go out briefly.	28 I used to be scared of not getting along with people at work.
29 If you dress as if you're getting married, they're going to think you're getting married.	30 I'm hot. Could we have a little fresh air in here?	31 I never used to walk anywhere unless I couldn't ride my bike.	32 I can't understand why he hasn't said he's sorry yet.

3.1 GRAMMAR

WHAT WOULD HAVE HAPPENED?

Work in groups. Take turns choosing a card. The first student completes the sentence to make a past unreal conditional. The next student uses the end of the last sentence to make a new past unreal conditional sentence. Continue around the group until everyone has spoken. Then another student takes a new card.

If I hadn't lost my bag, I wouldn't have been locked out of my house.

If I hadn't been locked out of my house, I wouldn't have gotten cold and wet.

If I hadn't gotten cold and wet, ...

If I hadn't lost my bag, _____.	If I hadn't answered that phone call, _____.
If I'd never learned any English, _____.	If I hadn't told that joke about the manager, _____.
If I hadn't drunk that cup of coffee, _____.	_____ People wouldn't be laughing at me.
_____ I would have saved a lot of money.	_____ I would have chosen a different career.
If I had been born in another country, _____.	_____ I wouldn't have taken a selfie.
_____ I wouldn't have walked away.	_____ there wouldn't be so much garbage on the streets.
If he had called me when he missed the train, _____.	If I had known how long it would take to walk there, _____.

3.2 GRAMMAR

WHAT COULD/SHOULD ... ?

Work in groups. Read the problems and discuss the advice you would give to each person.
Use a structure like the one below.

You/He/She could/should/may/might (not) have + past participle

You really should have called him to say you weren't coming.

The screenshot shows a social media interface with a purple header. The header contains the word "Comments" on the left, and "Profile" and "Sign Out" on the right. Below the header are five comment cards, each with a text area, a name, and three icons (a magnifying glass, a heart, and a speech bubble).

Comments Profile Sign Out

My best friend does so many things for me. She's incredibly kind and always checks in to ask how I'm doing. At the beginning of last month, I totally forgot her birthday. (It was a special birthday – her 40th!) Since then, I haven't called her to apologize. I guess if she's a real friend, she'll forgive me, right?
Sam72

We live in an apartment building that allows dogs and cats. Three of our neighbors have dogs and two have cats. My daughter (age 8) is extremely allergic to cats. Unfortunately, our next-door neighbor's cat has started to climb out of the window and come over to our place. I'm pretty scared that my daughter will get sick because of this. Yesterday, I put a note under my neighbor's door telling him to find a new home for the cat. He's furious and refuses to speak to me. Any advice?
LilahsDad85

I'm a recent graduate. I've tried hard to get a job locally so that I can live at my parents' house to save money, but there just aren't any suitable jobs available. I haven't traveled much in my life, so I haven't applied for any jobs outside the city. I don't want to waste my degree, but I think I can get by on an allowance from my parents. They don't seem too happy – and I think they're being unreasonable.
Tina.B

A couple of months ago, I was walking in the park. After a while, I sat on a bench to eat a sandwich. Just as I was leaving, I noticed a purse under the bench. I opened the purse to look for a name or an address, but there was nothing in it except for ... a \$100 bill! I was so shocked! Who would leave \$100 in an empty purse? Anyway, I thought maybe it was just good luck or something, so I put the \$100 in my pocket and threw the purse in the nearest trash can. I spent the money on a very cool pair of sneakers. My girlfriend doesn't approve and says my values aren't too good. Yikes!
Incognito66

Hey, I hope you can help. I went on a road trip from New York to Los Angeles in May. No big deal, right? Well, the issue was that I went on my own. My car broke down several times, and that cost me all my savings, so I borrowed money from friends along the way. Now I can't repay the money for a while, so everyone has to be patient and wait. That's what friends are for, I think. Some of them seem angry with me.
Confused17

4.1 GRAMMAR

GETTING TO KNOW YOU



STUDENT A

A Work in pairs. Ask your partner these questions.

- 1 Can you tell me a little about your family?
- 2 Do you have any sisters?
- 3 How many close friends do you have?
- 4 Why are you studying English?
- 5 Do you have many books?

B Now use this information to answer your partner's questions. Use relative clauses with quantifiers and prepositions.

Example information: Yes, there are two good gyms in the city. One of them is just two blocks from here.

Do you know if there are any good gyms in the city?

Yes, there are two good gyms in the city, one of which is just two blocks from here.

- 1 No, you've only had two jobs. They were both fascinating.
- 2 Yes, you know about 40 people. A few of the people are your neighbors.
- 3 You have several favorites. You like them for different reasons.
- 4 You've watched five movies this month. You didn't like any of them.
- 5 No, you just have two hours free a day. You spend a lot of that studying.



STUDENT B

A Work in pairs. Use this information to answer your partner's questions. Use relative clauses with quantifiers and prepositions.

Example information: Yes, there are two good gyms in the city. One of them is just two blocks from here.

Do you know if there are any good gyms in the city?

Yes, there are two good gyms in the city, one of which is just two blocks from here.

- 1 You have a lot of relatives. Many of them live right here in the city.
- 2 Yes, you have two sisters. They're both doctors.
- 3 You have about ten close friends. They're all interested in music.
- 4 Learning English means you learn things you didn't know anything about before.
- 5 Yes, you have lots of books. You haven't read most of them.

B Now ask your partner these questions.

- 1 Have you had a lot of different jobs?
- 2 Do you know many people in the city?
- 3 Do you have a favorite restaurant?
- 4 Have you seen any good movies lately?
- 5 Do you have a lot of free time?

4.2 GRAMMAR

WHAT A RACE!

Work in a group. Roll a dice  and move along the board. Use the words given and a question word from the word box to complete the sentences when you land on a square.

how what when where which who why

30 _____ matters most is being happy.	31 Do you know _____ I live?	32 GO BACK TWO SPACES	33 My kids rarely eat _____ I cook for them.	FINISH 
29 _____ old she is, I'm not sure.	28 Do you know _____ took the cookie jar?	27 It's hard to believe _____ you just said.	26 MISS A TURN!	25 I've always known _____ an amazing person you are!
20 _____ I ate last night was delicious!	21 I wonder _____ you lost your purse.	22 If you don't know _____ you're going, maybe you should go home.	23 Did you hear _____ I just heard?	24 Mornings are _____ I feel at my best.
19 _____ you came from isn't important.	18 As long as I can go to Mars by spaceship one day, it doesn't matter _____ I go.	17 You are _____ you eat.	16 Are you really _____ you say you are?	15 _____ won the tennis game, we still don't know.
10 GO FORWARD 2 SPACES	11 Can you guess _____ I met today?	12 I'm not sure _____ I should react.	13 Let's go _____ you want to go.	14 _____ I got into this mess, I just can't explain.
9 I have no idea _____ you got into the house without your keys.	8 _____ you know matters a lot in business.	7 _____ a lot of people don't realize is that I'm a genius.	6 Please ask him _____ he is late.	5 It's interesting _____ quickly children learn to speak.
START 	1 I'm amazed by _____ my child can do!	2 Do you remember _____ she married?	3 I'm not sure _____ you're laughing.	4 Please show me _____ to make pasta.

5.1 GRAMMAR

SOCIAL MEDIA: A CURE FOR ISOLATION?

A **Work in groups of three. First, write about different attitudes toward social media, beginning your sentences with participle phrases. Use the clues in the lists to help you. You can vary what tense you use.**

Scroll through newsfeed > feel connected to friends and family

Scrolling through my newsfeed, I feel connected to my friends and family.

Attitudes toward social media

The good 😊

- Scroll through newsfeed > feel connected to friends and family
- See photos of cousin's kids > stay in touch with what happens in their lives
- Read friends posts about parties and job promotions > feel inspired to do more yourself
- Spend average of two hours a day on social media > better informed about world events
- Interact with people far away > gain insights into other cultures
- Joined several work groups > have new opportunities
- Addicted to social media > can't imagine life without it

The bad 😞

- Read friends' posts > sometimes feel jealous
- Browse friends' profiles > start to compare their lives to mine
- Look at photos of fantastic vacations > begin to think should get out more
- See friends' successful children > think own kids ought to be doing better
- Realize people only post the things they're happy about > I stop feeling anxious
- After reading about friends' amazing jobs > feel dissatisfied with own job
- Annoyed about wasting time on social media > decide to do something more productive

B **Now write about your own attitudes toward social media. Begin as many sentences as you can with participle phrases. Share your views with another group.**

5.2 GRAMMAR

TIC-TAC-TOE

Work in pairs. Choose a square and finish the sentence by using a reduced relative clause. If your partner agrees that the sentence is correct, write an *X* or *O* in the square. The first person to get three in a row is the winner.

The woman sitting to your right is my cousin.


The woman ... is my cousin.	Anyone ... needs to book an appointment.	It is a city ... for its many sights.
Someone ... would find this job difficult.	It is a mountain ... the tallest in the world.	People ... shouldn't apply for the job.
The teenager ... lives at the end of my block.	The man ... works at MaxComputers.	Plastic pollution, ... , needs to be stopped.

This animal ... is in danger of extinction.	My sister, ... , likes to live dangerously.	Yoga, ... , is thought to have a calming effect.
The professor, ... , will give a lecture at one o'clock.	The movie ... one of the best I've seen.	I thought the boy ... was my neighbor's son.
Young people ... can't imagine a world without smartphones.	People ... will enjoy working at ConnectMe.	The computers ... are brand new.

The dolphin ... can be set free.	I just read a book ... by a new author.	Passengers ... will get a fine.
The person ... is a well-known actor.	The bag ... had my passport in it.	The 10:00 a.m. flight ... is ready to depart.
The car ... crashed into a tree.	The students ... come from all over the world.	It's a college ... in medicine and nursing.

6.1 GRAMMAR

THE THING IS ...

Work in a group. Roll a dice  and move along the board. Complete the cleft sentences in your own words.

What we need _____.

What we need is more time to spend with our families.

The thing we want most _____.

The thing we want most is enough money to buy the things we need.

It wasn't until _____.

It wasn't until the police arrived that they told us what had happened.

30 What matters _____. 	31 What I'd prefer _____. 	32 GO BACK TWO SPACES 	33 The place where _____. 	FINISH 
29 _____ I don't understand. 	28 _____ I flew to Beijing. 	27 It was our teacher _____. 	26 MISS A TURN! 	25 _____ told us what had happened.
20 _____ I'll wait for you. 	21 What you just said _____. 	22 It wasn't until last Tuesday _____. 	23 What you should do _____. 	24 The thing that's really important _____.
19 The reason why _____. 	18 The thing I dislike most _____. 	17 It was the dog _____. 	16 _____ I was born. 	15 _____ everything started to go wrong.
10 GO FORWARD 2 SPACES 	11 _____ gave me the idea. 	12 What I really enjoy _____. 	13 The thing we want _____. 	14 _____ what I want to know.
9 The person who _____. 	8 _____ the beach in summertime. 	7 The thing that impresses _____. 	6 It was your brother _____. 	5 What we need _____.
START 	1 What I love most about _____. 	2 The thing I remember _____. 	3 It was in October _____. 	4 The reason _____.

6.2 GRAMMAR

HOW TOLERANT ARE YOU?

Work in pairs. Complete the answers with the question words with *-ever*.
Then take turns asking and answering the questions with your partner. Who is more tolerant?

however whatever whenever wherever whichever whoever

- 1 A friend is feeling sad. What do you say?
A Call me _____ you want – night or day.
B Hope you feel better soon!
- 2 Your spouse wants to move to another country. What do you say?
A I'm staying right where I am.
B We'll go _____ you want to go.
- 3 Your child/roommate wants to paint the living room black. What do you say?
A Paint it _____ color you want.
B You've got to be kidding.
- 4 Your aunt is coming to visit. She asks if her three best friends can come and stay with you, too. What do you say?
A Of course! Bring _____ you like.
B Um ... we don't have enough space at home.
- 5 You take your friend to choose a birthday present. He wants a very expensive watch. What do you say?
A I'm sorry. That's way too expensive.
B Please have _____ you want.
- 6 Your family wants to watch one of two movies. You've already seen them both. What do you say?
A We'll watch _____ movie you prefer.
B I've seen them both. Let's watch the game instead.
- 7 Your friend decides to wear a pink hat, yellow jeans, and a green T-shirt. What do you say?
A You can't go out looking like that!
B Dress _____ you want! It's great to be different.
- 8 There are two ways to drive to your parents' house – a short way and a long way. Your brother wants to go the long way. What do you say?
A You can go _____ way you like. I don't mind.
B Let's go my way – the short way.

7.1 GRAMMAR

DOMINOES

so happy in my life.	did I really understand the problem.	as much as I did last Thanksgiving.	a zoo keeper.	did they find true love.	we'd move to Costa Rica.
Never had I imagined	Not until then did I	Little did I know	Only when my alarm went off	Only when it got dark	No way would I
that they would marry one day.	we'd end up on the TV news.	have sold that beautiful car.	will she take a break.	when more dirty ones appeared.	do we begin to feel healthy.
Only when John mentioned the hospital	Only when we got home	Never again will you forget	Not until the rain stopped	Little did the teacher know	Never did Raul think
Hardly had I finished washing the dishes	No way would they	realize I was in the wrong class.	Not until she finishes the report	Never had they thought	did I wake up.
that I had won the lottery.	did I realize I was lost.	Only when we exercise regularly	that I was related to a famous person.	climb a mountain alone.	Little did we think
he would become an airline pilot.	how much everyone liked her.	Never again will I eat	did we notice the cat was missing.	Only after a week of thinking	did I figure out he had been my nurse.
Not until they met	Little did we know	could we see the view.	No way would I be	to call Mom on her birthday.	Never had I felt

7.2 GRAMMAR

WHERE ARE YOU?

A Work in pairs. First, rewrite the sentences using fronting adverbials. Guess the place that is described. Then unscramble the word to check your answer.

1 A large dog lies in front of the fire.

2 The smell of burning wood hangs in the air.

3 Familiar voices come from the kitchen.

4 A delicious cake sits on the table.

Answer:
You're in a S O H E U.

5 The voices of excited customers come through the entrance.

6 Baskets of fruit sit on tables.

7 The sweet smell of freshly baked bread hangs in the air.

8 Cheeses of all kinds lie in wooden boxes.

Answer:
You're in a T A M R E K.

9 The excited fans gather near the stage.

10 The sound of drums echoes all around the place.

11 Hundreds of cell phone cameras flash in the crowd.

12 The musicians wait patiently behind the stage.

Answer:
You're at a T R E C N O C.

B Write four new sentences about a place. Give them to another pair to guess the place.

1 _____

2 _____

3 _____

4 _____

Answer: You're _____.

8.1 GRAMMAR

GET UP THE LADDER!

Work in a group. Roll a dice  and move along the board.

When you land on a square, ask and answer a question using the words given and phrases with *get*.

Sometimes more than one answer is possible.

Go up the ladders


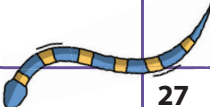



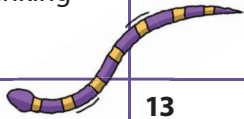



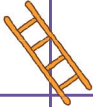
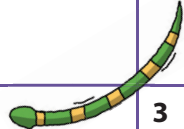


and down the snakes



Where can I get my computer fixed?

You can get your computer fixed at Tom's PCs downtown.

30 damaged / the bike	31 interrupted / often	32 a lot / do	33 grass / cut	FINISH 
29 prescription / filled	 28 dishwasher / repair	27 concerned / my health	 26 cell phone / destroyed	25 a special quilt / make for my baby
20 a new dress / make	 21 people / talk to each other	22 distracted / children	23 your presentation / finish	24 confused / following a recipe
19 annoyed / the noise	 18 train / delayed	17 you and your friends / thinking	16 report / complete	15 destroy / the storm
10 focused / work	11 plant / some new flowers	12 hair / cut	 13 homework / do	14 the research / done
 9 get / lock out	8 people / arguing	7 situation / worse	 6 anything / do	5 think / my career
START 	1 fix / my computer	 2 the car / repair	 3 frustrated / this problem	4 redecorate / house

8.2 GRAMMAR

AS WE KNOW ...

- A Work in small groups. Read the debate topics and decide whether you agree or disagree. Choose one topic you all agree on. Write a short paragraph that reflects your opinion. Use phrases with *as* and verbs from both columns to support your ideas.

Topic	Verbs 1	Verbs 2
The effects of climate change are exaggerated.	<i>see</i>	indicate
Social media greatly improves people's lives.	<i>attest</i>	show
People should be allowed to eat whatever food they like.	<i>infer</i>	illustrate
International travel has improved life on Earth.	<i>guess</i>	point out
Health is completely the responsibility of the individual.		present
Online shopping is nothing but good.		explain
Selfies should be banned in all public places.		underline
Plastic products are cheap, convenient, and shouldn't be banned.		

People should follow professional advice about their diet

We agree with this statement. People should follow the advice of doctors and other healthcare professionals when choosing what foods to eat. As statistics show, obesity is on the increase. Education is also key. As we can all agree, a lack of education about nutrition can lead to poor food choices.



- B Now read your paragraph to another group. Does the other group agree or disagree with your opinion?

9.1 GRAMMAR

WHAT CAN YOU DO ABOUT IT?

A Work in pairs. Read the article. Then replace the words in bold using a referencing technique.

Imagine this: It's a hot day, and you drink a bottle of water. What do you do with **the bottle** once **the bottle** is empty? You throw **the bottle** away, of course. But according to the eminent naturalist David Attenborough there is no such place as "away." **David Attenborough** points out that the bottle you threw in the garbage may very well end up in the ocean, where **the bottle** will never disappear.

By now, we all know that plastic pollution is a major problem. In particular, **plastic pollution** creates a problem for our environment. Every year, we drop about eight million tons of plastic into our oceans – and **plastic** is killing fish, turtles, whales, dolphins, and many other marine animals. **Fish, turtles, whales, dolphins, and many other marine animals** are suffering, and we need to do something about **the suffering**.

Did you know?

Turtles eat plastic shopping bags, wrongly thinking **plastic shopping bags** are jellyfish?

Seagulls have been found with their stomachs full of plastics. That lid from your water bottle, for example, might end up inside **seagulls'** stomachs.

Oysters and mussels now contain microplastics, so every time you eat **oysters or mussels**, you're also eating plastic. Next time you eat **an oyster or a mussel**, remember this information. It's scary to think that the delicious seafood on your plate is in fact part plastic, isn't it?



B Now choose another pair of students to work with. Tell them one interesting thing you read about in the article. Try not to repeat the nouns or concepts in the article.

I was surprised to learn that plastics have been found ...

9.2 GRAMMAR

CONVERSATION STARTERS

Choose about five topics to ask your partner about. Your partner answers using a continuous infinitive. Score five points for every correct sentence. Then swap roles. Who has the most points at the end of the game?

What are you doing on the weekend?

Actually, on Saturday I'm going to be chilling out at home. I seem to be doing too much at the moment, and I just want some time to relax.

the weekend

your health

your family

our sleep

life in general

your neighbors

the music you're listening to

your next vacation

your studies

the food you eat

your fitness

movies these days

your commute to school or work

your ambitions

your plans for the next five years

your use of social media

the technology you use

what you're reading

traffic where you live

your work or job

tomorrow

public transportation in your town

the state of the planet

your friendships

your house or apartment

10.1 GRAMMAR

LET'S CHANGE THE WORLD!

Work in small groups. Take turns choosing an expression from the box and an idea from the list to make a sentence. Your group has to think of an argument against your proposal.

- A What if everyone adopted a dog? Then there wouldn't be any strays!
- B Well, I don't agree. Imagine if everyone had a dog! You couldn't walk down the street.
- C I'd rather people had to adopt children. There are a lot of children without parents.
- D Also, supposing people can't afford to keep a dog. It's expensive to feed and take care of an animal.

What if ... It's high time ... If only ... Imagine if ... I'd rather ... Supposing ...

adopt a dog
ban plastic
do random acts of kindness
use only one language
volunteer for a good cause every week
donate 5 percent of income
stop driving cars
say "thank you" for everything
always focus on the good things
get off social media
stop eating fish
listen more, talk less
travel more responsibly
give more stuff away
tell the truth all the time
compliment strangers
have a vegetable garden
plant a tree

10.2 GRAMMAR

IT IS BELIEVED ...

A First, choose one of the activities and tell your partner what the benefits are without mentioning the activity itself. Use the phrases from the box and the information about the activities to make sentences. Your partner guesses which of these activities you are describing.

it would appear it is believed it would seem it is reported

A It would appear that this activity improves your self-esteem. B Is it exercise?

A No. It is reported that this activity creates positive change in the world. ...



Exercise

- reduces risk of major illness by up to 50 percent
- boosts self-esteem
- improves sleep
- lowers the chances of memory problems in old age
- helps with weight control



Veganism

- becoming a popular lifestyle choice
- helps weight loss
- good for the environment
- prevents obesity
- increases vitamin levels



Mindfulness

- reduces anxiety and stress
- improves mood
- boosts your immune system
- protects you from age-related damage
- increases productivity at work
- improves relationships



Volunteering

- helps others
- creates positive change in the world
- looks good on a job application
- teaches you new skills
- improves your self-esteem



Travel

- makes you more creative
- teaches tolerance
- builds strength of character
- helps people understand each other
- puts everyday life into perspective



Language learning

- increases global understanding
- gives you more options
- improves your employment prospects
- improves memory
- protects against age-related health problems

B Now think of an activity that you enjoy or a subject that you know about. Write a short description using the phrases from the box above. Read your description to your partner. Your partner guesses the activity or subject.

11.1 GRAMMAR

IS EVERYONE OK?

Work in pairs. Take turns going through the board, completing the sentences with an appropriate form of the verbs in parentheses.

<p>START</p> 	<p>The company _____ (have) offices around the world.</p>	<p>Everyone _____ (know) what the problem is.</p>	<p>If neither of these two plans _____ (appeal) to you, let's do something else.</p>	<p>Information _____ (be) slowly coming in.</p>
<p>Economics _____ (be) a popular college subject.</p>	<p>The phenomena _____ (be) explained in my new book.</p>	<p>Five dollars _____ (be) not enough to buy a new shirt.</p>	<p>_____ (be) anything wrong?</p>	<p>No one _____ (like) spicy food in my house.</p>
<p>The data _____ (show) that pollution is increasing.</p>	<p>Either black or gray _____ (look) best on you.</p>	<p>_____ (have) someone borrowed my phone?</p>	<p>Physics _____ (make) my brain hurt!</p>	<p>Something just _____ (bite) my leg.</p>
<p>My advice _____ (be) to go to the Mexican restaurant.</p>	<p>The group _____ (have) five members.</p>	<p>The library rules state that twenty-five cents _____ (be) the fine for late books.</p>	<p>What _____ (be) the criteria for the job?</p>	<p>Yay! My team _____ (win) at the moment.</p>
<p>Neither my mom nor my dad _____ (watch) movies.</p>	<p>Nothing ever _____ (happen) around here!</p>	<p>The class _____ (work) on a new project right now.</p>	<p>Either juice or coffee _____ (be) available.</p>	<p>The news today _____ (be) excellent!</p>
<p>Here are our friends. Finally, everyone _____ (be) here!</p>	<p>It seems like social media _____ (control) so much of my life these days.</p>	<p>Neither Bradley nor Katy _____ (get) homework from the teacher.</p>	<p>No one _____ (sound) as good as you when you sing.</p>	<p>FINISH</p> 

11.2 GRAMMAR

DINOSAUR OR JELLYFISH?



Work in pairs. Read each sentence to your partner. Let them read the sentence if necessary. Your partner replaces the word *dinosaur* with *a, an, the*, or no article. Score one point for each correct answer.

Student A

- 1 I downloaded DINOSAUR great app today. It's DINOSAUR app that tracks my sleep.
- 2 What is that in DINOSAUR sky? Is it DINOSAUR airplane?
- 3 Our teacher told us DINOSAUR best joke I've ever heard yesterday.
- 4 If you mix DINOSAUR yellow and DINOSAUR blue, what do you get?
- 5 My mom wants to go on DINOSAUR trip. She'd love to visit DINOSAUR Eiffel Tower.
- 6 Tony read DINOSAUR report. DINOSAUR report was about advances in technology.
- 7 DINOSAUR color green is associated with DINOSAUR nature.
- 8 People who care about DINOSAUR environment are often kind.
- 9 What's DINOSAUR silliest thing you've ever done?
- 10 DINOSAUR heart pumps blood around DINOSAUR body.
- 11 I love DINOSAUR Italian restaurant on Main Street. I had DINOSAUR pizza there last night.
- 12 Did you see DINOSAUR sunset tonight? It was DINOSAUR most amazing color!



Student B

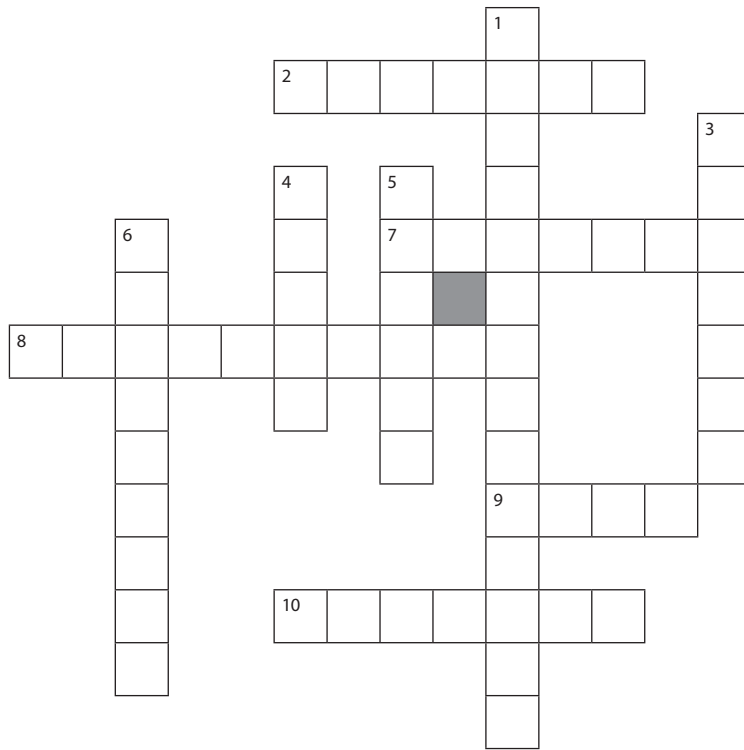
Work in pairs. Read each sentence to your partner. Let them read the sentence if necessary. Your partner replaces the word *jellyfish* with *a, an, the*, or no article. Score one point for each correct answer.

- 1 JELLYFISH people who care about JELLYFISH animals are often vegetarian.
- 2 Gavin wants to buy JELLYFISH new phone. He likes JELLYFISH X11, and it's on sale.
- 3 I dislike JELLYFISH diner on Franklin Street. I had a terrible breakfast there.
- 4 If you speak JELLYFISH English and JELLYFISH Spanish, do you sometimes mix up words?
- 5 What's JELLYFISH riskiest thing you've ever done?
- 6 I read JELLYFISH great article last night. It was JELLYFISH article about travel.
- 7 Have you been to JELLYFISH Caribbean? I think it's JELLYFISH most beautiful area.
- 8 Deena wrote JELLYFISH email to her friend. JELLYFISH email was sent to 63 people by mistake!
- 9 JELLYFISH plastic is associated with JELLYFISH pollution.
- 10 I have JELLYFISH weirdest dreams sometimes.
- 11 When astronauts drive on JELLYFISH moon, they use JELLYFISH lunar rover.
- 12 JELLYFISH blood with JELLYFISH oxygen is carried from your lungs to your heart.

12.1 GRAMMAR

CROSSWORD PUZZLE

A Work in pairs. First, complete the puzzle with a noun, adjective, or verb. Use the clues to help you.



Across

- 2 They _____ that we arrive no later than ten.
- 7 The town _____ that you keep your dog on a leash in town.
- 8 The authors said that it was _____ that we reduce our energy consumption.
- 9 Our coach _____ that we arrive half an hour before the game.
- 10 It is _____ that you take the medication regularly.

Down

- 1 The _____ that they take the subway was a good one.
- 3 My manager _____ that all employees be on time.
- 4 It is _____ that we protect our planet.
- 5 We _____ tourists to get to the museum before 10 a.m.
- 6 It is _____ that he get his car fixed as soon as possible.

B Now take turns making new sentences using the words in the puzzle and verbs in the present subjunctive. Score one point for each correct sentence you make.

12.2 GRAMMAR

TRICKY SITUATIONS

A Take turns choosing a situation from the list. Read your situation to your group. The other students in the group take turns giving their opinion on the situation using the perfect infinitive with a modal verb (*may, might, could, should, would, must, can't*).

Student A I made some cookies and left them on the kitchen table. An hour later, they weren't there.

Student B I would have been furious!

Student C Your dog could have eaten them.

Student S You shouldn't have left them on the table.

I ran out of gas on the highway. It was so embarrassing.	When I arrived at the hotel I'd booked, they didn't have a room for me.	I think I lost my wallet on the way to school. It had \$50, a credit card, and my driver's license.	I went grocery shopping. When I returned to the parking lot, my car wasn't there.
I saw someone who looked like a childhood friend of mine, but I was too shy to say "hello."	I was expecting a friend to come for dinner. She never arrived, and she didn't call.	As I was falling asleep last night, I heard some weird noises.	My best friend got really annoyed at me, and I have no idea why.

B Work in pairs. Use a perfect infinitive (*to have + past participle*) to complete the sentences using your own words. Then compare your sentences with another pair of students.

The explorer is thought to have reached the summit of Everest.

The cat is thought to have chased the dog.

The diamonds are thought to have been stolen from the museum.

- 1 I'm sorry _____.
- 2 We're delighted _____.
- 3 I'm glad _____.
- 4 You seem _____.
- 5 It appears _____.
- 6 We would have preferred _____.
- 7 I'm happy _____.
- 8 _____ is/are said _____.
- 9 _____ is/are reported _____.
- 10 _____ is/are thought _____.

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 USING ADVERBS TO ADD DETAIL

page T-221

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that this activity involves reading the definitions and then writing the missing letters to form adverbs. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the first definition aloud and elicit the correct answer: *drastically*. Direct Ss to write the missing letters in the spaces.
- **Do the task** A Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 drastically 2 inevitably 3 progressively 4 unquestionably
5 demonstrably

- **B** Read the instructions aloud. Ss write sentences using adverbs and their own ideas about the topic that follows.
- **Review** Ask Ss to share their sentences with the class.

1.2 TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

page T-222

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to match three clues with a vocabulary expression from the box. Give each S a worksheet. Read the expressions in the box and review pronunciation as needed. Complete the first item with Ss to model the activity. Read the first set of clues aloud and then elicit the correct answer: *computer-generated speech*. Direct Ss to write the word in the space provided.
- **Do the task** A Ss complete the task with a partner.
- Read the clues and ask volunteers to say the answers aloud.

Answers

1 computer-generated speech 2 artificial intelligence (AI)
3 chatbot 4 image recognition 5 voice activation
6 computer translation 7 beta version 8 facial recognition
9 operating system (OS) 10 virtual assistant
11 speech to text 12 working prototype

- **B** Read the instructions aloud. Ss choose six expressions from exercise A and write their own clues that describe examples of each type of technology. Circulate, monitor, and help Ss as necessary.
- **Review** Ask volunteers to share their sentences.

2.1 DESCRIBING PERSONALITY

page T-223

35 minutes

- **Prepare** Make copies of the worksheet and give one to each S.
- **Introduce** Explain that Ss will circle the correct adjective to complete each sentence. Complete the first item with Ss to model the activity. Write the first sentence on the board. Read the sentence aloud and emphasize the three options. Elicit the correct answer: *chatty*. Direct Ss to circle *chatty* for item 1.
- **Do the task** A Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 chatty 2 genuine 3 narrow-minded 4 sincere
5 accepting 6 talkative 7 antisocial 8 insensitive
9 Self-centered 10 aloof 11 open-minded 12 rigid

- **B** Read the instructions aloud. Ss work in pairs and put the adjectives from exercise A in the correct column. Then direct pairs to discuss which words are synonyms and antonyms and make a list.

Answers

Positive personality traits: genuine, sincere, accepting, open-minded

Negative personality traits: aloof, antisocial, chatty, insensitive, narrow-minded, rigid, self-centered, talkative

- **Review** Ss share their answers with the class.

Answers

Synonyms: aloof and antisocial; chatty and talkative; genuine and sincere

Antonyms: open-minded and narrow-minded

2.2 USING THREE-WORD PHRASAL VERBS

page T-224

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will unscramble the letters to write the three-word phrasal verb that matches the definition of the phrasal verb. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the definition aloud. Ask Ss to unscramble the letters to make the phrasal verb that matches. Elicit the answer: *run up against*. Direct Ss to unscramble the letters and then write the phrasal verbs in the spaces provided.

4.1 DESCRIBING THINGS

page T-227

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they first circle the correct word to complete each sentence, and then find it in the puzzle. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to circle the correct word to complete the sentence. Elicit the answer: *elaborate*. Direct Ss to find the word in the puzzle.
- Highlight the pronunciation of *elaborate* as an adjective (ɪ'læb-ə-rət) in contrast to the way it is pronounced as a verb (ɪ'læb-ə-reɪt).
- **Do the task** A Ss work individually to complete the task. Check answers as a class.

Answers

1 elaborate 2 filthy 3 mammoth 4 stringy 5 circular
6 multicolored 7 miniature 8 ridged 9 flaky
10 cylindrical 11 spiral 12 delicate

a	d	e	l	i	c	a	t	e	m	h	e	s
n	f	l	x	r	i	m	o	p	u	r	f	p
e	j	a	k	f	t	b	x	m	l	h	i	i
j	o	b	m	k	i	s	e	i	t	g	l	r
h	p	o	l	e	f	r	n	n	i	t	t	a
s	t	r	i	n	g	y	a	i	c	w	h	l
i	m	a	m	m	o	t	h	a	o	s	y	b
d	q	t	o	q	x	h	s	t	l	f	o	r
n	l	e	a	s	f	i	b	u	o	k	f	i
d	b	u	g	u	a	d	m	r	r	l	l	d
c	i	r	c	u	l	a	r	e	e	j	a	g
p	r	j	q	p	t	w	g	k	d	t	k	e
c	y	l	i	n	d	r	i	c	a	l	y	d

- **B** Read the instructions aloud. Ss first categorize the words from exercise A in the chart. Direct them to leave room for nouns that will be modified by each of the describing words (adjectives). Ss then write nouns that logically can be described by each description word. Draw attention to the model answer.
- **Review** Ask Ss to share their answers with the class.

Answers

Qualities: elaborate, filthy, multicolored, flaky, delicate
Size: mammoth, miniature
Shape: stringy, circular, ridged, cylindrical, spiral

4.2 EYE IDIOMS AND METAPHORS

page T-228

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to replace the underlined words in each sentence with a phrase from the box. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the phrase from the box that best replaces *very suddenly*. Elicit the answer: *in the blink of an eye*. Direct Ss to rewrite the sentence with the phrase in the space provided.
- **Do the task** A Ss work individually to complete the task.
- Read the original sentences and then ask Ss to reread them with their answers.

Answers

1 in the blink of an eye 2 caught my eye
3 without batting an eye 4 turned a blind eye to
5 in the public eye 6 see eye to eye 7 feasted our eyes on
8 in my mind's eye 9 bird's eye view of
10 have eyes in the back of their head
11 keep her eyes on the prize

- **B** Read the instructions aloud. Ss choose five to seven expressions from exercise A and use their own ideas to write sentences.
- **Review** Ask volunteers to share their sentences with a partner.

5.1 DESCRIBING REMOTE PLACES

page T-229

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write a definition for each word. Encourage them to write as many definitions as they can without looking them up, but allow them to use a dictionary, their phone, or page 44 of the Student's Book if they need help.
- **Do the task** A Ss complete the task individually and then check definitions with a partner.
- Review definitions as a class.

Suggested answers

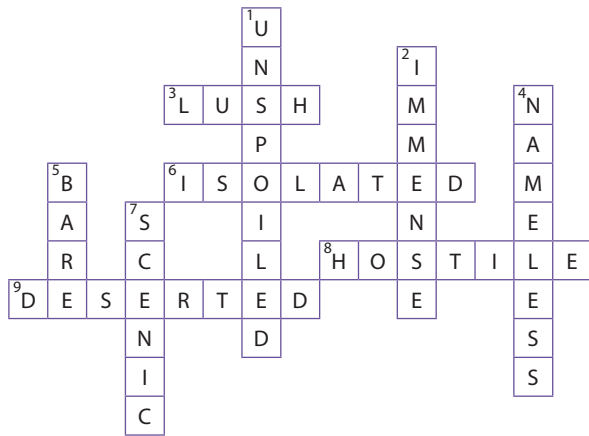
1 made or done by an unknown person
2 left in a particular place or condition, usually forever
3 to have more than enough
4 unable to produce plants or fruit
5 unpleasant or more severe than is necessary
6 not near to other places
7 attractive in appearance
8 extremely big
9 as good as new; unchanged

- **B** Ss work individually to complete the puzzle with words from exercise A, and then check their answers with a partner.

Answers

Down: 1 unspoiled 2 immense 4 nameless 5 bare
7 scenic

Across: 3 lush 6 isolated 8 hostile 9 deserted



- **Review** Ask volunteers to take turns sharing their answers aloud.

5.2 TALKING ABOUT INFLUENCES

page T-230

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to complete each sentence with a word or phrase from the box. Point out that more than one word/phrase might be correct for some sentences and that some words/phrases (*impact, influence, force, and trigger*) can be nouns or verbs. For verbs, Ss will need to write the correct forms. Complete the first item with Ss to model the activity. Write the sentence and the blank on the board. Elicit the correct answer: *The increased tax rates have impacted the city's economy considerably.* Demonstrate that the word *influenced* can also be used.
- **Do the task** A Ss complete the task individually and then check with a partner.
- Ask volunteers to take turns reading the complete sentences aloud.

Answers

1 influence/impact 2 impacted/influenced 3 force
4 motivate/force 5 trigger 6 impact/influence
7 consequence 8 source 9 triggered 10 result in
11 stem from 12 influence/impact 13 implications
14 forced

- **B** Ss work individually to identify each word they wrote in exercise A as a noun (N) or verb (V). Ss write one sentence for each of the words that can be both a noun and a verb (*impact, influence, force, trigger*). Ss share their sentences with a partner.

Answers

1 V 2 V 3 N 4 V 5 N 6 N 7 N 8 N 9 V 10 V
11 V 12 N 13 N 14 V

- **Review** Ask volunteers to share their answers and sentences with the class.

6.1 USING ADVERBS TO ADD ATTITUDE

page T-231

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain that Ss will circle the best adverb-adjective phrase to express the subject's attitude in each situation. Complete the first item with Ss to model the activity. Read the sentence aloud and elicit the correct answer: *incredibly helpful*. Direct Ss to circle the phrase and then write whether the phrase is positive, negative, or neutral next to each sentence. Elicit the correct answer: *opinion (O)*.
- **Do the task** A Ss work individually to complete the task, and then check with a partner.
- Check answers as a class.

Answers

1 genuinely surprised – P 2 understandably upset – N
3 immensely popular – P 4 highly unusual – NE
5 deeply anxious – N 6 utterly shocked – P
7 visibly shaken – N 8 remarkably calm – P
9 incredibly helpful – P 10 noticeably thrilled – P

- **B** Read the instructions aloud. Ss write five to seven sentences using adverbs from exercise A and other adjectives describing their feelings or opinions about things that have happened recently.
- **Review** Ask for volunteers to share their sentences aloud.

6.2 USING THE PREFIXES UNDER- AND OVER-

page T-232

50 minutes

- **Prepare** Explain to Ss that they will write the correct adjective with *under-* and *over-* based on the meaning of the sentence. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and direct Ss's attention to the adjectives in the box. Remind them that adding the prefix *under-* or *over-* changes the meaning of the adjectives and one will match the sentence. Elicit the correct answer: *overestimated*. Direct Ss to write the word next to the sentence.
- **Do the task** A Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 overestimated 2 overcrowded 3 underrated
4 overworked 5 overpaid 6 overconfident 7 overwhelmed
8 overpriced 9 underpaid 10 underwhelmed
11 underdeveloped 12 underpriced 13 overpriced
14 overrated 15 overdeveloped 16 underworked

- **B** Read the instructions aloud. Ss rewrite the sentences in exercise A with the *under-* and *over-* adjectives.
- **Review** Ask volunteers to share their sentences aloud. Not all sentences will be the same.

7.1 TALKING ABOUT ANCESTRY

page T-233

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters to spell the word correctly, and then write the word in the space to complete the sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence with the blank. Elicit the correct word from Ss and ask them to spell it: *inherit*. Direct Ss to unscramble the rest of the words and complete the sentences, changing the form of verbs if necessary.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 inherited 2 heritage 3 ancestry 4 genes 5 genetic
6 ethnic 7 genealogy 8 ancestors 9 adopted

- **B** Ss work individually and use five to seven words from exercise A to write sentences about their families. Ss read their sentences aloud to a partner.
- **Review** Ask volunteers to read aloud an example sentence for each word in exercise A.

7.2 TALKING ABOUT CUSTOMS AND TRADITIONS

page T-234

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will circle the correct expression to match each definition. Write the definition for item 1 on the board with the two choices. Read the definition aloud. Elicit from Ss the correct answer and circle it: *observe*. Leave the definition and circled word on the board.
- **Do the task** **A** Give each S a worksheet. Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 observe 2 keep alive 3 festivities 4 significance
5 ritual 6 honor 7 practice 8 symbolize 9 rite
10 pay tribute to 11 mark 12 signify

- **B** Ss work individually to complete the chart with their own information. Then they use the information they recorded in the chart to write a summary that describes their cultural practices. Remind Ss to refer to the words in exercise A.
- **Review** Ask Ss to share their summaries with the class.

8.1 TALKING ABOUT ATTENTION AND DISTRACTION

page T-235

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each sentence pair with one of the word pairs from the box. Read the word pairs from the box and point out that one word is a noun and the other is a verb. Complete the first item with Ss to model the activity. Elicit the correct answers: *distract* (a) and *distraction* (b). Direct Ss to write the words in the spaces to complete the sentences. Ask Ss to identify which word is a noun (*distraction*) and which word is a verb (*distract*) and to write N and V in the spaces provided.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1a interrupt – V 1b interruptions – N
2a concentration – N 2b concentrate on – V
3a distract – V 3b distraction – N
4a focus – N 4b focus on – V

- **B** Ss work individually to write sentences with the expressions using their own ideas. Ss then share their sentences with a partner.
- **C** Ss work individually to complete the sentence starters with their own ideas. Ss then discuss their ideas with a partner.
- **Review** Ss share the sentences they wrote for exercises B and C with the class.

8.2 EXPRESSIONS WITH GET

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each conversation with the correct expression with *get* from the box. Tell them they will need to change verb forms as necessary. Model the activity by reading the A line in the first conversation aloud. Direct Ss to look for the best expression in the box to complete the B line and elicit the answer: *got blown away*. Direct Ss to write the expression on their worksheet.
- **Do the task** **A** Ss complete the task with a partner.
- Check answers as a class.

Answers

1 got blown away 2 got the go-ahead 3 get accustomed to
4 getting complicated 5 got it right 6 getting at
7 got it straight 8 getting frustrated 9 got lost
10 get rid of 11 get attached

- **B** Ss work individually and choose six expressions with *get* from exercise A. Ss write sentences that are true for them and then share them with a partner.
- **Review** Ss share their sentences from exercise B with the class.

9.1 DISCUSSING HEALTH ISSUES

page T-237

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will read the definition and write the correct vocabulary word. Give each S a worksheet. Complete the first item with Ss to model the activity. Encourage Ss to refer to page 86 of the Student's Book if needed, and then elicit the correct answer that matches the definition: *blood pressure*. Direct Ss to write the word in the space provided.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 blood pressure 2 cardiovascular disease 3 chronic pain
4 cholesterol levels 5 circulation 6 digestion
7 immune system 8 internal organs 9 joints
10 sedentary lifestyle 11 side effect 12 posture

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A.

Answers

Features of the body: digestion, immune system, internal organs, joints
Medical issues: blood pressure, cardiovascular disease, chronic pain, cholesterol levels, circulation, side effects
Words associated with lifestyle: sedentary lifestyle, posture

- **Review** Ask volunteers to take turns reading their answers aloud.

9.2 DISCUSSING (LACK OF) SLEEP

page T-238

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will rewrite each question by replacing the underlined words with a phrasal verb from the box. Tell them to change the verb forms as needed. Model the activity by asking Ss the first question. Emphasize the underlined words in the question and ask Ss which phrasal verb in the box matches the meaning of those words. Elicit the answer: *wind down*. Then ask Ss to rewrite the question with the phrasal verb on their worksheet.

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

Answers

1 wind down 2 pack 3 cut out 4 build up 5 keep you up
6 cut back on 7 fit into 8 rack up 9 adds up 10 drift off
11 slip away 12 drives

- **B** In pairs, Ss choose five to seven questions in exercise A. They ask each other the questions and answer with their own information.
- **Review** Ss share their partner's answers from exercise B with the class.

10.1 DISCUSSING GLOBAL FOOD ISSUES

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will circle the correct word to complete each sentence and then find it in the puzzle. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the correct word to complete the sentence. Elicit the answer: *foodstuffs*. Direct Ss to find the word in the puzzle.
- **Do the task** **A** Ss work individually to complete the task.
- **Review** Ss share their answers with the class. Display the puzzle on the board and ask Ss to circle the words as you go through each item.

Answers

1 foodstuffs 2 Grain 3 appetite 4 supply 5 consumption
6 superfood 7 cattle 8 shortages 9 livestock
10 nutritious 11 Cereal 12 fiber 13 wholesome

g	a	w	j	s	c	e	r	e	a	l	f	l	j
r	g	h	r	p	o	x	k	z	f	k	s	i	d
a	p	o	f	i	n	d	e	r	w	c	k	v	c
i	q	l	c	d	s	h	o	r	t	a	g	e	s
n	b	e	o	h	u	b	r	c	d	t	c	s	u
v	g	s	x	b	m	b	d	h	y	t	s	t	p
q	v	o	s	u	p	p	l	y	f	l	f	o	e
h	x	m	s	i	t	s	b	e	y	e	m	c	r
o	p	e	m	x	i	e	z	b	h	l	s	k	f
t	n	n	f	o	o	d	s	t	u	f	f	s	o
a	o	o	a	v	n	e	e	d	h	l	i	n	o
l	n	u	t	r	i	t	i	o	u	s	b	v	d
y	h	a	s	n	d	i	p	x	d	e	e	c	n
a	p	p	e	t	i	t	e	n	m	d	r	b	x

10.2 DISCUSSING GLOBAL ENERGY ISSUES

page T-240

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will read each definition and then write the correct word or phrase from the box. Complete the first item with Ss to model the activity. Elicit the correct answer: renewable. Direct Ss to write the word in the space provided.
- **Do the task** **A** Ss complete the task individually, and then check with a partner.
- Check answers as a class.

Answers

1 renewable 2 off-grid 3 energize 4 solar panels
5 biofuel 6 fossil fuel 7 self-sustainable 8 power
9 low-carbon 10 carbon footprint

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A, and then write five to seven sentences using as many of the words in the chart as they can with their own ideas.
- **Review** Ss share their answers and sentences from exercise B with the class.

Answers

Adjectives: low-carbon, off-grid, renewable, self-sustainable
Nouns: biofuel, carbon footprint, fossil fuel, power, solar panels
Verbs: energize, power

11.1 DESCRIBING COLOR ASSOCIATIONS

page T-241

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Tell Ss that they will circle the correct word that matches each definition. Explain that some definitions will have more than one answer. Model the activity by writing the first definition on the board and the three words. Ask Ss to look at the three possible answers. Elicit the correct answers: *convey*, *transmit*. Direct Ss to circle the words on their worksheet.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 convey, transmit 2 imply 3 reflect 4 resonate with
5 evoke, conjure up 6 capture

- **B** Ss work individually to circle the correct word to complete each sentence. Ss check their answers with a partner.

Answers

1 implies 2 resonated with 3 transmits 4 reflect
5 capture 6 evoke 7 convey 8 conjures up

- **C** Ss work individually to circle the correct adjective to match the type of color in each sentence. Then they rewrite the sentence using the circled word. Ss read their sentences to a partner.

Answers

1 muted 2 bold 3 vibrant 4 neutral 5 pastel
6 saturated

- **Review** Ask volunteers to share their rewritten sentences with the class.

11.2 COLOR EXPRESSIONS

page T-242

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write the color expression that matches what is described in each question. Model the activity by writing the first question on the board. Direct Ss to refer to page 110 of the Student's Book if needed. Elicit the answer: *cut through red tape*. Ss write the expression next to the question in item 1 on their worksheet.
- **Do the task** **A** Ss complete the task with a partner.
- Check answers as a class.

Answers

1 cut through red tape 2 see red 3 green party
4 green / a greenhorn 5 green thumb 6 in the red
7 get the green light 8 a greenhorn / green
9 caught red-handed 10 green around the gills 11 turn red

- **B** Ss work individually to answer the questions in exercise A with their own information. Remind them to use the color expressions in their answers. Ss then ask and answer the questions in pairs.
- **Review** Ask volunteers to share their partner's answers with the class.

12.1 TALKING ABOUT CHANGE

page T-243

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will choose the correct word to complete each sentence. Model the activity by reading the first sentence aloud. Elicit the answer: *transition*. Write the word *transition* on the board and ask Ss whether it is an adjective, noun, or verb (noun). Direct Ss to write *N* in the space next to the first sentence. Go over any unfamiliar vocabulary with the class.
- **Do the task** **A** Ss work individually to complete the task and then check with a partner.

- Check answers as a class.

Answers

1 transition – N 2 shake-up – N 3 undergo – V
 4 disruption – N 5 innovative – A 6 resistance – N
 7 implement – V 8 facilitate – V 9 adaptation – N
 10 innovations – N 11 embrace – V

- **B** Read the instructions aloud. Ss complete the sentences with their own ideas about change.
- **Review** Ask volunteers to share their ideas with the class.

12.2 DESCRIBING CHANGE

page T-244

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters in each item to describe the type of change mentioned in each sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence aloud. Elicit the correct word: *welcome*. Direct Ss to write the word in the space next to the first sentence.
- **Do the task A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

Answers

1 welcome 2 subtle 3 unforeseen 4 sweeping 5 abrupt
 6 refreshing 7 profound 8 fundamental 9 lasting
 10 desired 11 gradual 12 drastic 13 radical

- **B** Read the instructions aloud. Ask a volunteer to read the example sentence aloud. Ss use words from exercise A to describe some changes that can happen in each situation. Monitor and help as necessary.
- **Review** Ask volunteers to share their answers with the class.

1.1 VOCABULARY

USING ADVERBS TO ADD DETAIL

A Read the definition. Write the missing letters to form an adverb.

1 in a severe and sudden way

	r	a			i	c				
--	---	---	--	--	---	---	--	--	--	--

2 in a way that cannot be avoided

	n			i	t		b	l	
--	---	--	--	---	---	--	---	---	--

3 little by little

	r		g		e	s					y
--	---	--	---	--	---	---	--	--	--	--	---

4 without a doubt

u			u			t		o	n			
---	--	--	---	--	--	---	--	---	---	--	--	--

5 in a way that is able to be shown

	e			n	s			a	b		
--	---	--	--	---	---	--	--	---	---	--	--

B Write sentences using the adverbs and your own ideas about the topics.

1 increasingly / smartphones

_____.

2 potentially / the smart car revolution

_____.

3 ultimately / social services

_____.

4 gradually / computers

_____.

5 radically / the robot revolution

_____.

6 undoubtedly / raw material

_____.

7 comprehensively / quality of life

_____.

8 feasibly / talking robots

_____.

9 dramatically / modern technology

_____.

10 markedly / mobile phones

_____.

1.2 VOCABULARY

TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

A Match the clues with an expression from the box.

- | | |
|------------------------------|---------------------------|
| artificial intelligence (AI) | beta version |
| chatbot | computer-generated speech |
| computer translation | facial recognition |
| image recognition | operating system (OS) |
| virtual assistant | voice activation |
| speech to text | working prototype |



<p>1 designed or produced using a computer known as a voice output device translates written text into speech _____</p>	<p>2 part of the study of computer science sometimes called machine intelligence has some qualities that the human mind has _____</p>
<p>3 a computer program designed to have a conversation with a human happens over the internet _____</p>	<p>4 identifies objects by shape and size labels objects and categorizes them used in self-driving cars _____</p>
<p>5 similar to a voice recognition device quicker than manually typing out words useful for people who are driving _____</p>	<p>6 a form of language translation helps people translate language spell checkers are an example _____</p>
<p>7 something at its second stage of development customers are asked to use and test the product product problems are corrected at this stage _____</p>	<p>8 a software that can recognize images uses your face instead of using a password recognizes a digital image _____</p>
<p>9 a set of programs controls the way a computer works controls how the computer memory is used _____</p>	<p>10 a computer program or device understands spoken questions and answers designed to help you make plans _____</p>
<p>11 known as a voice output device translates written text into speech useful for those who cannot speak _____</p>	<p>12 the first example of something designed product is built and tested used to learn from or market to companies _____</p>

B Choose six expressions from exercise A and write your own sentences describing an example of each type of technology.

2.1 VOCABULARY

DESCRIBING PERSONALITY



A Circle the correct adjectives for each sentence.

- 1 Sandra likes to talk. She can be pretty *antisocial* / *chatty* / *sincere* in class.
- 2 I think Mark is a *talkative* / *rigid* / *genuine* person. To me, he seems honest and sincere.
- 3 He's never willing to accept ideas that are different from his. He's very *aloof* / *narrow-minded* / *chatty*.
- 4 Henry says what he means. He's very *self-centered* / *sincere* / *accepting* with everyone.
- 5 I try to be tolerant and *insensitive* / *accepting* / *aloof* of people, no matter who they are.
- 6 I enjoy lively conversation, but some might say I'm too *sincere* / *accepting* / *talkative*.
- 7 Helen usually prefers to stay in on the weekends. She can be a little *aloof* / *open-minded* / *antisocial*.
- 8 He doesn't always think before he speaks and sometimes seems *genuine* / *open-minded* / *insensitive*.
- 9 *Self-centered* / *Sincere* / *Accepting* people are only interested in their own problems.
- 10 I find her to be *talkative* / *aloof* / *genuine* since she's not very friendly or involved in things.
- 11 People will think you're *open-minded* / *chatty* / *narrow-minded* if you consider different points of view.
- 12 Samantha's *rigid* / *accepting* / *antisocial* in her thinking. We're not going to be able to change her mind.

B Write the words from exercise A in the correct column. Which adjectives are synonyms? Which are antonyms?

Positive personality traits	Negative personality traits

2.2 VOCABULARY

USING THREE-WORD PHRASAL VERBS

A Unscramble the letters to make a phrasal verb that matches the definition.

1 experience difficulties: _____

u n r p u g a t i n s a

2 be the most important part of: _____

o c m e w d n o o t

3 deal with: _____

e c f a p u o t

4 use something easy or familiar: _____

l a f l k a b c n o

5 think you are better than someone: _____

o l o k w o d n o n

6 communicate successfully: _____

t g e h r h g u o t o t

7 feel that you belong: _____

i f t n i t w i h

8 make fun of: _____

e s m s d r o n u a h t w i

9 defend: _____

n s d a t u p r o f

10 tolerate: _____

t u p p u i w t h

B Complete each sentence with the correct phrasal verb from exercise A.

- My sister _____ me, even though we're twins and do most things equally well.
- Julia is an immigration lawyer. She _____ the rights of refugees in this country.
- When you have a disability, sometimes you _____ attitudes of intolerance.
- Although Manny was nervous about going to a new school, in the end he _____ his new classmates.
- She wants to help, but it _____ the amount of time she has during the week.
- Jaime's classmates will be disappointed, but he has to _____ the fact that he didn't do his part.
- As a parent, you have to _____ a lot of noise and chaos at home.
- I'm glad that I _____ my roommate. At first, it seemed like she was never going to listen to me!
- My friends and I love to _____ each other. No one gets offended. We all know it's in good fun.
- If chemistry is too hard for me, I can _____ my first major: biology.



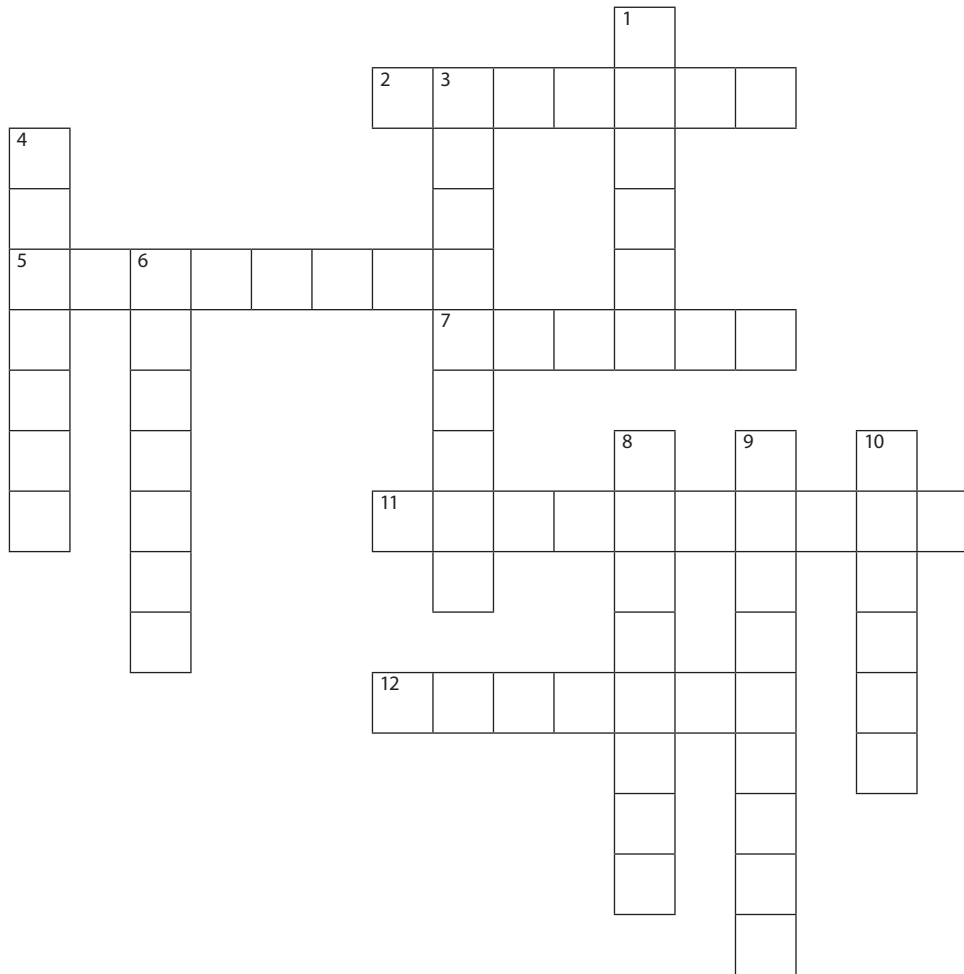
3.1 VOCABULARY

THOUGHT PROCESSES

A Cross out words that do not belong with each category.

- | | | | | |
|-------------------------------|----------|-----------|------------|-----------|
| 1 thinking about the future: | foresee | evaluate | envision | fixate |
| 2 examining something: | evaluate | interpret | analyze | reject |
| 3 re-examining something: | review | foresee | reconsider | envision |
| 4 not accepting something: | dismiss | fixate | reject | disregard |
| 5 thinking in a negative way: | fixate | review | presume | dismiss |

B Read the clues. Complete the crossword puzzle with words from exercise A.



Down

- 1 think about something too much and find it difficult to stop
- 3 examine something in order to explain the meaning of it
- 4 think that something is true, but with uncertainty
- 6 study or examine something carefully to learn more about it
- 8 imagine or expect that something is a likely or desirable possibility in the future
- 9 not allowing something to influence you, like advice
- 10 consider something in order to make changes to it or give an opinion about it

Across

- 2 refuse to consider an idea or opinion
- 5 consider or study the quality, importance, amount, or value of something
- 7 refuse to accept or agree with something, like an alternative scenario or suggestion
- 11 think again about a decision or an opinion and decide whether you want to change it
- 12 expect a future situation or event before it happens

3.2 VOCABULARY

DESCRIBING EMOTIONAL REACTIONS

A **Circle** the correct reaction for each conversation. Then write whether the circled adjective is positive (P), negative (N), or context-dependent (CD).

- 1 A Sorry, I'm late. I had the wrong address and got really confused.
B No wonder you look so *mellow* / *flustered*. _____
- 2 A I can't believe you won the lottery!
B I know. My husband got *hysterical* / *composed* and started jumping around and screaming. _____
- 3 A Your team finally won the world championship.
B Yes! They were *gracious* / *victorious* at last. _____
- 4 A Do you think she'll blame me for what happened?
B Not at all. She's a very *forgiving* / *melodramatic* person. _____
- 5 A I'm worried that our new boss is going to be difficult to work for.
B Don't worry. I know him and he's completely *harmless* / *spiteful*. _____
- 6 A He acknowledged the other nominees in his acceptance speech at the award ceremony.
B Yeah, he was *gracious* / *mellow* about his victory. _____
- 7 A When I asked her about her new role at work, she got upset with me.
B I wonder why she's so *harmless* / *defensive* about her promotion? _____
- 8 A It's not unusual for Susan to be very emotional when she watches a sad movie.
B You're right. She's always been a little *melodramatic* / *victorious*. _____
- 9 A Our manager is skilled at making good decisions in challenging situations.
B You're lucky. She sounds very *hysterical* / *resourceful*. _____
- 10 A I'm much more patient than I used to be.
B Me, too. I think age makes you more *flustered* / *mellow*. _____
- 11 A I know he was angry, but he shouldn't have mentioned the party because she wasn't invited.
B I know. That was a *spiteful* / *resourceful* thing to do. _____
- 12 A The family was pretty calm and low-key at the funeral.
B You're right. They all seemed quite *composed* / *defensive*. _____

B Choose five to seven reaction words from exercise A and use them in true sentences about yourself.



4.1 VOCABULARY

DESCRIBING THINGS

A **Circle** the correct words to complete the sentences below. Then find the words in the puzzle.

- 1 They planned the most *elaborate* / *circular* wedding for their friends and family.
- 2 The floor was *stringy* / *filthy* underneath the front door mat.
- 3 Cleaning up the oil spill is going to be a *miniature* / *mammoth* task.
- 4 If she doesn't wash her hair, it looks thin and *stringy* / *flaky*.
- 5 They built a *delicate* / *circular* pathway around their field.
- 6 They bought *ridged* / *multicolored* pillows to match the gray sofa.
- 7 She made a *miniature* / *spiral* table set for her daughter's dollhouse.
- 8 Corduroy is a fabric with a *ridged* / *filthy* texture.
- 9 The cheap paint became *mammoth* / *flaky* after a few hours of drying.
- 10 Some eggs are different in color and more *cylindrical* / *spiral* in shape.
- 11 Their house has a *stringy* / *spiral* staircase in the middle of the living room.
- 12 Peaches have *delicate* / *flaky* skin which can easily bruise.

a	d	e	l	i	c	a	t	e	m	h	e	s
n	f	l	x	r	i	m	o	p	u	r	f	p
e	j	a	k	f	t	b	x	m	l	h	i	i
j	o	b	m	k	i	s	e	i	t	g	l	r
h	p	o	l	e	f	r	n	n	i	t	t	a
s	t	r	i	n	g	y	a	i	c	w	h	l
i	m	a	m	m	o	t	h	a	o	s	y	b
d	q	t	o	q	x	h	s	t	l	f	o	r
n	l	e	a	s	f	i	b	u	o	k	f	i
d	b	u	g	u	a	d	m	r	r	l	l	d
c	i	r	c	u	l	a	r	e	e	j	a	g
p	r	j	q	p	t	w	g	k	d	t	k	e
c	y	l	i	n	d	r	i	c	a	l	y	d

B Categorize the words from exercise A in the chart. Then write a noun that could logically be described by each adjective.

Qualities	Size	Shape
<i>elaborate celebration</i>		

4.2 VOCABULARY

EYE IDIOMS AND METAPHORS

A Replace the underlined words in each sentence with a phrase from the box.

bird's eye view
catch someone's eye
feast your eyes on something
have eyes in the back of your head
in the blink of an eye
in the public eye
in your mind's eye
keep your eyes on the prize
see eye to eye on something
turn a blind eye to something
without batting an eye



- 1 The mother panicked at the grocery store because her son was gone very suddenly.

- 2 The title and color of the book made me notice it in the book store.

- 3 After she fell off the stage, she jumped right back up with no reaction at all.

- 4 Years ago, when I was in school, teachers often ignored bullying in their classrooms.

- 5 It's hard for her to do things without being noticed because she's known by a lot of people.

- 6 They didn't agree with each other on which car to buy.

- 7 We looked for a long time at the beauty of the valley all around us.

- 8 The way I imagine it, my grown-up daughter is still a little girl of six.

- 9 We climbed the tall tower for a wide look at the land below us.

- 10 Parents of young children need to know everything they're doing all the time.

- 11 She needs to stay focused on her goal of earning her degree.

B Write five to seven sentences with expressions from exercise A and your own ideas.

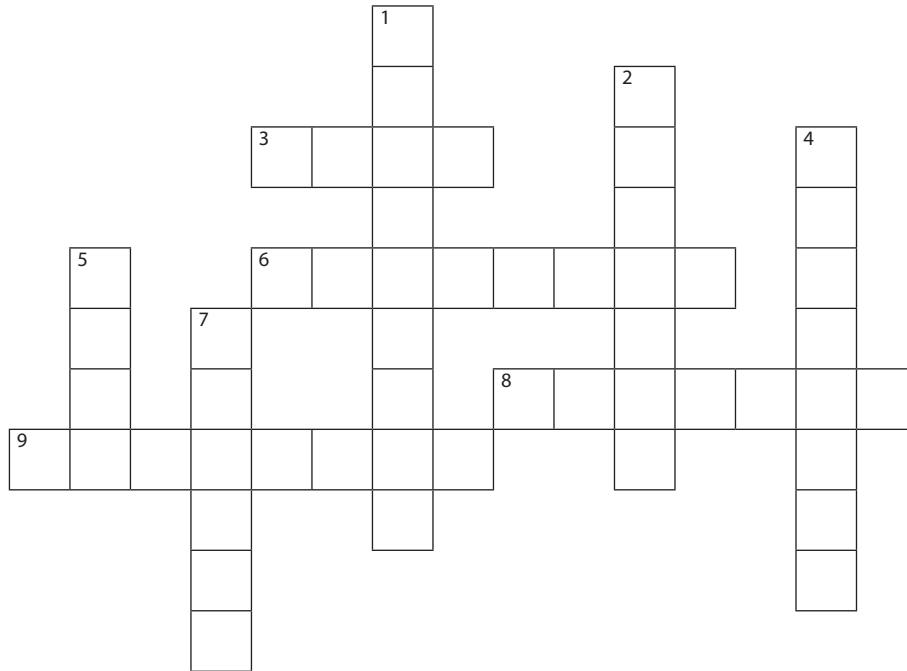
5.1 VOCABULARY

DESCRIBING REMOTE PLACES

A Write a definition for each word.

- 1 nameless: _____
- 2 deserted: _____
- 3 lush: _____
- 4 bare: _____
- 5 hostile: _____
- 6 isolated: _____
- 7 scenic: _____
- 8 immense: _____
- 9 unspoiled: _____

B Complete the clues using the words from exercise A. Then complete the puzzle.



Down

- 1 The water in the mountain stream is clean and _____.
- 2 The Sahara is an _____ desert, the largest in the world.
- 4 "The middle of nowhere" means a place that's _____.
- 5 The surface of the moon is mostly _____ and featureless.
- 7 It's a pretty town with a _____ view of the mountains.

Across

- 3 The forest is _____ with trees and other plants.
- 6 I feel alone and _____ living on this island.
- 8 This jungle is a _____ and dangerous rainforest.
- 9 No one lives in that old town. It's completely _____.

5.2 VOCABULARY

TALKING ABOUT INFLUENCES



A Complete the sentences with a word or phrase from the box. Some sentences have more than one correct answer, and some words and phrases can be used as nouns or verbs. Use the correct verb forms.

consequence	force	impact	implication	influence
motivate	result in	stem from	source	trigger

- 1 The threat of climate change should _____ environmental laws. _____
- 2 The increased tax rates have _____ the city's economy considerably. _____
- 3 Politicians are a great _____ for shaping the laws of the country. _____
- 4 Changing the work policy may _____ employees to work extra hours on the weekend. _____
- 5 For some people, eating too much sugar is a _____ for headaches. _____
- 6 Scientists believe greenhouse gases have a negative _____ on weather around the world. _____
- 7 As a _____ of not studying enough, she failed the exam. _____
- 8 The team is taking steps to find the _____ of the contagious disease. _____
- 9 He smelled smoke in the building, which _____ the fire alarm. _____
- 10 Living in isolation could _____ mental and emotional stress. _____
- 11 Many of his problems _____ a difficult childhood. _____
- 12 He has had a positive _____ on his students. _____
- 13 Budget cuts might have several _____ on community services. _____
- 14 The dangerous wildfire _____ many people to evacuate their homes. _____

B Identify the words in exercise A as nouns (N) or verbs (V). Then write eight sentences with your own ideas using the words that can be both a noun *and* a verb.

6.1 VOCABULARY

USING ADVERBS TO ADD ATTITUDE



A **Circle** the best adverb-adjective phrase for each situation described. Then write whether the phrase is positive (P), negative (N), or neutral (NE).

- 1 I was *deeply anxious* / *genuinely surprised* when I heard I had won the award. _____
- 2 I was *understandably upset* / *genuinely surprised* when I lost my passport on my vacation. _____
- 3 After the show, he felt *visibly shaken* / *immensely popular* when they asked for his autograph. _____
- 4 It would be *highly unusual* / *remarkably calm* for a cat to chase a dog up a tree. _____
- 5 Helen was *noticeably thrilled* / *deeply anxious* while waiting for the results of her test. _____
- 6 They were *incredibly helpful* / *utterly shocked* when they found out they had won the lottery. _____
- 7 She was *noticeably thrilled* / *visibly shaken* after the terrible accident. _____
- 8 Our dog was *remarkably calm* / *utterly shocked* during the storm. She slept right through it. _____
- 9 I forgot my wallet, so an *incredibly helpful* / *immensely popular* stranger paid for my train ticket. _____
- 10 He was *noticeably thrilled* / *understandably upset* about his promotion at work. _____

B Choose five to seven adverbs from exercise A and combine them with your own adjectives. Write sentences that describe your feelings or opinions about recent events.

6.2 VOCABULARY

USING THE PREFIXES *UNDER-* AND *OVER-*



A Write the correct adjective from the box with either the prefix *under-* or *over-* based on what each sentence describes.

confident crowded developed estimate paid
 priced rated whelmed worked

	<i>under- / over-</i>
1 I thought more people were coming to the party. Now I have a lot of extra food.	
2 Popular tourist spots always have too many people. It's hard to take a good picture.	
3 Most people don't know what a good actor she is or don't give her enough credit.	
4 I'm tired because I'm spending about 16 hours every day at the office.	
5 We gave the repairman way too much money for very little work.	
6 He was certain he'd get the job because of his experience, but the company hired someone else.	
7 Everyone in the room was full of different emotions after hearing her heartbreaking story.	
8 The homes in the area are really nice, but they are too expensive.	
9 The employees talked to their boss about not getting a high enough salary for the work they do.	
10 I wasn't very impressed by the performance tonight.	
11 Some countries do not have access to clean water and reliable electricity.	
12 I think the restaurant is charging less to its customers than what the service and food is worth.	
13 I think the gym is charging more than it should for the amount of equipment it has.	
14 In my opinion, the singer is not as good as everyone says she is.	
15 The city is growing every year. I think it's getting too big.	
16 Some company executives don't have much responsibility despite their high position.	

B Rewrite the sentences in exercise A using the *under-* and *over-* adjective.

7.1 VOCABULARY

TALKING ABOUT ANCESTRY

A Unscramble the letters and write the word to complete the sentences. Change verb forms if necessary.

1 h i e i n t r

She _____ the color of her eyes and hair from her mother.

2 r e i h a e g t

My family honors our _____ by continuing the same traditions and practices from our culture.

3 e a s t y r n c

I was very surprised to discover that our family's _____ traces back to the royal family.

4 e s e g n

Scientists believe that certain diseases common in families are passed down in our _____.

5 c e t e i g n

A family's _____ history gives clues as to whether a child might be born with a disorder.

6 h n c t i e

A person's language and culture make up part of her _____ background.

7 n l a g y g e o e

He wants to study _____ to learn more about the people in his family, past and present.

8 e n s o t c a s r

Sam has many portraits of his _____ from the nineteenth century.

9 p d t o a

They legally _____ Raina and raised her as their daughter.

B Use words from exercise A to write five to seven sentences about you and your family.



7.2 VOCABULARY

TALKING ABOUT CUSTOMS AND TRADITIONS

A **Circle** the correct expression to match the definition.

- 1 to obey a law, rule, or custom
a observe b significance
- 2 to continue or maintain a practice
a pay tribute b keep alive
- 3 the parties, meals, and other social activities in which people celebrate a special occasion
a festivities b rites
- 4 the importance or meaning of something
a significance b practice
- 5 a set of fixed actions or sometimes words performed regularly, especially as part of a ceremony
a practice b ritual
- 6 to show great respect for someone, often in public
a honor b symbolize
- 7 something that is usually or regularly done, often as a habit, tradition, or custom
a festivities b practice
- 8 to represent something
a symbolize b observe
- 9 a set of fixed words and actions, often said and done as part of a formal or religious ceremony
a significance b rite
- 10 to praise and show admiration for someone, especially on a formal occasion
a pay tribute to b keep alive
- 11 to recognize an occasion or a place
a symbolize b mark
- 12 to represent or show the characteristic of a person, thing, or feeling
a honor b signify



B Complete the chart with your own information. Then use the information to write a summary that describes your cultural practices. Refer to the words in exercise A.

Traditions and customs you practice at home	Special festivities in your culture	Rituals associated with birth, marriage, and death in your country
1 _____ _____	1 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____	2 _____ _____
3 _____ _____	3 _____ _____	3 _____ _____

8.1 VOCABULARY

TALKING ABOUT ATTENTION AND DISTRACTION



A Complete the sentences with one of the word pairs from the box. Then write whether each word is a noun (N) or a verb (V).

concentration / concentrate (on)
focus / focus (on)

distraction(s) / distract
interruption(s) / interrupt

- 1 a My children always _____ me when I'm talking on the phone. _____
b I was able to work all morning without any _____ from my colleagues. _____
- 2 a The noise outside made _____ difficult. _____
b Jim closed the door so he could _____ his studying. _____
- 3 a Traffic accidents can _____ many drivers on the road. _____
b She turned off the TV because it was a _____.
- 4 a The _____ of this presentation is financial banking. _____
b I need to _____ getting this report done for tomorrow. _____

B Write sentences with the expressions, using your own ideas.

- 1 avoid distraction(s): _____
- 2 be / get distracted by: _____
- 3 get / stay focused on: _____
- 4 lose focus: _____
- 5 be / get interrupted by: _____

C Finish the sentences about attention and distraction with your own ideas.

- 1 You can improve your concentration by ...
- 2 If you constantly get interrupted when you are trying to stay focused, you should ...
- 3 It might be easier for people to get focused if they ...
- 4 The best way for you to avoid distractions is ...

8.2 VOCABULARY

EXPRESSIONS WITH *GET*



A Complete the conversations with the correct expressions from the box. Change verb forms as needed.

get accustomed to	get at	get attached	get blown away
get complicated	get frustrated	get it right	get it straight
get lost	get rid of	get the go-ahead	

- 1 **A** I was extremely impressed and overwhelmed by his performance.
B I _____ by it, too.
- 2 **A** I've been given permission to move forward on my new project at work.
B Great! I'm glad you _____.
- 3 **A** I'm still not used to the food in this country.
B Yeah, it can take a while to _____ it.
- 4 **A** Each new version of this software is more difficult to use.
B I know. It keeps _____.
- 5 **A** Did you answer the question correctly?
B Hmm, I'm pretty sure I _____.
- 6 **A** Do you understand what I mean?
B No, I'm not sure what you're _____.
- 7 **A** Did you figure out what the task demands?
B Yeah, we finally _____.
- 8 **A** I'm starting to become discouraged by the lack of support in my job.
B I can see why you are _____.
- 9 **A** I couldn't understand the main argument in her presentation.
B Me, neither. I _____ several times, too.
- 10 **A** I cleaned out my attic and threw out a lot of boxes.
B Good idea! I need to _____ a lot of things in my attic, too.
- 11 **A** In some ways, my dog really is my best friend.
B It's pretty normal to _____ to your pet.

B Choose six expressions from exercise A and write sentences that are true for you.

9.1 VOCABULARY

DISCUSSING HEALTH ISSUES



A Write the vocabulary word for each definition. Refer to page 86 to help you.

- 1 the force with which blood flows around your body: _____
- 2 an illness of the heart or blood vessels: _____
- 3 discomfort that continues for a long time: _____
- 4 the amount of a fatty substance found in the body tissue of animals: _____
- 5 the movement of blood inside the body: _____
- 6 the ability of the body to change food chemically for energy: _____
- 7 the body parts and processes that make it able to protect itself against infection: _____
- 8 parts within the body that perform particular functions: _____
- 9 the places where bones connect to each other: _____
- 10 a way of life with little exercise or physical activity: _____
- 11 an unpleasant result from taking medicine that's meant to help another problem: _____
- 12 the position of the body, especially the spine, while sitting or standing: _____

B Complete the chart with the words from exercise A.

Features of the body	Medical issues	Words associated with lifestyle

9.2 VOCABULARY

DISCUSSING (LACK OF) SLEEP

A Rewrite the questions by replacing the underlined words with a phrasal verb from the box. Change the verb forms as needed.

add up	build up
cut back on	cut out
drift off	drive (somebody to)
fit (something into)	keep (somebody up)
pack (something into)	rack up
slip away	wind down



- 1 How do you gradually relax after a long day doing work?

- 2 Do you usually schedule a lot of activities into your day?

- 3 Have you ever removed something from your diet to improve your health?

- 4 What can increase gradually in your body and eventually affect your health?

- 5 What are some things that prevent you from falling asleep at night?

- 6 What do doctors usually tell people to reduce in their diet to become healthier?

- 7 What are some activities that keep you healthy that you find time for during your day?

- 8 How many hours of work did you put in during your last shift?

- 9 What benefits of exercise gradually increase over time?

- 10 What activities make you gradually go to sleep?

- 11 What activities do you do that make time pass by?

- 12 What motivates people to make healthier lifestyle choices?

B Ask and answer five to seven questions in exercise A with a partner. Use your own information in your answers.

10.1 VOCABULARY

DISCUSSING GLOBAL FOOD ISSUES

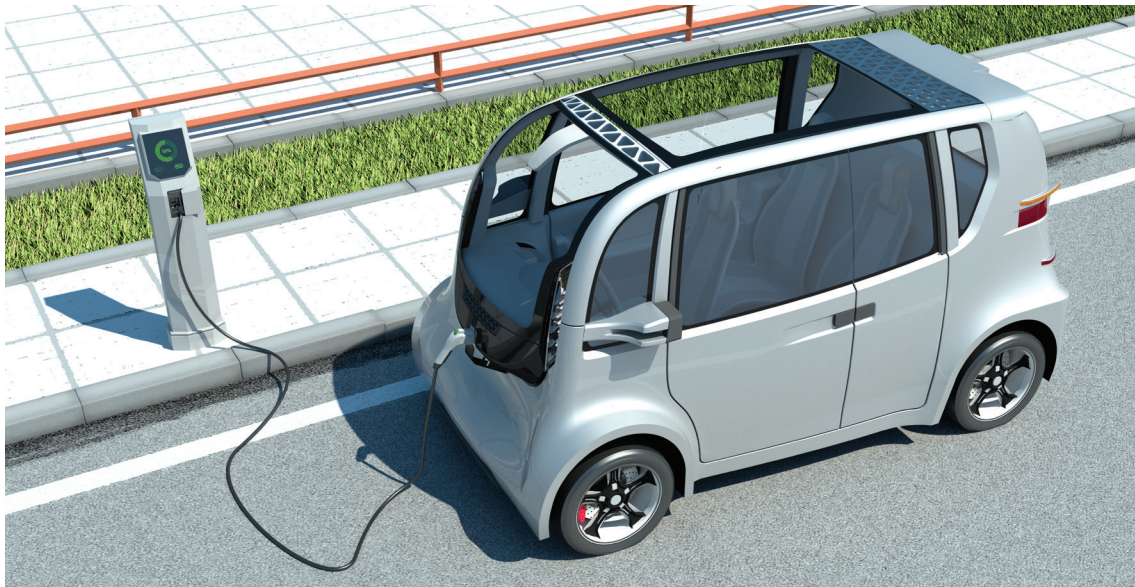
A **Circle** the correct word to complete the sentences. Then find the words in the puzzle.

- 1 Some people lack basic *foodstuffs* / *livestock* such as bread and milk.
- 2 *Superfood* / *Grain* is one of the main exports of the American Midwest.
- 3 You'll spoil your *appetite* / *consumption* for dinner if you have cake now.
- 4 Whenever she goes out with her baby, she always takes a large *supply* / *appetite* of baby food with her.
- 5 We need to cut down on fuel *shortages* / *consumption* if we want to improve the quality of air.
- 6 Blueberries are considered to be a *superfood* / *grain* because they are rich in vitamins.
- 7 Dairy and beef *foodstuffs* / *cattle* consume a lot of grains.
- 8 The long hot summer has led to serious water *shortages* / *supplies*.
- 9 Cows, pigs, sheep, and goats are common *cattle* / *livestock* found on farms.
- 10 Raw spinach is especially *nutritious* / *essential*.
- 11 *Fiber* / *Cereal* is a food made from grain and eaten with milk, especially in the morning.
- 12 Doctors recommend a diet of fruits, vegetables, and grains that are high in *superfood* / *fiber*.
- 13 Eating *wholesome food* / *cereal* food is likely to improve your life physically, morally, or emotionally.

g	a	w	j	s	c	e	r	e	a	l	f	l	j
r	g	h	r	p	o	x	k	z	f	k	s	i	d
a	p	o	f	i	n	d	e	r	w	c	k	v	c
i	q	l	c	d	s	h	o	r	t	a	g	e	s
n	b	e	o	h	u	b	r	c	d	t	c	s	u
v	g	s	x	b	m	b	d	h	y	t	s	t	p
q	v	o	s	u	p	p	l	y	f	l	f	o	e
h	x	m	s	i	t	s	b	e	y	e	m	c	r
o	p	e	m	x	i	e	z	b	h	l	s	k	f
t	n	n	f	o	o	d	s	t	u	f	f	s	o
a	o	o	a	v	n	e	e	d	h	l	i	n	o
l	n	u	t	r	i	t	i	o	u	s	b	v	d
y	h	a	s	n	d	i	p	x	d	e	e	c	n
a	p	p	e	t	i	t	e	n	m	d	r	b	x

10.2 VOCABULARY

DISCUSSING GLOBAL ENERGY ISSUES



A Write the correct word or phrase from the box to match the definitions.

biofuel carbon footprint energize fossil fuel low-carbon
off-grid power renewable self-sustainable solar panels

- 1 able to be replaced quickly and easily: _____
- 2 not connected to main utilities; having your own power and water supply: _____
- 3 to raise the energy in something: _____
- 4 flat objects that absorb and use the sun's energy to provide power to objects: _____
- 5 an energy source made from the waste of living things: _____
- 6 an energy source produced within the earth from plant and animal remains: _____
- 7 an activity that can continue on its own without support: _____
- 8 the energy produced from chemical or physical processes: _____
- 9 describes the level of car emissions: _____
- 10 the amount of carbon dioxide produced by the activities of a person or group: _____

B Complete the chart to categorize the words from exercise A. Then write five to seven sentences using as many of these words as you can with your own ideas.

Adjectives	Nouns	Verbs

11.1 VOCABULARY

DESCRIBING COLOR ASSOCIATIONS

A **Circle** the correct word or phrase that matches each definition. Some have more than one answer.

- | | | | | |
|---|---|---------------|---------------|------------|
| 1 | communicate beliefs, ideas, feelings, or knowledge: | convey | imply | transmit |
| 2 | suggest or give the impression: | reflect | capture | imply |
| 3 | accurately represent something: | transmit | reflect | evoke |
| 4 | make you think of a similar experience or memory: | reflect | resonate with | capture |
| 5 | cause someone to remember or imagine: | resonate with | evoke | conjure up |
| 6 | perfectly represent an idea or feeling: | imply | transmit | capture |

B **Circle** the correct word or phrase to complete each sentence.

- In some cultures, the color purple *captures* / *implies* royalty and power.
- The movie *resonated with* / *conjured up* many people in the audience.
- His poetry *evokes* / *transmits* his religious devotion to his readers.
- The statistics accurately *reflect* / *convey* a change in people's spending habits.
- The gray and brown shades in the picture *resonate with* / *capture* the mood during the Great Depression.
- The blue and yellow colors in the room *evoke* / *imply* the warm feeling of a beach in me.
- Training is an effective way to *reflect* / *convey* information and its importance.
- That smell always *conjures up* / *transmits* memories of my old school.



C **Circle** the correct adjective to match the type of color in each sentence. Then rewrite the sentence using the word.

- | | | | |
|-------|---|---------|-----------|
| 1 | She wore a blue dress that wasn't very bright. | muted | neutral |
| <hr/> | | | |
| 2 | He always uses bright and strong colors in his paintings. | pastel | bold |
| <hr/> | | | |
| 3 | The bright orange couch filled the room with color. | vibrant | muted |
| <hr/> | | | |
| 4 | She often dresses in beige, black, or gray colors. | bold | neutral |
| <hr/> | | | |
| 5 | Many people paint their baby's room in soft, pale colors. | pastel | vibrant |
| <hr/> | | | |
| 6 | They painted the kitchen in a pure red color. | muted | saturated |
| <hr/> | | | |

11.2 VOCABULARY

COLOR EXPRESSIONS



A Write the color expression that matches what is described in each question.

- 1 Have you ever had to fill out a lot of paperwork to get approved for something?

- 2 What are some annoying things people do that make you really angry?

- 3 Is there a political organization in your country that is especially concerned with environmental issues?

- 4 Was there ever a time you felt too new to a situation to be taken seriously?

- 5 Do you have a lot of skill when it comes to taking care of plants?

- 6 When was the last time you overspent your budget?

- 7 Have you ever had to wait for permission to move ahead on a project?

- 8 Have you ever had to train someone who was inexperienced?

- 9 Do you know anyone who was ever been stopped while doing something illegal?

- 10 When was the last time you looked pale and ill because you were not feeling well?

- 11 Does your face change color when you are angry or embarrassed?

B Answer the questions in exercise A with your own information. Use the color expressions.

12.1 VOCABULARY

TALKING ABOUT CHANGE



A **Circle** the correct word to complete each sentence. Then write whether it is an adjective (A), a noun (N), or a verb (V).

- 1 Changing jobs can be a rewarding but challenging *transition* / *disruption*. _____
- 2 The CEO's resignation is going to cause a big *shake-up* / *adaptation* at our company. _____
- 3 Delia has to *embrace* / *undergo* a performance review at work this week. _____
- 4 Anytime we need to upgrade our software, it is a major *resistance* / *disruption* to our work. _____
- 5 Allowing patients to use a tablet to register at clinics is *innovative* / *disruptive*, but is it the best practice? _____
- 6 She put up some *adaptation* / *resistance* to the changes in her work schedule. _____
- 7 The company will *undergo* / *implement* the new system next month. _____
- 8 Mark is going to help *shake-up* / *facilitate* the health and safety training program at work. _____
- 9 The documentary is about human *adaptation* / *disruption* to sudden changes. _____
- 10 There have been many technological *transitions* / *innovations* that change the way we live. _____
- 11 Younger consumers are often eager to *undergo* / *embrace* new products. _____

B **Complete the sentences with your own ideas about change.**

- 1 The hardest change to embrace is _____.
- 2 I put up the most resistance to change when _____.
- 3 The biggest shake-up I've ever heard about is _____.
- 4 Studying English would be better if I didn't have to undergo _____.
- 5 The most consistent disruption when I'm trying to concentrate is _____.

12.2 VOCABULARY

DESCRIBING CHANGE

A Unscramble the letters to describe the type of change mentioned in each sentence.

1 e l c m w o e

I'm so pleased to hear we are going to have more vacation time at work this year.

2 l u s t b e

There's a small but important difference between the two versions of the plan.

3 e n u f e e o s r n

If there are unexpected problems, the project might be delayed until the spring.

4 w e s p e g i n

They have to make big cuts in their budget, which will affect a lot of people.

5 r a b u t p

The weather suddenly changed from a warm and sunny day to a cold and snowy one.

6 e f g e h s i n r r

The new building is pleasingly different and interesting compared to the others in the complex.

7 r u p o d n o f

His mother's death had a deep effect on him.

8 e f d u m n a n l a t

The new tax laws have had a major impact on the way we manage our business.

9 t a l n s g i

The earthquake was so powerful that it forever changed the direction the river flowed.

10 s r d i e e d

The city's bike riders are thrilled with the long-awaited changes to the road system.

11 u a d a l r g

There has been a slow improvement in air quality over the years.

12 d s r a t c i

The employees are faced with a 50 percent cut in pay.

13 a i d l a c r

She cut her hair short and dyed it purple for the party.

B With a partner, describe some changes that can happen for each situation in the box. Use words from exercise A.

aging	changing careers
moving to another country	retiring from work
urban development	weather
winning the lottery	

With aging, there can be drastic changes to you health, and they can be difficult to recover from ...



Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 ROBOT HELPERS

page T-249

Group work

Unit 1 vocabulary: Using adverbs to add detail; Talking about developments in technology

Unit 1 grammar: Commenting adverbs with future forms; Future perfect and future continuous

30 minutes

- **Prepare** Make one copy of the worksheet for each group of three.
- **Introduce** Read the introduction to the task and ask the class for some examples of what robot helpers of the future could do.
- **Do the task** Organize Ss into groups of three. Give each group a worksheet.
- Explain that Ss will imagine they work for a company that makes robot helpers and will come up with a marketing plan to sell the robot helpers into homes. Assist with any problems or questions Ss have.
- Give Ss 15–20 minutes to have their conversations. Circulate and monitor to make sure they are using target language.
- **Review** When everyone has completed the activity, have groups share some ideas mentioned in their conversations.
- **Follow-up** For homework, have Ss think of at least one other example for using AI in the future. Examples might be robot pets, robot doctors and surgeons, self-driving cars, robot sports teams, etc. Have volunteers explain how AI would work in their example.

UNIT 2 PERSONALITY QUIZ

page T-250

Individual/Pair work

Unit 2 vocabulary: Describing personality; Using three-word phrasal verbs

Unit 2 grammar: Uses of *will*; Uses of *would*

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss they are going to write a personality quiz to give to a classmate. Ask the class to give some examples of types of personality quizzes. Encourage them to be creative.
- **Do the task** Give each S a worksheet. Have a S read the instructions aloud. Then go over the questions and examples and explain any unfamiliar words.
- Make sure Ss understand that for each item, the personality trait they want to be scored highly should go in the blank next to the letter *a*; the personality trait they want to be scored low should go in the blank next to the letter *c*.

- Allow Ss 15 minutes to write their quizzes. Circulate and help them to incorporate the personality vocabulary and phrasal verbs. You may allow pairs who choose the same topic to work on their quizzes together.
- Give Ss five minutes to exchange quizzes with a partner and take the quiz. Circulate through the class and help.
- After five minutes, ask them to score their quiz and then find a new partner to discuss their answers. Remind Ss to use *will* and *would* to describe behaviors, make predictions, and make assumptions.
- **Review** Have Ss compare quizzes and the descriptions of different personality types. Ask volunteers to share with the class whether they thought the quizzes they took accurately reflect their personalities.
- **Follow-up** For homework, ask Ss to revise their quiz to improve it. Then they should give their quiz to a friend or family member to take. How were their new results? What changes did they make to improve their original quiz?

UNIT 3 MY BAD DAY

page T-251

Pair work

Unit 3 vocabulary: Describing emotional reactions

Unit 3 grammar: Variations on past unreal conditionals; Commenting on the past

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Cut the worksheets in half and give each each pair a Student A and a Student B part. Draw Ss' attention to the pictures. Ask *What is happening in each picture?* Elicit responses from volunteers. Tell Ss they will have two conversations with a partner. In one, they will play the role of one of the people in each picture telling what happened, and in the other, they will play the role of a friend listening to the story.
- **Do the task** Give pairs ten minutes to prepare their roles in each conversation.
- Ss role play their conversations. Circulate and help with any language questions. Allow ten minutes to talk about the accident in the restaurant and then signal for Ss to switch to talking about the car accident. Remind them to use the phrases on the page and vocabulary they learned in Unit 3 to describe emotional reactions.
- **Review** Ask Ss about their conversations. How did each S describe their situations? How did each S offer reassurance to their partners?
- Ask volunteer pairs to role play one of their conversations for the class. Have the class discuss which reactions were the most interesting/appropriate.

- **Follow-up** For homework, have Ss think of a time in their own lives when they were involved in an embarrassing or unfortunate situation. Direct them to prepare for telling the story to the class using the language they learned in the unit.

UNIT 4 THE WAY I SEE IT ...

page T-252

Pair work/Whole class activity

Unit 4 vocabulary: Eye idioms and metaphors

Unit 4 grammar: Quantifiers and prepositions in relative clauses; Noun clauses with question words

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Explain to Ss that they will debate with a partner which activity from the pictures depends on eyesight the most. Make sure Ss understand what each picture depicts.
- **Do the task** Organize the class into pairs. Go over the instructions and grammar and clarify expectations as needed. Remind Ss to use the phrases in the boxes in their conversations, when possible.
- **A** Give both Ss in each pair time to describe the photo they chose and defend why the activity relies on eyesight more than the others. Partners will argue for their own picture and offer different points of view.
- **B** Students take turns describing the other photos and share different points of view from their partner.
- Circulate, monitor, and assist with any language questions.
- **Review** When pairs have completed the activity, combine pairs into small groups of four to six. Ask each S to defend one photo, based on what they discussed earlier. Have the group choose which argument was the most convincing.

UNIT 5 ALONE IN THE CROWD

page T-253

Small groups

Unit 5 vocabulary: Describing remote places

Unit 5 grammar: Participle phrases in initial position; Reduced relative clauses

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will discuss places in their city or town where they can be alone. Ask Ss to name a few places that seem remote.
- **Do the task** Divide the class into small groups of four to six. Give each S a copy of the worksheet. Go over the instructions and clarify any problems. Point out the examples of vocabulary and grammar in the sample conversation.
- **A** Groups discuss the places. Circulate, monitor, and help with any questions on language.
- **B** After 15 minutes, ask groups to share some of their ideas. Answer the questions as a class.

- **Follow-up** For homework, ask Ss to visit one of the remote places they talked about in their group, if possible. They report back to the class about it in the next meeting.

UNIT 6 SURPRISING EVENTS

page T-254

Pair work/Group work

Unit 6 vocabulary: Using adverbs to add attitude; Using the prefixes *under-* and *over-*

Unit 6 grammar: Clefts; Question words with *-ever*

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Explain that they will tell a partner the story of the surprise that is depicted in one of the pictures. Organize the class into pairs.
- **Do the task** Organize the class into pairs. Give each S a copy of the worksheet.
- **A** Allow partners to decide who will talk about which picture or simply assign the picture by counting partners off one, two. Give Ss five minutes to prepare their stories and direct them to incorporate as much language from the boxes as possible
- Partners tell each other the stories of the surprises in the pictures. Circulate, monitor, and help with language as necessary.
- **B** After ten minutes, put Ss into groups of three to six. Have Ss present their stories to the group. Remind them to discuss which stories were the most creative and the most surprising. Have each group choose a story to share with the class.
- **Follow-up** For homework, ask Ss to think about a time in their lives when they were surprised by something. They should prepare the story and tell it to the class at the next meeting.

UNIT 7 MY FAMILY STORY

page T-255

Pair work

Unit 7 vocabulary: Talking about ancestry; Talking about customs and traditions

Unit 7 grammar: Negative and limiting adverbials; Fronting adverbials

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will make an outline to tell a story about their family and then share it with a partner. To tell the story and to respond to hearing their partner's story, they should use the phrases on the worksheet and any others from the unit.
- **Do the task** **A** Give each S a copy of the worksheet. Read the instructions aloud and clarify the directions as needed.

- Give Ss ten minutes to prepare their outlines. Circulate, monitor, and help with language.
- **B** Put Ss into pairs. Have them take turns telling their family stories to each other.
- Remind Ss who are listening to use the phrases on the worksheet to respond to their partner's story. Then Ss switch roles of storyteller and listener.
- After 15 minutes, ask for volunteers to share their stories with the class. Write the phrases they use on the board.
- **Follow-up** For homework, Ss ask someone they live with to tell them a story about their family. They can retell it at the next class meeting.

UNIT 8 PITCHING SOLUTIONS

page T-256

Pair work/Group work

Unit 8 vocabulary: Talking about attention and distraction; Expressions with *get*

Unit 8 grammar: Phrases with *get*; Phrases with *as*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss they will each create a solution to an attention-span problem. Working in pairs, Ss choose one problem to solve and then decide what the best strategy is to address that problem. Remind Ss of the vocabulary for talking about attention and distractions on page 76.
- **Do the task A** Ss choose a partner. Give each S a copy of the worksheet. Go over the instructions and clarify any questions. Give pairs five minutes to choose a problem to solve.
- **B** Give Ss ten minutes to answer the questions individually. Pairs then discuss their ideas and agree on a single strategy to address the distraction.
- **C** Combine pairs into groups of four. One pair of Ss presents their distraction problem to the group. Then each S pitches their solution to the other two. Tell Ss their pitches should be two minutes or less.
- **D** After all of the pitches have been presented, groups discuss which one is the best solution to the problem. Encourage Ss to reply with phrases with *as* and *get*.
- **Follow-up** For homework, Ss keep track of how many times and how many ways they get distracted in an evening. They come up with a solution to these distraction problems and present them to the class at the next meeting.

UNIT 9 LEARNING ABOUT LIFESTYLE

page T-257

Pair work/Group work

Unit 9 vocabulary: Discussing health issues; Discussing (lack of) sleep

Unit 9 grammar: Referencing; Continuous infinitives

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will write a short questionnaire and interview four of their classmates about their lifestyle.
- **Do the task A** Give each S a copy of the worksheet. Go over the instructions and vocabulary and answer any questions. You might want to assign topics to different groups so all three – sleep, exercise, and diet – are covered.
- Give Ss five minutes to write four questions about their topic. Circulate, monitor, and help with vocabulary.
- **B** Give Ss ten minutes to circulate and interview four classmates with their questions. Remind them to ask follow-up questions and take notes.
- **C** When everyone has completed their interviews, put Ss into groups of the same topic. Ss summarize their findings for their group. Together the group comes up with solutions to problems they identified. Groups present their ideas to the class.
- **Follow-up** For homework, ask Ss to interview a friend or family member about some aspect of their lifestyle and report back to the class.

UNIT 10 REINVENTING FOOD CONSUMPTION

page T-258

Pair work

Unit 10 vocabulary: Discussing global food issues; Discussing global energy issues

Unit 10 grammar: Simple past for unreal situations; *It* constructions

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will role play conversations about reducing food waste. In groups, they will choose the role of restaurant owner, food bank and soup kitchen administrator, or government official. Make sure Ss understand what each of these roles are, and have them check online if necessary.
- **Do the task** Divide the class into groups of three or six, so each role can be filled once or twice. Give each S a copy of the worksheet. Go over the instructions and answer any questions.
- **A** Give Ss ten minutes to work individually to prepare their suggestions for reducing food waste and take notes.
- Then groups have their discussion. To have their conversation, remind Ss to refer to the phrases for defending an opinion on page 103.

- **B** After 15 minutes, ask groups to share some of their ideas with the class.
- **Follow-up** For homework, ask Ss to research some ways local or chain restaurants are reducing food waste and to report back to the class at the next meeting.

UNIT 11 TRUE COLORS

page T-259

Pair work

Unit 11 vocabulary: Describing color associations; Color expressions

Unit 11 grammar: Subject-verb agreement; Articles
35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets into two parts: one for Student A and one for Student B.
- **Introduce** Explain to Ss that they will interview their partner about color associations. To have a conversation, Ss will need to refer back to language used in Unit 11 of the Student's Book.
- **Do the task** Divide the class into pairs. Give each pair both halves of the worksheet. Go over the instructions and answer any questions. Give an example on how to fill in the word web, e.g., *For me, red is a bold color associated with energy. So I would write: bold, sports, energy, speed.* Point out that Ss should write their favorite color in the last bubble. (If their favorite color is already displayed, ask them to choose a color that isn't.)
- **A** Give Ss five minutes to complete the word web. Circulate, monitor, and help with vocabulary.
- **B** Pairs exchange word webs. Give Ss ten minutes to write four or five questions about their partner's ideas. Direct Ss to the words describing color associations on page 108 of the Student's Book and to the phrases for responding to questions on page 113 to help them formulate questions.
- Give Ss ten minutes each to take turns interviewing each other using their questions.
- Ask volunteers to share their partner's answers to the questions in exercise B with the class.
- **Follow-up** For homework, have Ss research information about their favorite color online. Tell them to find English phrases that use the color word as well as company logos or country flags that have it. Ss report back on their color to describe new associations they've discovered.

UNIT 12 LIFE CHANGES

page T-260

Pair work

Unit 12 vocabulary: Talking about change; Describing change

Unit 12 grammar: The present subjunctive; Perfect infinitive
40 minutes

- **Prepare** Make one copy of the worksheet for each group of four (two pairs). Cut the worksheets into two parts: one for Pair A and one for Pair B.
- **Introduce** Explain that Ss will work with a partner to make up a story about someone whose life events are shown in the pictures. Then they will tell the story to another pair as if it had been told to them by the person in the story.
- **Do the task** Organize the class into groups of four, and then direct groups to decide who will be Pair A and who will be Pair B. Give each group both halves of the worksheet. Go over the instructions and phrases and clarify any questions. Review the unit grammar and vocabulary to remind Ss to use it in their stories.
- **A** Give Ss time to create their story and rehearse with their partner. Circulate, monitor, and help with any language questions. Make sure Ss are using the phrases for relating a story from the worksheet.
- **B** Bring pairs back into their groups of four. Each pair takes turns telling the story of their friend to the other pair.
- When everyone has finished telling their stories, ask volunteers to share their story with the class. Which stories were the most creative?
- **Follow-up** For homework, have Ss ask their friends or a family member to tell a story about an event from their lives. Then they retell the story to the class at the next meeting.

UNIT 1 SPEAKING

ROBOT HELPERS



What if robot helpers were in every home?

Imagine you work for a company that sells robot helpers. With two classmates, prepare a marketing plan with the goal of selling a robot helper to every home in the country.

A Discuss the domestic chores your company's robot helper could do, taking care of household jobs like cooking, cleaning, and repairing things. Use adverbs to add detail.

Adverbs to add detail

comprehensively	dramatically	gradually	increasingly	markedly
potentially	radically	ultimately	unquestionably	

- What would the robot look like?
- What would it do?
- What would it be good at?

B Expand on your ideas about the robot helper. Explain the benefits of having robot helpers and acknowledge the drawbacks. Use comment adverbs with future forms and future perfect and future continuous.

Comment adverbs with future forms

certainly	clearly	eventually	evidentially
inevitably	surely	undoubtedly	unfortunately

Future perfect:	<i>will have + past participle</i>	<i>will have replaced</i>
Future continuous:	<i>will be + -ing</i>	<i>will be doing</i>

- What benefits will robot helpers provide?
- Will robot helpers do all household jobs in the future?
- What are the drawbacks to robot helpers?

UNIT 2 SPEAKING

PERSONALITY QUIZ

A Create a personality quiz for your classmates to take.

- 1 Think of a topic for your quiz, for example: *student, social media user, roommate, friend, coworker*, or your own idea.
What type of _____ are you?
- 2 Write six multiple-choice quiz questions. Use words and phrases from the boxes.
(a answers = 3 points; b answers = 2 points; c answers = 1 point)

Describing personality

accepting	aloof	antisocial	chatty	genuine	insensitive
narrow-minded	open-minded	rigid	self-centered	talkative	

Three-word phrasal verbs

come down to	face up to	fall back on	fit in with	get through to
look down on	mess around with	(not) put up with	run up against	stand up for

- 1 As a _____ (your topic), I think I am
 a _____ b _____ c _____
 - 2 I like people who are
 a _____ b _____ c _____
 - 3 As a [your topic], I think you need to
 a _____ b _____ c _____
 - 4 What would you do if _____?
 a _____ b _____ c _____
 - 5 How often do you usually _____?
 a _____ b _____ c _____
 - 6 _____?
 a _____ b _____ c _____
- 3 Write a key, explaining the different personalities based on the number of points. Use *will* and *would* to describe typical behaviors and make predictions and assumptions.

What type of social media user are you?

15–18 points: *Social Media Expert. You will frequently post your thoughts, ideas, and opinions. ...*

10–14 points: *Social Media Observer. You will like and share other people's posts, but you won't often create ...*

6–9 points: *Social Media Avoider. You would rather not interact with people online. ...*

B Exchange quizzes with a partner. Complete the quiz. Then score your results.

C Describe the quiz you took to another partner and share your results. Say whether you agree with the results. Use the personality adjectives and phrasal verbs from the boxes above.

UNIT 3 SPEAKING

MY BAD DAY



Student A

- A Look at the situation in the picture. Imagine you are one of the people in the picture. What happened? How did you feel? How did you react? What could you have done differently? Use the phrases from the box to talk about your experience.

Describing a bad experience

Everything that could possibly go wrong did go wrong.
I just couldn't believe this was happening!
It was such a mess!
You haven't heard the worst part yet.

- B Your partner will tell you about an accident that happened to them. Listen to your partner's experience and offer sympathy and reassurance. Use the phrases from the box.

Offering sympathy and reassurance

I'm sure it just felt that way.
I think you're blowing it out of proportion.
You'll see. Everything will be just fine.
We've all been there.



Student B

- A Look at the situation in the picture. Imagine you are one of the people in the picture. What happened? How did you feel? How did you react? What could you have done differently? Use the phrases from the box to talk about your experience.

Describing a bad experience

Everything that could possibly go wrong did go wrong.
I wish I'd just stayed in bed today.
It was a total disaster!
You haven't heard the worst part yet.

- B Your partner will tell you about an embarrassing situation that happened to them. Listen to your partner's experience and offer sympathy and reassurance. Use the phrases from the box.

Offering sympathy and reassurance

Everybody makes mistakes now and then.
I think you're blowing it out of proportion.
It can't have been that bad.
Things are never as bad as you think they are.



UNIT 4 SPEAKING

THE WAY I SEE IT ...



A Work in pairs. Look at the four pictures that show activities for which people rely on their eyesight. Choose a picture and explain what the person does and how eyesight is most essential for that activity. Your partner responds and offers a different point of view. Use the phrases from the boxes to help you.

Talking about point of view
 a new interpretation a stance on a whole new slant on
 from a completely new/different angle my perception of the way we look at

Quantifiers and prepositions in relative clauses
 many/most/each of which many/most of whom which we usually only pay attention to

Noun clauses with question words
 how they do it what our eyes can do what we see who we say/think we are

B Repeat the activity with the other two pictures. Switch the order of speaking with your partner.

UNIT 5 SPEAKING

ALONE IN THE CROWD



The reality of living in a city is that you are constantly surrounded by other people. But even in cities there are opportunities for solitude if you know where to look.

A In small groups, discuss places in cities where you can get time alone. Think about the factors below for finding remote places in the city.

accessibility
little-known spots
popularity
season of year
social events
time of day
workplaces

The movie theater on the west side is a great place to get away around lunch time due to the fact that they only show independent movies in the afternoons. No one goes there.

Having visited every library in town, I can tell you that the basement of the Collins branch is isolated and deserted. Anyone interested in being alone and anonymous should check it out.

There's a diner at the end of the route of the 87 bus. It's in an area unspoiled by urban development. That's why it feels like you stepped back in time out there. Because it's isolated from the city, you won't see many people there at all.

B Share your group's ideas for finding isolated spots in your town or city. Did any surprise you? Which place would you go the next time you want to be alone?

UNIT 6 SPEAKING

SURPRISING EVENTS



A Look at the pictures and think about what is happening in each one. Work with a partner. You choose one picture and your partner the other picture. Tell each other the stories of why the people are surprised. What happened before the situation in each picture? What happened after? Use the ideas and expressions from the boxes to describe it. Then tell your partner your story.

Adverbs to add attitude

deeply (anxious)

noticeably (thrilled)

incredibly (helpful)

remarkably (calm)

immensely (popular)

utterly (shocked)

genuinely (surprised)

Adjectives with prefixes *over-* and *under-*

over/underconfident

over/underrated

over/underestimated

over/underwhelmed

over/underpriced

over/underworked

Question words with *-ever* to make general statements

however

whatever

whenever

wherever

whichever

whoever

Cleft sentences to introduce interesting information

It wasn't until they ... that ...

The reason why ...

The best/worst thing about this ... is ...

What I love about this story is ...

B Present your story in small groups. Which stories in your group were most creative? Which were surprising?

UNIT 7 SPEAKING

MY FAMILY STORY

A Every family has a story. Think of a story about your family that you would want your classmates to know about. It could be an experience you had meeting a relative, a trip to your family's country of origin, or something you learned about a parent or grandparent that helped you understand yourself better. Create an outline for your story. Be sure it has a beginning, middle, and end. Use as many of the words and phrases from the boxes as you can in your story.



Commenting on your story and expressing opinions
Don't get me wrong ... I have to admit ...
It's difficult to say why exactly ... It's hard to describe.

Negative, limiting, and fronting adverbials
little never no way not until then ...
only when ... In the ... Through the ... On the ...

Ancestry, customs, and traditions
festivities honor keep alive mark observe
rite ritual significance symbolize

Outline

Beginning and background information:

- 1 _____
- 2 _____
- 3 _____

Middle of story:

- 1 _____
- 2 _____
- 3 _____

End of story and opinions:

- 1 _____
- 2 _____
- 3 _____

B Following your outline, tell your partner the story about your family. Listeners should use phrases from the box to express opinions and respond to their partner's story. Then switch roles.

How did you handle that? I can see how it would be (strange) ...
I think I can understand that. It must have been...
That can't have been easy. That was the best part.

UNIT 8 SPEAKING

PITCHING SOLUTIONS

There seem to be more distractions than ever these days. But within every problem lies an opportunity. How do we solve the problem of today's dwindling attention spans?

A Working with a partner, you will come up with strategies for avoiding a distraction. Choose one common distraction from the list below or a different idea of your own. You and your partner will each create a strategy for avoiding the same distraction.

- Spending too much time on screens (texting, social media, video games, etc.)
- Watching too many videos, movies, or television
- Multitasking – doing too many things at once
- Living with other people (family, friends, roommates)
- Your idea: _____

B You and your partner each come up with your own solution to the distraction problem. Answer the questions below individually. Then discuss your answers and agree on the best strategy for avoiding the distraction.

Distraction problem (Be specific): _____	
When and how do people experience this distraction? _____	Who needs a solution to this problem? _____
Are there existing solutions to this problem? _____	What is your strategy for avoiding the distraction? _____

C Work with another pair. You and your partner present the distraction problem. Each of you has two minutes to pitch the strategy for avoiding the distraction to the group. Where possible, incorporate the phrases for speaking persuasively from page 81.

Our strategy enables you to focus your attention when ...

Our main aim is to avoid the distraction of ...

D After pairs make their pitches, the group decides which presentation offers the best solution to the problem. When discussing your decisions, use phrases with *as* and *get*. Then switch roles with the other pair in your group.

As Fabiana mentioned in her presentation, it's impossible to get anything done when ...

Hector's presentation got me thinking that we don't need another app that limits time, as we know from experience ...

UNIT 9 SPEAKING

LEARNING ABOUT LIFESTYLE



Interview your classmates about their lifestyles and then present your findings to your group.

A Choose one of the following topics and write four questions about it to ask your classmates: *sleep, exercise, diet*. Make sure your questions encourage others to share details and avoid simple *yes/no* answers. Use as many expressions from the box as you can in your questions.

add up	build up	cut back on
cut out	drift off	drive somebody to something
fit something into something	keep somebody up	pack something into
rack up	slip away	wind down

B Ask four classmates your questions and make notes of their answers. Ask follow-up questions to get more information. Use your notes to summarize any problems you identify.

Questions	Classmate 1	Classmate 2	Classmate 3	Classmate 4

A How do you fit exercise into your schedule?

B I don't really. I mean, sometimes I exercise on the weekends, but it's hard to keep it up.

A So, about how many hours a week do you exercise?

C Form groups with other students who asked questions about the same topic. Summarize your findings for the group and listen to others' summaries. Come up with a few solutions to the problems you identify and present your ideas to the class.

UNIT 10 SPEAKING

REINVENTING FOOD CONSUMPTION

The U.S. Department of Agriculture estimates food waste in the United States to be 30–40 percent of the total food supply. Over 30 percent of retail and consumer food is wasted.

There is a goal set to reduce food waste by 50 percent by the year 2030. This involves work by charitable organizations, the private sector, and local and state governments.



Some of the recommended efforts involve:

- **Reduce** food waste by improving storage, shopping, marketing, labeling, and cooking
- **Recover** food waste by connecting food donors to food banks
- **Recycle** food waste to feed animals or to create compost, fertilizer, and bioenergy fuels

A In small groups, choose roles 1, 2, or 3 below. Together you think of ways to reduce food waste in your community.

- 1 Restaurant owner:** You own a large and successful local restaurant. You want to find ways to decrease the amount of food wasted at your business. Discuss ways you can *reduce* and *recover* food waste in your establishment. Make notes.

What if we allowed diners to choose their portion size? That way they will only order what they'll eat.

- 2 Food bank and soup kitchen administrator:** You serve and deliver meals to underprivileged individuals. Much of your food comes from local restaurants and businesses. Talk about ways you can help local businesses *recover* foods, increase your donations, and *recycle* when necessary. Make notes.

Imagine if we could operate our soup kitchen out of a food truck downtown, near the restaurants.

- 3 Government official:** It is your responsibility to ensure that local health and safety laws are followed and to help protect business interests in the community. However, you also want to improve your city's reputation. Share potential challenges to the *Reduce-Recover-Recycle* methods. Make notes.

If restaurants and food banks want a self-sustainable way of dealing with food scraps, they must first follow health guidelines for how food is handled.

B Present your group's ideas to the class.

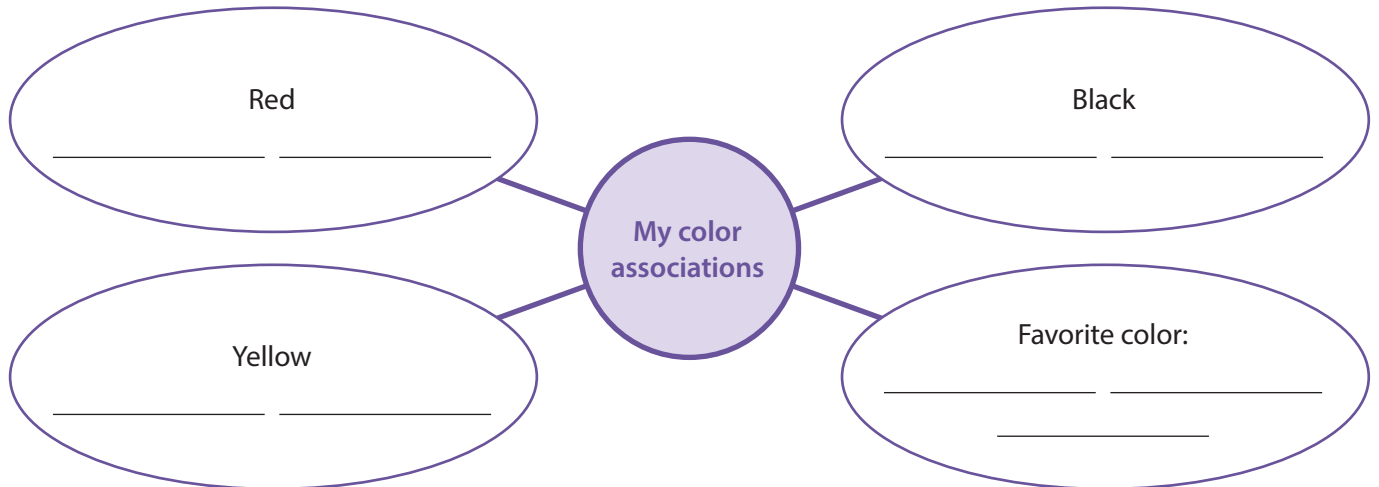
UNIT 11 SPEAKING

TRUE COLORS



Student A

- A Everyone has personal associations with colors. What ideas do these colors conjure up for you? Complete the word web with your own ideas about colors.

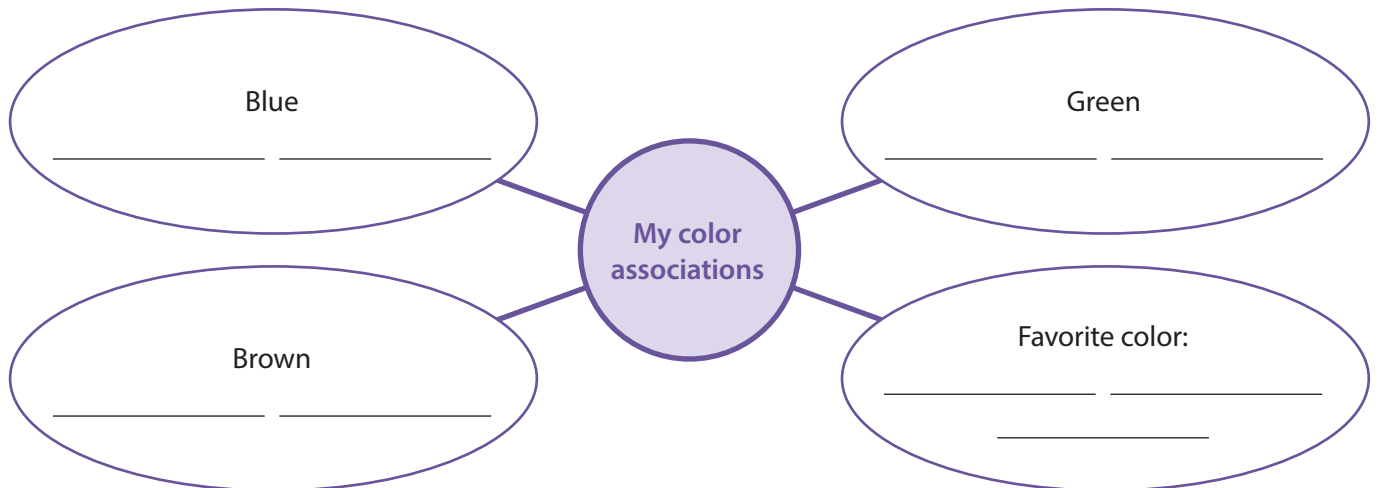


- B Exchange your completed word web with a partner and interview them about their color associations. Use words describing color associations (page 108) and phrases for responding to questions (page 113) in your interviews. How are your color associations similar? How are they different?



Student B

- A Everyone has personal associations with colors. What ideas do these colors conjure up for you? Complete the word web with your own ideas about colors.



- B Exchange your completed word web with a partner and interview them about their color associations. Use words describing color associations (page 108) and phrases for responding to questions (page 113) in your interviews. How are your color associations similar? How are they different?

UNIT 12 SPEAKING

LIFE CHANGES



Pair A



A Look at each picture. What life events do they depict? Imagine these are events in the life of a friend of yours. How would they tell their story?

Work with a partner to create your friend's story as if the friend told it to you. Refer to the unit vocabulary for talking about and describing change, and the phrases from the box to tell the story. Rehearse your story with your partner, taking turns to fill in different details.

And the rest, as they say, is history.
I can't tell it the way he/she does.
I got it straight from the horse's mouth.
It's much better the way he/she tells it!
Those were his/her exact words, ...

I can't speak for him/her, but ...
I don't remember/know all the details, but ...
In his/her own words, ...
That's what he/she said.
To make a long story short, ...

B With your partner, tell the story of your friend to another pair.



Pair B



A Look at each picture. What life events do they depict? Imagine these are events in the life of a friend of yours. How would they tell their story?

Work with a partner to create your friend's story as if the friend told it to you. Refer to the unit vocabulary for talking about and describing change, and the phrases from the box to tell the story. Rehearse your story with your partner, taking turns to fill in different details.

And the rest, as they say, is history.
I can't tell it the way he/she does.
I got it straight from the horse's mouth.
It's much better the way he/she tells it!
Those were his/her exact words, ...

I can't speak for him/her, but ...
I don't remember/know all the details, but ...
In his/her own words, ...
That's what he/she said.
To make a long story short, ...

B With your partner, tell the story of your friend to another pair.