

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-177
Grammar activities	T-185
Vocabulary teacher's notes	T-209
Vocabulary activities	T-217
Speaking teacher's notes	T-241
Speaking activities	T-245

- 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 WHO IS THE NICEST PERSON YOU KNOW?

page T-185

Information questions

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss some facts about yourself, for example, *I went to the movie theater yesterday.* Ss ask you information questions, for example, *Which movie did you see? Who did you go with?* Put Ss into pairs to do the same.
- **Do the task** **A** Give each S a worksheet and ask Ss to complete each question. Check answers as a class. **B** Put Ss into pairs. Ss put an X next to the ten questions they would like to ask their partner. Tell Ss to take turns asking and answering questions. Encourage follow-up questions, for example:
 - *Who is the nicest person you know?*
 - *My friend Elio. Everyone likes him because he is so friendly.*
 - *Where did you meet him?*
- Monitor and help where necessary. If Ss finish early, tell them to choose more questions.
- **Review** Tell Ss to turn over the worksheet. Read some questions aloud and have Ss complete and repeat them. Ask the whole class some of the questions.
- As an extension task, put Ss into new pairs and tell them to choose new questions to ask each other.

1.2 DO YOU KNOW ... ?

page T-186

Indirect questions

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair of Ss and cut into Student A and B halves.
- **Introduce** Put Ss into pairs. Ask them to complete the indirect questions to ask their partner.
- Ss ask and answer the questions.
- **Do the task** Ss work in pairs. Student A asks Student B indirect questions to find out the underlined information about Mario. Student B answers using the information about Mario in parentheses. Then Student B asks indirect questions about Daniela. Monitor and make sure Ss are using indirect questions correctly.

- For Ss who need more support, put all Student As together and all Student Bs together. Ask Ss to write down the indirect questions. Then put Ss into Student A and B pairs.
- **Review** Go through all the indirect questions and ask Ss to give you as many variations as they can, for example: *Can you tell me who she asked for advice? Do you know who gave her advice? I wonder if she asked her mother for advice?*

2.1 WHAT HAVE YOU DONE?

page T-187

Present perfect with *ever*, *never*, *for*, and *since*

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut up the Sentence cards and Answer cards.
- **Introduce** Write some present perfect questions with *ever* on the board, for example: *Have you ever bought a terrible souvenir? Have you ever lost your passport? Have you ever broken something expensive?*
- Pairs ask each other the questions. They use *never*, *for*, and *since* when they answer. Model the conversation:
 - *Have you ever bought a terrible souvenir?*
 - *No, I've never bought anything really bad. But I have received a terrible souvenir – a horrible T-shirt from New York.*
- **Do the task** Ss work in groups of four. Decide which S is A, B, C, and D. Put all the Sentence cards in a pile and the Answer cards in a pile. One S takes the top card from the Sentence pile and one card from the Answer pile. The other three Ss each take a card from the Answer pile.

Student A forms a question using the words on the Sentence card and adding the word on their Answer card (*ever*, *never*, *for*, or *since*).

Students B, C, and D respond to that question according to the word on their Answer card (*ever*, *never*, *for*, or *since*):

Sentence card: *I / have / play / computer games.*

Answer card: *ever*

A: *Have you ever played computer games?*

B: *I have never played computer games.*

C: *I have played computer games for six years.*

D: *I have played computer games since I was 12 years old.*

- **Review** Ss share their sentences with the class. As an extension, Ss ask and answer the questions from the sentence cards.

2.2 HAVE YOU ... YET/ALREADY?

page T-188

Present perfect with *already* and *yet*

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut out the cards.
- **Introduce** Tell Ss to write down two present perfect sentences with *already* and two present perfect sentences with *yet*. Two sentences should be true and two should be false. For example: *I haven't had lunch yet.* (true) *I've already bought my mom's birthday present.* (false)
- Put Ss into pairs to guess which sentences are true and which are false.
- **Do the task** Ss work in groups of four. Put the cards in a pile. Ss take turns choosing a card. Each S answers the question with *already* or *yet*. For example: *No, I haven't checked my email yet.*
- Ss give themselves a point each time their answer is *yes*. At the end, Ss count their points and the S who has the most points is the winner. Monitor and make sure Ss are using the present perfect in their answers correctly.
- **Review** Go through each card and ask Ss as a class. Ask follow-up questions, for example: *Have you checked your email today?* (Yes, I have already checked my email.) *What interesting messages have you gotten?* (My friend Paula wrote and said ...)

3.1 ONE OR MORE?

page T-189

Articles

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut it up. To save cutting, have Ss take turns finding two cards where the articles match. They fill in the blanks and cross off these cards. Ss continue until they have crossed off every card.
- **Introduce** On the board, write this text and leave out the articles: *I have (an) apartment on Chester Street near (the) zoo. (The) apartment is not very big, but it's near work and I have (a) great view of (the) park.*
- Ss add the correct articles where necessary. If no article is necessary, Ss write an X.
- **Do the task** Have Ss work in groups of four. Each S gets the same number of cards. Ss fill in the blanks. Ss then take turns putting a card down. If their card and the one before uses the same combination of articles (or no articles) in the blanks, Ss keep both cards. For example: *A ferry is a boat. I have a dog and a cat.*
- Monitor and help where necessary. The S with the most cards at the end is the winner.
- **Review** Go through all the cards and ask Ss to say what articles are needed.

Answers

Row 1:

A ferry is a boat. I have a photo of the Eiffel Tower. X Many people speak X English in this town. The name of the film was *City Life*.

Row 2:

There is a book and a movie about it.
My X children love X zoos.
The train is late, and I have a job interview!
The train station is a strange building.

Row 3:

X Cities need X parks.
I have a dog and a cat.
A nurse is someone who works in a clinic.
I always have a problem when I'm driving a/the new car.

Row 4:

I saw the moon in the sky.
There is a nice café near the mall.
I'm going to the bank, and then I'm taking a walk.
The second finisher in the race was Carlos Benitez.

Row 5:

The president stood up, so I took a picture of her.
The movie theater is a long way from my house.
X People are afraid of X change.
There is a restaurant, but the food is terrible.

Row 6:

Do you have a house in the city center?
X Money doesn't give X happiness.
The end of the book is very sad.
Walk on the sidewalk, not on the highway!

Row 7:

The best hotel is the Hotel California.
There was a road and a bridge.
The Spanish Embassy is in the town center.
The most expensive apartments are near the beach.

Row 8:

I had a cup of coffee in the kitchen.
I don't like X shopping, and I hate X cooking.
The singer stopped for a minute, and we waited.
The phone rang, but I didn't hear it because I was in the shower.

3.2 WHAT COULD/SHOULD ... ?

page T-190

Modals for advice

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss about a problem you have and ask Ss to give you advice using the modals. For example: *I want to go on vacation to [city popular with tourists from your country], but I don't have a lot of money. How can I have a nice vacation that is not very expensive?*
- **Do the task** Put Ss into small groups. Ss take turns reading a problem aloud. The other group members offer advice using the modals provided. Monitor and encourage Ss to use modals for advice.
- **Review** Ask Ss to share some of their advice with the whole class.
- As an extension task, Ss write their own (not too serious!) problem on a piece of paper. Ss work in groups and give advice. Ask some Ss to read their problems to the whole class and say what advice was given. The class votes on the best advice for each problem.

4.1 WHAT'S THE FUTURE?

page T-191

be going to and *will* for future predictions

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss to complete these sentences:
I'm going to ... tonight.
I think I'll ... tomorrow.
I'm not going to ...
- Put Ss into pairs to compare answers.
- **Do the task** A Ss work in small groups. Ask them to predict what is going to happen in each situation. Ask them to think of as many predictions as possible. B Ask Ss to change groups so that the new groups contain Ss from different groups. Ss report back what their group predicted in each situation and see if the other groups had the same predictions.
- Monitor and make sure Ss are using *will (not) / is (not) going to* in their predictions.
- **Review** Discuss some of the situations as a class and ask Ss to make predictions.
- As an extension, ask each group to write another situation. Ask them to pass this situation to another group and make predictions for the new situation.

4.2 FUTURE PLANS

page T-192

will for sudden decisions; present continuous for future plans

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these sentences aloud to Ss and ask them to say if they are sudden decisions or plans: *John sent me an email so I'll answer it now.* (sudden decision) *Hanako is meeting me tomorrow.* (plan) *I don't know Spanish, but I'll learn.* (sudden decision) *We're getting to the hotel at about six.* (plan) *She's taking the exam in two weeks.* (plan)
- **Do the task** A In pairs, Ss complete the conversation with the most appropriate future forms. Check answers as a class. Pairs read the conversation. B Ask Ss to plan Janice's weekend in the chart. Ss can use the vocabulary in the box or their own ideas. C Tell Ss to take turns role playing and have Janice tell Simone what they are doing next weekend. Monitor and make sure Ss are using the present continuous for future plans. D Pairs compare their plans and decide which is the most interesting weekend.
- **Review** Ss tell you Janice's plans for the weekend.
- As an extension task, Ss tell one another about their real weekend. As a class, find out whose weekend will be the most interesting.

Answers

1 'll speak 2 are you doing? 3 'm not working 4 'll have
5 'll get 6 Will you tell 7 're camping 8 'll be

5.1 LOST AND FOUND

page T-193

Simple past

35 minutes

- **PREPARE** Make one copy of the worksheet for each S and cut into Student A and B halves.
- **Introduce** Read these verbs aloud: *ask, disappear, fall, find, happen, know, leave, look, lose, return, tell, want*. Ss put them into two categories: regular and irregular simple past.

Answers

Regular	Irregular
ask, disappear, discover, happen, look, return, search, want	fall (fell), find (found), know (knew), leave (left), lose (lost), take (took), tell (told)

- **Do the task** Put Ss into pairs. Have them use the question frames to ask and answer questions in the simple past to complete the text. Make sure Ss understand the questions are numbered to match the blanks.
- If Ss need more support, put all Student As together and all Student Bs together. Have them think of questions together. Then check the questions with Student As and Student Bs. Ss work in pairs to complete the activity.
- Monitor and make sure Ss are using the simple past in questions and answers and filling in the text.
- **Review** Review the answers as a class.

5.2 WHAT WAS HAPPENING?

page T-194

Past continuous and simple past

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Give each group one die. (If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.)
- **Introduce** Write these sentences on the board and ask Ss to complete them with their own ideas.
While I was coming to class today, ...
When I heard the news about ..., I ...
Pairs compare and discuss.
- **Do the task** A Put Ss into small groups. S1 rolls the dice followed by the other four Ss until they have rolled a total of five times and written down the numbers. Ss make sentences with the past continuous and simple past using words from each column in the first chart. Tell Ss they will need to add some words of their own. See which group can make the most sentences in ten minutes. B Then tell Ss to do the same using the second chart. Monitor and help where necessary.
- **Review** Tell Ss to look at the first chart. Read five numbers between one and six aloud and ask Ss to make sentences. For example: 3, 1, 5, 4, 2. *When I was working on my essay, a neighbor arrived.*
- Repeat with the second table. See which S can make the most interesting sentence.

6.1 HOW MUCH/MANY?

page T-195

Quantifiers

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of word dominoes for each group of three Ss. Each word domino has a pair of words.
- **Introduce** Ss copy this chart into their notebooks.

a few / several / so many	a little / very little / so much

Read these words aloud and ask Ss to put them in the correct column: *cars, noise, space, streets, water, furniture, problems, people, trash, time, garages, cities, pollution, walls.*

Answers

a few / several / so many	a little / very little / so much
cars, streets, problems, people, garages, cities, walls	noise, space, water, furniture, trash, time, pollution

- Elicit from Ss which quantifiers go with all these words (*a lot of, almost none, all of the*).
- **Do the task** Give one set of word dominoes to each group. Tell Ss to divide the word dominoes between themselves. S1 begins by putting down any word domino. S2 adds a word domino so that the quantifier matches the noun (or the noun matches the quantifier). Ss take turns choosing the next word domino to put down.
- Follow the example:

all of the	factories	a few	changes
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(= *all of the factories, all of the changes, a few factories, a few changes*)

- Tell Ss to take turns putting down word dominoes to the left or right. If a S makes a mistake with the noun or quantifier, they must take back the word domino and miss a turn. The first S to use all of their word dominoes is the winner. Monitor and help where necessary.
- **Review** Ask groups of Ss to arrange all the word dominoes in a line. The nouns and quantifiers should all match. All the dominoes should be used.

6.2 WHAT WILL HAPPEN?

page T-196

Present and future real conditionals

35 minutes

- **PREPARE** Make one copy of the worksheet for a group of six Ss and cut it up into cards. To save cutting, have Ss take turns choosing a sentence from the worksheet.
- **Introduce** On the board, write the jumbled sentences:
trash / a / When / lot / I / angry / I / get / see / of
(When I see a lot of trash, I get angry.)
a / building / police / call / If / graffiti / you / new / see / on / the
(If you see graffiti on a new building, call the police.)

you / won't / accident / drive / If / have / an / safely / you
(If you drive safely, you won't have an accident.)

traffic / be / the / we / There / if / subway / fewer / jams / will / use
(There will be fewer traffic jams if we use the subway.)

- Ss put them in order to make present and future real conditionals (underline the first word).
- Put Ss into groups to say whether they agree or disagree with the statements.
- **Do the task** Put Ss into groups of six and give each group a pile of cards. S1 takes a card. S1 completes the sentence to make a present or future conditional. S2 uses the end of that sentence to make a new conditional sentence. Ss continue around the group to add sentences until everyone has spoken. (You can expand the activity by having Ss continue the sequence for a second round.) Then another S takes a new card and starts a new sequence of sentences. Monitor and make sure Ss are saying full and correct present or future conditionals.
- **Review** Ask Ss to complete each of the sentences. Take some of the sentences and ask Ss to complete and add new sentences to them.
- As a variation or extension, Ss can do this in writing rather than speaking. Ss write the sentence at the top of a piece of paper and pass it to another S to add another sentence below it. Each S can start off a sequence so that everyone is writing at the same time and not waiting for their turn.

7.1 HE USED TO ...

page T-197

used to

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss and cut it up into Student A, Student B, and Student C parts.
- **Introduce** Put Ss into pairs. Tell them to complete these sentences without asking their partner.
You used to have _____ .
You didn't use to like _____ much.
You used to go to _____ a lot.
You didn't use to be able to _____ .
- Ss ask their partner questions to check if they were right:
Did you use to have a cat?
- **Do the task** Ss work in groups of three. Tell Ss to take turns completing the information about the three musicians by asking and answering questions with *used to*. Monitor and help where necessary.
- **Review** Ss make positive and negative sentences about the three musicians, for example: *Elena used to study music at college.*
- As an extension task, Ss write down three extra questions with *used to* that they could ask one of the musicians, for example: *Vincent, did you use to play music at school?*
- Put Ss into pairs to ask and answer the questions and make up answers.

7.2 IT'S NOT AS EASY AS ...

page T-198

Comparisons with (not) as ... as

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of cards for each pair of Ss. To save cutting, ask Ss to take turns going through the cards on the worksheet and making comparisons.
- **Introduce** Write these sentences on the board and ask Ss to correct them:
Watching a movie on a smartphone is as better as watching it on TV. (better good)
Horror films are not popular as comedies. (not as popular)
Actors in soap operas are so good as actors in movies. (so as)
Your favorite movie is not as interesting my favorite movie. (interesting as my)
- Pairs say whether they agree or disagree with the sentences.
- **Do the task** Tell Ss to work in pairs and give each pair a set of cards. Ss take turns taking a card and making comparisons between the two things using (not) as ... as. Encourage Ss to make as many comparisons as possible. Monitor and help where necessary.
- **Review the task** Go through all the cards and ask Ss to make as many comparisons as they can. If Ss disagree with any of the comparisons, have them say why and make an alternative comparison.

8.1 WHAT'S BEEN GOING ON?

page T-199

Present perfect continuous

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of cards for each group of three Ss. To save cutting, have Ss go through each of the cards and make present perfect continuous sentences about each one.
- **Introduce** Ss work in small groups. Give them three minutes to write down as many sentences as they can about what has been happening recently in their country and the world, for example, *Oil prices have been going up*. See which group has the most sentences, and share ideas as a class.
- **Do the task** Ss work in groups of three. They take turns taking a card. They give reasons to explain the situations using the present perfect continuous. Encourage Ss to give as many reasons as possible, using positive and negative sentences. Monitor and make sure Ss are using the present perfect continuous correctly.
- **Review** Go through each of the cards and ask Ss to share at least two present perfect continuous sentences about each of them.

8.2 IS IT HAPPENING NOW?

page T-200

Present perfect vs. present perfect continuous

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Ss complete these two questions using the present perfect: *Have you finished ... this week? Have you ever ... ?*
- Ss complete these two questions using the present perfect continuous: *Have you been ... recently? Has anyone you know been ... recently?*
- Then put Ss into pairs to ask and answer the questions.
- Now hand out the worksheet. To check that Ss understand the present perfect vs. the present perfect continuous, ask: *Can we say, "I'm happy because I've been finishing my homework"?* (no) *Can we say, "We've been waiting for hours!"?* (yes)
- **Do the task** Explain that Ss will take turns going through the squares from start to finish. Ss can move one square at a time: up, down, across, or diagonally (in any direction). If the square uses present perfect continuous, they take another turn. If the square uses present perfect, their turns ends.
- **Review** Ss share aloud the squares where it is possible to use the present perfect continuous.

Answers

Row 1:

We have been waiting for hours.
Gabriela has been working on a new project.
She has won a prize.
Now we have come to the end.
It has been a bad day.
The children have been enjoying their vacation.
Steve has missed the plane.

Row 2:

I'm happy because I have finished my homework.
Emily, are you taking your umbrella?
It has been raining all day.
The plane has taken off and will arrive soon.
Come on! The show has started.
Andray has been worrying about you.
Jones has been running 100 meters in 9:43.
They have spent a lot of time there.

Row 3:

The train has arrived at last.
Your idea has saved a lot of time.
Sara, have you been listening to me?
The author has written seven books.
Who has finished?
The students have been complaining.
Don't worry. She has given it back to me.
Nobody has been speaking to me.

Row 4:

The movie has ended.
 I have brought Amy with me.
 What has been happening recently?
 Sorry, I have forgotten.
 We have been getting nowhere.
 Let's go. The taxi has come.
 I'm afraid she has left college.
 We have been talking for hours.

Row 5:

He has bought a new car.
 Wayne, have you decided?
 Sorry, I haven't been feeling well.
 I have gotten a million emails today.
 They have been traveling for hours.
 Your dog has bitten me!
 I have been learning Spanish.
 We have known each other for years.

Row 6:

Teresa, have you started yet?
 We have been living here for six years.
 Karla has come back from France.
 They have met twice before.
 Lucy, have you missed me?
 I have been waiting for hours!
 She has been doing too much.
 Mark, have you seen Eric today?

Row 7:

We have reserved a table for 8:00.
 Everybody has been doing a great job.
 Ow! I have cut my hand!
 Daniela, have you heard the news?
 What has been going on here?
 Sit down. The game has begun.
 I have been sitting here all day.
 The bus has stopped. Let's go.

- **Review** Ss read each paragraph aloud using the correct modals. Then Ss share their ideas about which college would be the best for these four Ss.

Answers

1 don't have to be 2 need to have 3 don't need to have
 4 must go 5 have to do 6 have to know 7 must pass
 8 have to attend 9 need to study 10 must be
 11 don't have to go 12 must make
 13 don't need to take 14 must be 15 have to have

9.1 COLLEGE REQUIREMENTS

page T-201

Modals of necessity**35 minutes**

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these rules aloud. Ss check the things that they have to do at their jobs or in everyday life. Ask them to put an X next to the things that they don't have to do.
Wear a uniform or special clothes.
Get up early.
Know English.
Spend a lot of time on a computer.
Work/Study on the weekend.
- Put Ss into pairs to compare and discuss.
- **Do the task** A Ss complete the descriptions of each college with the correct form of the modals. Check answers as a class. B Put Ss into groups to discuss which college would be better for each S. Monitor and encourage Ss to use modals in their discussion, for example, *Zoe needs to choose a college that has a clear study program.*

9.2 RULES OF THE JOB

page T-202

Modals of prohibition and permission**35 minutes**

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write these company rules on the board. Ss work in groups and discuss whether they are good rules.
You must answer every email within 24 hours.
You can't answer personal email at work.
You can take as much vacation as you want.
You must not eat or drink at your desk.
You must sign a time card every day at work.
- **Do the task** Ss work in pairs – one as a manager and the other as the employee. Ss need to complete the sentences with modals of prohibition and permission to make the conversation. Ss then change roles and repeat the conversation. Monitor and make sure Ss are using modals correctly.
- **Review** Go through the conversation and ask Ss to complete the sentences. Ask some pairs to come to the front of the class and perform the conversation.

10.1 TALKING ABOUT THINGS

page T-203

Simple present passive**35 minutes**

- **PREPARE** Make one copy of the worksheet for each pair and cut into Student A and Student B halves.
- **Introduce** Ask Ss to write down sentences about what is done in these places: *factories, stores, farms, restaurants, the internet, your home*. For example: *factories: things are produced, workers are hired, things are sent to stores.*
- Put Ss into pairs to compare sentences.
- **Do the task** A Ss work in pairs. Student A begins and makes passive sentences to read to Student B. Student B says what each object is. Then it is Student B's turn to make and read the passive sentences for Student A to answer. Monitor and make sure Ss are using the passive correctly.

- **Review** Go through all the questions and check that Ss have used the passive correctly and given the correct answer. As an extension, ask each pair to add four new sentences in the passive to read to one another and guess the correct answers.

Answers

- A:** 1 is made (mirror)
 2 is written (dictionary)
 3 are needed (glasses)
 4 is sold (popcorn, candy)
 5 is washed and combed (hair)
 6 is thrown; is recycled (trash)
 7 are given (presents)
 8 is taken; is put (milk)
 9 are worn (socks)
 10 is kicked (soccer ball)
- B:** 1 is worn (hat)
 2 is used (money)
 3 is made; is opened and closed (door)
 4 are needed (scissors)
 5 is bought (ticket)
 6 is flown (plane)
 7 are washed; are dried (plates, utensils, bowls, etc.)
 8 is blown (balloon)
 9 is kept (refrigerator)
 10 is slept (bed)

10.2 TALKING ABOUT THE PAST

page T-204

Simple past passive

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of sentences for each group of 12 Ss. To save time cutting, have Ss complete and reorder the sentences on the worksheet.
- **Introduce** Read sentences in the simple past active aloud and ask Ss to turn them into the passive. For example: *They made it in China.* (It was made in China.)
- **Do the task** Put Ss in groups of 12, 6, 4, or 3. Ss divide up the pieces of paper and make the sentences simple past passive. Ss then read the sentences to one another and put them in order. Monitor and make sure Ss are using the simple past passive correctly.
- **Review** Make sure the sentences are in the correct order and that Ss have used the simple past passive correctly.

Answers

A boat was sent out to catch fish.
 Then a place was found where there were lots of fish.
 The fish were caught in the sea.
 The boat was filled with lots of fish.
 The fish were frozen while they were at sea.
 The full boat was returned to the shore.
 The fish were taken off the boat.
 They were put on to trucks.
 The fish were transported to supermarkets.
 They were bought by customers.
 The fish were cooked and eaten for dinner.

11.1 DON'T GIVE UP

page T-205

Phrasal verbs

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read the phrasal verbs aloud: *belong to, figure out, get over, get up, give up, grow up, keep up, lie down, put on, set up, stand out, turn on, work at, work out.*
- Ss put them into three categories:

No object	With object, separable	With object, inseparable

Answers

No object	With object, separable	With object, inseparable
get up, give up, grow up, lie down, stand out, work out	figure out, give up, keep up, put on, set up, turn on	belong to, get over, work at

- **Do the task** Ss work in pairs to decide if each sentence is right or wrong.
- **Review** Go through the sentences as a class. Ss get one point for each correct answer. Ss lose two points for each incorrect answer. The group with the most points at the end is the winner.

Answers

Incorrect:

- Lucia's honesty really stands her out.
- It's a new business and I think they set up it it up last year.
- Excuse me, does this belong you to to you?
- It was difficult at first, but then we got over our problems over.
- His parents grew him up He grew up in a small town.
- Pablo found a job but then gave up it it up.
- There stands out Nothing stands out about him.
- We'll soon figure it out what to do.

11.2 WONDERING ABOUT THE FUTURE

page T-206

Future unreal conditionals

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss. Give each group one die. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Say *If I wanted a challenge, I would run a marathon.*
- Ask a S to continue on from this sentence using a future unreal conditional, for example: *If I ran a marathon, I would train hard.*
- Ss continue this around the class. Then put Ss into large groups. One S thinks of a future unreal conditional and the other Ss in the group continue it.
- **Do the task** Tell Ss to work in groups of three. Ss roll the die and move along the board. When Ss land on a square, they unscramble the question, ask it, and answer it, for example: *What would you do if you needed a lot of money quickly? If I needed a lot of money quickly, I'd ask a friend.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are making questions and answering them in the future unreal conditional.
- **Review** Ask Ss to choose questions from the worksheet and ask them of other Ss in the class.

12.1 GIVING MORE INFORMATION

page T-207

Indefinite pronouns

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss.
- **Introduce** On the board, write *anything, something, anyone, and nothing*. Ss ask and answer questions using these indefinite pronouns, for example: *Would anyone like something to drink? No, I don't want anything.* Demonstrate asking and answering questions using several other indefinite pronouns.
- **Do the task** Put Ss into groups of three. Give each group the story. Ss read the story once for comprehension. Then they rewrite the story giving more information about the indefinite pronouns. Monitor and help where necessary.
- **Review** Ask each group to share their story with the class. Compare their similarities and differences.

12.2 REPORTING WHAT THEY SAID

page T-208

Reported speech

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the bottom half into strips and give a strip to each S. (Ss can share if it is a large class; Ss can have several strips if it is a small class.) To save cutting, Ss can read the sentences, take turns reporting what the people said, and fill in the chart.
- **Introduce** Put Ss into pairs. Ss should tell one another three pieces of information about themselves. Two should be true and one should be false. Ss report the information that they think is false to the whole class, and say why they think it is false. For example: *Paulo said he was going to get up at 6:00 tomorrow. I don't believe him because he told me he was going to a party tonight.*
- The class discusses whether they agree it is false and then check with the S who said it.
- **Do the task** **A** Explain the situation: Ss own an adventure travel company and they have interviewed four people for a job. Each S takes a strip and reports to the other Ss what the four people said, changing direct speech to reported speech. The Ss listen and write notes in the chart. Monitor and make sure Ss are using reported speech and not just reading the strips aloud. Then put Ss into small groups. Ss must decide to whom to give the job. Each group reports their decision back to the class.
- **Review** Go through all the strips and tell Ss to change the direct speech to reported speech. As an extension, put Ss into groups of four. Each S takes a turn being one of the candidates, and the other Ss ask them new questions. Ss write down the answers. At the end, Ss report back all the answers and make a decision about which candidate to hire.

1.1 GRAMMAR

WHO IS THE NICEST PERSON YOU KNOW?

A Complete the information questions.

B Work in pairs. Choose ten questions to ask your partner.

Who is the nicest person you know?

My friend Elio. Everyone likes him because he is so friendly.

_____ is the nicest person you know?

_____ often do you get up very early?

_____ is your favorite book?

_____ did you last see a really good movie?

_____ do you usually go on vacation?

_____ do you prefer: summer or winter?

_____ lives in your apartment/house?

_____ can you remember about your first day at work/college?

In this class, _____ last name is the longest?

_____ did you meet your best friend?

_____ is it important to know English?

_____ do you want to go next weekend?

_____ is better: coffee or tea?

_____ is the best time to visit your country?

_____ does most of the housework in your family?

Among your friends, _____ job is the most interesting?

_____ is the coolest place to go in your town?

_____ did you dream about last night?

_____ is social media popular?

_____ good are you at sports?

_____ well can you cook?

_____ do you relax?

In your family, _____ birthday is next?

_____ did you get to school?

_____ is the most famous person in your country?

_____ do you need to buy soon?

1.2 GRAMMAR

DO YOU KNOW ... ?

Student A

A Work in pairs. Ask Student B indirect questions to find out the underlined information about Mario.

Mario was born in Italy but now ¹lives in New York. He has one very good ²friend from Italy. They often meet and ³talk. Mario met his friend ⁴on vacation two years ago. It was a ⁵great vacation! This year they want to go on vacation together ⁶somewhere. Mario is very busy at work, but he has ⁷some free time in August. Maybe ⁸his friend isn't working in August.

- 1 Can you tell me why he lives in New York ?
- 2 I wonder who _____.
- 3 Do you have any idea what _____ ?
- 4 Do you know where _____ ?
- 5 I'd like to know why _____.
- 6 I wonder if _____.
- 7 Do you know how much _____ ?
- 8 Can you tell me whether _____ ?

B Now answer Student B's questions about Daniela with the information in parentheses.

Daniela works in an office. (She's an IT specialist.) She started to work in this company a long time ago, (in 2008) but she doesn't like her job. (She works long hours.) There is only one good thing about her job. (The money is good.) So she doesn't know whether to stay. (She will probably leave.) She asked somebody (her best friend) for advice, and she told her to keep the job. Daniela wanted to speak to her boss about it. (She didn't have time this week.) Or can her coworkers help her? (with her job)



Student B

A Work in pairs. Answer Student A's questions about Mario with the information in parentheses.

Mario was born in Italy but now lives in New York. (He works there.) He has one very good friend (Damien) from Italy. They often meet and talk. (about Italy) Mario met his friend on vacation (in Florida) two years ago. It was a great vacation. (The hotel was fantastic!) This year they want to go on vacation together somewhere. (maybe Paris) Mario is very busy at work, but he has some free time (two weeks) in August. Maybe his friend isn't working in August. (His friend doesn't know yet.)

B Now ask Student A indirect questions to find out the underlined information about Daniela.

Daniela ¹works in an office. She started to work in this company ²a long time ago, but ³she doesn't like her job. There is only ⁴one good thing about her job. So she doesn't know whether to ⁵stay or find a new job. She asked ⁶somebody for advice, and she told her to keep the job. Daniela wanted to ⁷speak to her boss about it. Or can ⁸her coworkers help her?

- 1 Do you have any idea what job she does ?
- 2 Do you know when _____ ?
- 3 Can you tell me why _____ ?
- 4 I want to find out _____.
- 5 I wonder if _____.
- 6 Do you know who _____ ?
- 7 Can you tell me whether _____ ?
- 8 I'd like to know how _____.

2.1 GRAMMAR

WHAT HAVE YOU DONE?

Work in groups of four. Take turns: one student turns over the top card from the sentence pile. Then Students A, B, C, and D take turns making sentences using the word on their answer card.

I / have / play / computer games.

A: *Have you ever played computer games?*

B: *I have never played computer games.*

C: *I have played computer games for six years.*

D: *I have played computer games since I was 12 years old.*

Sentence cards

I / have / play / computer games.	you / ride / a horse?	Mike / collect / toy cars / five years.	she / be interested in clocks / she was a child.
they / show / you / their photos?	we / have / that picture / 2015.	I / know / her sister / a long time.	my mom / see / all the stuff in my bedroom.
you / keep / that library book / eight weeks!	I / be interested in comics.	you / wanted / sell it?	we / lived / here / the summer.
I / do / yoga / elementary school.	they / play / those old CDs.	Sara / want / a bigger apartment / years.	you / borrow / something and / lose / it?


Answer cards

Student A: ever	Student A: since	Student A: for	Student A: never
Student B: never	Student B: ever	Student B: since	Student B: for
Student C: for	Student C: never	Student C: ever	Student C: since
Student D: since	Student D: for	Student D: never	Student D: ever
Student A: for	Student A: for	Student A: never	Student A: ever
Student B: never	Student B: ever	Student B: since	Student B: for
Student C: ever	Student C: never	Student C: ever	Student C: since
Student D: since	Student D: since	Student D: for	Student D: never
Student A: ever	Student A: ever	Student A: since	Student A: for
Student B: never	Student B: since	Student B: ever	Student B: never
Student C: since	Student C: never	Student C: for	Student C: since
Student D: for	Student D: for	Student D: never	Student D: ever
Student A: since	Student A: since	Student A: ever	Student A: for
Student B: never	Student B: ever	Student B: since	Student B: never
Student C: for	Student C: for	Student C: for	Student C: since
Student D: ever	Student D: never	Student D: never	Student D: ever

2.2 GRAMMAR

HAVE YOU ... YET/ALREADY?

Work in groups. Take turns choosing a card. Each student answers the question with *already* or *yet*. Give yourself one point each time your answer is *yes*. The student who has the most points is the winner.



Have you checked your email today?	Have you decided what phone to buy next?	Have you downloaded an app this week?	Have you decided where to have dinner tonight?
Have you said "Hello" to your teacher?	Have you called your best friend this week?	Have you planned your next vacation?	Have you turned on a device today?
Have you synced your phone with your computer this month?	Have you driven an electric car?	Have you used your microwave today?	Have you watched anything online this week?
Have you watched the latest <i>Star Wars</i> movie?	Have you decided what to do after this class?	Have you gone online today?	Have you learned any new words in this lesson?
Have you shared anything on social media today?	Have you done your English homework?	Have you made a mistake with the present perfect in this lesson?	Have you bought anything online this week?
Have you had any coffee today?	Have you ridden a motorcycle?	Have you opened your refrigerator today?	Have you washed your hair this week?

3.1 GRAMMAR

ONE OR MORE?

In this matching game, you collect cards by matching what is written in the blanks. Work in groups of four. Divide up the cards and fill in the blanks with the missing articles. Write *X* if there is no missing article.

Student A puts down the first card. Then Student B puts down a card. If the blanks match, Student B keeps both cards. If they do not match, 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.



_____ ferry is _____ boat.	I have _____ photo of _____ Eiffel Tower.	_____ many people speak _____ English in this town.	_____ name of _____ film was <i>City Life</i> .
There is _____ book and _____ movie about it.	My _____ children love _____ zoos.	_____ train is late, and I have _____ job interview!	_____ train station is _____ strange building.
_____ cities need _____ parks.	I have _____ dog and _____ cat.	_____ nurse is someone who works in _____ clinic.	I always have _____ problem when I'm driving _____ new car.
I saw _____ moon in _____ sky.	There is _____ nice café near _____ mall.	I'm going to _____ bank, and then I'm taking _____ walk.	_____ second finisher in _____ race was Carlos Benitez.
_____ president stood up, so I took _____ picture of her.	_____ movie theater is _____ long way from my house.	_____ people are afraid of _____ change.	There is _____ restaurant, but _____ food is terrible.
Do you have _____ house in _____ city center?	_____ money doesn't give _____ happiness.	_____ end of _____ book is very sad.	Walk on _____ sidewalk, not on _____ highway!
_____ best hotel is _____ Hotel California.	There was _____ road and _____ bridge.	_____ Spanish Embassy is in _____ town center.	_____ most expensive apartments are near _____ beach.
I had _____ cup of coffee in _____ kitchen.	I don't like _____ shopping, and I hate _____ cooking.	_____ singer stopped for _____ minute, and we waited.	_____ phone rang, but I didn't hear it because I was in _____ shower.

3.2 GRAMMAR

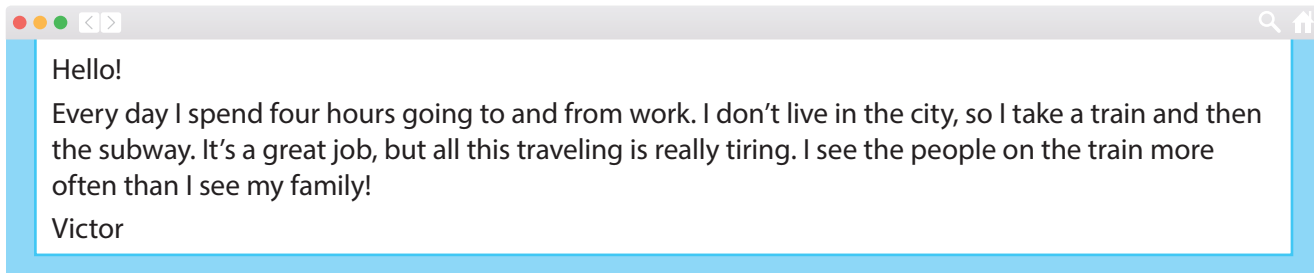
WHAT COULD/SHOULD ... ?

Work in groups. Read the problems and give advice. You can use the phrases below.

You could/should ...

I'd ...

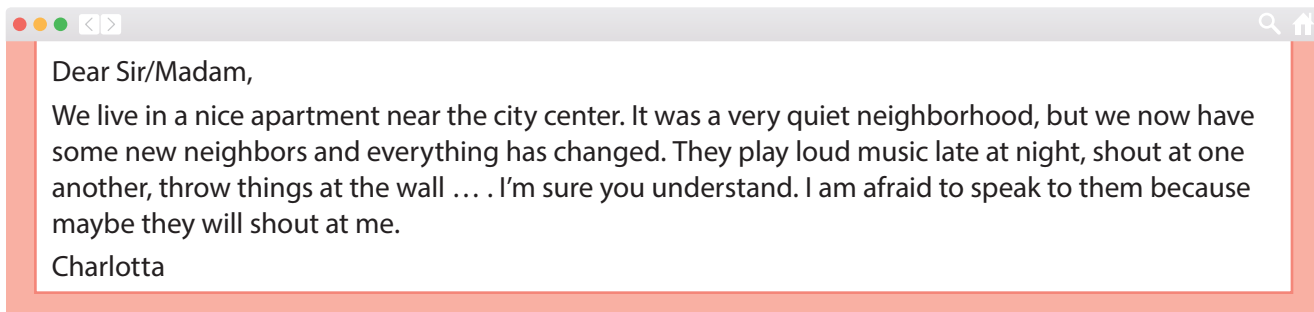
I wouldn't ...



Hello!

Every day I spend four hours going to and from work. I don't live in the city, so I take a train and then the subway. It's a great job, but all this traveling is really tiring. I see the people on the train more often than I see my family!

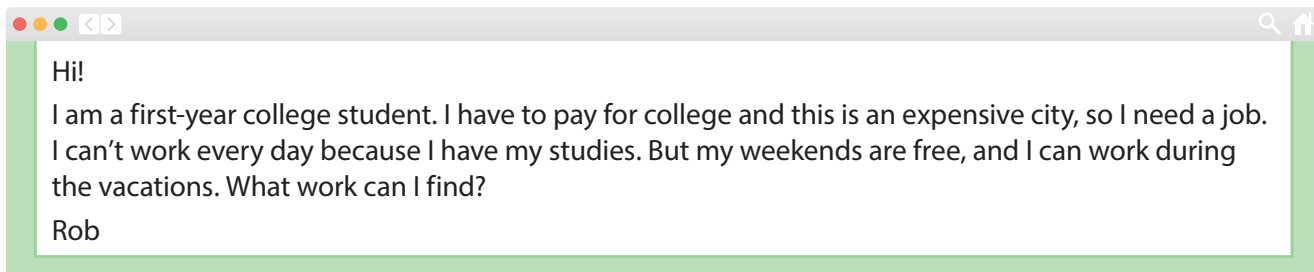
Victor



Dear Sir/Madam,

We live in a nice apartment near the city center. It was a very quiet neighborhood, but we now have some new neighbors and everything has changed. They play loud music late at night, shout at one another, throw things at the wall ... I'm sure you understand. I am afraid to speak to them because maybe they will shout at me.

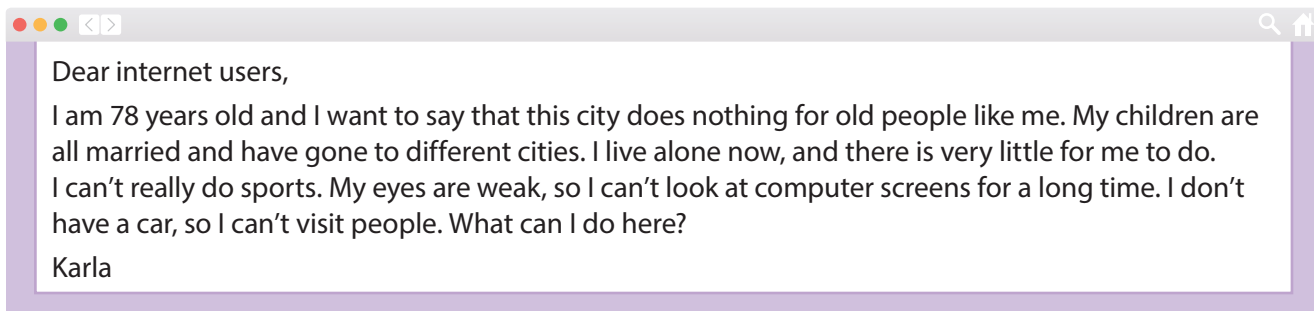
Charlotta



Hi!

I am a first-year college student. I have to pay for college and this is an expensive city, so I need a job. I can't work every day because I have my studies. But my weekends are free, and I can work during the vacations. What work can I find?

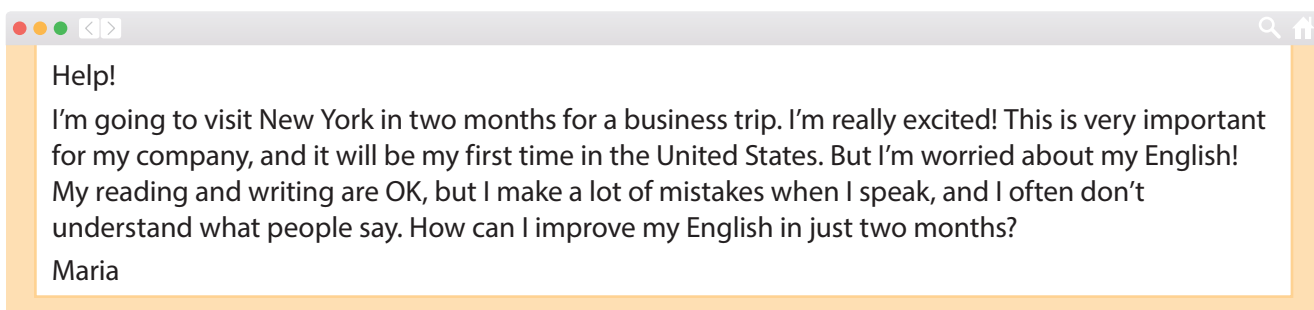
Rob



Dear internet users,

I am 78 years old and I want to say that this city does nothing for old people like me. My children are all married and have gone to different cities. I live alone now, and there is very little for me to do. I can't really do sports. My eyes are weak, so I can't look at computer screens for a long time. I don't have a car, so I can't visit people. What can I do here?

Karla



Help!

I'm going to visit New York in two months for a business trip. I'm really excited! This is very important for my company, and it will be my first time in the United States. But I'm worried about my English! My reading and writing are OK, but I make a lot of mistakes when I speak, and I often don't understand what people say. How can I improve my English in just two months?

Maria

4.1 GRAMMAR

WHAT'S THE FUTURE?

A **Work in groups.** What do you think will (not) / is (not) going to happen in these situations?



- 1 You go to a party and come home very late. You realize that you've left your key to the apartment on the table! Your apartment is on the sixth floor, there are no lights on, and everyone is asleep. But you can see a small window is open, and there is a tree next to the building. You decide to climb up to the window and get in your apartment.
- 2 You are a server in a restaurant. You are not happy with your job. You work long hours and the customers like you, but you don't earn much money. You decide to go to your boss and tell her that you will leave your job.
- 3 It is your friend's birthday today, but you have forgotten! You are going to her party this afternoon. You don't have a present for her, and it is a national holiday, so all the stores are closed.
- 4 You are in a café. A woman comes in and sits at a different table. She writes something on a piece of paper, gives you the paper, and goes out quickly. On the paper there is a telephone number and a message: "Call Andrei now."
- 5 You are on vacation in Spain. You have no more euros, so you go to the ATM. You put your bank card in the ATM, and the machine says you have no money left in your bank account. It is Wednesday and your flight home is on Saturday.
- 6 You work for an international bank. Your boss speaks to you and says the bank wants you to work in Seattle for a year. The work will be good, and the money will be good. But your family does not want you to go to a different country for a year. You speak to them about it.
- 7 You are driving down the highway in your car. You are going carefully because the weather is very bad today: snow and ice. A police car comes next to your car, and the police tell you to stop. You stop and a police officer asks you to get out of the car.
- 8 You are a student. You have not studied very hard this year because you have a job in a pizza restaurant. You got 23 percent on your last math test. Your math teacher wants to see you in her classroom.

B **Change groups.** Tell the other students what your group thinks about each situation. Do the other students agree?

4.2 GRAMMAR

FUTURE PLANS

A **Work in pairs. Complete the conversation with the most appropriate future form.**

Janice Hello, Simone? I can't really hear you.

Simone Sorry, I ¹*ll speak / 'm speaking* louder. It's noisy here.

Janice That's better. What are your plans for next weekend? What ²*will you do / are you doing*?

Simone I ³*'m not working / won't work* because those are my days off. Are you free?

Janice Yes, and I want to invite you to go on a trip with us. Can you come?

Simone I ⁴*ll have / 'm having* to ask Michelle, but it sounds great! What are the details?

Janice Do you have a pen?

Simone Just a minute, I ⁵*ll get / 'm getting* one. Oh, there's a pen here. ⁶*Will you tell / Are you telling* me what the plan is?

Janice This might be a surprise, but we ⁷*ll camp / 're camping*.

Simone I've always stayed in hotels, so this ⁸*ll be / 's being* an experience! Tell me more ...

B **Plan Janice's weekend. Choose what time Janice and her friends will do each activity and write the activity next to the time. You can use some of the phrases in the box and your own ideas.**

climb	cycle	go fishing	go sailing	go swimming	have (a picnic)
hike	meet up	play (soccer)	ride (horses)	walk (in the forest)	

Friday	Saturday	Sunday
5:00 p.m. Arrive.	9:00 a.m.	9:00 a.m.
7:00 p.m.	12:00 p.m.	12:00 p.m.
	3:00 p.m.	3:00 p.m.
	6:00 p.m.	6:00 p.m. Leave.
	9:00 p.m.	

C **Take turns role playing. Have Janice tell Simone what their plans are for next weekend.**

At 7:00 on Friday, we're having dinner.

D **Compare your plans for the weekend and decide which is the most interesting.**

5.1 GRAMMAR

LOST AND FOUND

Student A

Work in pairs. Ask and answer questions in the simple past. Find out information to complete the sentences.

A *Why did Ana go to the museum?*

B *She went there because she loved art.*

Ana went to the museum because ¹ _____, especially Greek statues. She brought her camera and spent the whole morning in the museum. Ana really wanted ² _____. She found the statue on the second floor and asked ³ _____ to take a photo of her next to it. Ana then needed to go home, so she got on the bus outside the museum. Twenty minutes later, Ana got off and walked ⁴ _____. Sergio, a student, got on the same bus ten minutes later, and he found a purse on a seat. It was Ana's purse. Sergio gave the purse ⁵ _____, who checked it. There was some money inside and a camera but no name. They didn't know what to do, so they decided ⁶ _____. They found lots of pictures of art, but then Sergio saw a picture of a Greek statue and a young woman. Sergio shouted, "I know that woman!" It was Ana, of course, and she lived ⁷ _____. Sergio took the purse with the camera and went to Ana's apartment. When Ana opened ⁸ _____, she was very surprised to see her neighbor with her camera! Ana was so happy, but Sergio felt embarrassed.

1 Why _____ to the museum?

5 Who _____ the purse to?

2 What _____ to do there?

6 What _____ to do?

3 Who _____ to take a photo?

7 Where _____?

4 Where _____ to?

8 What _____?

Student B

Work in pairs. Ask and answer questions in the simple past. Find out information to complete the sentences.

A *How long did Ana spend in the museum?*

B *She spent the whole morning there.*

Ana went to the museum because she loved art, especially Greek statues. She brought her camera and spent ¹ _____ in the museum. Ana really wanted to see the famous statue of the Greek god Zeus. She found the statue ² _____ and asked an older woman to take a photo of her next to it. Ana then needed to go home, so she got on the bus ³ _____. Twenty minutes later, Ana got off and walked to her apartment. Sergio, a student, got on the same bus ten minutes later, and he found a purse ⁴ _____. It was Ana's purse. Sergio gave the purse to the bus driver, who checked it. There was some money inside and a camera but no name. They didn't know what to do, so they decided to look at the photos on the camera. They found ⁵ _____, but then Sergio saw a picture of a Greek statue and a young woman. Sergio shouted, "⁶ _____!" It was Ana, of course, and she lived near Sergio. Sergio took the purse with the camera and went ⁷ _____. When Ana opened the door, she was very surprised to see her neighbor with her camera! Ana was so happy, but Sergio felt ⁸ _____.

1 How long _____ in the museum?

5 What _____?

2 Where _____ the statue?

6 What _____?

3 Where _____ on the bus?

7 Where _____?

4 Where _____ the purse?

8 How _____?

5.2 GRAMMAR

WHAT WAS HAPPENING?

A Work in groups. Take turns rolling the die five times and write down the numbers. Match the numbers on the die with rows 1–5 to find words in the chart to make a sentence. Use the past continuous and simple past of the verbs. Add some words of your own to finish the sentence.



While I was talking to mom, Stacey called.

	Roll 1	Roll 2	Roll 3		Roll 4	Roll 5	
	When	I	go	_____	you	decide	_____
	While	Maria	have	_____	somebody	arrive	_____
	When	Hugo	watch	_____	Brad	call	_____
	While	the students	talk	_____	a neighbor	shout	_____
	When	my uncle	work	_____	a friend	cook	_____
	While	you	play	_____	Stacey	wait	_____

B Take turns rolling the die to make new sentences.



I finished my coffee while the stranger was speaking to me.

	Roll 1	Roll 2	Roll 3	Roll 4	Roll 5		
	I	have	_____	while	Santiago	open	_____
	My parents	drive	_____	when	the children	speak	_____
	The doctor	help	_____	while	two people	put on	_____
	My best friend	do	_____	when	the stranger	leave	_____
	Everyone	finish	_____	while	Camila	run	_____
	They	come	_____	when	someone	pay	_____

6.1 GRAMMAR

HOW MUCH/MANY?

Work in pairs. Take turns putting down a word domino. The quantifier and noun must match.



all of the	factories	a few	people	very little	air
so much	pollution	very little	trash	almost no	cars
a lot of	noise	almost none	work	so much	nature
a little	furniture	so much	water	a lot of	stuff
so much	time	so many	buildings	so many	times
all of the	crowds	almost no	garbage	a few	changes
very little	space	all of the	information	almost no	pictures
so many	towns	so much	paper	a lot of	apartments
all of the	smoke	a little	grass	a lot of	garages
several	streets	several	jobs	several	delays

6.2 GRAMMAR

WHAT WILL HAPPEN?

Work in groups. Take turns choosing a card. Complete the sentence to make present or future conditionals. The next student uses the end of the last sentence to make a new conditional sentence. Continue around the group until everyone has spoken. Then another student takes a new card.

*If I play loud music tonight, my neighbors will be angry.
If my neighbors are angry, they will call the police.
If they call the police, ...*

*If I see some beautiful graffiti, I will take a photograph.
If I take a photograph, I will post it on social media.
If I post it on social media, ...*



If I play loud music tonight,
_____.



When I go to the park with my friends,
_____.



If there is a lot of pollution,
_____.



If there are too many people in a city,
_____.



When you travel to a new city,
_____.



If I have some free time on the weekend,
_____.



_____ I will take
a photograph.



_____ I look online.



_____ it will
be expensive.



_____ I speak quietly.

7.1 GRAMMAR

HE USED TO ...

Student A

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Vincent use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college	✓		
work in a café	X		
want to be a teacher	X		
play folk music	✓		
feel nervous at concerts	✓		
be in a band	X		
give a lot of interviews	X		
live in a small apartment	✓		



Student B

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Carlos use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college		✓	
work in a café		X	
want to be a teacher		✓	
play folk music		X	
feel nervous at concerts		✓	
be in a band		X	
give a lot of interviews		✓	
live in a small apartment		✓	



Student C

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Elena use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college			X
work in a café			✓
want to be a teacher			X
play folk music			✓
feel nervous at concerts			X
be in a band			✓
give a lot of interviews			X
live in a small apartment			✓

7.2 GRAMMAR

IT'S NOT AS EASY AS ...

Work in pairs. Take turns taking a card and making comparisons.

Downloading music is *not as expensive as* buying a CD.

Downloading music is *as easy as* buying a CD.



downloading music / buying a CD	movies today / movies 20 years ago	singers / actors	watching a movie alone / watching a movie with friends
short movies / long movies	reality shows / documentaries	being in a play / being in a movie	sitting at the front of the movie theater / sitting at the back
English language movies / movies in my language	being on a talk show / being on a game show	reading a book / watching a movie	TV / the radio
musicals / concerts	animated movies / horror movies	movies with special effects / movies with no special effects	rock music / pop music

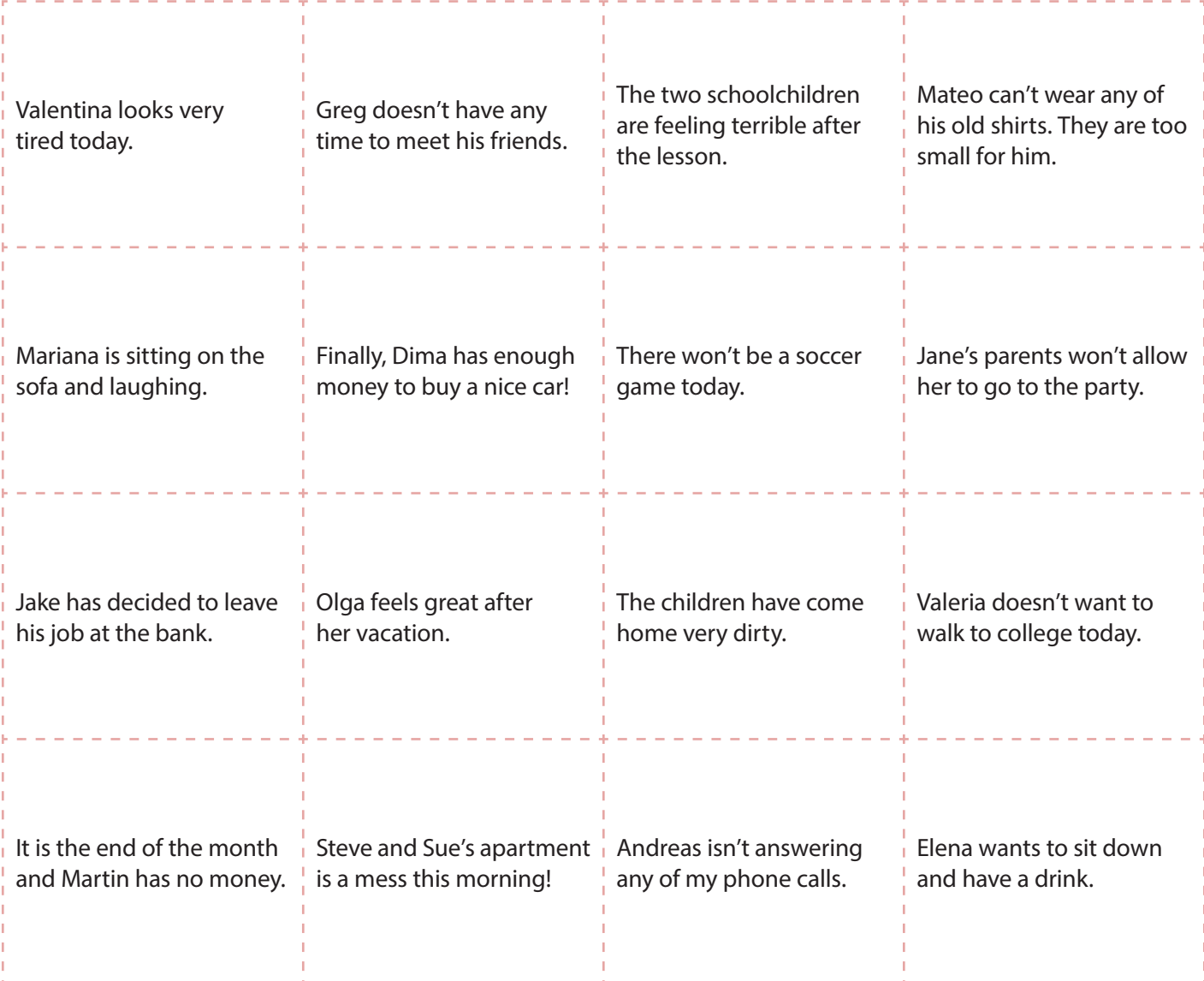
8.1 GRAMMAR

WHAT'S BEEN GOING ON?

Work in groups. Take turns taking a card. Explain the situations using the present perfect continuous.

Valentina looks very tired today.

- *She's been working very hard.*
- *She hasn't been sleeping well.*



Valentina looks very tired today.	Greg doesn't have any time to meet his friends.	The two schoolchildren are feeling terrible after the lesson.	Mateo can't wear any of his old shirts. They are too small for him.
Mariana is sitting on the sofa and laughing.	Finally, Dima has enough money to buy a nice car!	There won't be a soccer game today.	Jane's parents won't allow her to go to the party.
Jake has decided to leave his job at the bank.	Olga feels great after her vacation.	The children have come home very dirty.	Valeria doesn't want to walk to college today.
It is the end of the month and Martin has no money.	Steve and Sue's apartment is a mess this morning!	Andreas isn't answering any of my phone calls.	Elena wants to sit down and have a drink.

8.2 GRAMMAR

IS IT HAPPENING NOW?

Work with a partner. Take turns going through the squares from Start to Finish. Move one square at a time, up, down, across, or diagonally (in any direction). If you land on a square that uses the present perfect continuous, go again. If the square uses the present perfect, your turns ends.

START	We _____ for hours! (wait)	Gabriela _____ on a new project. (work)	She _____ a prize. (win)	Now we _____ to the end. (come)	It _____ a bad day. (be)	The children _____ their vacation. (enjoy)	Steve _____ the plane. (miss)
I'm happy because I _____ my homework (finish).	Emily, _____ your umbrella? (take)	It _____ all day. (rain)	The plane _____ off and will arrive soon. (take)	Come on, the show _____ . (start)	Andrey _____ about you. (worry)	Jones _____ 100 meters in 9:43. (run)	They _____ a lot of time there. (spend)
The train _____ at last. (arrive)	Your idea _____ a lot of time. (save)	Sara, _____ to me? (listen)	The author _____ seven books. (write)	Who _____ ? (finish)	The students _____ . (complain)	Don't worry. She _____ it back to me. (give)	Nobody _____ to me. (speak)
The movie _____ . (end)	I _____ Amy with me. (bring)	What _____ recently? (happen)	Sorry, I _____ . (forget)	We _____ nowhere. (get)	Let's go. The taxi _____ . (come)	I'm afraid she _____ college. (leave)	We _____ for hours. (talk)
He _____ a new car. (buy)	Wayne, _____ ? (decide)	Sorry, I _____ well. (feel)	I _____ a million emails today. (got)	They _____ for hours. (travel)	Your dog _____ me! (bite)	I _____ Spanish. (learn)	We _____ each other for years. (know)
Teresa, _____ yet? (start)	We _____ here for six years. (live)	Karla _____ back from France. (come)	They _____ twice before. (meet)	Lucy, _____ me? (miss)	I _____ for hours! (wait)	She _____ too much. (do)	Mark, _____ Eric today? (see)
We _____ a table for 8:00. (reserve)	Everybody _____ a great job. (do)	Ow! I _____ my hand! (cut)	Daniela, _____ the news? (hear)	What _____ on here? (go)	Sit down. The game _____ . (begin)	I _____ here all day. (sit)	FINISH

9.1 GRAMMAR

COLLEGE REQUIREMENTS

A **Work in small groups. Complete the descriptions of each college with the correct form of the modals of necessity.**

Free College

We believe that you ¹ _____ (*have to / be*) a great student to be successful at our college. It is important that you develop all your skills, including social and physical skills, so you ² _____ (*need to / have*) a strong character and believe in yourself. You ³ _____ (*need to / have*) a very high level of English because we have an academic English program here and provide a lot of help. However, you ⁴ _____ (*must / go*) to these English classes as you ⁵ _____ (*have to / do*) your final research project in English.

The International College

All our subjects are in English, so you ⁶ _____ (*have to / know*) English very well. Therefore, students ⁷ _____ (*must / pass*) our own English test to enter the college. The system is very strict and you ⁸ _____ (*have to / attend*) at least 90 percent of the classes to pass. Students also ⁹ _____ (*need to / study*) another foreign language because we believe that languages connect people, and you ¹⁰ _____ (*must / be*) able to speak to people in their own language.

College of the Future

Education is about choices, so you don't ¹¹ _____ (*have to / go*) to any of our lessons. Students are adults and ¹² _____ (*must / make*) their own decisions. Also, you don't ¹³ _____ (*need to / take*) any of the exams at the end of the year – that's up to you. This college is not for everybody. You ¹⁴ _____ (*must / be*) very independent, and you ¹⁵ _____ (*have to / have*) excellent time-management skills, but it offers a very special learning experience.

B **Discuss which college would be better for these four students:**

Zoe is clever, but she is not very hardworking and needs people to tell her what to do. She knows English quite well, but her speaking is not very good. She wants to make friends at college and have a great time.

Felipe wants to choose the college and major that is easiest for him. He learned German at school and doesn't know English at all. He is not sure if college is for him, but he is going to try.

Paula is shy and not very sociable. However, she is very intelligent, and although she doesn't know English very well, she has a talent for languages and could learn it quickly.

Alonso has decided to go to college after he worked in his mother's shop for five years. He knew English well when he finished school but has forgotten a lot. He wants to get a good education and go back to his mother's business.

9.2 GRAMMAR

RULES OF THE JOB

Work in pairs. One student is a manager and one student is an employee. Complete the sentences to make a conversation. Then change roles.

□ = manager

○ = employee

○ I / speak / to you? → □ Yes, we / talk / now. → ○ I / leave / early today? → □ No. you / stay / until 6:00.

○ I / explain / why? → □ Yes, you / explain / but you / still work. → ○ You / listen / to me! → □ Sorry but I / waste / time.

○ I / come / to work earlier tomorrow? → □ Yes, you / do that but you / go / home early today. → ○ You / say / no to me! → □ I'm your boss and you / do / what I say.

○ You / speak / like that to me! → □ I / give / you some advice? → ○ You're my boss so you / say / anything. → □ You / get / so angry.

○ You / understand / my feelings. → □ I do but you / be / rude. → ○ OK. I / go / now? → □ Yes, you / go.

10.1 GRAMMAR

TALKING ABOUT THINGS

Student A

A Complete the passive sentences and read them aloud to your partner.

- 1 It _____ (make) of glass and you look into it.
- 2 It _____ (write) in two languages.
- 3 They _____ (need) if you can't see very well.
- 4 This food _____ (sell) at the movie theater.
- 5 It _____ (wash and comb).
- 6 It _____ (throw) away, but then a lot of it _____ (recycle).
- 7 They _____ (give) to people on birthdays.
- 8 This _____ (take) from a cow, and then it _____ (put) in cartons.
- 9 These _____ (wear) inside your shoes.
- 10 It _____ (kick) in a soccer game.

B Listen to your partner's sentences and say the answers.



Student B

A Listen to your partner's sentences and say the answers.

B Complete the passive sentences and read them aloud to your partner.

- 1 This _____ (wear) on your head.
- 2 It _____ (use) to buy things.
- 3 It _____ (make) of wood, and it _____ (open and close).
- 4 They _____ (need) to cut paper and other things.
- 5 It _____ (buy) on a bus or train.
- 6 This _____ (fly) by a pilot.
- 7 They _____ (wash) in a sink, and then they _____ (dry).
- 8 It _____ (blow) up for a party.
- 9 Food _____ (keep) cool in this.
- 10 It _____ (sleep) in at night.

10.2 GRAMMAR

TALKING ABOUT THE PAST

Work in small groups. Each take a piece of paper and make the sentence *simple past passive*. Then read aloud your sentences to one another, and put them in the correct order.



The fish _____ while they were at sea. (freeze)

The fish _____ off the boat. (take)

The fish _____ for dinner. (cook and eat)

The boat _____ with lots of fish. (fill)

A boat _____ out to catch fish. (send)

The fish _____ to supermarkets. (transport)

The fish _____ in the sea. (catch)

The full boat _____ to the shore. (return)

They _____ by customers. (buy)

Then a place _____ where there were lots of fish. (find)

They _____ on to trucks. (put)

11.1 GRAMMAR

DON'T GIVE UP

Work in pairs. Decide if a sentence is correct ✓ or incorrect X. If you are right, you get the money (+1 point). If you are wrong, you lose (-2 points). See who has the most points at the end.

	✓ or X?	+1 / -2
1 Don't give up; everything will be OK in the end.		
2 Lucia's honesty really stands her out.		
3 It's a new business and I think they set up it last year.		
4 I think I've figured out the answer.		
5 Excuse me, does this belong you to?		
6 If you keep this good work up, you'll be fine.		
7 I found the switch and turned it on.		
8 It was difficult at first but then we got our problems over.		
9 His parents grew him up in a small town.		
10 I'm sorry things didn't work out.		
11 Pablo found a job but then gave up it.		
12 I'm a bit lazy but I'm working on it.		
13 Sorry but I need to lie down for a bit.		
14 There stands out nothing about him.		
15 We'll soon figure it out what to do.		
	Total	

11.2 GRAMMAR

WONDERING ABOUT THE FUTURE

GROUP WORK Roll a die  and move along the board.

Put the words in order to make a question. Remember to use the word "if."

Go up the ladders  and down the snakes .

30 how / you / feel / you / be / on vacation alone?	you / swim / in a lake / it / be / winter? 31 	32 what present / you / choose / it / be / your birthday?	33 you / feel / nervous / you / give / a speech?	Finish
29 where / you / go / you / want to take / a walk?	28 you / do / anything / you / get / enough money? 27	you / live / to 100 / what / you / achieve?	26 what / you / do / you / want / speak / English perfectly?	
20 what / you / do / it / snow / tomorrow? 	21 what car / you / buy / you / have / enough money? 18	22 you / be / famous / how / your life / change?	23 there / be not / any classes / today / what / you / do?	24
you / move / to a different country / you / find / a good job? 19 	18 you / give up / one thing / what / it / be?	how / your life / be / different / you / be / 80? 17	16 what / you / do / you / be / president of this country?	15
you / work from home / you / have / the opportunity? 10 	11 you / still work / you / have / a million dollars?	what / you / do / you / be in bed and hear / a scream? 12	13 where / you / go out / it / be / your best friend's birthday?	14 
9 what time / you / get up / you / not work or study?	you / not like / your friend's cooking / you / tell / them? 8 	7 what / new skill / you / learn / you / have / the chance?	6 where / you / go / on vacation / you / not have / much money?	5 you / see / a famous person / you / speak / to them?
START	1 what / you / do / you / need / a lot of money / quickly?	2 how / you / feel / you / be / at the top of a mountain?	3 you / choose / a new name / what / it / be?	4 a dog / bite / you / what / you / do?

12.1 GRAMMAR

GIVING MORE INFORMATION

Work in groups of three. Rewrite the story giving more information about the indefinite pronouns.

You are driving somewhere late at night. You can't see anything around you.

"We are driving on a road in the forest. We can't see anything because there are no lights and the trees are hiding the moon."

You are driving somewhere late at night. You can't see anything around you.

You are tired but there isn't anywhere to stop. After about ten minutes you can see something.

It is a small hotel. Someone is standing outside the hotel and trying to shout something, but you can't hear anything.

You stop the car somewhere. Everything seems very strange about this hotel.

You walk inside. Everyone looks at you strangely. "Have I done anything wrong?," you think.

Someone gives you a key and takes you somewhere.

You are in a room, but there is nothing in the room. There isn't anything even to sit on.

This is too strange! You need to do something. Could you call anyone?

You try to call someone, but something is wrong with your phone and it isn't working.

Then you see something and you realize nothing and no one can help you now ...

12.2 GRAMMAR

REPORTING WHAT THEY SAID

A You are an adventure travel company. You interviewed four people for a job. Report back what the four people said and write notes in the chart.

Maria Martinez said she wasn't working.

Maria Martinez told me she wasn't working.

B Work in small groups. Decide to whom you will give the job.

	Maria Martinez	Anton Ivanov	Lisa Brown	Hong Lee
What do they do?	not working			
What do they know about our company?				
What experience do they have?				
What skills do they have?				
Why do they want the job?				

Maria Martinez: "I have traveled all over the world."

Lisa Brown: "I have run three marathons."

Anton Ivanov: "I work in a small tourism agency."

Maria Martinez: "I can speak English and German very well."

Hong Lee: "You are getting bigger."

Lisa Brown: "I am a fitness instructor."

Anton Ivanov: "I don't know much."

Hong Lee: "I want to learn new skills."

Anton Ivanov: "I can ski and dive."

Lisa Brown: "It seems very interesting."

Maria Martinez: "I'm not working at the moment"

Lisa Brown: "I work well on a team."

Hong Lee: "I play a lot of sports in my free time."

Maria Martinez: "Your company has a great website."

Anton Ivanov: "I take groups of tourists to different countries."

Lisa Brown: "You have an office in Santiago."

Maria Martinez: "I want to meet people."

Hong Lee: "I am a business student."

Anton Ivanov: "I want to open my own adventure travel company one day."

Hong Lee: "I am very good with computers and technology."

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 DESCRIBING PERSONALITY

page T-217

35 minutes

- **PREPARE** Ss work in groups of 12. Make one copy of the worksheet for each S. Cut the worksheet into halves. Cut the bottom half into 12 cards, one for each S. To make the groups smaller, give Ss several cards and have them give each neighbor a name. To save cutting, ask students to work in groups and take turns reading the cards aloud, saying the personality of the neighbor and where they live.
- **Introduce** Read the personality adjectives on the worksheet. Ss write a ✓ next to the adjectives that describe them, an X next to the ones that don't describe them, and a ? where they are not sure. Put Ss into pairs to compare and discuss.
- **Do the task** Put Ss into groups of 12. Ss speak to the other Ss and find out who lives in which apartment. Next Ss read their cards and complete the chart. Monitor and help where necessary.
- **Review** Read the character descriptions on the cards and ask Ss to say the personality adjective. Then Ss think of another example for each adjective and read the example so that the other Ss can guess the adjective. For example: *I don't use my smartphone during English tests. (honest)*

Answers

Apartment 1 cheerful 2 helpful 3 brave 4 reliable
5 serious 6 easygoing 7 sociable 8 nervous 9 honest
10 selfish 11 intelligent 12 generous

1.2 GIVING PERSONAL INFORMATION

page T-218

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
 - **Introduce** Ask Ss to write down the name of a friend or someone in their family who: *was born after 2005; celebrated their anniversary last month; was raised in the capital city of their country; retired this year; is into winter sports; lives alone.*
 - Put Ss into pairs to tell one another personal information about each of these people.
- **Do the task** A Ask questions about the completed graph, for example: *How many students are into board games? (50%) Were more people raised in a town or the country? (in a town)*
B Ss work in groups and ask one another questions about each category on the graph. Encourage follow-up questions, for example:
 - *Andrei, do you want to retire before you're 50?*
 - *No, I don't.*
 - *Why not?*
 - *I really like my job.*
 - Groups share all the personal information and each make a graph for their class. Monitor and help where necessary.
 - **Review** Ss report the results of the survey, for example: *Seventy percent of us live with our families.*

2.1 DESCRIBING POSSESSIONS

page T-219

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary for describing possessions on the board. Ss choose six words or expressions and give an example of something they own. Give Ss an example: *damaged – My smartphone is damaged. It fell on the floor last week. Ss compare with a partner.*
- **Do the task** Ss work in pairs and ask each other the questions. Encourage follow-up questions and give a model. For example:
 - *Gabriela, when do you buy a new cell phone?*
 - *When I want something more modern.*
 - *How often do you buy a brand new phone?*
- Monitor and help where necessary. At the end, Ss check their score.
- **Review** Ask the questions to the class. See if Ss have any alternative answers using the vocabulary for describing possessions.
- As an extension, Ss work in pairs and add two more questions. Then have pairs ask and answer the new questions.

2.2 TECH FEATURES

page T-220

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** Ask Ss some concept-checking questions about the vocabulary, for example: *If you need a document, do you delete it?* (no); *Cellphones, tablets, and laptops are all ... ?* (devices); *What's the first thing you do after you buy a new laptop?* (set it up)
- **Do the task** A/B Ss work in pairs. Tell them to take turns reading their texts to each other. They tap the table for the blanks, and their partner chooses a word from the box to go in the text and writes it in the blank. Tell Ss they may need to repeat phrases and sentences. Monitor and help where necessary. C When they are finished, have pairs check their work together.

Answers

Student A 1 devices 2 work 3 model 4 storage 5 tried
6 set up 7 sync 8 home screen 9 folders 10 delete

Student B 1 model 2 storage 3 works 4 folders 5 home
screen 6 sync 7 tried 8 delete 9 set up 10 devices

- **Review** Ss turn over the worksheet. Read aloud both texts. Tap for the missing words and tell Ss to say the words.
- As a variation for Ss who need more support, put Student As in groups together and Student Bs in groups. Write the vocabulary on the board and tell Ss to complete their texts. Then put Student As and Student Bs in pairs. They dictate their full texts to one another. Ss write the tech features in the order that they hear them.

3.1 CITY FEATURES

page T-221

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write down which city features they have used or seen in the last two days. Put Ss into pairs to compare and discuss, for example, *I rode my bike through a tunnel to get to ...*
- **Do the task** A Ss work in pairs. Tell them to begin at START on the first chart and to take turns reading the descriptions aloud and finding the next city feature. Each city feature has a letter, and they should write down the letters as they go and cross out the city feature. If Ss get the order of letters right, they make the name of a city.

- **B** Then ask each S to give a random number from 1–12 to each city feature on the second chart. Ss take turns telling their partner where to go by describing the city features in the order that they have numbered them. At the end, they check if their partner has followed their order.
- Monitor and help where necessary.
- **Review** Read descriptions of the city features and ask Ss to write them in the order you say them. For example: *It goes over a river.* (bridge); *You go here when you are sick.* (clinic)
- Check that Ss have followed your order.
- As an extension activity with stronger Ss, ask them to make a story as they order the city features. For example: *You are on a boat at sea.* (ferry); *The sea makes you sick. Get some medicine.* (clinic)

Answer

Philadelphia

3.2 PUBLIC TRANSPORTATION

page T-222

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** On the board, write these stages of a trip, but mix up the order.
Look at different schedules and routes.
Decide that a direct flight is best.
Choose the cheapest fare.
Make a reservation and book your flight.
Take a subway line to the airport.
Go to the right terminal.
Check the departure time.
Text your friend with your arrival time.
- Ss put the stages in the correct order. Some variation is possible.
- **Do the task** A Ss complete the questions in the first column of the chart. Check answers as a class.

Answers

1 schedule 2 book 3 reservation 4 direct 5 route
6 fare 7 line 8 terminal 9 departure 10 arrival

- **B** Put Ss into pairs. Have them ask and answer the questions. Monitor and help where necessary.
- **Review** Tell Ss to cover up the questions and say what vocabulary relates to each answer. Stronger Ss can try and remember the whole question.
- As an extension task, Ss think of a different route (they could look the route up on their phones to make the answers authentic) and ask one another the same questions in pairs.

4.1 DESCRIBING OPINIONS AND REACTIONS

page T-223

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of Ss. Cut the worksheet into cards. To save cutting, have Ss go through the worksheet and say which adjectives apply to each situation.
- **Introduce** Ask Ss to write down a few words describing their reactions to or opinions about *the last time they were frightened; an amusing film they have seen; something they were fascinated with when they were younger; a shocking story in the news; a surprising fact about themselves.*
- Ss compare ideas and discuss in pairs.
- **Do the task** Ss work in groups. Give each group a set of cards and have them put them face down. Ss take turns choosing a card and turning it over. The first person to correctly say the opinion and reaction – for example, *It's frightening. He is frightened* – keeps the card. Ss must use both an *-ed* adjective and an *-ing* adjective to keep a card. Let Ss know that different adjectives may be appropriate for each card. Monitor and help where necessary.

Possible answers

Other adjectives are possible.

frightening/ frightened	shocking/ shocked	disappointing/ disappointed	embarrassing/ embarrassed
fascinating/ fascinated	annoying/ annoyed	amusing/ amused	surprising/ surprised
disappointing/ disappointed	surprising/ surprised	annoying/ annoyed	fascinating/ fascinated
embarrassing/ embarrassed	frightening/ frightened	shocking/ shocked	amusing/ amused

- **Review** Go through the cards and ask Ss to give their opinions and reactions. Tell Ss to say why they react in this way. For example: *It's frightening. Who is in the kitchen at this time? He is frightened. Maybe he needs to call the police.*
- As an extension activity, Ss write short conversations for some of the situations. For example:
 - *I'm frightened. Who is it? I'm going to call the police.*
 - *Hello, this is the police. What's the problem?*
- They can repeat their conversations in pairs. The other Ss must say which card their conversation relates to.

4.2 MAKING DECISIONS AND PLANS

page T-224

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Say some phrases with the vocabulary and ask Ss to say if they are correct or incorrect. Ss should correct the ones that are wrong. For example: *forget your passport* (correct); *meet up at 6:00* (correct); *remind to do your homework* (incorrect, *remind someone to ...*); *arrange a vacation* (correct); *get in touch with news* (incorrect, *news old friends*); *deal with happy news* (incorrect, *happy bad*).
- **Do the task** Ss match the questions with the sets of answers. With stronger groups, you could ask Ss to cover up the answers and predict possible answers to each question before they match. Check answers as a class.

Answers

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

- Then put Ss into pairs and have them ask and answer the questions. Encourage them to ask follow-up questions and give alternative answers. For example:
 - *When do you usually arrange your summer vacation?*
 - *At least six months before.*
 - *Why do you arrange it so early?*
 - *The tickets are always cheaper.*
- Monitor and help where necessary.
- **Review** Ask the questions to Ss as a whole class. Then Ss cover up the questions and try to reconstruct the questions by looking at the answers.

5.1 LOSING AND FINDING THINGS

page T-225

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to give synonyms of the words and phrases from the vocabulary for losing and finding things: *find something new* (discover); *look hard for* (search); *forget somewhere* (leave behind); *suddenly not be there* (disappear); *suddenly be there* (appear); *give back* (return); *find exactly where something is* (locate). Ss can use their phones or a dictionary to help them.
- **Do the task** A Ss complete the newspaper headlines with the words in the box. Check answers as a class. B Then tell Ss to work in small groups. Ask Ss to choose a headline and give them some time to make up a story and tell the group about what happened. They need to use their imagination and give background details. If Ss need more support, make up a story about one of the headlines as a model. Then ask Ss to tell one another their stories. Monitor and help where necessary.
- **Review** Tell Ss to share their stories with the class. Decide which one was the most interesting, funny, frightening, etc.

Answers

- 1 Student returns library book after 22 years
- 2 The strange things people leave behind on the subway
- 3 Soccer team gets back trophy left at bus stop
- 4 Famous statue disappears from Metropolitan Museum of Art
- 5 Scientists discover underground city at the bottom of the sea
- 6 Ship lost in the Atlantic for 6 months suddenly appears in the Pacific
- 7 Family searches for \$10 million lottery ticket
- 8 Tennis champion drops first prize
- 9 Teenager falls off ferry and swims 5K to land
- 10 Police dog locates stolen money in refrigerator

5.2 NEEDING AND GIVING HELP

page T-226

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss how they would respond if someone said these sentences to them:
"Thank you, I'm so grateful to you." (No problem.)
"Can you help me? I'm lost and I need to find the train station."
"I'm in trouble. I need \$500!"
"Can you show me the exit?"
"I need to go to the store. Will you take care of the baby?"
"My washing machine broke down. Can I use yours?"
- **Do the task** A Ss find the words and phrases in the word search and put them in the questions. Check answers as a class. B Then have Ss discuss the questions in small groups. Monitor and help where necessary.
- **Review** Ss share their answers to the discussion questions as a class.

Answers

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

6.1 URBAN PROBLEMS

page T-227

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to rate each problem from 0 to 5 (0 = no problem, 5 = very serious problem): *air pollution, graffiti, noise, smoke, traffic jams, expensive land, not enough space, ugly concrete buildings*. Ss compare and discuss in pairs.
- **Do the task** A Ss complete the sentences with the words from the box. Check answers as a class. B Then put Ss into small groups. They discuss the sentences and say whether they agree or disagree with them. Monitor and help where necessary.

Answers

1 Graffiti 2 traffic jams 3 space; air 4 smoke; pollution
5 noise; traffic 6 concrete 7 land 8 trash

- **Review** Discuss some of the sentences as a class.

6.2 ADVERBS OF MANNER

page T-228

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into one set of cards for each group of 11 Ss. (In smaller groups, Ss can take more than one card.) To save cutting, Ss can work in pairs and take turns matching the cards to the adverbs of manner in the chart.
- **Introduce** Write *Really* on the board. Say *Really* in an aggressive way (for example, use a high-fall intonation pattern). Ask *How did I say it?* (angrily) Say *Really* in other ways that correspond to the adverbs of manner and ask Ss to tell you the adverb. Repeat with different words or phrases. Ss work in pairs and take turns saying words or phrases to one another and naming the adverb of manner.
- **Do the task** Put Ss into groups of 11, if possible. With smaller groups, some Ss can have two cards. Give each S a card. Ss read their sentences to one another and write in the chart the name of the S next to the adverb of manner. For example: *"I went out of the room and didn't say goodbye to anyone."* (left quietly)
- Monitor and help where necessary.
- **Review** Go through all the cards and ask Ss to say which adverbs of manner apply to them.
- As an extension task, put Ss into pairs and have them expand the cards into conversations. Ss take turns role playing their conversations in front of the class. The other Ss listen and say how many different adverbs of manner apply to the conversation.

7.1 MUSIC

page T-229

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two to four Ss. Cut the worksheet into one set of cards for each group of three Ss.
- **Introduce** Play examples of the different types of music on a digital device or CD. Ss name the genre. Ss describe each genre and write down the key information on the board. *Noisy*. (heavy metal); *Played by many instruments*. (classical); *Made by computer*. (EDM)
- Introduce the game by telling the class that you are thinking of a type of music. Then Ss ask you *yes/no* questions based upon the information on the board to figure out what type of music.
- **Do the task** Ss work in groups of two to four. Ss take turns taking a card. The other Ss in the group think of *yes/no* questions to ask to get enough information to make a guess. For example: *Is it noisy? Is it played by many instruments? Is it made by computer?*
- Ss keep asking questions until they have guessed correctly. Then it is the next S's turn to pick a card. Monitor and help where necessary.
- **Review** Ask Ss who guessed correctly in one question? In two questions? In three questions? Ss share the questions that they asked to correctly guess the type of music.

7.2 TV SHOWS AND MOVIES

page T-230

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary on the board as anagrams. Ss write the correct word and give a definition. For example: *slawohkt* = *talk show* – *when people give their opinions about news and interesting topics*
- **Do the task** A Ss work in pairs. Tell them to take turns reading the descriptions aloud. Together they decide the genre. Check answers as a class. B Ss decide together which three shows or movies they want to see. Monitor and help where necessary.

Answers

1 thriller 2 musical 3 science fiction
4 animated movie 5 talk show 6 soap opera 7 horror
8 game show 9 romantic comedy 10 documentary
11 drama 12 reality show 13 comedy

- **Review** Have Ss share their ideas with the class.
- As an extension, Ss work in groups and add more information to one of the descriptions about what happens in the show or movie. They then present this to the class.

8.1 DESCRIBING EXPERIENCES

page T-231

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** On the board write the nouns from the lesson that describe experiences: *achievement, challenge, change, chore, job, opportunity, process, project, success*. Ask volunteers to write a different adjective to go with each one. For example: *great achievement, interesting challenge, big change, annoying chore, difficult job, nice opportunity, long process, team project, complete success*.
- **Do the task** A Ss complete the text with the vocabulary for describing experiences. Check answers as a class. B Put Ss into small groups to discuss the questions. Encourage Ss to use the vocabulary for describing experiences as they discuss. Monitor and help where necessary.

Answers

1 challenge 2 change 3 opportunity 4 project 5 process
6 job 7 chores 8 success 9 achievement

- **Review** Go through the text again. Then discuss the questions as a class.

8.2 DESCRIBING PROGRESS

page T-232

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair.
- **Introduce** Dictate these sentences. Ss write them in two columns: those with a positive/neutral meaning and those with a negative meaning: *We're getting nowhere.* (negative); *That saves time.* (positive); *I did my best.* (positive); *I haven't had time.* (negative); *We've been having problems.* (negative); *I'm taking it easy.* (positive)
- Ss write the other expressions for describing progress in the correct column.
- **Do the task** Ss work in pairs. They take turns imagining and telling stories while the other Ss tries to guess what sentence they picked. Monitor and help where necessary.
- **Review** Ss share their stories with the class. Who had the most interesting story? The funniest?

9.1 COLLEGE SUBJECTS

page T-233

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Give each S a piece of paper with the name of another S in the class. They should write on the paper what (other) college subject they think this S would be good at or interested in. Then Ss find the people they wrote about, give their opinions, and say why. For example, *Mario, I think you should study business because you said last lesson that you wanted to have your own company.*
- **Do the task** A Tell Ss to complete the crossword with college subjects. Check answers as a class. B Put Ss into small groups to discuss the questions. Monitor and help where necessary.

Answers

1 education 2 computer science 3 economics 4 law
5 architecture 6 biology 7 physics 8 engineering
9 business 10 chemistry 11 medicine

- **Review** Tell Ss to turn over the worksheet. Read the crossword definitions and have Ss say the college subjects. Then ask each group to report back on what they discussed and see if the rest of the class agree.

9.2 EMPLOYMENT

page T-234

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the employment vocabulary on the board as anagrams. Ss correct the spelling and define the words, for example, *rementtire = retirement*.
- **Do the task** Put Ss into small groups. Tell one S to read card 1. As a group, they must discuss what to do and decide which card to go to next. They continue taking turns reading the cards until they reach a successful ending of the activity. (Sometimes they will need to start the whole activity again.) Monitor and help where necessary.
- **Review** Tell Ss to underline all the employment vocabulary on the worksheet. Ask some Ss to tell the class about what happened to them in the game.

10.1 DESCRIBING MATERIALS

page T-235

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Name some objects and ask Ss to describe the materials: *a watch* (plastic, light, waterproof); *a sweater* (wool, warm); *a rock* (stone, hard, heavy); *a window* (glass, fragile); *a coin* (metal, light). Put Ss into pairs to do the same.
- **Do the task** A Ss work in pairs and write down an object to match each description. The first Ss to finish are the winners. Monitor and help where necessary. B Ss work in pairs and write a description to match an object. The first Ss to finish are the winners. Monitor and help where necessary.
- **Review** Go through the descriptions and ask Ss to name different objects to match each description. There is more than one correct answer. Then Ss share their descriptions for the second task. Did Ss choose the same or different descriptions to describe each object?

Possible answers

A 2 door 3 T-shirt 4 statue 5 phone 6 vase 7 jacket
8 scarf 9 shower 10 coat 11 umbrella 12 shirt
13 lamp 14 belt 15 car 16 skin 17 sheep 18 table
19 cup 20 flower
B Answers will vary.

10.2 PRODUCTION AND DISTRIBUTION

page T-236

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss. Cut the worksheet into a Student A, B, and C card for each student.
- **Introduce** Dictate some example sentences and tell Ss to copy them with the missing word: *The flowers _____ in the forest. (grow); Our country doesn't have enough, so we need to _____ it from Asia. (import); It's better to _____ food locally. (produce); They _____ everything in that big building, sometimes for years. (store); The architect wants to _____ a completely new office. (design); Could you _____ the parcel to us this afternoon? (deliver)*
- **Do the task** Put Ss into groups of three. Give each group the production and distribution vocabulary words to share. Give each S their own Student A, B, or C card. Ss follow the number order and say whether their word or phrase can go after each of the production and distribution vocabulary words. For example: *catch coffee beans computers fish* Monitor and help where necessary.

- **Review** Go through the word cards and ask Ss to say which word or phrase goes after it. See if Ss can do this without looking at their student cards.

Answers

1 C 2 A 3 A 4 B 5 C 6 B 7 A 8 A 9 C 10 A
11 B 12 A 13 C 14 C 15 B 16 A 17 C 18 B

11.1 SUCCEEDING

page T-237

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ss complete the chart with phrasal verbs.

out	on	up
stand out; work out; figure out	work on; keep on	give up; set up

- Then ask Ss to complete this quotation by Vince Lombardi: *"The only place where success comes before work is _____."* (the dictionary) Put Ss into small groups to give examples of why this quotation is true, using as many of the phrasal verbs for succeeding as possible.
- **Do the task** A Ss complete the text about Greg with prepositions. Check answers as a class. B Ss complete the text about Jimena with verbs. Tell Ss they may need to change the verb form. Check answers as a class. C Ss choose the phrasal verbs in the text about Javier. Check answers as a class. D Put Ss into small groups to discuss their reactions to the three texts. Monitor and help where necessary. Get ideas as a class.

Answers

A 1 up 2 out 3 out 4 out 5 over 6 up
B 1 stands 2 figures 3 give 4 kept 5 get 6 worked
7 worked
C 1 work at 2 stand out 3 figure out 4 gave up 5 set up
6 keep up 7 works out

- **Review** Go through the answers in the three texts again. Ask Ss more questions based on the texts, for example: *How difficult is it today for people like Jimena to be successful? Do you think Javier made the right decision?*

11.2 OPPORTUNITIES AND RISKS

page T-238

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write each of the words for opportunities and risks on a separate card or piece of paper. On the other side they should write the translation in their first language. Then put Ss who share the same first language together to test one another: they take their partner's cards one by one and ask them to translate the words either from English to their first language or from their first language to English.
- **Do the task** A Ss work individually to complete each situation with the vocabulary for opportunities and risks. Check answers as a class. B Ss then decide if each situation is an opportunity or risk and write *O* or *R* in the chart. C Put Ss into pairs to compare answers and discuss. Monitor and help where necessary.

Answers

A 1 research 2 consider 3 advantage 4 disadvantage
5 option 6 reward 7 goal 8 effect 9 purpose
10 result
B *Answers will vary.*

- **Review** Discuss each situation as a class. Ask Ss if they have ever been in or heard about situations like this in real life. Ask Ss what they would do in similar situations.

12.1 DESCRIBING ACCIDENTS

page T-239

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two Ss.
- **Introduce** Put Ss into small groups. Ss take turns acting out the words without saying them. The other Ss must guess the word. As a class, check that Ss understand the vocabulary words for describing accidents.
- **Do the task** Ss work in pairs and write the missing words and phrases in the crossword. Tell Ss that they need to use the correct form of the verb. Monitor and help where necessary.
- **Review** Check that Ss have completed the crossword correctly.

Answers

Across: 1 destroyed 5 blame 8 feel bad about 9 slip
11 knock off 12 pull out 13 spill
Down: 2 damage 3 was mad at 4 left open 6 left on
7 shake 8 fell out 10 pick up

12.2 DESCRIBING EXTREMES

page T-240

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these aloud and ask Ss to say the extreme adjective that means the opposite: *very happy* (miserable); *nothing special* (magnificent); *full of energy* (exhausted); *very cold* (boiling); *very small* (enormous/huge); *not hungry at all* (starving); *terrible* (terrific); *completely uninterested* (thrilled).
- **Do the task** A Ss complete the questionnaire with adjectives describing extremes. Check answers as a class. B Put Ss into pairs to ask and answer the questions. Ss check what their score means at the end. Monitor and help where necessary.

Possible answers

1 terrific / miserable 2 thrilled / freezing
3 magnificent / huge / exhausted 4 boiling / enormous
5 huge / tiny / enormous / terrified 6 starving
7 enormous / terrific / miserable 8 thrilled / miserable

- **Review** Ask the questions to the class with follow-up questions and encourage Ss to use extreme adjectives in their responses. For example:
 - *Sandra, could you live for a week without the internet or social media?*
 - *Maybe, but it wouldn't be easy.*
 - *Why not?*
 - *I spend an enormous amount of time on the internet.*

1.1 VOCABULARY

DESCRIBING PERSONALITY

Work in groups. You are all neighbors and live in the same row of apartments.

- Speak to the other students and find out who lives in which apartment.
- Read your cards aloud and complete the chart.

brave	cheerful	easygoing	generous	helpful	honest
intelligent	nervous	reliable	selfish	serious	sociable

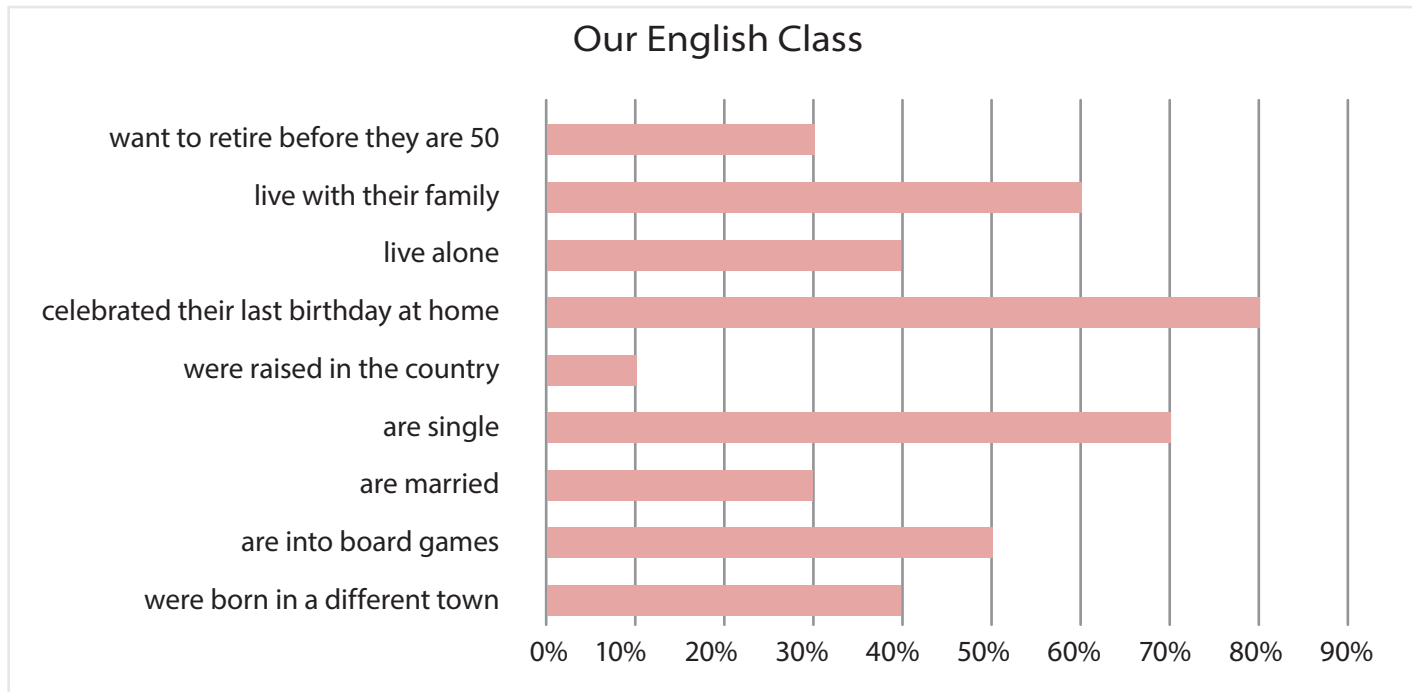
Name	Personality
Apartment 1	
Apartment 2	
Apartment 3	
Apartment 4	
Apartment 5	
Apartment 6	
Apartment 7	
Apartment 8	
Apartment 9	
Apartment 10	
Apartment 11	
Apartment 12	

<ul style="list-style-type: none"> • I am in apartment 1. I am usually happy and laugh a lot. • My neighbor is helpful. 	<ul style="list-style-type: none"> • I love to meet people and make new friends. • My neighbor is nervous.
<ul style="list-style-type: none"> • I always do the cooking and cleaning for my parents. • My neighbor is brave. 	<ul style="list-style-type: none"> • I am going to the doctor today, and I am worried about it. • My neighbor is honest.
<ul style="list-style-type: none"> • My apartment has mice, but I'm not afraid of them! • My neighbor is reliable. 	<ul style="list-style-type: none"> • I always tell the truth and never lie. • My neighbor is selfish.
<ul style="list-style-type: none"> • I always do what I say I will do. • My neighbor is serious. 	<ul style="list-style-type: none"> • Yesterday my sister wanted to borrow my bike. I didn't need it, but I said no! • My neighbor is intelligent.
<ul style="list-style-type: none"> • I don't speak much or laugh a lot. • My neighbor is easygoing. 	<ul style="list-style-type: none"> • I finished college in one year! • My neighbor is generous.
<ul style="list-style-type: none"> • I am never worried or upset – life is great! • My neighbor is sociable. 	<ul style="list-style-type: none"> • I am in apartment 12. • My friend asked to borrow \$100 yesterday, and I gave them \$200.

1.2 VOCABULARY

GIVING PERSONAL INFORMATION

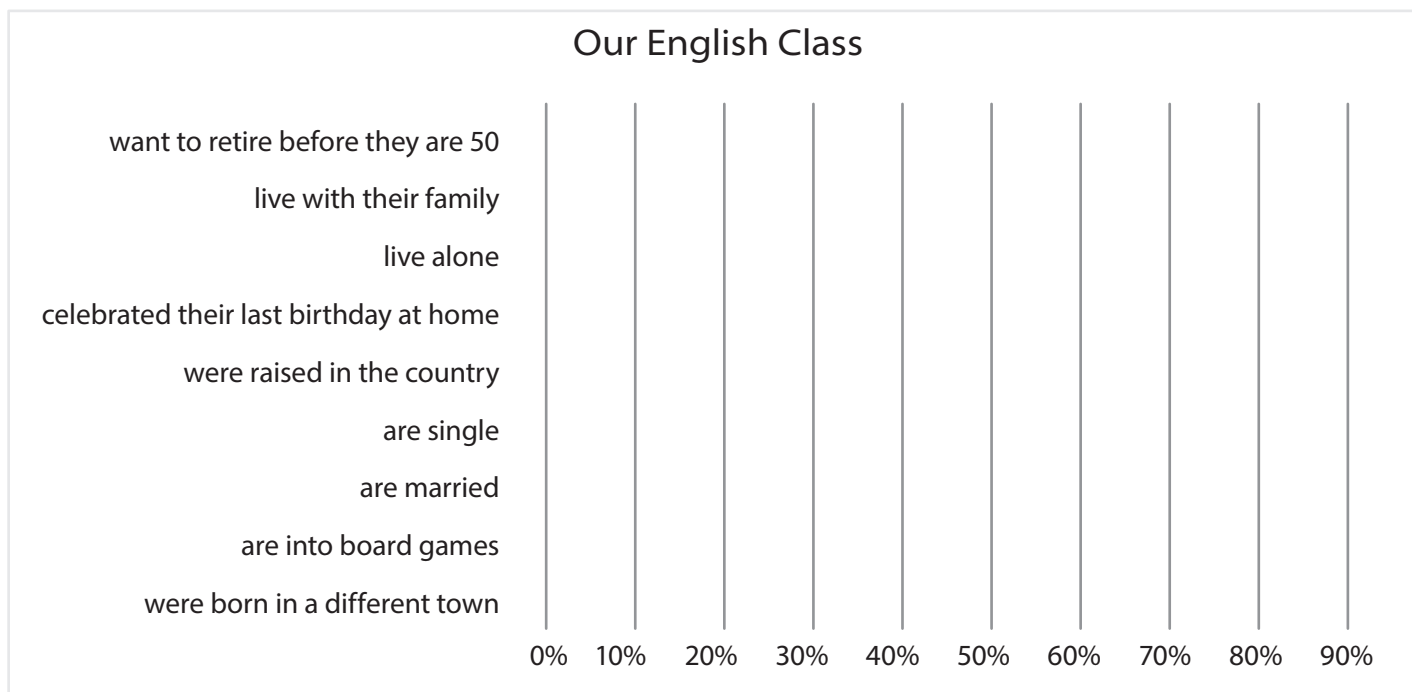
This is personal information about one English class.



A Work in groups. Ask people in your group questions about the same personal information.

Andrei, do you want to retire before you're 50?

B Then collect information from all the groups and make a graph for your class.



2.1 VOCABULARY

DESCRIBING POSSESSIONS

Work in pairs. Ask each other the questions. Then check your score.

- 1 When do you buy a new cell phone?
A when I want something more modern
B when my cell phone is damaged
C when I lose my cell phone

- 5 It's your friends' anniversary party.
What do you wear?
A a very fancy suit/dress
B nothing very special.
C a plain T-shirt and jeans

- 2 It's your birthday next week. What present do you want?
A something very expensive and fancy
B a cake
C I don't need presents.

- 6 What is your computer like?
A very modern
B a little outdated but still useful
C in good condition for a really old computer

- 3 You find a used book online. It's cheap but a little damaged. Do you buy it?
A No way! I want a brand-new book.
B Why not? It's in good condition.
C Of course.

- 7 What is brand new in your kitchen?
A Everything that is useful to me.
B Most things are in good condition but not brand new.
C Nothing.

- 4 What is a common problem with the stuff in your apartment/house?
A There is no space for all my stuff.
B Some stuff is not very useful.
C There is too much useless stuff.

- 8 Your bathtub is damaged. What do you do?
A Buy a brand-new bathtub.
B Repair it.
C Take a bath at my friend's apartment.

Your score

Mostly As: You like a lot of stuff and you like the best!

Mostly Bs: You are very practical.

Mostly Cs: You don't really care what you have.

2.2 VOCABULARY

TECH FEATURES

Student A

A Read the text to your partner. When you see a blank, tap the table. Your partner will write the missing words.

I love tech stuff, and I already have a lot of ¹ _____ at home. But my phone is really old and doesn't ² _____ very well now, so I wanted to buy a new ³ _____. I like to download movies, so I need a phone with a lot of ⁴ _____. I ⁵ _____ a few phones and chose this one. It was easy to ⁶ _____ – it took me about ten minutes – and ⁷ _____ with my tablet. I've put a picture of Real Madrid on the ⁸ _____, and there are some ⁹ _____ with my favorite apps. In fact, I have too much stuff on my phone now and need to ¹⁰ _____ some files.

B Listen to your partner. When you hear a tap on the table, write the word from the box that completes the sentence.

delete	devices	folders	home screen	model
set up	storage	sync	tried	work

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

C Now check with your partner.



Student B

A Listen to your partner. When you hear a tap, write the word from the box that completes the sentence.

delete	devices	folders	home screen	model
set up	storage	sync	tried	works

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

B Read the text aloud to your partner. When you see a blank, tap the table. Your partner will write the missing words.

I'm happy with my computer, and I don't want to waste money on a new ¹ _____. Yes, it's slow and there's not enough ² _____ space for all my documents, but it still ³ _____ and I've never lost any files or ⁴ _____. I've got a lovely picture of the sea on my ⁵ _____, and I want to keep that, too. There is a problem: I can't ⁶ _____ the computer with my phone. My sister is good with computers, and she ⁷ _____, but she couldn't do it. She said that the problem is my phone, not my computer. She said I need to ⁸ _____ everything – all the files and pictures – from my phone and ⁹ _____ the phone again. She's probably right. She knows a lot more about these ¹⁰ _____ than I do.

C Now check with your partner.

3.1 VOCABULARY

CITY FEATURES

A Work in pairs. Take turns to go from **START** to **FINISH**. Use the descriptions to find the next city feature. **Cross out** each city feature when you find it, and write one letter in each box below. At the end, you will have the name of a city.



<p>FINISH</p> <p>ferry</p> <p>a</p>	<p>sculpture</p> <p>Next: Call them if you see smoke.</p> <p>h</p>	<p>monument</p> <p>Next: It is artwork in a museum.</p> <p>p</p>	<p>clinic</p> <p>Next: It is an old building that has an important history.</p> <p>l</p>	<p>sidewalk</p> <p>Next: Doctors and nurses work here.</p> <p>e</p>
	<p>highway</p> <p>Next: It goes under a road.</p> <p>i</p>	<p>embassy</p> <p>Next: It is a cheap place to stay.</p> <p>p</p>	<p>tunnel</p> <p>Next: It goes over a road.</p> <p>l</p>	
<p>They give visas here.</p> <p>START</p>	<p>parking lot</p> <p>Next: This is next to the road.</p> <p>d</p>	<p>bridge</p> <p>Next: You can leave your car here.</p> <p>a</p>	<p>fire station</p> <p>Next: It is a boat that takes cars and passengers.</p> <p>i</p>	<p>hostel</p> <p>Next: You drive on this.</p> <p>h</p>

City

--	--	--	--	--	--	--	--	--	--	--	--

B Number each city feature from 1–12. Mix up the order of the numbers. Tell your partner where to go by describing the city features in the order of the numbers. See if your partner goes to the places in the right order.

It goes across a river or sea.

fire station	tunnel	hostel	monument	parking lot
	highway	sidewalk	sculpture	embassy
START	clinic		ferry	bridge

3.2 VOCABULARY

PUBLIC TRANSPORTATION

Student A

A Complete the questions in the first column of the chart. Use the words in the box.

arrival	book	departure	direct	fare
line	reservation	route	schedule	terminal

B Work in pairs. Ask your partner the questions. Write their answers in the chart under Student B.

Questions	You	Student B
1 Do you have a _____ of flights from Bogota to Washington?	Yes, here you are.	
2 How do I _____ a flight?	Online.	
3 Can I make a _____ through your website?	No, only by telephone.	
4 Is it a _____ flight?	No, you need to change.	
5 What is the _____?	Bogota to Dallas to Washington	
6 What is the _____?	\$650	
7 What bus _____ do I take to the airport?	There is a special airport bus.	
8 What _____ do I fly from?	1	
9 What is the _____ time?	7:30	
10 What is the _____ time in Washington?	6:30	

Student B

A Complete the questions in the first column of the chart. Use the words in the box.

arrival	book	departure	direct	fare
line	reservation	route	schedule	terminal

B Work in pairs. Ask your partner the questions. Write their answers in the chart under Student A.

Questions	Student A	You
1 Do you have a _____ of flights from Bogota to Washington?		Yes, it's all on our website.
2 How do I _____ a flight?		Just tell me your details.
3 Can I make a _____ through your website?		Yes, of course.
4 Is it a _____ flight?		No, there is one stop.
5 What is the _____?		Bogota to Miami to Washington
6 What is the _____?		\$700
7 What bus _____ do I take to the airport?		The express bus takes you to the city.
8 What _____ do I fly from?		2
9 What is the _____ time?		9:00
10 What is the _____ time in Washington?		7:00

4.1 VOCABULARY

DESCRIBING OPINIONS AND REACTIONS

Work in small groups. Take turns choosing and turning over cards. The first person to correctly say the opinion and reaction keeps the card. The student with the most cards at the end wins.

It's frightening / He's frightened.

<p>It was 4:00 in the morning and David was in bed. He woke up because he heard something in the kitchen. Something or someone!</p>	<p>Olga saw a nice dress in a store. She asked the clerk the price. The dress cost \$3,000!</p>	<p>Pierre really wanted to see the new <i>Superboy</i> film, but he didn't like it much when he watched it.</p>	<p>Sophia was carrying her coffee and ice cream to her table in the café. She fell and the coffee and ice cream went on the floor.</p>
<p>Alex bought a book about the history of France. It was full of really interesting information.</p>	<p>Sara was waiting for a bus. It was raining and the bus was late again.</p>	<p>Alberto smiled at the joke. It was kind of funny.</p>	<p>The parents came into their son's bedroom. Usually the bedroom was very messy but not this morning.</p>
<p>Louis was hoping to pass the math test, but he got 58%, not 60%.</p>	<p>Victoria's grandmother (70) told Victoria that she wanted to run a marathon.</p>	<p>Angelo couldn't call his friend. He walked to his friend's apartment, but he wasn't at home.</p>	<p>Valentina went to a museum. She loved the Greek art and spent a long time looking at it.</p>
<p>The police asked Lucas for his phone number, but Lucas couldn't remember it.</p>	<p>Isabella couldn't sleep after she read <i>The City of the Dead</i>.</p>	<p>Dimitry has worked for the company for ten years. Today he has found out that his company is closing.</p>	<p>The children were on a trip to the zoo. They laughed when they saw the monkeys.</p>

4.2 VOCABULARY

MAKING DECISIONS AND PLANS

Work in pairs. Match the questions (1–10) with the answers (a–j).

Then ask and answer the questions with a partner.

- 1 When do you usually arrange your summer vacation? _____
 - 2 How do you check that the hotel is good? _____
 - 3 What do you sometimes forget before a trip? _____
 - 4 Why does someone need to remind you about what you forget? _____
 - 5 Who do you let know that you have arrived safely? _____
 - 6 Have you ever thought about renting a car on vacation? _____
 - 7 What is the most difficult thing to deal with on vacation? _____
 - 8 How do you get in touch with people you've met on vacation? _____
 - 9 Where do you like to meet up with these people again? _____
 - 10 What do you need to look into before your next vacation? _____
- a I have a bad memory. / I am lazy. / I can't remember everything!
- b In a café. / On vacation again. / Online.
- c Six months before. / A few weeks before. / I don't; my family or friends do.
- d On social media. / By phone. / I meet them face to face.
- e Yes, and I've done this. / Yes, but I've never done this. / I can't drive.
- f I look online. / I ask people. / I trust the travel company.
- g How much it will cost. / How much time I will have off work. / Who wants to go with me.
- h To get some euros. / To bring a good book to read. / To pack my passport.
- i My boss. / My family. / No one.
- j Flying. / Speaking a different language. / Eating different food.

5.1 VOCABULARY

LOSING AND FINDING THINGS

A Work in groups. Add the words to the titles of newspaper stories. Use the correct form of the word.

appear
get back

disappear
leave behind

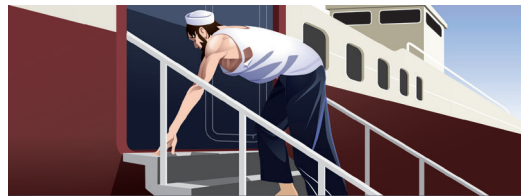
discover
locate

drop
return

fall off
search



1 STUDENT _____ LIBRARY BOOK
AFTER 22 YEARS



6 SHIP LOST IN THE ATLANTIC FOR 6 MONTHS
SUDDENLY _____ IN THE PACIFIC



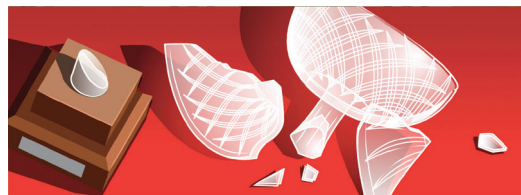
2 THE STRANGE THINGS PEOPLE
_____ ON THE SUBWAY



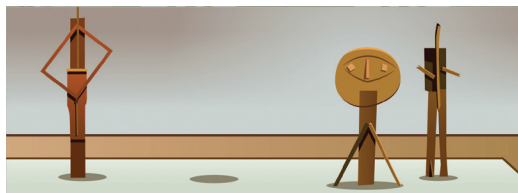
7 FAMILY _____ FOR
\$10 MILLION LOTTERY TICKET



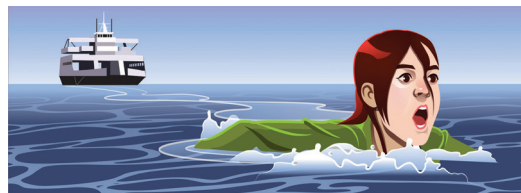
3 SOCCER TEAM _____ TROPHY
LEFT AT BUS STOP



8 TENNIS CHAMPION _____
FIRST PRIZE



4 FAMOUS STATUE _____ FROM
METROPOLITAN MUSEUM OF ART



9 TEENAGER _____ FERRY AND
SWIMS 5K TO LAND



5 SCIENTISTS _____ UNDERGROUND
CITY AT THE BOTTOM OF THE SEA



10 POLICE DOG _____ STOLEN
MONEY IN REFRIGERATOR

B Choose a title and make up a story about what happened. Then share your story with your classmates.

5.2 VOCABULARY

NEEDING AND GIVING HELP

A Find the words and phrases. Then put them in the questions.

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

- 1 Do you have any friends or people you know that you _____ for? Why?
- 2 There is a new worker in your office / new student at your school. What would you _____ them about?
- 3 Is it easy to _____ in your town/city?
- 4 When you are in _____, do you go to friends or do you go to your family?
- 5 Who _____ of you when you are sick?
- 6 When you have a problem at school/work, do you usually _____ what to do?
- 7 Have you ever helped anyone but they weren't _____?
- 8 Do people often stop you and ask you to _____ them the way?
- 9 Is it dangerous to give strangers a _____?

B Work in small groups. Discuss the questions.

6.1 VOCABULARY

URBAN PROBLEMS

A Complete the sentences with the words from the box.

air	concrete	graffiti	land	noise	pollution
smoke	space	traffic	traffic jams	trash	

- _____ is art, like photography and painting, and so there is nothing wrong with it.
- The only way to stop _____ is to close the city center to cars so people can't drive there.
- We need more parks in cities because they are only the places where there is _____ to walk around, and you get fresh _____.
- Factories put _____ in the air and create _____, so they should be far away from cities.
- Most of the loud _____ comes from _____ like cars and trucks. Electric cars will make cities much quieter.
- There is a lot of _____ in town, like sidewalks and buildings. Modern cities are much uglier than cities in the past.
- Because _____ is so expensive in cities, young people cannot afford to live there.
- There is a lot of _____ on the streets because people are too lazy to put it in garbage cans.

B Work in small groups. Do you agree or disagree with the sentences?

6.2 VOCABULARY

ADVERBS OF MANNER

Work in groups. Choose a card and read your sentence aloud to the group. Then write everyone's name in the correct place in the chart.

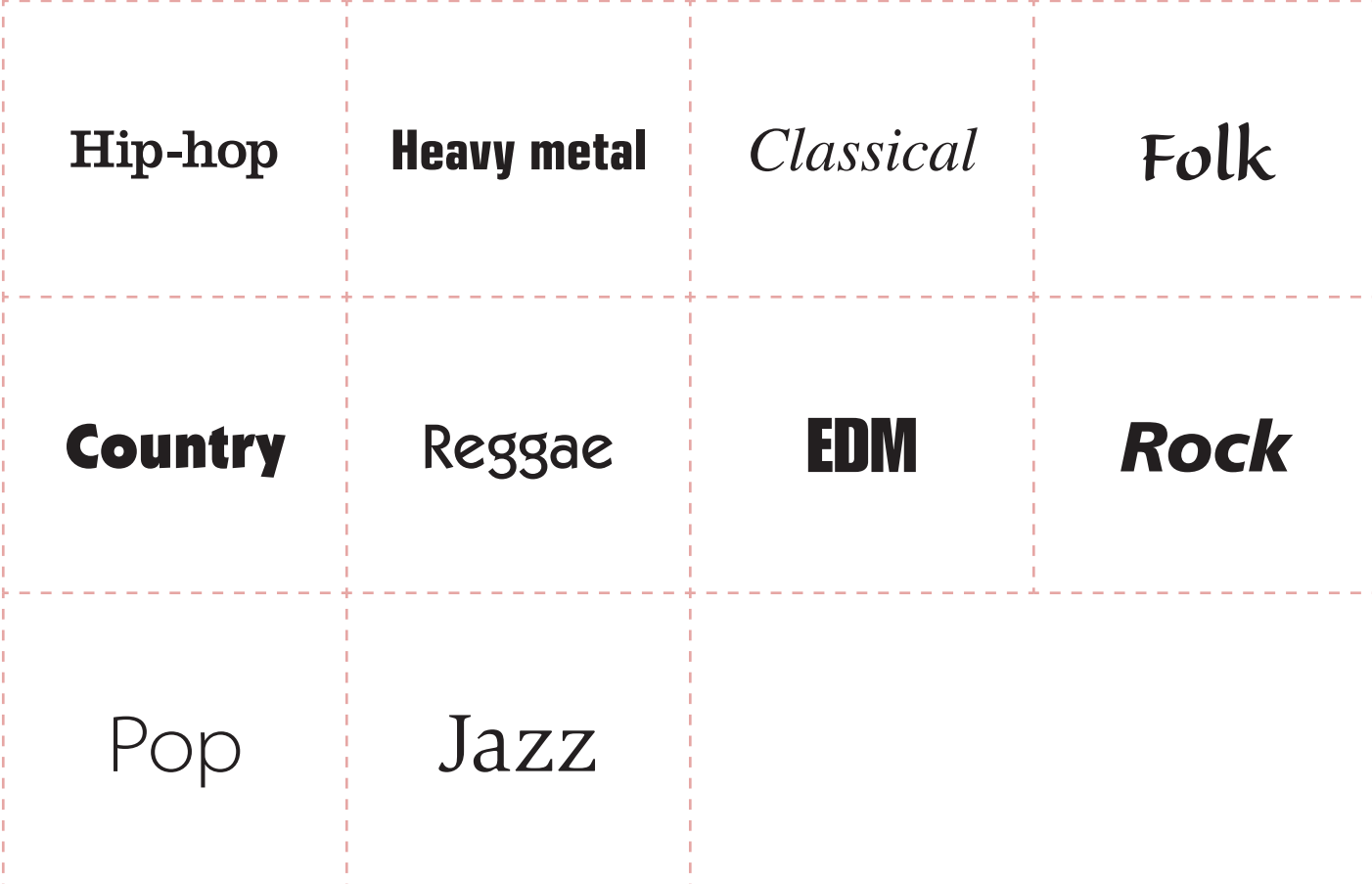
"I went out of the room and didn't say goodbye to anyone."	"We climbed the mountain with a guide and lots of equipment."	"Everyone was shouting and screaming, but I sat down and called the police."	"Never speak to me again!"
"No, you can't say <i>many</i> pollution. It's <i>much</i> pollution."	"It's very simple: there are traffic jams because too many people have cars."	"I was texting while I was driving."	"I shouted at the teenagers because they were drawing graffiti on the walls."
"I painted a fantastic picture of a bridge last night."	"Excuse me? Could you show me the way to the train station, please?"	"I needed 60% to pass the exam, but I only got 38%."	

Who ... ?	
	spoke to you angrily.
	did something beautifully.
	did something calmly.
	explained something to you clearly.
	failed completely.
	said something correctly.
	did something dangerously.
	spoke loudly.
	spoke to you politely.
	left quietly.
	did something safely.

7.1 VOCABULARY

MUSIC

Work in small groups. Pick a card. Do not show the card to the other students or say what you picked. Take turns asking *yes/no* questions to guess what type of music the other students picked.



Hip-hop	Heavy metal	<i>Classical</i>	Folk
Country	Reggae	EDM	Rock
Pop	Jazz		

7.2 VOCABULARY

TV SHOWS AND MOVIES

A **Work in pairs. Read the descriptions. Write the genre of TV show or movie.**

- 1 _____ Martin moves to a new apartment. Everything seems fine and he becomes good friends with his neighbor, Justin. But Justin has a secret and soon Martin will have a terrible decision to make ...
- 2 _____ A group of students are on vacation and they sing and dance their way around the US.
- 3 _____ It is the year 2136. The people on planet Zog want to return to Earth. But what will they find when they go back there?
- 4 _____ The lion and the monkey don't like each other, but they have to work together to save their forest home from people who want to build a hotel there. Can they do anything to stop the hotel workers?
- 5 _____ The president of South Anglia will answer questions about the future of this new country and her decision to become president.
- 6 _____ In episode 16, there are more problems for the Gonzalez family: Daniela is refusing to go back to college and wants to work for her strange new "friend" Amanda.
- 7 _____ The whole town is terrified and no one can go out after dark. Dracula is back and he wants blood. Tonight.
- 8 _____ One of these six students could win \$500,000 tonight. But first they must complete these difficult challenges.
- 9 _____ Jane meets her new boss and immediately dislikes him. But this all changes when they are stuck in the office elevator for 12 hours ...
- 10 _____ 750 million people in the world can't read or write. This program explores the reasons why so many people don't have basic skills.
- 11 _____ Teresa must decide whether to go to the big city to follow her dreams or stay in her small town and care for her elderly parents.
- 12 _____ Tonight viewers will decide that one of the five people in the house must leave the show. Will it be unpopular Greg or maybe Hanako after last week's argument?
- 13 _____ A chef wants to build an underwater restaurant, and she thinks of some very funny ways of getting the money.

B **Decide together which three you want to see.**

8.1 VOCABULARY

DESCRIBING EXPERIENCES

A Complete the text with nouns that describe experiences.

Stella was working as a manager in a supermarket. She liked the company and the people she worked with, but she was bored with her job and needed a new ¹c_____ or at least a ²c_____. Her boss agreed and he told Stella that there was a new ³o_____ because the company was opening supermarkets in different countries. This was an important ⁴p_____ for the company, and they really needed people to manage the whole ⁵p_____ of starting a new business in a foreign country. Stella knew it would be a difficult ⁶j_____. She might need to spend years away from home, but she was very hardworking – she even used to do ⁷c_____ around the supermarket if they didn't have enough staff – and she had a lot of business experience. She was confident that the new supermarket would be a ⁸s_____, and this would be a great personal ⁹a_____ for her.

B Work in groups. Discuss these questions.

- What does Stella like about her job? What is the problem with it?
- What challenges will she have at her new job? What could go wrong?
- Do you think her experience makes her prepared for the new job?
- Would *you* move abroad for a job opportunity? What would be its biggest challenge?

8.2 VOCABULARY

DESCRIBING PROGRESS

Work in pairs. Choose a sentence, but do not tell your partner. Imagine a story to match your sentence and tell your partner. Then have them guess what sentence you chose.

A: *I really want to get 100% on my English exam. I study English every day at lunch. On Mondays, Wednesdays, and Fridays, I see an English tutor. On my way home each day, I listen to English podcasts, and in the evenings, my roommate quizzes me. If I have any free time, I study English!*

B: *Are you concentrating on one thing?*

C: *Yes, I am!*

I've been making good progress.

I've been taking it easy.

I've been getting nowhere.

I've been spending a lot of time doing that.

I've been having problems. / I've been having trouble with something.

I've been concentrating on one thing.

I haven't had time to do something. / I haven't had a chance to do something.

I've wasted a lot of time.

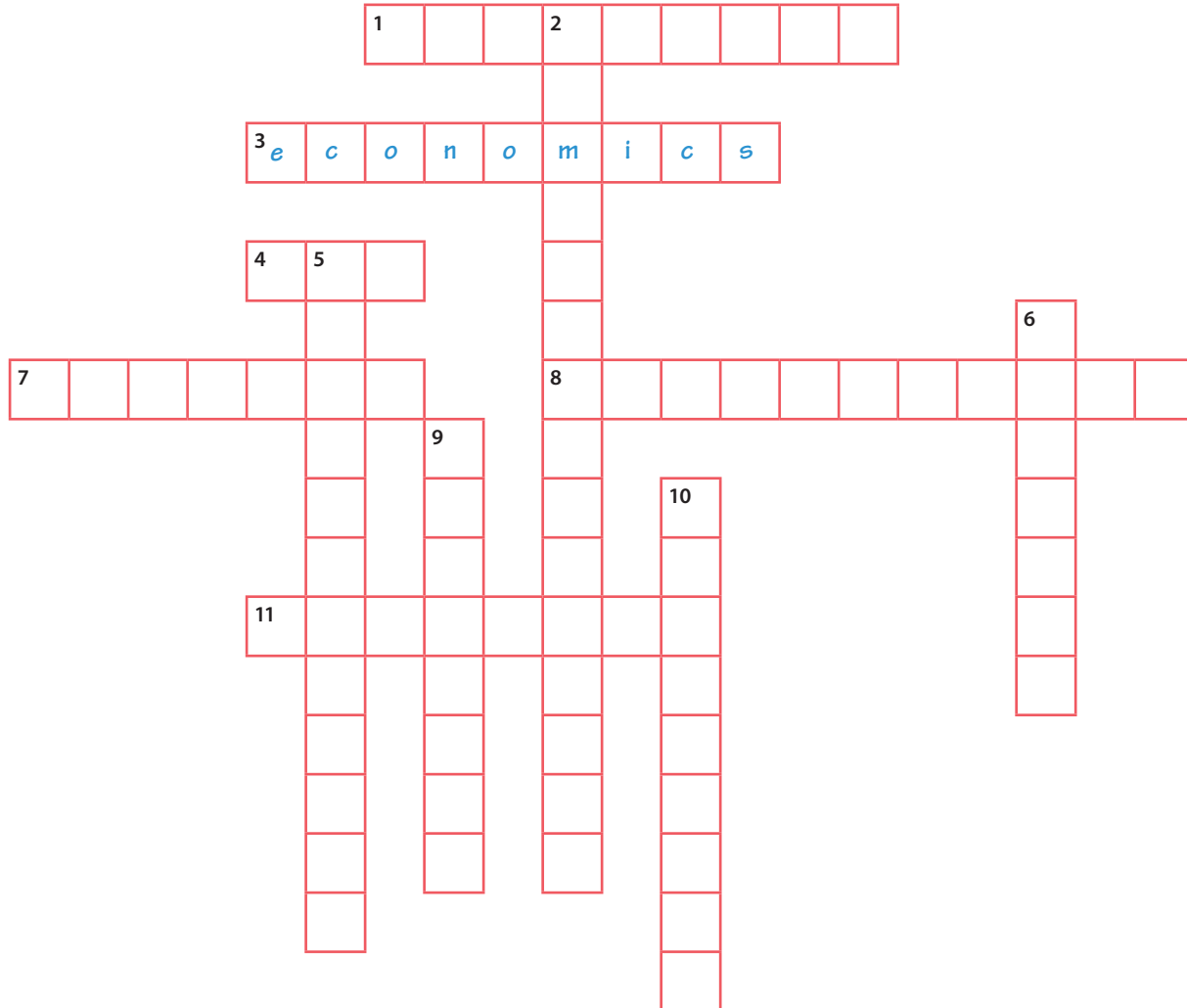
I've been doing my best.

I've saved a lot of time.

9.1 VOCABULARY

COLLEGE SUBJECTS

A Complete the crossword with college subjects.



Across

- 1 the teaching of children and adults
- 3 the study of how people earn and spend money
- 4 study of the rules of a country
- 7 the science of how things around us exist and work
- 8 how to design and build machines and buildings
- 11 how to make people healthier

Down

- 2 how machines can do complex things
- 5 the design and planning of buildings
- 6 the study of nature, humans, and animals
- 9 how companies make money
- 10 the science of what things are made of

B Work in small groups. For each of the college subjects discuss:

- What is interesting about this subject?
- What skills do you need to do well in this subject?
- What would be difficult about studying this subject?
- What opportunities will this subject give you after you finish college?
- Will this subject still be popular/useful in 20 years?

9.2 VOCABULARY

EMPLOYMENT

Work in small groups. Begin from card 1. Discuss what you should do and decide which card to go to next.

<p>1</p> <p>Choose a career. Chef – Go to 10. Architect – Go to 9.</p>	<p>2</p> <p>It is difficult to manage so many staff. Fire some of the bad workers. Go to 23. Do a management course. Go to 17.</p>	<p>3</p> <p>Maybe you could also increase their wages a bit more? Yes. Go to 13. No. Go to 21.</p>	<p>4</p> <p>You see a job with a higher salary but longer working hours. Apply for it. Go to 12. Change your mind. Go to 20.</p>
<p>5</p> <p>In the new restaurant your working hours are very long and you aren't happy. You leave the restaurant – and this activity.</p>	<p>6</p> <p>You can't change the contract in the middle of the project! Think again! Go to 18.</p>	<p>7</p> <p>How are you going to do this? Give the best workers higher wages. Go to 24. Give everyone a better salary. Go to 13.</p>	<p>8</p> <p>Your manager finds out. She tries to persuade you to stay. Agree. Go to 15. Leave. Go to 19.</p>
<p>9</p> <p>You have a contract to build a bridge, but you need to do it quickly. Hire a lot of workers. Go to 18. Change the contract. Go to 6.</p>	<p>10</p> <p>Your salary is low. Ask your employer for higher wages. Go to 14. Say nothing. Go to 23.</p>	<p>11</p> <p>Your employer wants to meet you to discuss progress. Say you're too busy. Go to 14. First increase workers' salaries. Go to 24.</p>	<p>12</p> <p>It's a great job, but some of the staff don't like you much. Who cares? Go to 16. Manage them carefully. Go to 22.</p>
<p>13</p> <p>This is very expensive, and it doesn't get results. Go to 14.</p>	<p>14</p> <p>Your employer fires you! Start the game again.</p>	<p>15</p> <p>Your manager wants you to be head chef in a new, bigger restaurant. Agree. Go to 5. Refuse. Go to 22.</p>	<p>16</p> <p>The staff is very unhappy and complains to your employer. Go to 14.</p>
<p>17</p> <p>It's an interesting course. Maybe you should change your profession. Apply for a management job. Go to 8. Stay a chef. Go to 15.</p>	<p>18</p> <p>Progress is still slow. Don't worry about it! Go to 11. Manage the workers better. Go to 7.</p>	<p>19</p> <p>You realize that you will need to go back to college to change your profession. See you in three years ...</p>	<p>20</p> <p>Are you sure? Yes, I'm leaving. Go to 12. Not really, I'll speak to my employer. Go to 14.</p>
<p>21</p> <p>The bridge is finished on time. What next? Apply for a job at a bigger company. Go to 4. Tell your employer you are thinking of leaving. Go to 14.</p>	<p>22</p> <p>Good decision! You will have a great career in a great profession, and have a happy early retirement. Well done!</p>	<p>23</p> <p>Your restaurant is very busy. You don't have enough staff. Hire more staff. Go to 2. Increase their working hours. Go to 16.</p>	<p>24</p> <p>This works well, but the staff thinks their working hours are too long. Make them shorter. Go to 3. Say "After we build the bridge." Go to 21.</p>

10.1 VOCABULARY

DESCRIBING MATERIALS

A Work with a partner. Write down an object for each description.
The first students to finish are the winners.

- 1 plastic / light water bottles
- 2 wood / strong _____
- 3 cotton / light _____
- 4 stone / heavy _____
- 5 plastic / artificial _____
- 6 glass / fragile _____
- 7 leather / natural _____
- 8 wool / soft _____
- 9 metal / light _____
- 10 light / warm _____
- 11 artificial / waterproof _____
- 12 cotton / warm _____
- 13 glass / light _____
- 14 leather / strong _____
- 15 metal / heavy _____
- 16 natural / waterproof _____
- 17 wool / natural _____
- 18 wood / hard _____
- 19 plastic / strong _____
- 20 fragile / natural _____

B Work with a partner. Write descriptions for each object.
The first students to finish are the winners.

- 1 table wood / heavy
- 2 eyeglasses _____
- 3 socks _____
- 4 hair _____
- 5 watch _____
- 6 dog _____
- 7 paper _____
- 8 pen _____
- 9 smartphone _____
- 10 soccer ball _____

10.2 VOCABULARY

PRODUCTION AND DISTRIBUTION

Work in groups of three. Take turns saying whether your word or phrase can go after the production and distribution vocabulary word.

catch coffee beans computers fish

Production and distribution vocabulary

1 catch	2 deliver	3 design	4 export	5 freeze	6 grow
7 import	8 manufacture	9 pick	10 produce	11 ship	12 store
13 transport	14 design	15 grow	16 export	17 produce	18 store

Student A

1 coffee beans	2 tables	3 a system	4 in a factory	5 fruit	6 staff
7 plastic	8 computer screens	9 wood	10 things people want	11 a service	12 potatoes
13 by foot	14 an idea	15 fish	16 paper products	17 supermarkets	18 high prices

Student B

1 computers	2 staff	3 transport	4 from a country	5 cotton	6 plants
7 an email	8 fresh flowers	9 tuna	10 to a different country	11 a product	12 choices
13 by email	14 new staff	15 roses	16 something not made here	17 business	18 fragile products

Student C

1 fish	2 the internet	3 fruit	4 locally	5 meat	6 beef
7 workers	8 software	9 mushrooms	10 a goal	11 a process	12 factories
13 by truck	14 a building	15 products	16 a factory	17 something artificial	18 buildings

11.1 VOCABULARY

SUCCEEDING

A Complete the text with prepositions.

Greg was studying economics at college, but he gave ¹ _____ because he thought it wasn't for him. After that he had a few jobs, but nothing really worked ² _____, and he didn't have much money. So when it was the birthday of a friend's young son, Greg didn't know what he could afford. But then Greg figured something ³ _____. He decided to make a little toy for the boy. He took some wood and made some shapes out of it and painted them. The boy loved his present! He had lots of presents, but Greg's stood ⁴ _____ and he played with these shapes for hours. Greg was amazed but when he got ⁵ _____ his shock, he realized that this could be an opportunity for him. Five years later Greg set ⁶ _____ his own wooden toys company. The company is small but successful, and Greg is happy.

B Complete the text with verbs.

There are a lot of talented young doctors in our hospital, but Jimena really ¹ _____ out. Anyone who meets her ² _____ this out very quickly. She is a children's doctor, and she loves working with young people and helping them at very difficult times. Jimena understands their problems very well because she has been blind since she was a teenager. She was a great student at school, but then she had a terrible accident and was in hospital for three months. Many people would ³ _____ up in this situation, but Jimena went back to school, ⁴ _____ up her studies, and went to college. She is blind and you can never ⁵ _____ over that, but she ⁶ _____ at her studies and passed all the exams. Everything ⁷ _____ out in the end for Jimena.

C Circle the correct phrasal verbs.

Javier used to have everything: a job with a high salary, a big house, a fast car. He had to ¹ *work at / figure out* his success and it wasn't easy, but he was a rich man. Javier might not ² *work out / stand out* from the crowd, but he is one of the most successful people you could meet. Everything changed this winter. Javier went on vacation to Thailand and never returned. Everyone wondered where he was and couldn't ³ *set up / figure out* what happened. But now we know. Javier ⁴ *gave up / got over* his job at the bank, went to Thailand, and ⁵ *set up / worked at* his own café on the beach. Javier's boss couldn't understand why Javier didn't ⁶ *stand out / keep up* his great work at the bank and come home. I don't know either, but I hope his café ⁷ *figures out / works out*, and he is happier there.

D Work in small groups. Discuss these questions.

- What successes and failures have these people had?
- Who has had the most success?
- What will they do in the future?

11.2 VOCABULARY

OPPORTUNITIES AND RISKS

- A Complete each situation with the vocabulary for opportunities and risks.
- B Decide if the situation is an opportunity or risk.
- C Work in pairs. Do you agree?

Situation	Opportunity (O) or Risk (R)?
<p>You have your own pizza business. You do some ¹ r_____ and find out that most of your customers buy pizza online. You ² c_____ closing all your restaurants and only having an online service.</p>	
<p>You want to rent an apartment, but it is very expensive. You could share with a colleague from work. The ³ a_____ is that you would save money. The ⁴ d_____ is that you don't know your colleague very well.</p>	
<p>You find a wallet in the street. There is a lot of money inside and an address. One ⁵ o_____ is to find the address and give the wallet back – maybe you'll get a ⁶ r_____. There is a lot of money in the wallet though ...</p>	
<p>You are not very healthy, and this year your ⁷ g_____ is to get in good shape. A friend recommends a special drink to you. She says it helps people lose weight, but you worry about the ⁸ e_____ on your health.</p>	
<p>You write an angry email to your boss. The ⁹ p_____ of this email is to explain why you and your coworkers are unhappy with the company. You hope that the ¹⁰ r_____ of your email will be that the company makes some changes.</p>	

12.1 VOCABULARY

DESCRIBING ACCIDENTS

Work in pairs. Take turns reading your sentences and writing the words and phrases in the crossword.

The crossword puzzle grid consists of red-outlined squares. The starting points for the words are numbered as follows:

- 1d e s t r o y e 2d
- 3 w
- 4
- 5
- 6
- 7
- 8 a
- d
- a
- t
- 9
- 10
- 11
- 12
- 13

Across

- 1 A bus drove over my phone and _____ it.
- 5 My parents always _____ me if something goes wrong.
- 8 I still _____ forgetting Janice's birthday last week.
- 9 Be careful that you don't _____ in the snow and ice.
- 11 Put it on the shelf carefully so you don't _____ that vase.
- 12 I couldn't _____ the key because it was stuck in the door.
- 13 It's painful if you _____ hot coffee on yourself.

Down

- 2 The sun can _____ your eyes so wear sunglasses.
- 3 I _____ my sister because she broke a chair in our room.
- 4 I forgot to lock the door, so the apartment was _____.
- 6 The money was just _____ the table, so anyone could take it.
- 7 The dog took the doll and began to _____ it from side to side in its mouth.
- 8 I dropped my bag and all my books _____.
- 10 Everyone rushed to _____ what had fallen on the floor.

12.2 VOCABULARY

DESCRIBING EXTREMES

A Work in pairs. Complete the questionnaire with adjectives describing extremes.

B Ask and answer the questions. Then check your score at the end.

DO YOU LIKE EXTREMES?

1 Could you live for a week without the internet or social media?

- A Sure. It would be _____ (*very good*).
- B Maybe, but it wouldn't be easy.
- C No way! I'd feel _____ (*very sad*).

2 A friend invites you for a morning swim in a lake in winter. Do you agree?

- A Yes! I'd be _____ (*very happy*) to do it.
- B I'll think about it.
- C No, the water will be _____ (*very cold*).

3 You are on a long walk in the country and see a(n) _____ (*very beautiful*) castle at the top of a(n) _____ (*very big*) hill. Do you climb the hill and visit the castle?

- A Why not? Exercise is good for you.
- B I'll take a photo of it from here.
- C Are you joking? I'm _____ (*very tired*).

4 It's the middle of summer, and it's a(n) _____ (*very hot*) afternoon. What do you want to do?

- A Go for a run.
- B Stay inside.
- C Have a(n) _____ (*very big*) lunch and then sleep.

5 If you had a boring job with a(n) _____ (*very big*) salary, would you give it up for a very interesting job with a(n) _____ (*very small*) salary?

- A Yes, money is not everything.
- B I'd go and find an interesting job with a(n) _____ (*very big*) salary.
- C No! I would be _____ (*very scared*) of not having enough money.

6 Could you eat nothing for two days?

- A No problem!
- B Maybe one day.
- C No, because I'd be _____ (*very hungry*) after a couple of hours.

7 How do you like to celebrate your birthday?

- A I make a(n) _____ (*very big*) cake, and we have a(n) _____ (*very good*) all-night party with music and games.
- B I have a quiet meal with close friends.
- C I don't. I always feel _____ (*very sad*) because I'm one year older.

8 Would you go on vacation by yourself?

- A I would be _____ (*very happy*) because I could do what I want.
- B Maybe for a very short vacation.
- C No, I'd feel _____ (*very sad*) without family or friends.

What your score means:

Mostly As: You love extremes and you certainly have an interesting life.

Mostly Bs: You are sensible and don't like to do anything too extreme.

Mostly Cs: You don't like to take any risks so maybe life can be a little boring?

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 WHO AM I?

page T-245

Pair work

Unit 1 vocabulary: Describing personality; Giving personal information

Unit 1 grammar: Information questions; Indirect questions

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will each pretend to be a famous person, and they will each take turns asking questions to find out which famous person their partner is pretending to be.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Explain that in the first part of the task, Ss will find out information about the famous person they chose to be. In the second part, Ss will ask their partner questions to find out which famous person they are.
- **A** Give Ss five to ten minutes to look up information about the famous person they chose. Circulate through the class and help with vocabulary.
- **B** Put Ss into pairs. Remind them that each S will now pretend to be the famous person they took notes on. One partner asks questions to find out who the famous person is. Then they switch roles. Encourage Ss to act like their famous person would as they answer questions.
- When everyone has completed the task, have the class guess a few of the Ss' famous people by asking direct and indirect questions.
- **Review** For homework, ask small groups to practice making introductions with their famous people. Have a few Ss model their conversations for the class.

UNIT 2 I'VE NEVER ...

page T-246

Group work

Unit 2 vocabulary: Describing possessions; Tech features

Unit 2 grammar: Present perfect with *ever, never, for, and since*; Present perfect with *already* and *yet*

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss they are going to play a game in small groups. Explain that Ss will make a true statement about something that they have or haven't done. If the statement is only true for the speaker, that S gets a point. If the statement is true for anyone else in the group, no points are given. Explain that to win the game Ss try to get the

most points by saying things that are only true for them. Encourage Ss to think of things that are only true for them, and no one else.

- Give Ss an example of your own, such as: *I've never heard a song by Ed Sheeran*. Ss raise their hands if they haven't either. If no one raises a hand, explain that you would get a point. If anyone raises a hand, explain that no one would get a point.
- Have a S read the instructions aloud, and then go through the questions and explain any new vocabulary.
- **Do the task** Allow Ss five minutes to think about their true statement and take notes. Then put Ss into small groups to play the game. Encourage Ss to use the present perfect with *for* and *since* correctly. After 15 minutes, see who has earned the most points in each group. Ask groups to share some of their more interesting statements.
- **Review** For homework, ask Ss to ask a friend or family member if they have or haven't done some of the things that their classmates have done. Ss report back to the class what they've learned.

UNIT 3 TRAVEL AGENTS

page T-247

Pair work / Group work

Unit 3 vocabulary: City features; Public transportation

Unit 3 grammar: Articles; Modals for advice

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain that pairs will plan a trip to a city. Explain what a travel agent does (plans vacations and travel). Then ask what kinds of things a travel agent would plan, for example: *how to get there, how to get around, where to eat*.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary, and answer any questions.
- Explain that in part A, pairs will choose a city they'd like to visit. In part B, pairs will be put into small groups to exchange city names. Then each pair will answer the questions to plan a trip for another pair. Ss can use their phones to look up information. In part C, Ss will present their plans. Have the pair who wrote the city name say if they'd like to go on the trip and why or why not.
- **A** Put Ss into pairs. Give pairs five minutes to complete the task.
- **B** Have pairs complete the task. Circulate and help Ss to use modals for advice and transportation vocabulary.

- **C** After 20 minutes, put pairs into their groups again to present their plans. Circulate and monitor Ss for grammar and vocabulary. Then have groups present some of their plans to the class.
- **Review** For homework, Ss choose a city they think sounds interesting and create a list of places they suggest people visit. Encourage them to try to find a “secret spot.” Ss present their suggestions to the next class.

UNIT 4 SURPRISE PARTY

page T-248

Pair work

Unit 4 vocabulary: Describing opinions and reactions; Making decisions and plans

Unit 4 grammar: *be going to* and *will* for predictions; *will* for sudden decisions, present continuous for future plans

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss if they have ever had or been to a surprise party. How did they feel about it?
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. **A** Pairs ask and answer questions about their activities and hobbies, and discuss their opinions of them. Tell Ss they will use their partner’s information to plan a surprise party. Give them 15 minutes to ask and answer questions and take notes on their partner’s answers. Remind them to ask follow-up questions.
- **B** Change partners and have the new pairs work together to discuss fun activities and ideas for a surprise party for their original partner. Tell them to include activities they will find amusing and fascinating, but not frightening. Remind them to make predictions about which activities the person will like and how they think the person will react. Ss complete the party plan.
- Ss get together with their original partner. Pairs present their surprise party plans to each other. Circulate to make sure they are describing their opinions and making predictions about how they’ll react to the party.
- When everyone has completed talking about their party, compare some of the ideas as a class. Who is happy? Who is worried?
- **Review** For homework, Ss find a video of someone who has been surprised. Ss describe the event and the person’s reactions in the next class. If possible, have them show the videos they chose.

UNIT 5 WHAT’S THE STORY?

page T-249

Pair work

Unit 5 vocabulary: Losing and finding things; Needing and giving help

Unit 5 grammar: Simple past; Past continuous and simple past

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns telling stories about the pictures. Ask the class to say what they notice about one of the pictures to get them thinking about how to describe things. Explain what *confetti* is in the first picture.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems. Encourage Ss to be creative in imagining the story.
- Give Ss 15 minutes to prepare their stories individually before they share them with a partner. Circulate through the class and make sure they are using the correct past tense verbs. Ask them to change partners and tell their new partner a different story.
- When everyone has completed the task, have a few volunteers tell their stories to the class. Ask the class which stories were the most surprising or amusing.
- **Review** For homework, ask Ss to bring in one of their own photos to tell a story about it. Ss report back to the class.

UNIT 6 NEW SOLUTIONS

page T-250

Pair work

Unit 6 vocabulary: Urban problems; Adverbs of manner

Unit 6 grammar: Quantifiers; Present and future real conditionals

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Remind Ss that a *questionnaire* is a written list of questions that people are asked so that information can be collected. Discuss what kinds of improvements are being made at your school, for example, recycling or beautification programs. Divide the class into pairs and go through the instructions on the worksheet.
- **Do the task** **A** Give pairs ten minutes to prepare their questions. Remind Ss that they will each need a set of questions and that both partners should write them down.
- **B** When the questions are ready, switch partners and ask Ss to interview each other and take notes.

- **C** Put Ss into small groups and ask them to discuss their answers. For each answer, members of the group should try to point out one positive and one negative result. Ask groups to discuss and then share some of their ideas with the class.
- **Review** For homework, ask Ss to interview a teacher at the school using their questionnaires. In the following class, ask them to report on what differences they found, if any. Do teachers have different opinions than Ss?

UNIT 7 A NEW TV SHOW

page T-251

Pair work

Unit 7 vocabulary: Music; TV shows and movies

Unit 7 grammar: *used to*; Comparisons with (*not*) *as ... as*
20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Review types of TV shows and movies and write them on the board to introduce the topic. Tell Ss they're going to think of a new TV show or movie by combining different genres.
- **Do the task** **A** Divide the class into pairs. Give each S a copy of the worksheet. Go over the instructions. Ask Ss to talk about the pictures in part A. Read the sample conversation with a S. Explain any new vocabulary and answer any questions. Point out the comparisons that use *as ... as* in the conversation and remind Ss to compare types of shows in their discussion.
- Give pairs ten minutes to talk about types of shows. Circulate and encourage Ss to make comparisons.
- Read the part B instructions. Ss look at the pictures. Read the sample conversation with a S. Ss talk about how to combine two different types of shows.
- When everyone has completed the task, compare some of the new shows in small groups or as a class. Ask the class which ones they'd like to watch.
- **Review** For homework, ask Ss to imagine an episode of the show they created and write a summary. Ss report their summaries during the next class.

UNIT 8 WHAT HAVE YOU BEEN DOING LATELY?

page T-252

Whole class activity

Unit 8 vocabulary: Describing experiences;
Describing progress

Unit 8 grammar: Present perfect continuous;
Present perfect vs. present perfect continuous

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.

- **Introduce** Explain to Ss that they will interview their classmates to find who's been doing different things.
- **Do the task** Hand out the worksheets. Go through the instructions and clarify any problems with vocabulary. **A** Ss complete the phrases in the chart with their own ideas and think of questions for the last two.
- **B** Give Ss 15 minutes to circulate around the room and talk to their classmates. Tell Ss to take notes and ask follow-up questions.
- **C** When everyone has completed the task, have small groups ask and answer questions about what their classmates have been doing.
- **Review** For homework, ask Ss to ask a friend or family member who is much younger or older what they've been doing and report back to the next class. Are people of different ages doing and thinking about different things?

UNIT 9 JOBS

page T-253

Group work

Unit 9 vocabulary: College subjects; Employment

Unit 9 grammar: Modals of necessity: *have to*, *need to*, *must*;
Modals of prohibition and permission

45 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will apply for one of the jobs on the job site. Their group will ask questions to interview them. To introduce the topic, ask Ss what kinds of questions they've asked or have been asked in an interview.
- **Do the task** Divide the class into small groups. Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems. **A** Ss read the job descriptions and decide which job to apply for.
- **B** Give groups 20 minutes to hold their interviews. Circulate through the class and make sure they are using modals correctly. Encourage Ss to think of additional interview questions and encourage the interviewee to ask questions about the job, too.
- When everyone has completed the task, have groups share some of the more successful interview answers they've heard.
- **Review** For homework, ask Ss to think about their responses. They take notes on their responses. Ask Ss to share their new responses in the next class.

UNIT 10 WHY WOULD YOU WANT TO BUY THAT?

page T-254

Pair work

Unit 10 vocabulary: Describing materials; Production and distribution

Unit 10 grammar: Simple present passive; Simple past passive

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will see pairs of items and will discuss with a partner which one they'd buy. Remind Ss of questioning and approving someone's choices, as well as the vocabulary for describing materials on page 98.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and read the example conversation with the class. Ss talk about the pairs of items. Offer help with vocabulary to describe the items, as needed.
- Give Ss five minutes to take notes individually on the list. Then divide the class into pairs to discuss which items they would want and why. Circulate through the class and make sure they are using the vocabulary and passive. If you notice pairs are in agreement, tell Ss they can choose a different opinion to make a more interesting conversation.
- When everyone has completed the task, ask a few pairs to share their discussions with the class. Does the class generally agree or are there different opinions?
- **Review** For homework, Ss ask a friend or family member about some of the pairs of items. Ss report back in the next class. Do other people have different ideas?

UNIT 11 WHAT IF ... ?

page T-255

Pair work

Unit 11 vocabulary: Succeeding; Opportunities and risks

Unit 11 grammar: Phrasal verbs; Present and future unreal conditionals

30 minutes

- **PREPARE** Make copies of the worksheet and give one to each pair of Ss.
- **Introduce** Tell Ss they will try to predict their partner's answers to imaginary situations.
- **Do the task** Divide the class into pairs. Give each pair a copy of the worksheet and ask them to cut it in half. Go through the instructions and any new vocabulary. Clarify any problems. Give an example using a S in the class. For example, *If (Carlos) could take a month off work, I think he would go fishing every day.*

- **A** Give Ss ten minutes to prepare their answers.
- **B** Ss take turns asking the questions and giving answers. Circulate through the class and make sure they are using the correct phrasal verbs. Give Ss about 20 minutes to complete the task.
- When everyone has completed the task, have a few pairs share some of their discussions with the class. Who knew their partner the best? Ask the class if it seemed like the partners did a good job of guessing their answers.
- **Review** For homework, ask Ss to try the activity with a close friend or family member and report back in the next class. Were they more successful?

UNIT 12 STORY TIME

page T-256

Pair work/Group work

Unit 12 vocabulary: Describing accidents; Describing extremes

Unit 12 grammar: Indefinite pronouns; Reported speech

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Ask them to explain what they see in the pictures. Explain to Ss that they will imagine they are one of the people in the pictures and they will make up a story about the picture.
- **Do the task** **A** Go through the instructions and clarify any problems. Explain that Ss will tell their stories, then switch partners and retell their first partner's story.
- Give Ss five minutes to prepare their stories. Circulate through the class and help with vocabulary. Then put Ss into pairs. Ss take turns telling their stories to each other, asking about or guessing their partner's feelings.
- **B** After ten minutes, play the telephone game. Put Ss into small groups of about five or six. Make sure Ss understand what *whisper* means (talk in a very quiet voice). Ss stand in a line. The first person tells their story to the person next to them, who listens and repeats, and so on down the line. Once the story reaches the end of the line, the last person retells the story to the group, and the first person checks how accurate it is.
- **Review** For homework, ask Ss to bring in an old photo and tell the class a story about it in the next class.

UNIT 1 SPEAKING

WHO AM I?

A Choose a famous person: an actor, a singer, a world leader, or a well-known character from TV or movies. Use the ideas below to think of information about the person. You can use your phone to find out more information.

- where the person is from
- where the person lives
- how the person became famous
- what the person's family and friends are like
- other things the person does or likes

B Use the information you found in part A to pretend you are the famous person. Ask and answer questions with a partner to find out which famous people you are pretending to be. Ask questions, such as:

- What do you do for work?
- Where do I know you from?
- What are you doing these days?
- Who are your friends?

UNIT 2 SPEAKING

I'VE NEVER ...

In a small group, make a true statement about something you have (or haven't) done before. If no one has the same answer as you, you get one point. If another person in the group has the same answer as you, no one gets a point. The person with the most points wins. Use the ideas below or add your own ideas. Add *for* and *since* where possible.

To get the most points, try to think of something that makes you different from your classmates. For example:

- *I've visited Antarctica.* = only true for you; you get a point.
- *I've been studying English for three years.* = probably true for some others; no points
- *I've never been to the moon.* = true for everyone; no points

Things you have done that no one else has:

- where you've lived _____
- where you've visited _____
- what you have done this year _____
- something you've owned _____
- a special interest, hobby, or collection you have _____
- an unusual food or drink you've tried _____
- an award you've won _____

I've lived in Quito since I was born.

Things you haven't done that everyone else has done:

- where you haven't visited _____
- what you haven't done this year _____
- a common activity or hobby you haven't done _____
- a common food or drink that you've never had _____
- a popular movie or TV show that you haven't watched _____
- an activity you have done for two years _____
- a food you haven't eaten for a month _____

I haven't been to the movie theater in two years.

UNIT 3 SPEAKING

TRAVEL AGENTS

- A In pairs, think of a city you would both like to visit. Write the city and country on a small piece of paper. Exchange your paper with another pair.
- B You and your partner are travel agents. Look at the city you got from the other pair. Use the ideas below to plan a trip to that city. Try to think of the best places and the best things travelers should see and do. You can use your phones to do extra research.

- interesting sightseeing spots:

- great restaurants:

- any other unique things to do:

- transportation: how to get there from where you live:

- transportation: traveling around and in the city:

- C Present your plan to the “travelers” who want to visit that city.
In Tokyo, you should take the subway to get around. You should go to Harajuku to shop and see fun fashions.

UNIT 4 SPEAKING

SURPRISE PARTY

A Ask your partner questions about the topics in the list. Talk about which activities are fascinating, amusing, or annoying.

- their hobbies
- what they do in their free time
- their friends and family
- their special events, classes, or parties
- their work
- places they visit: city, beach or lake, mountains, forest

What kinds of hobbies do you have?

On weekends, I play soccer and take photos. But during the week, I like to watch TV.

Who do you usually spend free time with, friends or family? Or do you like to be by yourself?

I usually see friends on the weekend and my family during the week.

What do you do with your friends? Where do you go?

B Plan a surprise party for friends. Include activities from part A that they think are fascinating or amusing.

Where: _____

Who: _____

What: _____

When: _____



UNIT 5 SPEAKING

WHAT'S THE STORY?



Make up a short story about each picture. Or connect some of the pictures together to make one story. Include the answers to these questions in your story:

- When did it happen?
- Where did it happen?
- What were the people doing?
- What was happening? Name the events that happened before, during, and after the picture.
- How did the people feel?

UNIT 6 SPEAKING

NEW SOLUTIONS

A Work with a partner to create a questionnaire about your school. Write ten questions about things you'd like to improve. Use the ideas below, and add your own ideas.

- class size
- costs
- traffic and parking
- food options
- extra activities for students
- school sports or clubs
- trash and recycling

Do you think class size should be larger or smaller?

Do you think students should pay more or less per class?

B With a new partner, interview each other to complete your questionnaires. Take notes on your partner's answers. Ask follow-up questions to find out reasons for your partner's ideas.

I think class size should be smaller.

Why is that?

If class size is smaller, the teacher can pay more attention to each student.

C In small groups, share what you've learned from your questionnaire. Be sure to think of the positive and negative results of your ideas.

Juanita said that class size should be smaller. If class size is smaller, students will get more personal attention. I disagree. If class size is smaller, it may be difficult to sign up for classes!

UNIT 7 SPEAKING

A NEW TV SHOW

A Talk about types of movies or TV shows with your partner. What kind did you use to like? What do you like now?



comedy



game show



drama



soap opera



science fiction



talk show

A I used to like reality shows when I was younger.

B Me, too. But reality shows aren't as interesting as science fiction now.

B Talk about how to combine two different types of shows. You can use specific examples from your favorite show.



talk show

+



drama

How about a drama and a talk show? You know, what happens behind the scenes.

That's good. But it might not be as funny as a talk show with science fiction characters.

Oh, that sounds good. How would that work?

Science fiction characters would be on the talk show as guests. The talk show host could be a character, like Captain Picard from *Star Trek* ...

UNIT 8 SPEAKING

WHAT HAVE YOU BEEN DOING LATELY?

A Complete the phrases in the chart below with your own ideas.

Find someone who's been ...	Name	Notes
1 working on _____		
2 thinking about _____		
3 concentrating on _____		
4 reading _____		
5 watching _____ on TV		
6 studying _____		
7 trying to learn _____		
8 making progress on _____		
9 _____		
10 _____		

B Use your chart to interview ten classmates. Ask questions and follow-up questions, such as:

- What have you been working on lately?
- How long have you been studying that?
- How's it going?

C In small groups, ask and answer questions about your classmates' news.

What has Mario been up to?

How has Amelie been?

What's going on with Petra?

UNIT 9 SPEAKING

JOBS

A Choose one of the jobs below to apply for. Take notes on:

- why the job interests you
- how your skills apply to the job's responsibilities
- why you're qualified for this job

The screenshot shows a web browser window with a search engine interface. The header includes the text 'JOB SEARCH' and navigation links for 'Search', 'Careers', 'Applications', and 'Interviews'. Three job listings are displayed, each with a title, a description of responsibilities, and additional details.

TEACHING ASSISTANT
Teaching assistants needed for college subjects: math, biology, IT, English, art, and PE. Responsibilities may include: grading papers and tests, tutoring, and updating online course schedule and grading system.
Flexible hours; tuition as payment

TECH SUPPORT
Learn while you earn! Retail technology chain needs tech support assistants. Must be skilled with computers; additional training provided on latest systems.
Must be confident and patient to deal with customers.
Excellent pay and part-time hours; some evenings required.

SMALL BUSINESS ASSISTANT
Small business needs general office help. Tasks may include: writing blog and social media posts, answering customer phone calls and emails, and some website design and maintenance.
Part-time hours
Requires good customer service skills, writing ability, and a positive attitude.

B In small groups, take turns applying for one of the jobs in part A. The rest of the group asks interview questions.

Interview questions:

- Which job are you interested in?
- What interests you about this job?
- How would your skills help you to do this job?
- Are there any skills you don't have?
- Why are you the perfect person for this job?

UNIT 10 SPEAKING

WHY WOULD YOU WANT TO BUY THAT?

For each pair of items, discuss with your partner which one you would buy and why. Do you and your partner have the same opinions?

Milk in a glass bottle

Milk in a recycled plastic bottle

A used bicycle from your local shop

A new bicycle imported from Italy

Chocolate imported from Switzerland

Chocolate from your local farmer's market

A polyester jacket made from recycled plastic bottles

A leather jacket dyed bright red

A pair of artificial material sneakers made in China

A pair of natural material sneakers made in the US

Expensive designer jeans made in Japan

Inexpensive, organic cotton jeans imported from Brazil

I'd buy a used bicycle. It will probably cost less and is more eco-friendly.

I'd buy a new bicycle. I really like bikes.

Are you sure you'd want a new one? It uses a lot of resources to ship it from Italy.

Yes, but I know a new bike will last longer since I'll use it a lot.

UNIT 11 SPEAKING

WHAT IF ... ?

Student A

A Answer these questions with the answer you think your partner will say. Take notes.

If you had to give up one food, what would it be? *I think you'd give up chocolate.* _____

If you could set up your own business, what would you do? _____

If you could work out one world problem, which would it be? _____

If you could give someone a new car, what kind and who would you give it to? _____

If you had to get over your biggest fear to get a million dollars, would you do it? _____

If you could have a famous person help you do something, who and what would it be? _____

B Take turns asking and answering questions with your partner. Take notes on your partner's answers.



Student B

A Answer these questions with the answer you think your partner will say. Take notes.

If you had to give up one food, what would it be? *I think you'd give up chocolate.* _____

If you could set up your own business, what would you do? _____

If you could work out one world problem, which would it be? _____

If you could give someone a new car, what kind and who would you give it to? _____

If you had to get over your biggest fear to get a million dollars, would you do it? _____

If you could have a famous person help you do something, who and what would it be? _____

B Take turns asking and answering questions with your partner. Take notes on your partner's answers.

UNIT 12 SPEAKING

STORY TIME



A Imagine you are a person in one of the pictures. Use the ideas below to describe your experience. Then tell your partner your story.

- Think of an expression to describe your experience: *What a _____!*
- Try to use extreme adjectives to describe your experience:

amazing	enormous	exhausted	freezing	huge
magnificent	miserable	starving	terrified	thrilled

- Be sure to describe your feelings:
 - at the beginning of the story (before the picture)
 - during the story
 - after the story (after the picture)

B Play a “telephone” game with a group. Stand in a row. The first person whispers their story to the next person. The next person repeats the story to the next person in line. When the story gets to the last person in line, they retell it to the group to check how accurate it was.