

PHOTOCOPIABLE ACTIVITIES

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

Teacher's notes for photocopiable activities:

GRAMMAR

1.1 ARE YOU A CREATURE OF HABIT?

page T-189

Present habits

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss the following questions and elicit different answers from different Ss. Give your own examples if necessary. *What do you tend to do when you're feeling lazy? (I tend to sit on the couch and watch TV.) What do you and your friends do in your free time? (My friends and I will often go to a movie or meet for coffee.) What's something you're constantly dreaming of doing? (I'm constantly dreaming of taking a long vacation somewhere hot and sunny.)*
- **Do the task** Ss read the sentence starters individually and put an X next to ten sentences they would like to complete. They complete the sentences in their own words using simple present, present continuous, *tend to*, or the modal *will*.
- Ss take turns reading their sentences to a partner and comparing their habits and opinions.
- Monitor and make sure Ss are using the grammar correctly. If Ss finish early, tell them to choose more sentence stems.
- To extend the activity, put Ss into new pairs and tell them to choose new sentences to compare with each other.
- **Review** Ask Ss to report back what they learned from their partners. *When he's traveling, Juan usually calls his family every evening.*

1.2 WHAT'S CHANGED IN MY LIFE?

page T-190

Past habits

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Cut into cards.
- **Introduce** Tell the class that something has recently changed in your life. Ask them to guess what's happened. *Say Before this happened, I used to dream about being famous. I would often watch movies or TV shows and think how great it would be if everyone knew who I was. Nobody ever recognized me or knew anything about me. I used to feel sort of invisible. Now everything's different! What happened to me? (You became a famous movie actor.)*
- **Do the task** Put Ss into groups of four. Give each group a set of cards and a copy of the top part of the worksheet.

- Ss take turns taking a card. They describe their lives before the event on the card using *used to*, *would*, and the simple past, e.g., *I used to be single. I didn't have a boy/girlfriend. I lived alone. I would often dream of the big day when things would change. My family really wanted this for me. (You got married yesterday.)* The S who guesses the event correctly takes the card. Monitor and make sure Ss are using the grammar correctly.
- Ss continue until there are no more cards left. The S who has the most cards at the end is the winner.
- To extend the activity, have Ss write some real or imagined events of their own to make new cards.
- **Review** Ask Ss to give a real example of when something in their life changed. Have them tell the class how things used to be before the event happened. *I moved to a new apartment last summer. Before this happened, I used to wish that I had more space to live in. I really wanted some outdoor space, too. I would sometimes go to the park just to get some fresh air.*

2.1 WHAT IS MORE IMPORTANT?

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Comparative structures

40 minutes

- **Prepare** Make one copy of the game board for each group of four Ss. Enlarge the board if possible. Each group will need one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** Read some of the words from the worksheet aloud or write them on the board. Ss make sentences using a comparative structure. For example: *Difficult: It's less difficult to ride a bike than to drive a car. Moving to a new country is more difficult than people realize. Rainforests/Medicine: I'd rather learn about rainforests than medicine. or It's more important to research medicine than save the rainforests.*
- **Do the task** Put Ss into groups of four. Tell groups to take turns rolling the dice, moving forward on the board, and using comparative forms to make sentences of their own.
- Explain that if Ss land on a square that says *Miss a Turn*, they don't make a sentence. Instead they wait until it's their turn to roll the dice again. If they land on a square that says *Go Forward Two Spaces*, they can move two spaces ahead on the board without making a new sentence. If they land on a square that says *Go Back One/Two Spaces*, they move back without making a sentence.
- If the S gets the comparative structure wrong in their answer, he/she has to move back to their original square.

- Monitor and make sure Ss are using the comparative structures correctly.
- Ss continue until they have all reached the end of the board.
- **Review** Choose words from the board at random and ask Ss to come up with as many sentences as they can, using a comparative structure, e.g., *safe: Space travel isn't safe enough to justify sending humans to Mars yet. It's better to be safe than sorry. I'd prefer to be safe than to be rich.*

2.2 IT'S NO EXAGGERATION!

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Superlative structures; ungradable adjectives

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board *This is an unbelievable story. Say I've never heard anything less believable. Ask Ss to make a new sentence using a superlative structure, e.g., This is the most unbelievable story that's ever been told. / It's the most unbelievable story! / It's one of the most unbelievable stories I've ever heard.* Next, write *It's a crazy story* on the board. Ask Ss whether it's possible to add an adverb before *crazy* (yes). Elicit *It's a completely/an absolutely crazy story!* from Ss.
- **Do the task** Put Ss into pairs. Tell Ss to rewrite the story using superlative structures. Explain that if a superlative structure isn't possible, they should use *the most / the least / completely / absolutely + adjective*. For example: *It's the least suitable environment for anything to live in. It's absolutely awful.*
- If necessary, explain that the *snipe* is an imaginary animal.
- Monitor and make sure Ss are using superlative structures and ungradable adjectives correctly.
- **Review** When Ss have finished rewriting their stories, ask them to compare each sentence with another pair of Ss.

Answers

3 the scariest 4 the farthest 5 Absolutely
 6 the least suitable / the most unsuitable
 7 absolutely / completely 8 completely / absolutely
 9 the biggest 10 tiniest 11 the most adaptable
 12 the rarest 13 the slowest 14 least

3.1 FINISH MY SENTENCE

page T-193

Relative pronouns; reduced relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards. Tell pairs to keep the bottom part of the worksheet.
- **Introduce** Read aloud some of the sentence starters from the worksheet or write them on the board. Ask Ss to complete them with a relative clause, e.g., *That's the man I told you about yesterday. That's the man who hosted the radio show. That's the man I'm going to marry.*

- **Do the task A** Put Ss into pairs and give each pair a set of cards. Tell Ss to put the cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence with a relative clause. Tell them to use the relative pronouns *who, that, which, where, whose, or when*, as necessary, e.g., *A tiger is an animal that is endangered. There's the dog (that) I saw yesterday.* If a S's sentence ending is correct, they keep the card. If the ending is wrong, they put the card back in the pile. The winner is the S who has the most cards when all the cards have been used.
- Monitor and make sure Ss are using relative clauses correctly.
- To extend the activity, have pairs of Ss play the game with another pair.
- **B** In the same pairs, Ss complete the sentences in the chart using non-defining relative clauses.
- Put pairs together to form groups of four. Groups share their sentences.
Have groups choose the three most creative sentences.
- **Review** When Ss have finished, ask them to present their three most creative sentences to the class. Ask the class to vote on the most original sentence endings.

3.2 IS THAT TRUE?

page T-194

Present participles

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Ask Ss to listen to what you are going to say and decide whether it's true or not, e.g., *As a child playing soccer in the spring, I got sunburned every year. I prefer lying on the couch, dreaming about winning the lottery. I love to experiment with vegan dishes, using as many different vegetables as possible.*
- **Do the task** Put Ss into groups and give each group a set of cards. Ss put the cards upside down in a pile. Then they take turns picking up a card and completing the sentence using present participles, e.g., *I spend a lot of time doing very little. As a family, we don't like sitting around, doing nothing.* Explain that the other Ss in the group have to guess whether the sentence is true or not. Ss continue until all the cards have been used.
- Monitor and make sure Ss are using present participles correctly.
- To extend the activity, ask Ss to write new sentence starters of their own.
- **Review** Groups work together to write three sentence endings for a sentence starter of their choice. They present their sentences to the class.

4.1 IT WAS SO MUCH FUN!

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Adding emphasis: *so ... that, such ... that, even, only*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** On the board, write
It was ___ a rainy day ___ everyone got wet.
I ___ eat chocolate on my birthday.
- Ask Ss to give suggestions to fill in the blanks (*such; that; so; only; even*).
- **Do the task** Put Ss into groups of four and give each group a set of cards and the top portion of the worksheet. Ss divide up the cards and fill in the spaces with the missing words from the box. Explain that if no words are missing, they should write an X, e.g., *It was such a bad storm that several trees fell.*
- Ss put all the cards in a pile and take turns turning them over. Student A puts down the first card. Then Student B puts down a card. If the spaces match, Student B keeps both cards, e.g., *It was such a bad storm that several trees fell. He has such weak eyes that he can't look at a computer screen.* If the spaces do not match, then both cards stay on the table. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- Check answers with the class.

Answers

1 such, that 2 only 3 Even 4 so, that 5 such, that
6 Even 7 so / X 8 such, that 9 X / even 10 such, that
11 such, that 12 X / such 13 so, that 14 Only 15 so / X
16 so, that 17 so / X 18 so / X 19 Even 20 only / X
21 such / X 22 even / X 23 so, that 24 so, that
25 such / X 26 such / X 27 so, X / X, that 28 such / X
29 only / X 30 even / X 31 so / X 32 such / that

- **Review** Groups work together to write a new sentence using each of the words from the box. For example: *We only relax on weekends. The kids were so excited that they couldn't sleep.* Ss then present their sentences to the class.

4.2 TALKING ABOUT OURSELVES

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Reflexive pronouns; pronouns with *other/another*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Give each group one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** On the board, write *I hope you all enjoy ___ today. I see your mug is already empty – would you like ___ cup of coffee? Do you two know ___ well?* Elicit the missing words from Ss. (*yourselves; another; each other*). Ask Ss to give you more examples of sentences with reflexive pronouns and *other/another*.

- **Do the task** Ss work in groups of four, rolling the die and moving along the board. When Ss land on a square, they complete the sentence with an appropriate word from the box, e.g., *Some people eat meat; others don't.* Ss go up the ladders and down the snakes. Monitor and make sure Ss are completing the sentences correctly.
- **Review** Groups work together to write a new sentence using each of the words from the box, e.g., *I wrote the email myself. We really enjoyed ourselves yesterday. Is there another movie you want to watch?* Ask groups to share their sentences with the class.

Answers

1 myself 2 themselves 3 yourself 4 themselves
5 ourselves 6 the others/others 7 another 8 each other
9 others 10 yourself/yourselves 11 itself 12 himself
13 one another 14 myself 15 other 16 each other
17 herself 18 another 19 other 20 himself
21 yourself/yourselves 22 others/the others 23 herself
24 others 25 yourselves 26 itself 27 ourselves
28 another

5.1 WHO WILL YOU CALL?

page T-197

Real conditionals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Ask Ss some questions with *if/when/whenever*, e.g., *Do you text much when you're on vacation? Where do you go if you want to relax? Do you look at your phone whenever it rings?*
- **Do the task** Put Ss into pairs. Tell them to take turns asking and answering questions. When they answer, they should use *if/when* sentences. Ss may use the phrases in the box if they need ideas or they can answer in their own words. Demonstrate with a stronger S:
T *If you go to a new city, what do you do?*
S *If I go to a new city, I see the sights.*
- Monitor and make sure Ss are using conditionals correctly.
- **Review** Ss write three questions of their own to ask and answer with their partner.

5.2 ONE OR MORE?

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Conditionals: Alternatives to *if*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** On the board, write
I'll give you my cell phone number ___ you don't give it to anyone else.
- ___ *I have to work late, I'll see you at six.*
- Ask Ss to give suggestions to fill in the blanks (*providing or only if; Unless*).
- **Do the task** Put Ss into groups of four and give each group a set of cards and the top portion of the worksheet. Ask Ss to divide up the cards and fill in the blanks with the words from the box.
- Monitor to make sure Ss are completing the spaces correctly.
- Check answers with the class.

Answers

1 As long as / Providing 2 unless / even if 3 only if
4 As long as / Providing 5 only if
6 as long as / providing 7 Unless / Even if
8 as long as / providing 9 As long as / Providing
10 as long as / providing 11 Even if 12 Providing / As long as
13 only if 14 As long as / Providing 15 as long as / providing
16 As long as / Providing 17 unless 18 unless 19 even if
20 as long as / providing

- Ask Ss to put all the cards in a pile and take turns turning them over. S1 turns over the first card. Then S2 turns over a card. If the meanings of the two sentences match, S2 keeps both cards, e.g., *Even if the weather is terrible, we have to go out. We have to go out even if the weather is bad.*
- If the meanings do not match, then both cards are returned to the pile. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- **Review** Groups work together to write a new sentence using each of the words from the box, e.g., *I'll lend you the money as long as you pay me back. Even if I need to work late, I'll come over to see you.* They present their sentences to the class.

6.1 TELL ME ABOUT IT

page T-199

Narrative tenses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards.
- **Introduce** Read aloud some of the sentence starters from the worksheet or write them on the board. Ask Ss to complete them with a narrative tense, e.g., *A hundred years ago, no one imagined that we would have video calling. Were you watching TV when I sent you that text message?*

- **Do the task** Put Ss into pairs and give each pair a set of cards. Tell Ss to put the cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence, e.g., *After the movie, we went and bought ice cream.*
- If the S's sentence ending is correct, he/she keeps the card. If it's wrong, the card goes back in the pile.
- Monitor to make sure Ss are using tenses correctly.
- The winner is the S who has the most cards when all the cards have been used.
- To extend the activity, have pairs of Ss play the game with another pair.
- **Review** When Ss have finished, ask them to give examples of their sentences to the class. Ask the class to vote on the most original sentence endings.

6.2 WHO SAID WHAT?

page T-200

Reported speech with modal verbs

20 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut up the statement cards.
- **Introduce** Make some statements about a job using direct speech, e.g., *We use organic vegetables in all our dishes. We serve over 200 customers a day.* Ask S to report what you said, e.g., *She explained that they used organic vegetables in all their dishes. She claimed that they served over 200 customers a day.* Ask Ss what type of job they think you have. (*You're a chef.*)
- **Do the task** Put Ss into pairs. Give each pair the statement cards and the sheet with pictures. Ss take turns taking a statement card and turning the direct speech into reported speech, using the prompts, e.g., *He explained that the hotel was on a one-way street.* The other S tries to guess the correct job from the pictures. (*taxi driver*)
- Ss continue until the statement cards have been used up.
- Monitor to make sure Ss are using reported speech correctly.
- **Review** Ss each think of a new job and write five statements about their job using direct speech. They take turns reporting each other's statements to the class. The class guesses the job.

7.1 TIC-TAC-TOE

page T-201

Gerunds and infinitives after adjectives, nouns, and pronouns

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** On the board, write *Sometimes I spend my free time ___ . It's normal to want ___ .*
- Ask Ss to suggest various ways of finishing the sentences, e.g., *Sometimes I spend my free time playing tennis. It's normal to want to spend time with family.*
- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a 3x3 grid on the board and writing an X in one square. Ask a volunteer to write an O in another square, and continue until no squares are left.

- Put Ss into pairs and give them a copy of the worksheet. The Ss take turns choosing a square and completing the sentence with the gerund or infinitive form of a verb from the box. For example: *Economics is a very interesting subject to study.* If the S completes the sentence correctly, they write X or O in the square. The first S with three Xs or Os in a row – horizontally, vertically, or diagonally – is the winner.
- Ss play two more games to determine the overall winner.

Answers

Game 1

doing	to study	coping
to say	talking	to help
to tell	being	being

Game 2

to have	trying	wondering
to take	to talk	to contact
shopping	to want	to devote

Game 3

watching	drinking	writing
to find	waiting	dreaming
to drive	joining	to move

- Review** Pairs work together to write three sentences with a gerund and three with an infinitive. They then present the sentences to the class.

7.2 MIX AND MATCH

page T-202

Infinitives after verbs with and without objects

30 minutes

- Prepare** Make one copy of the worksheet for each group of Ss.
- Introduce** On the board, write *Did you plan ___? I'd like to ___.*
- Ask Ss to suggest various ways of finishing the sentences, e.g., *Did you plan to spend so much money? I'd like to learn to make sushi.*
- A Do the task** Put Ss in groups of three to four. One S writes the group's sentences on a piece of paper. Ss choose a word or phrase from each column to make a sentence with an infinitive. They should write down as many sentences as they can. To make the game more challenging, set a timer for five minutes. Monitor Ss to make sure their sentences are grammatically correct and make sense. Groups score a point for every correct sentence. The group with the most points is the winner.
- B** When Ss have finished part A, ask them to exchange papers with another group and change the verb in each sentence, e.g., (Group A) *I'd like to watch a good movie.* (Group B) *I'd like to star in a good movie.* They can also change the end of the sentence if they want to, e.g., *I'd like to star in a TV comedy.* Ss can use their own ideas for these changes.
- Review** Pairs work together to write three sentences with an infinitive after a verb. They then present the sentences to the class.

8.1 THE DIFFICULT GUEST LIST

page T-203

Modal-like expressions with *be*

40 minutes

- Prepare** Make one copy of the worksheet for each student.
- Introduce** Say *I hardly ever ask my friend to meet me for coffee because she's bound to be working or cleaning the house or looking after her kids. Do you have any friends who are always busy?* Elicit sentences that describe those friends, e.g., *I was supposed to meet my friend yesterday, but she had to work late.; My friend Carlos is sure to be taking care of his new baby, so I won't see him at the barbecue.*
- Do the task** A Ss take turns choosing a person on the guest list and making sentences about them using the information given, e.g., *We can't invite Magdi. He's sure to be busy. He has two jobs and a lot of responsibilities at home.*
- B** Now think about their own friends or family and make statements about them to their partner, using modal-like expressions, e.g., *My mom works a lot, so I only call her in the evening because she's sure to be out during the day.*
- Review** Pairs work together to write a sentence that includes each of the modal-like expressions in the third column. They compare sentences with another pair of Ss.

8.2 WHAT DOES THE FUTURE LOOK LIKE FOR YOU?

page T-204

Future forms

35 minutes

- Prepare** Make one copy of the worksheet for each student.
- Introduce** Say *This evening I'm going to watch a great movie on TV. I'm planning to make some snacks to eat while I'm watching it. I may invite my friends over, but I'm not sure yet. What are you doing this evening?*
- Ask Ss to tell you about their plans, e.g., *I might go to the supermarket because I really need to do a little shopping. I'm going to pick my kids up and take them swimming.*
- Do the task** Ss complete the sentences individually, using the future forms given. Monitor to make sure Ss are using the correct forms.
- Pairs discuss their opinion of the future, e.g.:
A *By 2029, I think we'll all be using drones to get our stuff delivered.*
B *Really? I don't think so. By 2029, people might want to go to markets and small local stores. Maybe we won't even have drones.*
- Review** What surprises Ss most about their partner's answers? Ss share their partner's information with the class, e.g., *Tomorrow afternoon, Yoichi is going to take his mom to the museum. Someday he might move to Texas. I'm surprised because Yoichi thinks that in a year or two he'll be working for an international company.*

9.1 IF ONLY ...

page T-205

Unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards.
- **Introduce** Read aloud some sentence starters, e.g., *If dogs could talk ...*
- Tell Ss to write down as many creative sentence endings as they can, e.g., *If dogs could talk, they'd tell us funny jokes. If dogs could talk, the world would be a noisy place. If dogs could talk, veterinarians would have an easier job.*
- **Do the task** Put Ss into pairs and give each pair a set of cards. Tell Ss to put cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence, e.g., *If I had been born in Madrid, I would be the star player of the Real Madrid soccer team!*
- Monitor to make sure Ss are using the correct forms.
- **Review** Ask Ss to share the funniest or most unusual sentences they came up with. Ss can vote on the top three funniest sentences and the top three more unusual sentences.

9.2 I WISH I HADN'T DONE THAT!

page T-206

Wishes and regrets

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Give each pair one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** Express some regrets, e.g., *If only I hadn't forgotten to lock my front door, I wouldn't be so anxious now! I wish I'd locked my front door because it worries me when I don't.* Ask Ss to tell you about a regret they have, e.g., *If only I had a car, I wouldn't have to take the bus. I wish I'd read the news this morning.*
- **Do the task** Put Ss into pairs. Ss take turns rolling the die and moving through the game board. When a S lands on a square, he/she uses the words with *If only* or *I wish* to make a sentence. They complete the idea by saying another sentence or adding on to the first sentence, e.g., *If only I hadn't dropped my phone! Then I could have called you to say I was running late.*
- Monitor and make sure Ss are using the correct forms. The first pair of Ss to get to the end of the board is the winner.
- Ask Ss to share a few of their partner's best answers with the class.
- **Review** Ask Ss to write three sentences using *If only* and three sentences using *I wish*. The sentences can be real regrets or fake ones. Ss read their sentences to a partner, who guesses whether they're real or fake.

10.1 IS THAT TRUE?

page T-207

Gerunds after prepositions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut each worksheet into A and B parts.
- **Introduce** Say (for example) *I'm totally obsessed with eating peanut butter sandwiches. I'm very concerned about the environment. I wouldn't dream of riding a motorcycle.*
- Ask Ss to guess whether what you're saying is true or not. Next, elicit a few sentences from Ss. Ask *What wouldn't you dream of doing?* Check that Ss can identify prepositions (*with, about, of, etc.*).
- **Do the task** Put Ss into pairs and give each a Student A or Student B part of the worksheet. Ss first complete their sentences individually. Tell Ss to use a gerund and to complete some sentences so that they are true and some so that they're false.
- Ss take turns reading their sentences to their partner. Encourage Ss to go beyond the initial sentence in order to persuade their partner, e.g.,
A *I'm obsessed with collecting stuffed animals.*
B *Really? You don't look like someone who would collect toys!*
A *Yes, really. I dream of having a massive collection of stuffed animals, particularly stuffed giraffes. They're so cute.*
B *I don't believe you!*
- The partner guesses whether they're telling the truth or not. Monitor to make sure Ss are using gerunds.
- **Review** Ask Ss to share the statements about themselves that their partner didn't guess correctly, e.g., *I sometimes insist on having complete silence in my apartment. I'm really looking forward to studying astronomy in college next year.*

10.2 GUESS MY WORD

page T-208

Complements of verbs describing cause and effect

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Write two or three words from the worksheet on the board. Ask Ss to describe what the objects are, using causative verbs, e.g., (umbrella) *It's a thing that prevents you from getting wet when it rains.* (credit card) *It's a thing that enables you to buy groceries, clothes, and other things in stores.*
- **Do the task** Put Ss into groups. Give each group a set of cards and a copy of the top part of the worksheet. Ss take turns taking a card and, without revealing what the word is, giving a definition of that word using causative verbs, e.g., *These are animals that can keep you safe. They also make you exercise a lot!* (dogs) The S who correctly guesses the word takes the card.

- Monitor to make sure Ss are using the verbs accurately.
- Ss continue until there are no more cards left. The S who has the most cards at the end is the winner.
- **Review** Choose some words and ask Ss to give definitions. Ask Ss how the definitions could be clearer. As an extension, ask Ss to think of their own words and explain them to other Ss.

11.1 CAN YOU NAME IT?

page T-209

Passive forms

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Say *Name two things that are imported*. Elicit answers in the passive from Ss, e.g., *Bananas are imported. Computer chips are imported from China.*
- **Do the task** Put Ss into groups. Give each group a set of cards. Ask Ss to divide up the cards and fill in the blanks with the appropriate passive forms of the verbs given. Ask Ss to put all the cards in a pile and take turns taking a card and asking the group to name what's on the card, e.g., *Name something that was celebrated last month. / My wedding anniversary was celebrated.; New Year's Eve was celebrated.*
- Monitor to make sure Ss are using the passive accurately.
- Ss continue until there are no more cards left.
- **Review** Ask each group of Ss to write five new cards. The groups take turns testing each other:
- **Group A** *Name one thing that has rarely been seen.*
- **Group B** *The dark side of the moon has only been seen once so far!*
- **Group C** *The giant armadillo has rarely been seen.*
- **Group D** *Bigfoot has rarely been seen!*

11.2 WORLD PROBLEMS

page T-210

Passives with modals and modal-like expressions;
passive infinitives

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Say *What do you think should be done to improve the world?* Elicit answers in the passive from Ss, e.g., *Education should be provided for everyone. Many animals need to be taken care of.*
- **Do the task** A Give each student a worksheet. Ss fill in the blanks with the appropriate passive forms from the box.
- Monitor to make sure Ss are using the passive accurately.
- Check answers as a class.

Answers

1 expects to be bullied 2 expect to be treated 3 have to be changed 4 want to be heard 5 has to be stopped 6 should be done 7 can be persuaded 8 need to be protected 9 need to be saved 10 could be educated 11 should be given 12 need to be paid

- B Ss complete the questions in exercise B using the passive forms of the verbs in parentheses.
- Check answers as a class.

Answers

1 be fixed 2 be protected 3 be educated 4 to be paid
5 be done 6 to be persuaded 7 be changed 8 be saved

- C Put Ss in pairs and tell them to take turns asking and answering the questions they completed in exercise B, e.g., *What big world problem do you think has to be fixed? I think food insecurity has to be stopped. It's terrible that people don't have enough to eat. How about you?*
- If time allows, have students walk around the classroom and ask other people the questions.
- **Review** Ask each pair of Ss to write four new questions of their own. Then they ask and answer their questions with another pair, e.g., *Should farmers be persuaded to cultivate land differently? Yes, we think so. Permaculture seems like a good idea.*

12.1 THE CHAIN GAME

page T-211

Adverbs with adjectives and adverbs

40 minutes

- **Prepare** Make one copy of the worksheet for each group.
- **Introduce** Model the chain game with a student. Say *I work incredibly hard*. The S adds another adverb and adjective/adverb: *I work incredibly hard and I'm very tired a lot of the time*.
- (You) *I work incredibly hard, I'm very tired a lot of the time, but I'm remarkably good at cooking*.
- **Do the task** Put Ss into small groups. Give each group a worksheet. Ss choose adjectives and adverbs from the two boxes to add sentences to their chains, e.g.,
- **A** *I'm unbelievably calm.*
- **B** *I'm unbelievably calm and I'm enormously dangerous.*
- **C** *I'm unbelievably calm, I'm enormously dangerous, and I'm spectacularly artistic.*
- **Review** Ask groups of Ss to think about famous people that the class will know. Then they make sentences about the person, using adjectives and adverbs, e.g., *This person is a remarkably talented actor who's often in movies*. The class tries to guess who is being described.

12.2 PUZZLE TIME

page T-212

Making non-count nouns countable

30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** On the board, write *I need a ___ of information.*
Can I have a ___ of cake, please? Elicit the missing words from Ss (*piece; slice*). Ask what other non-count nouns go with *piece* (*advice; cheese*) and *slice* (*bread; pie*).
- **Do the task** Put Ss into pairs. Give each pair a worksheet. Check that they know how to complete the puzzle.
- Monitor as necessary.
- Check answers as a class.

Answers

Across:

2 knowledge 5 luggage 7 bit 8 pint 9 lemon 12 piece
15 slice

Down:

1 work 3 game 4 cup 6 articles 7 bottle 10 music
11 news 13 information 14 acts

- **Review** Ask Ss to write new sentences for each of the words used in the puzzle, e.g., *I heard some shocking news on TV last night. What work of art is your favorite?*

1.1 GRAMMAR

ARE YOU A CREATURE OF HABIT?

- A Think about your present habits. Choose ten prompts and complete them so they are true for you.
- B Compare your habits with a partner. How similar or different are they?

I tend to fear big changes in life. How about you?

I don't. Actually, I mostly like change, but if I feel stressed, I tend to talk to a friend.

On weekends, my friends and I _____.

I often _____.

When I'm facing a new challenge, I often _____.

I'm always _____.

When I'm feeling stressed, I usually _____.

I tend to fear _____.

I tend to go on social media _____.

To make my life easier, I usually _____.

When I'm traveling, I usually _____.

I'll do anything to _____.

I find it hard to cope with _____.

I tend to worry about _____.

The first thing I do when I wake up _____.

When I'm not sure what to do, I usually _____.

Sometimes I'm looking for an excuse to _____.

When I'm tired, I'll _____.

If I have free time, I'll often _____.

I tend to waste time _____.

My family and I _____.

I'm constantly thinking about _____.

I think people tend to fear _____.

When I'm relaxed, I often _____.

1.2 GRAMMAR

WHAT'S CHANGED IN MY LIFE?

Play in groups of four. Take turns. Choose a card and describe what your life was like before this change happened. Use *used to*, *didn't use to*, *would (never)*, or the simple past. Your group guesses what change has happened in your life. The student with the most cards at the end of the game is the winner.

A Before this happened, I would hardly ever go out for a walk. I used to drive places. I would never play ball or run around.

B Have you moved to a new country?

A No. I didn't exercise much. In fact, I didn't use to get any fresh air. I would often stay home and watch TV. I used to wish I had someone to keep me company. I guess I felt lonely sometimes.

C I know! You got a dog!

You bought a car for the first time.	You started going to the gym every day.
You quit eating junk food.	You moved to a new country.
You got a puppy last weekend.	You got married yesterday.
You learned how to swim.	You just got your first job.
You inherited a lot of money from an aunt.	You're going to singing classes.
You just got your own apartment.	You moved out of the city to a small place near the beach.
You started doing volunteer work.	You just started eating vegan food.
You became a famous movie actor.	You just had your first child.
You just graduated from college.	You celebrated your 21st birthday last week.
You're training to be a firefighter.	You sold your car and bought a bicycle.
You just moved out of your parents' home.	You just quit drinking coffee for good.

2.1 GRAMMAR

WHAT IS MORE IMPORTANT?

Work in a group. Take turns rolling a dice  and moving along the board.

When you land on a square, use the word or words to make a comparative sentence of your own.

If a square tells you to move forward, back, or miss a turn, you don't need to make a sentence.

SPACE, OCEAN

I'm more interested in space than the ocean.

Space is bigger than any ocean on Earth.

30 NATURAL RESOURCES TECHNOLOGY	31 LIKELY	32 GO BACK TWO SPACES	33 RATHER	FINISH
29 EARTH MARS	28 GO FORWARD ONE SPACE	27 MORE	26 MISS A TURN!	25 DANGEROUS
20 PREFER	21 SAFE	22 DIFFICULT	23 WILDLIFE EDUCATION	24 FUN
19 EASY	18 RAINFORESTS MEDICINE	17 LESS	16 INTELLIGENT ENOUGH	15 FUTURE PROBLEMS CURRENT PROBLEMS
10 GO FORWARD 2 SPACES	11 PLANTS ANIMALS	12 NOT USEFUL ENOUGH	13 INTERESTING	14 RATHER
9 PREFER	8 FEWER	7 HEALTHY	6 MISS A TURN!	5 IMPORTANT
START	1 SPACE OCEAN	2 EXPENSIVE	3 MONEY HEALTH	4 LESS

2.2 GRAMMAR

IT'S NO EXAGGERATION!

Work with a partner. Rewrite the story using either superlative structures or, if superlatives aren't possible, use *the most/the least/completely/absolutely* + adjective. Use the clues in parentheses () to help you.

- 1 This is an unbelievable story. (You've never heard anything less believable.)
This is the most unbelievable story.
- 2 In fact, it's a crazy story. (It's really crazy.) It's a completely crazy story.
- 3 Let us tell you about a scary place on Earth. (Nowhere is scarier.) Let us tell you about _____ place on Earth.
- 4 It's farther away from civilization than anyone can imagine. (No place is farther away from anywhere.)
It's _____ place from civilization anyone can imagine.
- 5 Nobody lives there. (Zero people live there!) _____ nobody lives there!
- 6 It seems to be an unsuitable environment for anything to live in. (We can't think of anywhere less suitable.)
It seems to be _____ environment for anything to live in.
- 7 It's awful. (It's really awful.) It's _____ awful!
- 8 It's deserted. (There is really no human life in this place.) It's _____ deserted.
- 9 It has a big volcano. (There is no bigger volcano on Earth. It's enormous.) It has _____ volcano on Earth. It doesn't sound like a great place, does it? But wait!
- 10 Strangely, a tiny creature lives in this place. (It's tinier than any other creature ever discovered.) Strangely, the _____ creature lives in this place. Its name is *snipe*.
- 11 The snipe is adaptable. (Nobody knows of another animal that adapts better.) The snipe is _____ animal on Earth.
- 12 The snipe is rare. Only two scientists know about it. (We don't think many other animals are as rare as the snipe.) The snipe is one of _____ animals we know of.
- 13 This animal moves very slowly. (Few animals on Earth move more slowly.) The snipe is one of _____ animals on Earth.
- 14 We know less about the snipe than anything else in the world. The snipe is the thing we know _____ about in the world.

3.1 GRAMMAR

FINISH MY SENTENCE

A **Work in pairs. Choose a card. Read the beginning of the sentence to your partner. Your partner finishes the sentence using a relative clause. Use the pronouns *who, that, which, where, whose, or when* to introduce the relative clause. Sometimes you don't need a relative pronoun.**

I enjoyed the TV show ...

... you told me about OR that you told me about OR that was on Channel One last night.

I remember a time ...	I love going to places ...	Have you seen the movie ...
An extrovert is someone ...	The book ...	A computer is a thing ...
Have you ever been to the place ...	Did you eat the sandwich ...	I'd love to visit the place ...
My friend met a woman ...	What's the name of the actor ...	I enjoyed the TV show ...
A genius is a person ...	A politician is a person ...	Do you remember a time ...
This is the best restaurant ...	2015 was the year ...	I know a boy ...
A tiger is an animal ...	I just ate a burger ...	There's the dog ...
My home is the place ...	That's the man ...	Do you know anybody ...

B **With your partner, brainstorm possible endings to complete the sentences. Use a non-defining relative clause. When you've finished, compare your sentences with another pair of students.**

- A My brother, whose wife is a diplomat, lives in Rome.
- B My brother, who's the kindest person I know, called me last night.
- C My brother, who is a great cook, often makes dinner for us.
- D My brother, whose kids are two and five, is really tired all the time!

My brother ...	Elephants ...	Mexico City ...
The local roads ...	Coffee ...	Cell phones ...
Our school ...	Picasso ...	My neighbors ...
August ...	The Statue of Liberty ...	Costa Rica ...

3.2 GRAMMAR

IS THAT TRUE?

Work in groups. Take turns choosing a card. Complete the sentences using present participles. Your sentence can be true or false. The other students in your group guess whether you're telling the truth or not. Continue around the group until everyone has used a card.

I like to run on beaches, shouting as loudly as I can.

I love to cook exotic dishes, using as many spices as possible.

I prefer sitting around, doing absolutely nothing at all.

I like ...	I enjoy lying on a beach, ...
I love the smell of ...	As a child, ...
I sometimes have lunch while ...	I get annoyed by people ...
I always love ...	I spend a lot of time ...
I prefer ...	In my opinion, ...
As a family, we don't like ...	I never waste time just ...

4.1 GRAMMAR

IT WAS SO MUCH FUN!

Work in groups of four. Divide up the cards and fill in the blanks with the words from the box. If no words are needed, write X.

even only so so ... that such such ... that

1 It was _____ a bad storm _____ several trees fell.	2 I _____ need to look at you to know what you're thinking.	3 _____ people who never exercise can do these simple activities.	4 We've known each other _____ long _____ we can't remember when we met.
5 He has _____ weak eyes _____ he can't look at a computer screen.	6 _____ though it's her first day here, she's doing great.	7 The train is _____ late today!	8 He plays _____ an important part in the company _____ we can't lose him.
9 My brother can _____ fly a plane!	10 It's _____ a big responsibility _____ it makes me nervous.	11 You're _____ a good cook _____ we never need to eat out!	12 We had _____ a great time at the party.
13 Nico waited _____ long _____ he actually fell asleep.	14 _____ my best friend understands me.	15 We all love Carlos – he's _____ funny.	16 The movie was _____ funny _____ we couldn't stop laughing.
17 What's up? You look _____ sad.	18 I wish my coworker wasn't _____ unreliable.	19 _____ experts need advice sometimes.	20 He _____ drinks one cup of coffee a day.
21 These are _____ expensive apartments!	22 I don't _____ know what that word means.	23 The food was _____ bad _____ we didn't pay for it.	24 My house is _____ far from work _____ I have to take two trains.
25 I had _____ bad headaches when I was a kid.	26 The highway to the city is _____ a busy road.	27 I was _____ scared _____ I wouldn't get the job.	28 Pedro has _____ an amazing ability with fixing stuff.
29 The player _____ scored once in the whole game.	30 I don't _____ like shopping, but I go to the mall every Saturday.	31 The dish was _____ salty. I wonder why.	32 We waited in line for _____ a long time _____ our legs started to ache.

4.2 GRAMMAR

TALKING ABOUT OURSELVES

Work in a group. Take turns rolling a dice  and moving along the board.

I eat a lot of candy. I just can't help myself!

When you land on a square, use a word or phrase from the boxes to complete the sentence.

Sometimes more than one answer is possible.

Go up the ladder


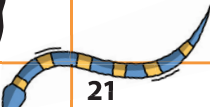






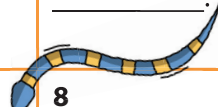








and down the snakes



myself yourself himself herself itself ourselves yourselves themselves

another one another each other other others/the others

<p>FINISH</p> 	<p>28 We should support one _____.</p> 	<p>27 Should we treat _____ to pizza tonight?</p>	<p>26 The horse hurt _____ trying to escape.</p>	<p>25 Bye, kids! Enjoy _____!</p> 
<p>20 Zack wants to be by _____ this evening.</p> 	<p>21 Ask _____ this – is it a good idea?</p>	<p>22 Sadly, _____ disagree with our plans.</p> 	<p>23 Tania taught _____ to speak Mandarin Chinese.</p>	<p>24 Some people eat meat; _____ don't.</p>
<p>19 The _____ problem is that we can't afford it.</p> 	<p>18 Do you want _____ cup of coffee?</p>	<p>17 Did Carla make that dress _____?</p> 	<p>16 We've known _____ since we were kids.</p>	<p>15 The _____ subway line is faster.</p> 
<p>10 You can really enjoy _____ in the park.</p>	<p>11 The machine can't do that by _____.</p> 	<p>12 Pete solved the problem by _____.</p> 	<p>13 Managers and employees don't always understand one _____.</p> 	<p>14 I need to do this by _____.</p>
<p>9 Do you think we should wait for the _____ to join us?</p>	<p>8 Do you two know _____ well?</p> 	<p>7 Listen, I have _____ idea!</p>	<p>6 That's definitely a task for _____ to do.</p>	<p>5 What decisions should we make to _____?</p> 
<p>START</p> 	<p>1 I eat a lot of candy. I just can't help _____!</p>	<p>2 Some people always want to draw attention to _____.</p>	<p>3 Did you teach _____ how to play the piano?</p> 	<p>4 The kids clean their rooms _____.</p>

5.1 GRAMMAR

WHO WILL YOU CALL?

Student A

Ask and answer the questions with a partner. You can use the phrases in the box in your answers or use your own ideas.

How do you feel when you go on a plane?

When I go on a plane, I feel excited.

- 1 How do you feel when you go on a plane?
- 2 If you want to go out, where might you go?
- 3 When you have some free time, how do you spend it?
- 4 If you decide to move somewhere else, where will you go?
- 5 If you need some advice, who do you call?
- 6 When you feel anxious, what can you do?
- 7 If you need a new job, what will you do?
- 8 Where might you go if you take a vacation next year?
- 9 If you go to a new city, what do you do?
- 10 When you want to relax, what do you do?

a friend / a family member / a coworker
spend time outdoors / watch a movie / ride a bike /
cook a meal
exercise / call a friend / read a book
see the sights / explore the city / visit a museum
spend time at the mall / movie theater / beach /
restaurant

relaxed / anxious / nervous / excited
use breathing exercises / do yoga / practice
meditation
a nice hotel / a beach resort / a city / the mountains
search online / check the newspapers / go to an
employment fair / update my resume
go to another city / state / country

Student B

Ask and answer the questions with a partner. You can use the phrases in the box in your answers or use your own ideas.

How do you feel when you meet new people?

Hmm. When I meet new people, I feel ... anxious.

- 1 How do you feel when you meet new people?
- 2 If you want to go out, where might you go?
- 3 When you have a day off, how do you spend it?
- 4 If you decide to change your life, what will you do?
- 5 If you're bored, who do you call?
- 6 When the weather is bad, what do you do?
- 7 If you want a better job, what might you do?
- 8 Where will you go if you take a vacation next year?
- 9 If you get a chance to travel, where might you go?
- 10 When you want to feel great, what do you do?

a friend / a family member / a coworker
spend time outdoors / watch a movie / ride a bike /
cook a meal
exercise / call a friend / read a book
see the sights / explore the city / visit a museum
spend time at the mall / movie theater / beach /
restaurant

relaxed / anxious / nervous / excited
use breathing exercises / do yoga / practice
meditation
a nice hotel / a beach resort / a city / the mountains
search online / check the newspapers / go to an
employment fair / update my resume
go to another city / state / country

5.2 GRAMMAR

ONE OR MORE?

Work in a group. Divide up the cards and fill in the blanks with words from the box.

as long as even if only if providing unless

1 _____ you mail your check today, they should get it in time.	2 Some people will not be able to afford college _____ they receive financial assistance.	3 My friend might move to Canada, but _____ she gets a job.	4 _____ Pedro works harder, he will get a raise.
5 I'll tell you my secret, but _____ you promise not to tell anyone.	6 Your phone really should last a few years, _____ you take care of it.	7 _____ they receive financial aid, some people will not be able to afford college.	8 Climate change will slow down _____ everyone does something about it.
9 _____ you take care of it, your phone should last a few years.	10 We should exercise in the park tomorrow, _____ I don't oversleep.	11 _____ the weather is terrible, we have to go out.	12 _____ you won't tell anyone, I'll tell you my secret.
13 I'll have dinner with you tomorrow, but _____ you let me pay!	14 _____ everyone does something about climate change, it will slow down.	15 They should get your check in time _____ you mail it today.	16 _____ you let me pay, I'll have dinner with you tomorrow.
17 My friend might move to Canada, but she won't go _____ she gets a job.	18 Let's exercise in the park tomorrow, _____ I oversleep.	19 We have to go out _____ the weather is bad.	20 Pedro will get a raise _____ he works harder.

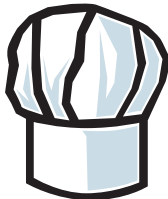





6.1 GRAMMAR

TELL ME ABOUT IT

It had been raining and ...	Back in 2010, people ...	The store had closed by the time ...	It hadn't been raining long so ...
She worked as an actress for years, but in 2017 ...	Joe and Steve ran as fast as they could toward ...	Juan had caught the filmmaker's attention because ...	Ricardo didn't feel hungry because ...
I was very nervous because ...	While you were talking to your mom, your dog ...	My friends had been chatting for hours when suddenly ...	At about ten o'clock this morning, ...
While Zoe was walking along, ...	She had worked as a server in a diner, but ...	Yesterday afternoon, I lost ...	I hadn't seen an elephant since ...
As we listened to the news, ...	A few minutes later, the reporter ...	Marta had been a doctor for years, but ...	The kids returned from camp ...
They hadn't expected to be interviewed on the TV news, but ...	Social media users were posting ...	I hadn't been working long before ...	A hundred years ago, planes ...
I was the only member of my family who ...	A hundred years ago, no one imagined ...	When I was in college, ...	The sun had been shining all day long and ...
After the movie, we ...	Were you watching TV when ...	Next, they moved to Las Vegas where they ...	Suddenly, we heard a loud noise that ...
While you were sleeping, ...	He stopped working five years ago and ...	She'd been searching the internet for a couple of hours when ...	I had never heard of her until ...

6.2 GRAMMAR

WHO SAID WHAT?

chef 	doctor 	weather reporter 
taxi driver 	mechanic 	teacher 

Take turns picking up a card. Turn each direct statement into reported speech. Use the verbs in the box. Your partner guesses which person made the statement. Score one point for every correct guess.

claim explain insist say tell

"I can check your heart during our next appointment."

She told me she could check my heart during our next appointment.

I think that's the doctor.

Yes, it is!

STATEMENT CARDS

"Your car won't need another tune-up until next year."	"It never rains in August."
"You should check the oil before a long trip."	"We offer pasta or chicken for children."
"We might need to use dictionaries tomorrow."	"You shouldn't go to work with a fever."
"This dish will not be too spicy for most people."	"We can take the highway to get to the museum."
"The storm will definitely destroy some homes."	"The trip to the airport could take an hour."
"The hotel is on a one-way street."	"I might get a ticket if I stop here."
"It'll be easy to pass the exam."	"The medication will start working immediately."

7.1 GRAMMAR

TIC-TAC-TOE

Work in pairs. Student A chooses a square and finishes the sentence with a gerund or an infinitive. Student B checks whether the sentence is correct or not. If the sentence is correct, Student A writes an X. Then Student B chooses a square and completes the sentence. If the sentence is correct, Student B writes an O. Take turns. The first person to get three in a row is the winner.

GAME 1

be be cope do help say study talk tell

I sometimes waste time _____ ... nothing.	Economics is a very interesting subject _____.	Do you have trouble _____ with all the work you have to do?
Nico called _____ hello to me about a week ago.	Juan spends a lot of time _____ to his students.	I'll ask the teacher _____ me.
Belinda needs someone _____ her how to apply for the job.	Many people enjoy _____ outdoors in the fresh air.	My son is scared of _____ laughed at in school.

GAME 2

contact devote have shop take talk try want wonder

It's important _____ contact with your family.	Don't give up! Just keep _____.	I can't help _____ where Joe is.
Carmen offered _____ me to the airport.	Do you have someone _____ to about your ... ?	We advise you _____ the police if there's a problem.
Last year I stopped _____ in supermarkets and started going to farmers' markets instead.	It's normal _____ to be liked.	Oliver decided _____ his life to helping other people.

GAME 3

dream drink drive find join move wait watch write

The kids enjoy _____ cartoons.	Do you know that I've stopped _____ coffee?	When I finish _____ this email, I'll make dinner.
This is a horrible situation _____ yourself in.	Sam can't stand _____ for the results of his exams.	It's no use _____ about making a million dollars.
I can teach you _____ if you like.	I feel nervous about _____ this social media group.	Do you want _____ to Chicago this year or next?

7.2 GRAMMAR

MIX AND MATCH

A Play the game in small groups. One student writes the group's sentences on a piece of paper. Choose a word or phrase from each column to make a sentence with an infinitive. Write down as many sentences as you can. Your teacher will check your answers. Score a point for every correct sentence. The group with the most points is the winner.

A Who convinced you to spend the money? (OR Who convinced you to wear those jeans?)

B I'd like to buy that apartment. (OR I'd like to watch a good movie.)

C Did you plan ... ?

Who convinced you	find	the email
My sister encouraged me	join	us
Next year, I expect	buy	the gym
I want you to help me	travel	the police
I hope	learn	this computer
You warned me	eat	that apartment
How do you expect me	fix	to you
Why did you persuade me	go	a scooter
I planned	wear	a good movie
Who urged you	be	the money
Did you plan	spend	a millionaire
My brother urged me	rent	to London
Does anyone want	use	the piano
I'd like someone	help	that cake
How did you manage	call	on the weekend
Why would they	cook	those jeans
Where do you like	send	my car
Did you encourage us	talk	me
I'd like to	watch	Mexican food

B Now exchange papers with another group. You have ten minutes to change the verb in each sentence. You can end the sentences with your own words. Your teacher will check your answers. Score a point for every correct sentence. The group with the most points is the winner.

Group A: I hope to travel to London.

Group B: I hope to learn Japanese.

8.1 GRAMMAR

THE DIFFICULT GUEST LIST

A Work in pairs. Imagine you are planning a party for the afternoon of Saturday, June 9. You want to invite some friends, but you have to consider certain things you know about them.

Look at the guest list and make sentences about each person or couple, using the information and modal-like expressions given.



Let's invite Tom and Louisa.

They won't be able to find a babysitter. Why don't we invite ... ?

Guest(s)	Information about the guest(s)	Modal-like expression
Marie	getting married	about to
Paul	always late	bound to
Jim and Alicia	on vacation	supposed to
Toros	starting new night-shift job	meant to
Carla	having a baby	due to
Magdi	always busy	sure to
Sara	usually traveling for work	likely to
Tom and Louisa	can never find a babysitter for their kids	not able to
Roberto	can't take Saturdays off work	not allowed
Leticia	often cancels plans	forced to
Monica and Dave	often refuse invitations	certain to

B Now think about your real friends. What facts do you know about them? Take turns telling your partner. Use modal-like expressions.

My friend Jorge never has any free time. He's sure to be busy every time I call him.

I have a friend named Julie. She's never available! She's about to have a second baby.

8.2 GRAMMAR

WHAT DOES THE FUTURE LOOK LIKE FOR YOU?

Finish each sentence in your own words. Then compare your sentences with a partner.
What things surprise you most about your partner's opinion of the future? Tell the class.

Future plans and intentions: present continuous or *be going to*

Tonight, _____ *I'm going to cook Chinese* _____ food for dinner.

Tomorrow afternoon, I _____.

Next week, I _____.

Eventually, I _____.

Uncertainty: *may, might, could*

If things go well, I _____.

I think it's possible that I _____.

Someday, I _____.

Predictions, expectations, and guesses

Tomorrow, _____.

In 2030, people _____.

Next year, _____.

Actions in progress at a future time: *will + be + verb + -ing*

By 2029, I _____.

In a month or so, _____.

In a year or two, I _____.

9.1 GRAMMAR

IF ONLY ...

If I had been born in Madrid, ...	If I didn't know you, ...	If I could have any job in the world, ...
If dogs could talk, ...	If I stopped using social media, ...	If plants had feelings, ...
I certainly wouldn't have I would have stayed home.	... if I hadn't been driving the car.
... If I didn't speak English.	If there were three more hours in every day, I wouldn't have broken my leg.
I couldn't have gotten my job if if I hadn't moved to another country.	If I didn't have a headache, ...
If I'd been paying attention, ...	If I had met life would definitely be easier.
People would be happier if ...	I wouldn't have made that decision if ...	I could have been a ...
... I might not have gone out.	... if I'd lived in a different century.	If I hadn't learned ...

9.2 GRAMMAR

I WISH I HADN'T DONE THAT!

Work in pairs. Take turns rolling a dice  and moving along the board.

When you land on a square, use the words and "I wish" or "if only" to make a sentence.

Complete the idea by adding another sentence or adding on to the first sentence.

If only I'd answered the phone! Then I ...

I would've found out that school was canceled.

40 I don't have time to do it.	41 I'm not studying psychology.	42 I didn't apologize.	43 I dropped my phone.	FINISH
39 I was raised in a city.	38 I'm bored.	37 I have to go out tonight.	36 I'm going to see the doctor tomorrow.	
30 I forgot my best friend's birthday.	31 I was in a hurry.	32 I said "no."	33 I have a bad-tempered cat.	34 I saw the movie.
29 I live in an enormous apartment building.	28 I didn't hear the noise.	27 I ate ten spicy chilis.	26 I banged my head.	25 No one told me.
20 I was riding my bike.	21 I'm working such long hours.	22 I refused the invitation.	23 I'm not famous.	24 I don't have a million dollars.
19 I was chatting on the phone.	18 I worry a lot.	17 I laughed.	16 I lost my purse.	15 I was talking in my sleep.
10 I was born in the last century.	11 I didn't see the funny side.	12 I sent the email.	13 I said "yes."	14 I wore jeans and an old T-shirt.
9 I never exercise.	8 I didn't see the tree.	7 I'm studying math.	6 I sleep too much.	5 I don't have a sister.
START	1 I didn't answer the phone.	2 They didn't warn me.	3 I have 5,000 Facebook friends.	4 I eat meat.

10.1 GRAMMAR

IS THAT TRUE?



Student A

Complete the sentences with a gerund. Your sentences can be true or false. Then take turns making statements. Your partner will ask questions to try to guess if you're telling the truth.

- 1 I'm concerned about _____.
- 2 I've always been good at _____.
- 3 I'm guilty of _____.
- 4 I finally succeeded in _____.
- 5 I wouldn't dream of _____.
- 6 I'm extremely interested in _____.
- 7 I'm not really used to _____.
- 8 I'm totally obsessed with _____.
- 9 I've often thought of _____.
- 10 I really like the idea of _____.

I'm guilty of eating large bars of chocolate in bed.

Really? You look so slim. Have you had this habit long?

Oh, yes. I've been doing it all my life.

Hmm! I don't think you're telling the truth!

You're right. I'm not!



Student B

Complete the sentences with a gerund. Your sentences can be true or false. Then take turns making statements. Your partner will ask questions to try to guess if you're telling the truth.

- 1 I'm very excited about _____.
- 2 I'm incredibly bad at _____.
- 3 I'm really looking forward to _____.
- 4 I've always been terrible at _____.
- 5 I often get bored with _____.
- 6 I'm very proud of _____.
- 7 I sometimes insist on _____.
- 8 I once had the chance to _____.
- 9 I never talk about _____.
- 10 I have no intention of _____.

I'm guilty of eating large bars of chocolate in bed.

Really? You look so slim. Have you had this habit long?

Oh, yes. I've been doing it all my life.

Hmm! I don't think you're telling the truth!

You're right. I'm not!

10.2 GRAMMAR

GUESS MY WORD

Work in groups. Take turns choosing cards. Without saying the word, describe the thing on your card – be sure to explain what its function is or how you use it.

A It's a thing that prevents me from getting wet.

B Hmm. Is it an umbrella?

A No, but it enables people to stay dry.

C I know! It's a taxi!

A Um, no. It allows me to walk outside in the rain.

D Oh, OK. Is it a raincoat?

A Yes, it is.



alarm clock	diet	exercise	budget	shopping
food	raincoat	car	job	credit card
passport	teacher	friends	family	nature
microwave oven	dogs	warm clothes	fashion	education
art	phone	taxi	conversation	umbrella
camera	vegetables	airplanes	travel	laughter
technology	medicine	music	dictionary	bus
refrigerator	happiness	old age	sunglasses	computers

11.1 GRAMMAR

CAN YOU NAME IT?

Name one thing that _____ of wood. (made)	Name two things that _____ by tomorrow at nine a.m. (happen)	Name one piece of music that _____ more than 100 years ago. (compose)	Name one thing that _____ recently. (identify)	Name two things that you _____ yesterday. (teach)
Name three things that _____ around the world right now. (ship)	Name one artist who _____ an award in the past ten years. (give)	Name one person that you think _____ in a TV news program next week. (mention)	Name two things that _____ somewhere in the world right now. (cook)	Name three animals that _____ in Europe. (find)
Name one thing you think _____ soon. (discover)	Name three things that _____ in a park. (see)	Name something that _____ last month. (celebrate)	Name two events that _____ about right now. (talk)	Name one thing that _____ in your house tonight. (eat)
Name two languages that _____ in Asia. (speak)	Name one thing that _____ for last week. (plan)	Name one famous person that _____ in the UK. (born)	Name three things that you think _____ in the future. (invent)	Name one famous person who _____ an award recently. (give)
Name two things that _____ by the time you go to sleep tonight. (do)	Name one thing that _____ from your country. (export)	Name one thing that _____ of metal. (make)	Name two apps that _____ on your phone recently. (open)	Name two things that _____ into space. (send)
Name two things that _____ on the internet. (sell)	Name three famous people who _____ in the U.S. (raise)	Name two buildings that _____ more than 100 years ago. (build)	Name one thing that _____ all over the world. (drink)	Name three movies that _____ in the past ten years. (produce)

11.2 GRAMMAR

WORLD PROBLEMS

A Complete this high school student's text with phrases from the box.

can be persuaded
has to be stopped
need to be saved

could be educated
have to be changed
should be done

expect to be treated
need to be paid
should be given

expects to be bullied
need to be protected
want to be heard

No one ¹ _____ at work or in school these days. Most people ² _____ well.
That's because attitudes have changed, and that's great. However, many more things
³ _____ in the world. If you ⁴ _____, you need to say how you feel.
Here's how I feel.
For a start, plastic pollution ⁵ _____.
Something ⁶ _____ about global warming.
Perhaps people ⁷ _____ to eat less meat.
Animals ⁸ _____. In particular, animals such as whales ⁹ _____
from extinction.
Every child ¹⁰ _____ for free.
Everyone ¹¹ _____ access to clean water.
All workers ¹² _____ a fair wage.

B Complete the questions with the passive form of the words in parentheses.

- 1 What big world problem do you think has to _____? (fix)
- 2 Do you agree that all animals need to _____? (protect)
- 3 Should all children _____ for free in your opinion? (educate)
- 4 Is it reasonable to expect _____ a fair wage? (pay)
- 5 Do you think something should _____ about global warming? (do)
- 6 Do people need _____ to eat less meat, or is that a waste of time? (persuade)
- 7 Can people's attitudes toward using plastic really _____? (change)
- 8 Is it important that elephants _____ from extinction? (save)

C Work in pairs. Take turns asking and answering the questions in exercise B with a partner. When you finish, walk around the class and ask other people the questions.

Should something be done about global warming?

Yes, I think so. The world is getting hotter every year.
One day soon, we won't be able to stop it.

12.1 GRAMMAR

THE CHAIN GAME

Work in groups. Use adjectives and adverbs from the boxes to make sentences. When the first student says a sentence, the next student repeats it and adds another adjective and adverb. If someone forgets part of a sentence, start again with a new game.

I'm incredibly good at playing the trumpet.

I'm incredibly good at playing the trumpet and I work astonishingly hard.

I'm incredibly good at playing the trumpet, I work astonishingly hard, and I'm unbelievably bad at math.

I'm incredibly good at playing the trumpet, I work astonishingly hard, I'm unbelievably bad at math, and I'm really tall.

I'm incredibly good at playing the trumpet, I work astonishingly hard, I'm unbelievably bad at math, I'm really tall, and I can't dance particularly well.

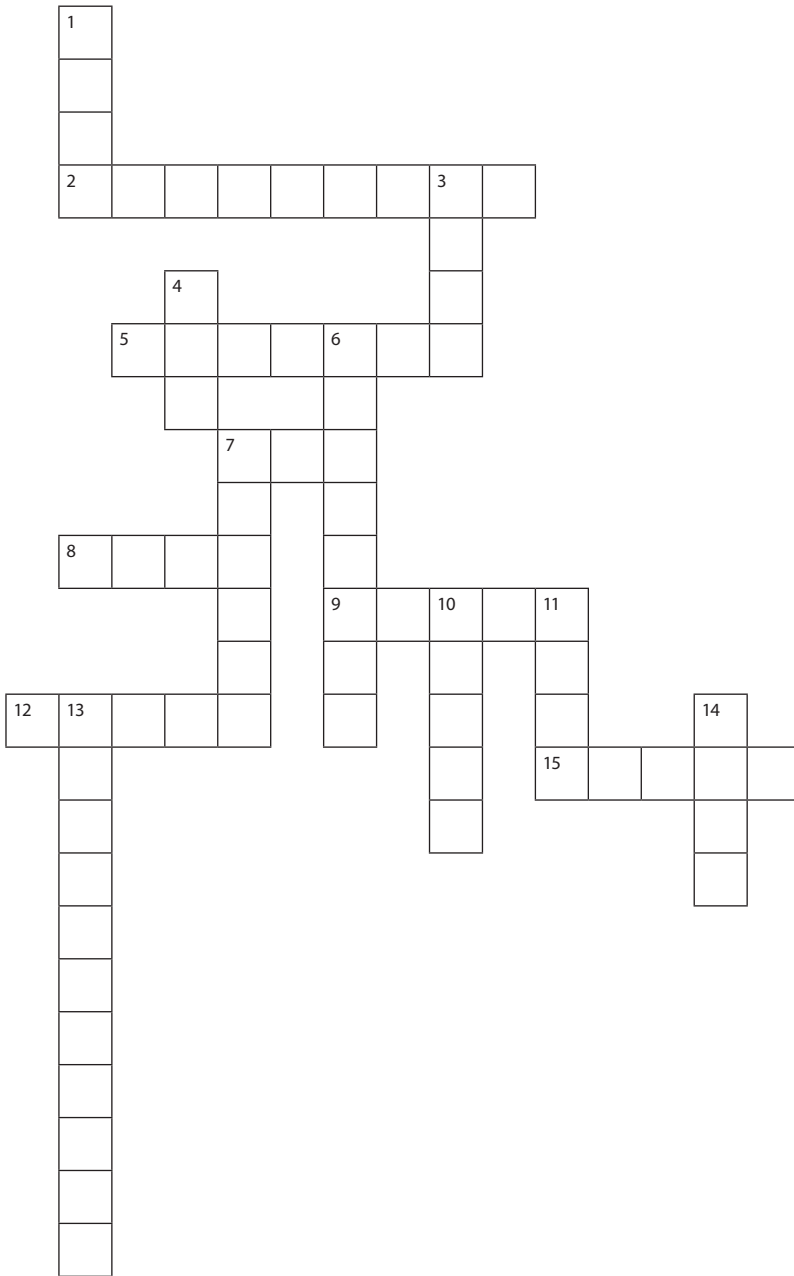
amazingly	impressively	slowly
astonishingly	incredibly	spectacularly
badly	necessarily	terrifically
easily	particularly	unbelievably
enormously	quickly	very
especially	really	well
exceedingly	reasonably	
fantastically	remarkably	

able	determined	short
analytical	gifted	skilled
artistic	good	slow
bad	imaginative	talented
calm	intellectual	tall
competent	musical	true
creative	quick	useless
dangerous	safe	

12.2 GRAMMAR

PUZZLE TIME

Work in pairs. Find the missing words in the clues to complete the puzzle. The words are either non-count nouns, or expressions that make non-count nouns countable.



Across

- 2 The professor has a vast amount of _____ about human genes.
- 5 How many pieces of _____ are you taking on board the plane?
- 7 I managed to do a little _____ of research on the internet last night.
- 8 Could you buy a _____ of milk on your way home, please?
- 9 I sometimes put a slice of _____ in my water.
- 12 My teacher once gave me a great _____ of advice.
- 15 Would you like a _____ of bread with your soup?

Down

- 1 The *Mona Lisa* is an example of a great _____ of art.
- 3 We're getting together on Saturday for a _____ of tennis.
- 4 I'm going to have a _____ of coffee with a friend at 11.
- 6 The children need some new _____ of clothing.
- 7 I'd like a _____ of water, please.
- 10 "Beethoven's Fifth" is a very famous piece of _____.
- 11 Last night's hurricane was a shocking piece of _____.
- 13 We can send you a little _____ by email if you like.
- 14 Some people make a habit of performing random _____ of kindness.

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 FACING CHALLENGES

page T-221

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an exercise in which they choose the correct word or phrase to complete a sentence. Give each S a worksheet.
- **Do the task** A Ss work individually to circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 resist 2 get a grip 3 accepted 4 adapt
5 can't take 6 get through 7 tackle 8 cope with
9 is capable of 10 frightened of 11 underestimate
12 a step forward 13 welcomed 14 survive

- **B** Ss work in pairs to complete the conversations using the words and phrases from exercise A.
- Ss check answers by reading the conversations in pairs.
- Check answers as a class.

Answers

1 Welcome 2 capable of 3 can't take 4 frightened of
5 cope 6 tackle 7 underestimate 8 survive
9 Get a grip 10 through 11 resist 12 step forward
13 adapt 14 accept

- **Review** Ask confident Ss to read their conversations aloud.

1.2 DESCRIBING ANNOYING THINGS

page T-222

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
___ of time ___ to operate
___ you crazy ___ on your nerves
___ your patience ___-consuming
- As a class, Ss complete the phrases. On the board, write *get on your nerves*, *drive you crazy*, and *infuriating*. Ask Ss to rank them in order of severity. (= get on your nerves, drive you crazy, infuriating) Give each S a copy of the worksheet.

- **Do the task** A Ss work in pairs to circle the word or phrase that best matches each definition.
- Check answers as a class.

Answers

1 hard to operate 2 a waste of time 3 awkward 4 clumsy
5 get on your nerves 6 drive you crazy 7 complex
8 infuriating 9 lose your patience 10 tricky 11 frustrating
12 time-consuming

- **B** Ss think of examples using words or phrases from exercise A.
- Ss share their examples with a partner.
- **Review** Ss share their sentences from exercise B with the class.
- As an extension activity, have Ss go around the room and find one to three people with whom they have something in common.

2.1 SPACE AND OCEAN EXPLORATION

page T-223

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will match two parts of a sentence to make complete sentences. Give each S a copy of the worksheet.
- **Do the task** A Ss match the sentence halves to make sentences.
- Check answers as a class.

Answers

1 c 2 a 3 b 4 f 5 e 6 d 7 h
8 g 9 k 10 i 11 m 12 l 13 j

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

Answers

1 launch 2 resources 3 species 4 atmosphere 5 preserve

- **C** Ss work in pairs to answer the questions from exercise B.
- **Review** Ask Ss to share their ideas with the class.

2.2 THE NATURAL WORLD

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will complete sentences with vocabulary from lesson 2.2. Give each S a copy of the worksheet. Model the exercise by doing the first one with the class.
- **Do the task A** Ss complete the sentences with the correct form of the words from the box.
- Check answers as a class.

Answers

1 animal life 2 creatures 3 environment 4 Endangered
5 habitats 6 adaptable 7 Origin 8 Plant life 9 pond
10 forms of life 11 Sea life 12 poisonous 13 survivor
14 volcano 15 Territory

- **B** Ss work in pairs to put the words in the correct order to make questions.
- Ss ask and answer the questions with their partner.
- Check answers as a class.

Answers

1 What is your favorite form of sea life?
2 Can you think of three different poisonous animals?
3 Can you name a famous volcano?
4 Can you think of three creatures that live in ponds?
5 Can you list three different types of habitats?
6 Can you name three endangered species?

- **C** Ss work in pairs to write more questions.
- Pair get together with another pair to ask and answer their questions.
- **Review** Pairs share their questions from exercise C with the class.

3.1 DESCRIBING PERSONALITY

page T-225

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
quiet / extrovert / shy
introvert / attract attention / show off
life of the party / enjoy the company of others / be reserved
- Ask Ss to identify the odd one out. Ask *What other words describe behavior?*

- **Do the task A** Give each S a copy of the worksheet. Ss read about Fred, Dylan, Carmen, and Mae. Then they write one or two additional sentences about each person using as many words and phrases as they can from the box.

Possible answers

Fred is an introvert/introverted and reserved, so he doesn't enjoy the company of others.

Dylan is an extrovert/extroverted, and he enjoys the company of friends, likes to socialize, and likes to be the life of the party.

Carmen is an introvert/introverted. She is reserved, speaks softly, and feels left out.

Mae is an extrovert/extroverted. She attracts attention, likes to show off her outfits, and speaks up.

- **B** Ss walk around the room and ask questions of their classmates to complete the chart. Encourage Ss to ask follow-up questions, e.g., *Why do you think you're an extrovert? When did you last go to a party?* Tell Ss to make notes so they can share this extra information with the class later.
- **Review** Ss read aloud the names and the personalities. Write the names on the board. Are there more extroverts or introverts? Ask Ss to share any interesting extra facts they learned about their classmates.

3.2 STRONG FEELINGS

page T-226

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
*bizarre | creepy | **fabulous***
*irritating | **satisfying** | disgusting*
***stunning** | tense | uneasy*
***impressive** | weird | irritating*
- Ask Ss to identify the odd word out in each group of three words. Ask them to think of examples of things we might describe using these adjectives.
- **Do the task A** Give each S a copy of the worksheet. Ss circle the correct words to complete the sentences.
- Check answers as a class.

Answers

1 creepy 2 disgusting 3 bizarre 4 impressive
5 satisfying 6 stunning 7 irritating 8 tense
9 uneasy 10 weird 11 fabulous

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

Answers

Positive: fabulous, impressive, satisfying, stunning

Negative: bizarre, creepy, disgusting, irritating, tense, uneasy, weird

- **Review** As a class, see if you can add other words to the chart.

4.1 PROFESSIONAL RELATIONSHIPS

page T-227

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will write words in a chart to categorize them. Give each S a worksheet. Model the exercise by quickly drawing the chart on the board and asking Ss where *assist* should go to elicit *help*.
- **Do the task** **A** Ss write the words in the correct column.
- Check answers as a class.

Answers

Help: assist, build trust, contribute, enable to, steer away from, turn to
Manage: act as, build a relationship, keep an eye on, oversee, steer away from, take on
Show: demonstrate

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 assisted; enabled 2 build trust; contribute
3 demonstrated; turned to 4 acted as; oversaw
5 keep an eye on; built a relationship 6 take on; steer away from

- **C** Ss complete the sentences using words or phrases from exercise A.
- Check answers as a class.

Answers

1 demonstrate 2 assist 3 keep an eye on
4 steer them away from it 5 built a relationship/built trust

- **D** In groups, Ss discuss which statements from exercise C are true for them.
- **Review** Ask volunteers to share which statements from exercise C are true for them.

4.2 ASSESSING IDEAS

page T-228

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What steps do we take when we make a big decision? What do we think about and how do we decide on our decision?* Elicit ideas from the class.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the opposites.
- Check answers as a class.

Answers

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

- **B** Ss match the words to the definitions.
- Check answers as a class.

Answers

1 weigh the pros and cons 2 aspect
3 draw attention to 4 assess 5 unreasonable

- **C** Ss complete the conversation using words and phrases from exercises A and B.
- Check answers as a class.

Answers

1 strengths 2 weakness
3 draws attention to/points out 4 constructive

- **D** Ss discuss in groups whether Lynn gave a good answer and what they would say if they were asked to describe a weakness at a job interview.
- **Review** Ss share and discuss answers as a class.

5.1 DEALING WITH EMOTIONS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they choose the correct phrase to match the definition given. Write the first one on the board and elicit the correct answer (*scared to death*) and circle *scared to death* in the sentence. Leave the sentence on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the phrases that best match the definitions.
- Check answers as a class.

Answers

1 be scared to death 2 be conscious of 3 calm down
4 be rational 5 panic 6 be in control of
7 breathing technique 8 cure 9 anxiety level
10 try a therapy 11 overcome fear 12 regain control

- **B** Ss read the passage and complete the paragraph with the correct forms of words from exercise A.
- Check answers as a class.

Answers

1 anxiety level 2 be rational 3 scared to death
4 overcome 5 regain control/calm down
6 breathing (technique) 7 conscious 8 cure
9 a therapy 10 panic

- **Review** Ss take turns reading sentences from the paragraph aloud.

5.2 WILLINGNESS AND UNWILLINGNESS

page T-230

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *WILLINGNESS* and *UNWILLINGNESS* as heads. Ask Ss to say any words or phrases they learned in lesson 5.2 and which column it belongs in. Accept all reasonable answers and write them on the board.

- **Do the task** **A** Ss cross out the phrase that is different in each set.
- Check answers as a class.

Answers

1 be eager to 2 be reluctant to 3 be prepared to
4 hesitate to 5 be dying to

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 anxious 2 against 3 passionate about 4 unwilling to
5 had no desire to 6 no intention of 7 more than happy

- **C** Ss read about Tim and then complete the sentences.
- **Review** Ss read aloud their answers.

Answers

Tim is more than happy to play video games for hours on end.
He's reluctant to answer the phone.
He has no intention of joining a gym.

6.1 TALKING ABOUT FAME

page T-231

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they are going to choose the correct word to make a complete phrase. Write the first phrase on the board. Ask Ss which word goes with *make* to make a phrase from lesson 6.1 to elicit *something entertaining*. Circle it and leave the phrase on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the words to complete the phrases.
- Check answers as a class.

Answers

1 something entertaining 2 somebody's attention
3 a broadcast 4 publicity 5 never heard of
6 an appearance 7 somebody 8 a good reputation
9 awareness 10 get hits 11 fame 12 headlines

- **B** Ss work in pairs to match the scenarios with phrases from exercise A.
- **Review** Ss read aloud their answers.

Answers

1 have a bad reputation 2 praise somebody
3 catch somebody's attention 4 do a broadcast
5 get hits 6 get publicity 7 make something entertaining
8 (had) never heard of 9 raise awareness
10 make an appearance 11 seek fame 12 make headlines

6.2 REPORTING VERBS

page T-232

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an activity in which they match the correct word or phrase to the definition given. Give each S a worksheet.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

1 argue 2 announce 3 deny 4 have doubts about
5 insist 6 swear 7 claim 8 boast 9 estimate
10 propose 11 confirm 12 hope to

- **B** Ss circle the correct word to complete each sentence.
- **Review** Ss read aloud their answers.

Answers

1 announced 2 hoped to 3 boasting 4 swore
5 denied 6 estimated 7 had doubts 8 proposed

7.1 POSITIVE EXPERIENCES

page T-233

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *What is...? an honor beneficial of use worthwhile*
- As a class, Ss answer in complete sentences.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the sentence halves.
- Check answers as a class.

Answers

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

- **B** Ss choose the correct form of the words or phrases to complete the sentences.
- **Review** Ss read their answers aloud.

Answers

1 gets satisfaction out of 2 reassured 3 take pleasure
4 values 5 be of use 6 be a good influence
7 be an honor 8 makes a contribution 9 be beneficial
10 devoted her life

7.2 MAKING PURCHASES

page T-234

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will categorize phrases as having either a positive or a negative meaning.
- **Do the task** **A** Give each S a copy of the worksheet. Ss decide whether the phrases have positive (+) or negative (-) meaning.
- Check answers as a class.

Answers

(+) be practical, have appeal, have potential, make financial sense
(-) be foolish, look ridiculous, not be worth the money, regret a/
the purchase

- **B** Ss circle the word that has the opposite meaning.
- Ss read their answers aloud.

Answers

1 discourage 2 sell 3 silly 4 encourage
5 foolish 6 impractical 7 look good

- **C** Ss circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 potential 2 makes financial sense 3 regret 4 urged
5 practical 6 encouraged 7 convince 8 purchase
9 worth the money 10 foolish

8.1 DESCRIBING NEATNESS AND MESSINESS

page T-235

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss who is neat and who is messy. Ask them to think of some synonyms for *neat* and *messy*. (e.g., neat = organized, tidy, orderly, well-ordered; messy = disorganized, cluttered, untidy, sloppy)
- **Do the task** **A** Give each S a copy of the worksheet. Ss write the words in the correct category.
- Check answers as a class.

Answers

organized: arrange sth neatly, fold sth, hang up, line up, put away,
put in a pile, put in alphabetical order
disorganized: jumbled up, be tangled up, leave (things) all over
the place
both: throw in/on

- **B** Ss choose the correct form of the phrases from exercise A to complete the sentences.
- Check answers as a class.

Answers

1 jumbled up 2 tangled up 3 hang up 4 Put away
5 lined up 6 arranged 7 all over the place
8 thrown in

- **C** Ss match the halves to make sentences
- **Review** Ss read their answers aloud.

Answers

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

8.2 TALKING ABOUT PROGRESS

page T-236

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will choose the correct word to complete sentences. Write sentence 1 on the board and ask Ss what the correct word or phrase is to complete it (*at my own pace*). Circle it and leave the sentence on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the correct word or phrase to complete the sentences.
- Check answers as a class.

Answers

1 at my own pace 2 smoothly 3 Little by little
4 As expected 5 efficiently 6 successfully 7 thoroughly
8 with ease 9 steadily 10 effectively

- **B** Ss match the words or phrases with a similar meaning.
- Check answers as a class.

Answers

1 d 2 c 3 e 4 b 5 a

- **C** Ss rewrite the parts in **bold** using the words or phrases from exercises A and B.
- Ss compare answers with a partner.
- **Review** Ss read their answers aloud.

Answers

Don't rush. Work at **your own pace/in your own time**.
Study **steadily**, a little every day.
Work **efficiently**. Don't waste time on anything unnecessary.
Always **thoroughly** look over your work. Don't rush, and don't skip
over anything.
And most importantly ...
Don't give up! At first it may seem difficult, but **little by little** it will
get easier.

9.1 LUCK AND CHOICE

page T-237

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss if they have ever experienced a crazy coincidence or a lucky break. Ask them to share their stories. Whose story is most interesting or incredible?
- **Do the task** **A** Give each S a copy of the worksheet. Ss write the correct word or phrase next to the definition.
- Check answers as a class.

Answers

1 determination 2 be fortunate
3 be in the right place at the right time 4 deliberate decision
5 chance encounter 6 lucky break 7 path
8 life-changing experience 9 fate 10 wind up
11 coincidence 12 not believe my luck

- **B** Ss complete the sentences with words or phrases from exercise A.
- Check answers as a class.

Answers

1 fate 2 fortunate 3 lucky break 4 coincidence
5 wind up 6 chance encounter 7 determination
8 life-changing experience

- **C** Ss read each scenario, and then circle the word or phrase that best matches the situation.
- **Review** Ss read their answers aloud.

Answers

1 a 2 c 3 b 4 a 5 a

9.2 COMMENTING ON MISTAKES

page T-238

20 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *Be careless*, *Be incompetent*, *Unfortunate*. Then give the following examples for Ss to categorize: You drop your sandwich on the floor (be careless), You do a terrible job painting your apartment (be incompetent), It rains on your wedding day (unfortunate). Then let Ss make up their own examples.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the phrases that have similar meanings.
- Check answers as a class.

Answers

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

- **B** Ss match the phrases with their opposites.
- Check answers as a class.

Answers

1 be incompetent 2 a silly mistake
3 be in too much of a hurry 4 be your own fault
5 see the funny side of 6 not watch what you're doing

- **C** Ss circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 a bad move 2 unfortunate 3 kick himself
4 wasn't watching what she was doing
5 see the funny side
6 found herself in an awkward situation

10.1 DESCRIBING CHARACTERISTICS

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *build*, *feature*, *characteristic*. Elicit examples for each, e.g., *build* = short, tall, stocky, thin, strong, etc. *feature* = blue eyes, spiky hair, a long nose, etc. *characteristic* = good sense of humor, serious, funny, etc. Make sure Ss understand characteristics can be personality traits, or they can be *physical characteristics*, which are the same as features.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

1 e 2 b 3 a 4 c 5 d

- **B** Ss complete the sentences using the correct form of the words *female*, *male*, *individual*, and *characteristic*. Then they circle the form being used, *A* (adjective) or *N* (noun).
- Check answers as a class.

Answers

1 individuals; N 2 female; A 3 individual; A
4 characteristics; N 5 male; A 6 females; N
7 characteristic; N

- **C** Ss choose the correct word to complete each sentence.
- Check answers as a class.

Answers

1 build 2 likeness 3 similarity 4 characteristic
5 feature 6 gender 7 match

- **D** Ss complete the conversation.
- **Review** Ss read their answers aloud.

Answers

1 look-alike/match 2 similarity
3 features/characteristics 4 feature

10.2 DESCRIBING RESEARCH

page T-240

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and ask Ss whether the words are verbs or nouns.
- **Do the task A** Give each S a copy of the worksheet. Ss complete the sentences with the correct words.
- Check answers as a class.

Answers

1 demonstrated 2 survey 3 calculation 4 demonstration
5 examination 6 calculated 7 identified

- **B** Ss choose the correct words to complete the paragraph.
- Check answers as a class.

Answers

1 assess 2 assessment 3 analyze
4 assessments 5 analysis 6 assess

- **C** Ss choose the best adjective to modify the nouns. Then they write sentences for each pair.
- **Review** Ss read their answers aloud.

Answers

1 in-depth analyses 2 personal identification 3 inaccurate
calculation 4 thorough assessment 5 comprehensive survey

11.1 DESCRIBING CONSUMER GOODS

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and have Ss identify which words have negative connotation = counterfeit, deadly, fake, illegal, imperfect, and second-rate.
- **Do the task A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class. Explain that the word *unoriginal* applies to an idea and not a thing. We wouldn't describe a fake/counterfeit bag as being unoriginal.

Answers

1 counterfeit 2 deadly 3 legal 4 fireproof
5 original 6 authentic (or genuine) 7 imperfect
8 inferior 9 sophisticated 10 genuine (or authentic)

- **B** Ss match the words with similar meanings.
- Check answers as a class.

Answers

1 b 2 d 3 a 4 e 5 c

- **C** Ss choose the correct word to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 Authentic 2 inferior 3 counterfeit 4 illegal

11.2 DEGREES OF TRUTH

page T-242

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss whether they always believe what they read online. Why or why not? Ask them to give an example of a *trustworthy* source. Ask *How do you know when a news story is accurate?* Ask Ss to think of examples of popular hoaxes.
- **Do the task A** Give each S a copy of the worksheet. Ss underline the correct word or phrase to complete the sentence.
- Check answers as a class.

Answers

1 biased 2 rumor 3 suspicious 4 accurate
5 misleading 6 hoax 7 exaggerated 8 white lie
9 dishonest 10 urban legend

- **B** Ss match the words and phrases to the descriptions.
- Check answers as a class.

Answers

1 trustworthy 2 dishonest 3 exaggerated
4 controversial 5 white lie 6 inaccurate

- **C** Ss Match the halves to make complete sentences.
- **Review** Ss read their answers aloud.

Answers

1 e 2 d 3 b 4 c 5 a

12.1 SKILL AND PERFORMANCE

page T-243

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *showing natural ability in a particular area*. Ask Ss what word this is the definition of. (*talented*)
- **Do the task** Give each S a worksheet. Check that they know how to complete the puzzle.
- Monitor as necessary.
- Ss compare answers with a partner.
- Check answers as a class.

Answers

Across

1 talented 4 musical 5 determined 7 artistic 8 skilled
10 analytical 12 gifted 13 imaginative 14 athletic

Down

2 technical 3 intellectual 6 trained 9 competent
11 logical

- **Review** Ss work in pairs to write sentences using the vocabulary words. Ask volunteers to share their sentences with the class.

12.2 DESCRIBING EMOTIONAL IMPACT

page T-244

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What can you do when a friend feels bad or worried?* to elicit, for example, raise their spirits, brighten their day, put their mind at rest, etc. Are there similar expressions in their native language?
- **Do the task A** Give each S a copy of the worksheet. Ss match the halves to make complete sentences.
- Check answers as a class.

Answers

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

- **B** Ss circle the correct phrase to complete each sentence.
- Check answers as a class.

Answers

1 brighten up his life 2 stressing me out
3 ruined my day 4 captured my imagination
5 get her down

- **C** Ss read about the situations and then choose the best answer.
- **Review** Ss read their answers aloud.

Answers

1 a 2 b 3 b 4 b 5 a

1.1 VOCABULARY

FACING CHALLENGES

A **Circle** the correct words or phrases to complete the sentences.

- 1 It is hard to *cope with* / *resist* sweets.
- 2 John needs to *get a grip* / *adapt*. He's behaving like a child.
- 3 Tina *survived* / *accepted* the job offer.
- 4 Children can easily *adapt* / *get through* to new conditions.
- 5 Ersun *is capable of* / *can't take* cold weather. It turns his skin bright red.
- 6 I just have to *get a grip* / *get through* the first five minutes of my speech; then I'll be fine.
- 7 Katie knew that there was more than one way to *tackle* / *be frightened of* a problem.
- 8 Doctors must be able to *accept* / *cope with* the sight of blood.
- 9 Louis *is capable of* / *welcomes* running a mile in less than six minutes.
- 10 Mike *is a step forward* / *frightened of* spiders.
- 11 New homeowners often *underestimate* / *resist* the cost of owning a home.
- 12 No one is sure if Anne's plan will work, but it's *a step forward* / *capable of*.
- 13 Jim and Carol *welcomed* / *coped with* their guests as they arrived.
- 14 Those plants can't *cope with* / *survive* in very cold conditions.

B **Work in pairs. Complete the conversations using the words and phrases from exercise A.**

- 1 Hi, Bob. _____! I'm so glad you came. Thanks, Jim. Good to see you.
- 2 Could you please pass the tray? Sorry, it's too heavy. I don't think I'm _____ lifting it.
- 3 What's wrong? It's the loud noise from upstairs. I _____ it anymore!
- 4 I'm _____ dogs. Really? But they're so adorable!
- 5 How do you _____ with stress? I like to listen to calming music.
- 6 I can't figure out this math problem. Hmm. Let me see. I bet if we _____ it together we can solve it.
- 7 Friday's game is going to be easy. I wouldn't _____ the other team if I were you.
- 8 Do you think his business will _____ another year? Only if it makes a lot more money.
- 9 Oh, no! I can't believe it! That was so crazy! _____ on yourself. Tell me what happened.
- 10 I'm so tired. I don't know if I can get _____ another day. Oh, I'm so sorry. You need a rest!
- 11 It was just too funny. I couldn't _____ laughing. I bet that made him mad.
- 12 Do you think the plan will work? I'm not sure, but I know it's a _____.
- 13 How do you like your new job? It took me time to _____ to the role, but now I like it.
- 14 Do you _____ credit cards? No, I'm sorry. We only take cash.

1.2 VOCABULARY

DESCRIBING ANNOYING THINGS

A Work in pairs. **Circle** the word or phrase that best matches the definition.

- 1 not easy to control: *frustrating / hard to operate / time-consuming*
- 2 not making good use of a moment: *awkward / lose your patience / a waste of time*
- 3 difficult or causing problems: *awkward / clumsy / a waste of time*
- 4 moving in a way that is not skillful: *hard to operate / complex / clumsy*
- 5 to be made annoyed: *awkward / frustrating / get on your nerves*
- 6 to be made extremely annoyed: *drive you crazy / a waste of time / tricky*
- 7 having many parts: *awkward / complex / tricky*
- 8 a person or thing making someone extremely angry: *get on your nerves / infuriating / lose your patience*
- 9 the feeling of not being able to bear something any longer: *be a waste of time / lose your patience / time-consuming*
- 10 difficult or complicated to do or understand: *clumsy / infuriating / tricky*
- 11 makes you feel annoyed because it is hard to do or to understand: *clumsy / frustrating / hard to operate*
- 12 to last a long time: *awkward / time-consuming / lose your patience*

B Think of an example for each word or phrase above. Share your examples with your partner.

I often lose my patience during long movies.

The sound of loud whistles drives me crazy.

Crossword puzzles can be very tricky.

2.1 VOCABULARY

SPACE AND OCEAN EXPLORATION

A Match the two parts to make a complete sentence.

- | | |
|---|--|
| 1 The scientists sent a rocket to space _____ | a when they came across a giant crab. |
| 2 They were exploring the ocean floor _____ | b and exploration . |
| 3 She's always loved travel _____ | c to study Earth's atmosphere . |
| 4 They launched the rocket _____ | d lasted for six weeks. |
| 5 The zoologist watched the gorilla _____ | e on a small, handheld monitor . |
| 6 The investigation _____ | f straight up into the sky. |
| 7 By observing student behavior, _____ | g we have to do a better job to preserve it! |
| 8 Too much rainforest is being lost – _____ | h teachers can decide how to plan their lessons. |
| 9 Currently, there are more than 1,500 _____ | i like oil and gas are an important part of the economy. |
| 10 Natural resources _____ | j are an endangered species . |
| 11 The surface of the table _____ | k satellites orbiting Earth. |
| 12 Don't use up all the milk – _____ | l I want to have cereal for breakfast tomorrow. |
| 13 Tigers _____ | m was badly scratched. |

B Work in pairs. Complete the questions with the correct form of a bold word from exercise A.

- 1 What are three examples of things people _____ into space?
- 2 What are three examples of natural _____ at risk from pollution?
- 3 What are three examples of animal _____ that are endangered?
- 4 What are three examples of pollutants that get in the air and harm Earth's _____?
- 5 What are three things people can do to help _____ the environment?

C Work in pairs. Ask and answer the questions from exercise B.

2.2 VOCABULARY

THE NATURAL WORLD

A Complete the sentences with the correct form of the words from the box.

adaptable	animal life	creature	endangered	environment
form of life	habitat	origin	plant life	poisonous
pond	sea life	survivor	territory	volcano

- 1 Mammals are a type of _____ that are warm-blooded, have fur, and usually give birth to live young.
- 2 Krill are small, shrimp-like _____ that live in the sea.
- 3 If we do not protect the _____, the planet will become uninhabitable.
- 4 _____ species may soon not exist if we do not protect them.
- 5 Desert _____ are dry and hot.
- 6 Something is _____ if it can change to new conditions.
- 7 _____ means the cause of something, or where it begins or comes from.
- 8 _____ includes trees, vegetables, and flowers.
- 9 A _____ is a small area of water.
- 10 Plants and animals are both _____.
- 11 _____ includes fish, lobsters, and turtles.
- 12 Some flowers are _____ to cats. If a cat eats one, it can be deadly.
- 13 Someone who continues to live after almost dying is a _____.
- 14 A _____ is a mountain with a hole on top.
- 15 _____ is the area a person or animal thinks belongs to them.

B Work in pairs. Put the words in order to make questions. Then ask and answer the questions with your partner.

- 1 sea life / What / favorite / your / form of / is / ?

- 2 you / Can / three / think of / different / animals / poisonous / ?

- 3 you / name / Can / volcano / a famous / ?

- 4 think / you / Can / in / three / ponds / creatures / of / live / that / ?

- 5 you / Can / list / different / three / habitats / of / types / ?

- 6 endangered / name / you / Can / species / three / ?

C Work in pairs. Write three more questions using the words and phrases from exercise A. Then interview your classmates to find out their answers.

3.1 VOCABULARY

DESCRIBING PERSONALITY

A Read about Fred, Dylan, Carmen, and Mae. Then write one to two additional sentences about each person using as many words and phrases as you can from the box.

attract attention be an extrovert be an introvert be reserved
be the life of the party enjoy the company of feel left out interact with someone
show off socialize speak softly speak up

1 Fred is a librarian in New York. After work, he goes home to feed his three cats and make himself dinner. Afterward, he reads until it is time for bed. He doesn't like crowds and plans his trips to museums and other places he enjoys on days when he knows they will not be busy.

2 Dylan lives in Toronto with his roommates, Gary, Tyler, and Tom. He's a part-time student who works as a server at a popular restaurant. He loves talking to customers and meeting new people. In the evenings, he likes to hang out with his roommates. He likes to make his friends laugh and thinks it is his responsibility to make sure everyone has a good time.

3 Carmen is a fifth-grade student. She is quiet and has a hard time making herself heard. Sometimes she wishes her classmates would invite her to play games with them, but she is too shy to ask them.

4 Mae is a designer working in Hong Kong. She wears brightly colored outfits that catch people's attention. She enjoys working with her creative team to create unusual new designs, and she's not shy about saying exactly what she thinks about other people's designs.

B Interview your classmates to find out who ...

	Name
is an introvert.	
is an extrovert.	
likes to socialize.	
is shy.	
likes to be the life of the party.	
is reserved.	
likes to show off.	

3.2 VOCABULARY

STRONG FEELINGS

A **Circle** the correct word to complete each sentence.

- 1 Someone who is *creepy* / *tense* is strange and frightening.
- 2 The sour milk tasted *satisfying* / *disgusting*.
- 3 When Sara failed the exam, she started laughing. Tom thought it was very *bizarre* / *fabulous*.
- 4 The *weird* / *impressive* sales pleased the boss.
- 5 After a very *satisfying* / *tense* meal, Jeremy always felt relaxed.
- 6 The view from the top of the mountain was *disgusting* / *stunning*.
- 7 Pete had the *irritating* / *impressive* habit of biting his fingernails.
- 8 When the son told his father that he failed the test, it was a *satisfying* / *tense* conversation.
- 9 The room was dark and cold, and Eleanor felt *uneasy* / *creepy*.
- 10 Chiara thought it was *uneasy* / *weird* that she hadn't received a single text message all day.
- 11 I love watching the Oscars because some of the actors wear such *tense* / *fabulous* dresses!

B Complete the chart with words from exercise A. Which words are positive, and which words are negative?

Positive 😊	Negative 😞

4.1 VOCABULARY

PROFESSIONAL RELATIONSHIPS

A Work in pairs. Write the words from the box in the chart. Some words may go in more than one category.

act as	assist	build a relationship	build trust
contribute	demonstrate	enable (sb) to	keep an eye on
oversee	steer (sb) away from	take on	turn to

Help	Manage	Show

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

- 1 Bob *assisted / oversaw* Lauren in fixing her kitchen. His help *contributed / enabled* her to finish more quickly.
- 2 It is important to *build trust / contribute* with your colleagues. They should be able to depend on you and know that your work will *assist / contribute* to the good of team.
- 3 The instructor *demonstrated / kept an eye on* the formula to the math problem. As the students worked to solve it, they *took on / turned to* one another for help.
- 4 Helen *acted as / oversaw* the manager of the project, making plans and giving directions. She *assisted / oversaw* its completion from the beginning to the end.
- 5 Sally *kept an eye on / contributed* her little brother David. She liked looking after him, and the more time they spent together, the more they *assisted / built a relationship*.
- 6 It is important not to *keep an eye on / take on* projects with unrealistic deadlines. Try to *steer away from / keep an eye on* any projects that you know you cannot finish on time.

C Complete the sentences using the correct form of the words or phrases from exercise A.

- 1 The best way to learn something is to have someone _____ it.
- 2 I'm always happy to _____ my friends when they need help.
- 3 I _____ my monthly credit card statement to make sure there are no incorrect charges.
- 4 If I see someone about to make a mistake, I will _____.
- 5 I have _____ with my colleagues at work, and they all know they can depend on me.

D Work in groups. Which sentences in exercise C are true for you? Tell your group.

4.2 VOCABULARY

ASSESSING IDEAS

A Match the opposites.

- | | |
|-----------------------|-----------------------|
| 1 point out _____ | a destructive |
| 2 strength _____ | b ignore |
| 3 think through _____ | c cause |
| 4 valid _____ | d weakness |
| 5 constructive _____ | e jump to conclusions |
| 6 consequence _____ | f false |

B Match a word or phrase from the box to the correct definition.

aspect assess draw attention to unreasonable weigh the pros and cons

- 1 decide about the advantages and disadvantages of something: _____
- 2 part of a situation, problem, subject, etc.: _____
- 3 to make someone notice something: _____
- 4 to make a judgment about something: _____
- 5 not fair: _____

C Complete the conversation using words and phrases from exercises A and B.

Cheryl Hi, Lynn. So how did your interview go?

Lynn Oh, I don't know. I think I did a good job describing my ¹ _____ and explaining how I will be a good fit for the job. But when they asked me to describe a ² _____ of mine, I wasn't sure how to answer. It's difficult finding something negative to say about oneself that also ³ _____ other positive qualities.

Cheryl What *did* you say?

Lynn That I always speak my mind, no matter what. But then I added that my feedback is always ⁴ _____ and helpful.

Cheryl That's a tough question—and a good answer!

D Work in pairs. Do you think Lynn gave a good answer? Why or why not? Use vocabulary from exercises A and B to describe how you answer this question. What would you say if you were asked to describe a weakness at a job interview?

5.1 VOCABULARY

DEALING WITH EMOTIONS

A **Circle** the phrase that best matches the definition.

- 1 to be extremely frightened: *be scared to death / anxiety level / overcome fear*
- 2 to know something is happening: *be in control of / be conscious of / be rational*
- 3 to stop feeling angry, upset, or excited: *be rational / calm down / try a therapy*
- 4 to show clear thought or reason: *be rational / be conscious of / regain control*
- 5 a sudden, strong feeling of anxiety: *anxiety level / overcome fear / panic*
- 6 to be able to direct or manage something: *be in control of / be rational / try a therapy*
- 7 a method to control the amount of air taken into a person's lungs: *cure / be scared to death / breathing technique*
- 8 to cause an illness or disease to go away: *calm down / be in control of / cure*
- 9 the amount a person feels worried: *anxiety level / regain control / be conscious of*
- 10 to make an effort to do something to get better: *be conscious of / panic / try a therapy*
- 11 to deal with and control extreme worry about something: *overcome fear / be scared to death / anxiety level*
- 12 to get back the ability to direct or manage something: *be rational / be scared to death / regain control*

B **Complete the paragraph with the correct forms of words and phrases from exercise A.**

A *phobia* is an extreme fear of something. Someone with a phobia may experience a rise in their ¹ _____ just at the mention of the thing they are afraid of. Common phobias include fear of heights, fear of snakes, and fear of germs – just to name a few. These fears may ² _____, or they may not make any sense. People experience different symptoms, ranging from mild anxiety to being ³ _____. Regardless, it can be hard for a person to ⁴ _____ their phobia. One method people use to ⁵ _____ is to focus on their ⁶ _____. Being ⁷ _____ of the breaths that you take is a good way to relax. There may not be any ⁸ _____ for anxiety, but there are effective ways to manage it. With focus, practice, and sometimes even trying ⁹ _____, people can learn to manage their fears. Whatever you do – don't ¹⁰ _____!

5.2 VOCABULARY

WILLINGNESS AND UNWILLINGNESS

A Cross out the phrase that is different.

- | | | |
|------------------|-----------------------|----------------------|
| 1 be against | be eager to | have no desire to |
| 2 be dying to | be more than happy to | be reluctant to |
| 3 be prepared to | be unwilling to | have no intention of |
| 4 be anxious to | hesitate to | be dying to |
| 5 be dying to | have no desire to | have no intention of |

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

- 1 Marnie didn't think she did well on the exam, so she was *anxious* / *more than happy* about seeing her grade.
- 2 John strongly believed that no changes were necessary, so he was *passionate about* / *against* new rules being set.
- 3 Alice *hesitates to* / *is passionate about* cooking. She wants to be a chef someday.
- 4 Some students are *unwilling to* / *prepared to* participate in class. But they won't get a good grade unless they talk.
- 5 Susan *was dying to* / *had no desire to* go inside the dark, spooky house. She thought it was too scary.
- 6 Teddy always wanted to decide things for himself, so he *had no intention of* / *was passionate about* following his friend's advice.
- 7 "Of course! I'm *more than happy* / *unwilling to* help. Just tell me the time, and I'll be there."

C Read about Tim. Then complete the sentences.

After work, Tim plays video games online with his friends. He is happy to play for hours on end. Recently, a new gym opened nearby, and his girlfriend wants him to join it. Lately, when she calls him, he takes a long time to answer the phone because he knows she will want to talk to him about it – but Tim has no interest in joining the gym.

Tim is more than happy to _____.

He's reluctant to _____.

He has no intention of _____.

6.1 VOCABULARY

TALKING ABOUT FAME

A **Circle** the correct words to complete the phrase.

- 1 make *something entertaining* / a bad reputation
- 2 catch *somebody's attention* / fame
- 3 do a *broadcast* / hits
- 4 get *publicity* / in the headlines
- 5 have a *broadcast* / never heard of
- 6 make an *appearance* / awareness
- 7 praise *somebody* / publicity
- 8 have a *good reputation* / entertaining
- 9 raise *fame* / awareness
- 10 get *hits* / fame
- 11 seek *fame* / a bad reputation
- 12 make a *good reputation* / headlines

B **Work in pairs. Write the phrases from exercise A that best match the scenarios.**

- 1 People are always talking about actor Dave Hardy – for getting in trouble! _____
- 2 The movie critic said that the actors in *August Flowers* were terrific. _____
- 3 The student kept waving his hand in the air, hoping the teacher would see him. _____
- 4 The Channel 5 news team does their show live every evening at 6 o'clock. _____
- 5 Bloggers write headlines so people will click on the link to the article or story. _____
- 6 As a publicist, Teresa's job is to get people to know about her clients. _____
- 7 Gary was always trying to make his friends laugh and have a good time. _____
- 8 Sheila was very surprised to find out that Diane didn't know about Tom Cruise. _____
- 9 The actor held a big party to help endangered animals. _____
- 10 Casey briefly stopped by her friend Lillian's apartment to say "hi" on her way to work. _____
- 11 More than being a great actor, Nick wanted everyone to know his name. _____
- 12 Newspapers all had articles about what had happened to the famous actor. _____

6.2 VOCABULARY

REPORTING VERBS

A Match the words to their definitions.

announce	argue	boast	claim
confirm	deny	estimate	have doubts about
hope to	insist	propose	swear

- 1 to speak with someone to tell them you disagree: _____
- 2 to make something known, or tell people about something officially: _____
- 3 to say something is not true or did not happen: _____
- 4 the feeling of not being certain, or not trusting something: _____
- 5 to say or demand something firmly: _____
- 6 to make a serious promise: _____
- 7 a statement that something is true, although you have not proved it: _____
- 8 to talk with too much pride about what you have done or what you own: _____
- 9 a guess about what a size, value, or amount might be: _____
- 10 to suggest a plan or action: _____
- 11 to say or show that something is true: _____
- 12 to want something to happen or be true: _____

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

- 1 The flight attendant *announced* / *claimed* there would be a 40-minute delay.
- 2 Stacey *proposed* / *hoped to* be home in time to watch her favorite TV show.
- 3 Jon was always *boasting* / *having doubts* about his accomplishments, so his friends tended not to take him seriously.
- 4 The child *swore* / *estimated* he had not taken an extra cookie.
- 5 The suspect *claimed* / *denied* everything the police said.
- 6 Claire *estimated* / *boasted* it would cost about 4,000 dollars to fix her kitchen.
- 7 Fred promised he'd be on time, but Tom *had doubts* / *insisted*.
- 8 Ellen *claimed* / *proposed* that they have dinner at 8 o'clock.

7.1 VOCABULARY

POSITIVE EXPERIENCES

A Match the two parts to make complete sentences.

- | | |
|--|---|
| 1 Tom told Henry it would be an honor _____ | a helping those less fortunate. |
| 2 Ted is a good influence on _____ | b is very beneficial to one's health. |
| 3 Anne's devoted her life to _____ | c but you learn a lot and it's worthwhile in the end. |
| 4 It's a long, difficult course, _____ | d his younger brother, Louis. |
| 5 Eating fresh fruits and vegetables _____ | e can make a difference over time. |
| 6 Making even a small contribution to help the environment _____ | f to be best man at his friend's wedding. |

B Choose the correct word or phrase to complete each sentence.

- 1 Jennie *gets satisfaction out of / reassures* getting good grades.
- 2 Alice *valued / reassured* her sister not to worry – everything would be OK.
- 3 A mother doesn't *value / take pleasure* in punishing her children.
- 4 Harold always *values / reassures* Roger's opinion.
- 5 Will this book *be of use / get satisfaction* to you, or can I have it?
- 6 Older siblings should *be a good influence / be of use* on younger siblings.
- 7 It would *be of use / be an honor* to serve my country.
- 8 John *makes a difference / makes a contribution* to the local homeless shelter each month.
- 9 It can *be beneficial / be of use* to take vitamins.
- 10 Linda *takes pleasure / devoted her life* to teaching.

7.2 VOCABULARY

MAKING PURCHASES

A Decide whether the words and phrases have a positive (+) or a negative (-) meaning.

be foolish look ridiculous	be practical make financial sense	have appeal not be worth the money	have potential regret a/the purchase
-------------------------------	--------------------------------------	---------------------------------------	---

Positive (+)	Negative (-)

B Circle the word that has the opposite meaning in each group of words.

- | | | | | |
|-------------------|---|-------------|---------------|------------|
| 1 convince | ≠ | assure | persuade | discourage |
| 2 purchase | ≠ | buy | sell | obtain |
| 3 sensible | ≠ | silly | down-to-earth | practical |
| 4 discourage | ≠ | dissuade | encourage | deter |
| 5 wise | ≠ | educated | smart | foolish |
| 6 practical | ≠ | impractical | useful | sensible |
| 7 look ridiculous | ≠ | look silly | look foolish | look good |

C Circle the correct word or phrase to complete each sentence.

- With more practice, I think Linda has *appeal* / *potential* to be a great writer.
- It *makes financial sense* / *isn't worth the money* to put some money aside each month for savings.
- I really *regret* / *encourage* buying this phone now that the new model has just come out.
- Stacey loved the book so much that she *regretted* / *urged* her friends to read it.
- Donny's rainboots were a bit dull-looking but very *ridiculous* / *practical* and they kept his feet dry.
- My parents always *encouraged* / *regretted* me to study hard and get good grades.
- Mark tried unsuccessfully to *obtain* / *convince* his parents to raise his allowance.
- The refrigerator was old and leaking, and so they wanted to *purchase* / *sell* a new one.
- Lisa liked the watch, but at \$1,200, she didn't think it was *worth the money* / *practical*.
- Spending your entire paycheck on candy is extremely *practical* / *foolish*.

8.1 VOCABULARY

DESCRIBING NEATNESS AND MESSINESS

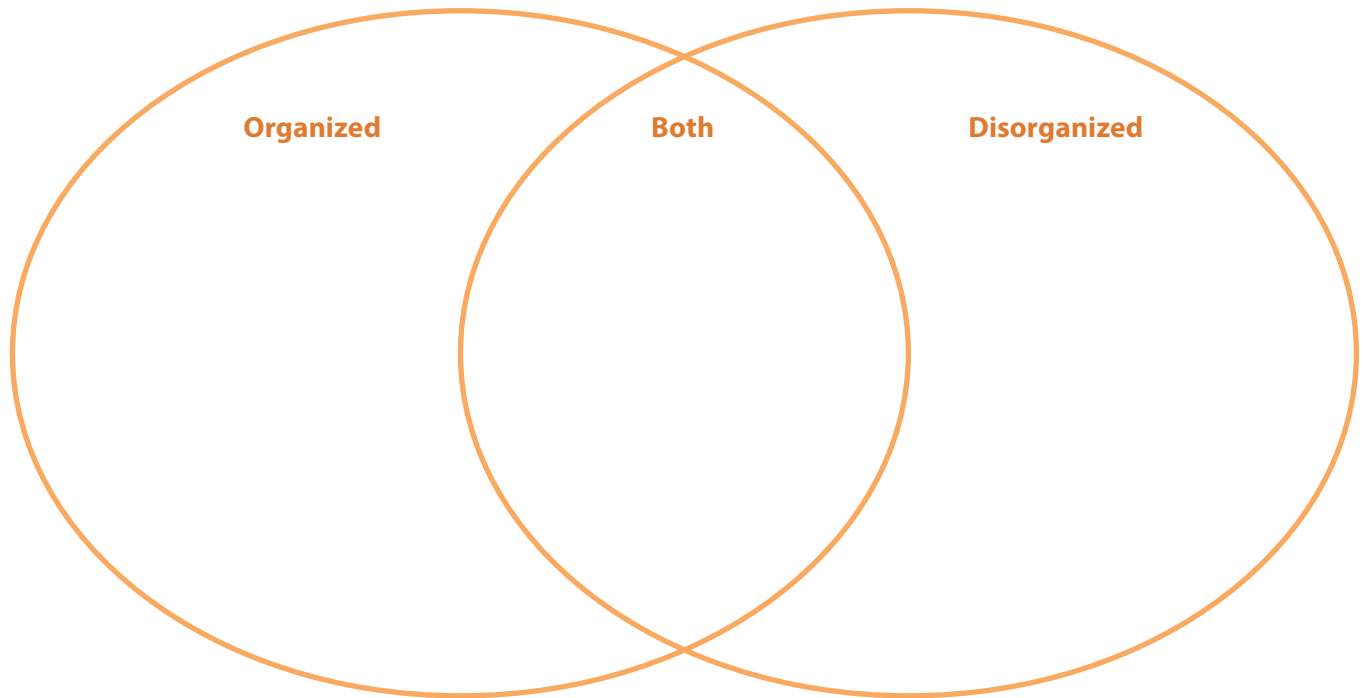
A Put the phrases from the box in the diagram below.

arrange sth neatly
jumbled up
put in a pile

be tangled up
leave (things) all over the place
put in alphabetical order

fold sth
line up
throw in/on

hang up
put away



B Circle the correct form of the phrases from exercise A to complete each sentence.

- 1 The teenager's clothes were *jumbled up* / *hanged up* / *put in alphabetical order* inside the drawer.
- 2 The computer cables were *lined up* / *tangled up* / *thrown in* and she couldn't untie them.
- 3 After doing laundry, some people *hang up* / *put away* / *throw on* their clothes to dry.
- 4 "Put away / Hang up / Line up your clothes in the drawer, Steve. Don't leave them in the laundry basket."
- 5 The shoes were *jumbled up* / *put away* / *lined up* neatly in a row near the entrance.
- 6 Tom *arranged* / *piled* / *tangled up* the cups according to their size.
- 7 The apartment was a total mess. There were things *lined up* / *all over the place* / *put in alphabetical order*.
- 8 Pens, markers, and paper clips were messily *thrown in* / *lined up* / *folded* the drawer.

C Match the two parts to make complete sentences.

- | | |
|--|--|
| 1 The student folded the clothes _____ | a the jacket on the hook by the door. |
| 2 The man threw on _____ | b neatly in a pile on the bed. |
| 3 The girl hung up _____ | c if you didn't leave things all over the place! |
| 4 The teenager left his clothes _____ | d his jacket and headed out the door. |
| 5 The teacher put the papers _____ | e tangled shoelaces. |
| 6 The man untied his _____ | f in alphabetical order from A to Z. |
| 7 It would be easier to clean up _____ | g all over the house. |

8.2 VOCABULARY

TALKING ABOUT PROGRESS

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

- 1 Don't rush me! I need to work *at my own pace* / *smoothly*.
- 2 Everything was going *smoothly* / *in my own time* until Bibi arrived.
- 3 *Little by little* / *Thoroughly*, their plan came together, until finally it was complete.
- 4 *Effectively* / *As expected*, the bus arrived exactly at nine o'clock.
- 5 He worked quickly and *successfully* / *efficiently*, wasting no time.
- 6 The students *successfully* / *effectively* completed the exam.
- 7 The editor checked the writing *steadily* / *thoroughly*, making sure she didn't miss anything.
- 8 Jeff cleaned the floor quickly and *with ease* / *smoothly*.
- 9 Alice worked slowly and *steadily* / *little by little* until her work was done.
- 10 Teachers need to communicate ideas *as expected* / *effectively*.

B **Match the words or phrases with a similar meaning.**

- | | |
|-------------------------|------------------|
| 1 with difficulty _____ | a completely |
| 2 in my own time _____ | b regularly |
| 3 smoothly _____ | c at my own pace |
| 4 steadily _____ | d with problems |
| 5 thoroughly _____ | e with ease |

C **Rewrite the parts in bold using the words and phrases from exercises A and B.**
Then compare answers with a partner.

STUDY TIPS!

- ✓ Don't rush. Work at **the speed that's right for you**.
 - ✓ Study **regularly**, a little every day.
 - ✓ Work **quickly and capably**. Don't waste time on anything unnecessary.
 - ✓ Always **completely** look over your work. Don't rush, and don't skip over anything.
- And most importantly ...**
- ✓ Don't give up! At first it may seem difficult, but **gradually, over time**, it will get easier.

9.1 VOCABULARY

LUCK AND CHOICE

A Write the correct word or phrase next to each definition.

be fortunate	be in the right place at the right time	chance encounter
coincidence	deliberate decision	determination
fate	life-changing experience	lucky break
(not) believe my luck	path	wind up

- 1 a quality that makes someone continue to do something even if it is difficult: _____
- 2 to be lucky: _____
- 3 receiving good fortune due to timing and location: _____
- 4 to consider carefully before deciding: _____
- 5 a casual, unexpected meeting: _____
- 6 a fortunate event that leads to success: _____
- 7 the direction a person takes, or way of doing something to reach a goal: _____
- 8 to have an effect that is very strong and has enormous consequences: _____
- 9 a power that some people believe controls events: _____
- 10 to come to be in a particular situation, particularly a bad one: _____
- 11 a situation in which two very similar things happen at the same time but there is no reason for it: _____
- 12 be surprised that something good happened by chance and not by your own actions: _____

B Complete the sentences with words or phrases from exercise A.

- 1 Jennifer felt that people couldn't control _____, but they could control how they responded to it.
- 2 I'm _____ to have such good friends who can help me when I'm in trouble.
- 3 The criminal got a _____ when the police lost all the evidence of the crime.
- 4 It was pure _____ that Laura and her husband, Jeff, shared the same birthday.
- 5 If Tony doesn't do his homework, he will _____ failing the course.
- 6 A _____ at a bus stop brought Tim back in touch with his old friend, Jeremy.
- 7 Her _____ to practice every day, no matter the weather, helped her win the race.
- 8 Studying abroad was a _____ for Heather. She came back home with a totally new outlook on life.

C Circle the word or phrase that best matches each scenario.

- 1 Bill was standing on a street corner when a famous director asked him to audition for his next movie.
a be in the right place at the right time b wind up c deliberate
- 2 Allison fell asleep on the subway and when she woke up, she was in Coney Island!
a chance encounter b fate c wind up
- 3 Sandy dreamed of becoming a lawyer, so she studied every night – sometimes as much as four or five hours.
a coincidence b determination c fate
- 4 Sheila hadn't spoken to her friend Mari in years. She decided to write her a letter when suddenly the phone rang. It was Mari!
a coincidence b chance encounter c wind up
- 5 Ted forgot to study for his chemistry exam and felt totally unprepared – but then it turned out that the teacher was absent that day.
a lucky break b coincidence c be in the right place at the right time

9.2 VOCABULARY

COMMENTING ON MISTAKES

A Match the phrases that have similar meanings.

- | | |
|--------------------------------------|--|
| 1 be in too much of a hurry: _____ | a figure something out by making a mistake |
| 2 a dumb thing to do: _____ | b do something stupid |
| 3 be unfortunate: _____ | c be careless |
| 4 be incompetent: _____ | d rush |
| 5 learn the hard way: _____ | e not be able to do things successfully |
| 6 not watch what you're doing: _____ | f be unlucky |

B Match the phrases with their opposites.

a silly mistake	be incompetent	be in too much of a hurry
be your own fault	not watch what you're doing	see the funny side of

- 1 be an expert \neq _____
- 2 a smart move \neq _____
- 3 with patience and care \neq _____
- 4 be someone else's fault \neq _____
- 5 not appreciate the humor in something \neq _____
- 6 pay close attention \neq _____

C Circle the correct word or phrase to complete each sentence.

- 1 Speaking to him was *a bad move* / *unfortunate*. It just made matters worse.
- 2 It was *unfortunate* / *a bad move* that the train to the airport was late, and Peter missed his flight.
- 3 He was so upset by his mistake he could *kick himself* / *learn the hard way*. How could he be so foolish?
- 4 She *wasn't watching what she was doing* / *found herself in an awkward situation* and she tripped and fell.
- 5 It was hard to *see the funny side* / *learn the hard way* when her ankle still hurt so much.
- 6 She *found herself in an awkward situation* / *learned the hard way* when her husband walked in the room while she was wrapping his birthday present.

10.1 VOCABULARY

DESCRIBING CHARACTERISTICS

A Match the words to their definitions.

- | | |
|---|--------------|
| 1 being similar in appearance: _____ | a individual |
| 2 the state of being male or female: _____ | b gender |
| 3 a person who is not part of a group: _____ | c look |
| 4 used to describe the appearance of something: _____ | d look-alike |
| 5 someone who looks very similar to someone else: _____ | e likeness |

B Complete the sentences using the correct form of the words *female*, *male*, *individual*, and *characteristic*. Then **circle** the form being used, A (adjective) or N (noun).

- | | |
|--|-------|
| 1 The teacher did her best to treat all her students as _____. | A / N |
| 2 Some women feel more comfortable seeing a _____ doctor. | A / N |
| 3 The manager dealt with each problem on an _____ basis. | A / N |
| 4 Does he have any distinguishing _____? | A / N |
| 5 At 86, Uncle Reuben was Joey's oldest _____ relative. | A / N |
| 6 There are five giraffes at the zoo. Two males and three _____. | A / N |
| 7 One _____ of the New York City subway system is that it's often crowded. | A / N |

C **Circle** the correct word to complete each sentence.

- 1 He had a square *build* / *characteristic* with wide shoulders and a thick neck.
- 2 Helen and her sister Patricia share a family *match* / *likeness*.
- 3 Joshua bears a striking *similarity* / *look-alike* to his father.
- 4 In some places, a *individual* / *characteristic* of traditional breakfasts is that they include eggs and toast.
- 5 Amy's bright red hair was her most noticeable *look* / *feature*.
- 6 Regardless of *gender* / *build*, most young children enjoy playing with toys like blocks, dolls, and toy cars.
- 7 The brown shoes *match* / *look-alike* the blue pants.

D Complete the conversation with words and phrases from exercise C. In some cases, there may be more than one correct answer.

- A** Tell me, have you ever met someone who is your ¹ _____?
- B** No, I haven't ever met anyone who looks exactly like me. But there is a ² _____ between me and my brother. How about you?
- A** Hmm, not really. I share some ³ _____ with my parents. We act alike, but we don't really look alike.
- B** What do you think is your most prominent ⁴ _____?
- A** As if you had to ask! My big nose, obviously!

10.2 VOCABULARY

DESCRIBING RESEARCH

A Complete each sentence with the correct word from the box. Not all words will be used.

calculate/calculation
identify/identification

demonstrate/demonstration
survey/survey

examine/examination

- 1 The head chef _____ how to prepare the meal to the cooks.
- 2 The _____ asked people about their favorite TV shows.
- 3 According to my _____, the project will cost more than a million dollars.
- 4 The instructor gave a _____ to show how to solve the problem.
- 5 The _____ at the doctor's office lasted for two hours.
- 6 Dorothy _____ it would take three weeks to save the money she needed.
- 7 The painting was _____ as a fake.

B **Circle** the correct words to complete the paragraph.

Oral exams are used to ¹assess / assessment / analysis students' speaking ability. In addition, students are usually given an ²assessment / analyze / assess of their written skills. The instructor will ³assessment / analyze / analysis the results of both ⁴assessments / analysis / assesses and this ⁵analysis / analyze / assess will then be used to ⁶assess / assessment / analysis the students' overall grade.

C Choose the best adjective to modify each noun. Then write sentences for each pair.

- 1 *in-depth* / *funny* analyses

- 2 *extreme* / *personal* identification

- 3 *serious* / *inaccurate* calculation

- 4 *thorough* / *heavy* assessment

- 5 *full* / *comprehensive* survey

11.1 VOCABULARY

DESCRIBING CONSUMER GOODS

A Match the words to their definitions.

authentic	counterfeit	deadly	fireproof	genuine
imperfect	inferior	legal	original	sophisticated

- 1 made to look like the real thing to trick people: _____
- 2 likely to cause death: _____
- 3 allowed by law: _____
- 4 impossible or difficult to burn: _____
- 5 the first one made and not a copy: _____
- 6 real, true, or being what it claims to be: _____
- 7 not perfect: _____
- 8 worse than average, or not as good as another thing: _____
- 9 to have an understanding of the world and its ways: _____
- 10 real, not fake: _____

B Match the words with similar meanings.

- | | |
|---------------------|-------------------|
| 1 authentic _____ | a inferior |
| 2 counterfeit _____ | b genuine |
| 3 second-rate _____ | c deadly |
| 4 illegal _____ | d fake |
| 5 dangerous _____ | e against the law |

C Circle the words to complete the sentences using words from exercises A and B.

- 1 *Counterfeit / Authentic / Fake* goods typically cost more than fake ones.
- 2 The quality of counterfeit goods is often *inferior / deadly / authentic* to the originals.
- 3 Sometimes it can be hard to tell what is *inferior / imperfect / counterfeit* and what is original.
- 4 It is *deadly / illegal / imperfect* to manufacture or sell counterfeits.

11.2 VOCABULARY

DEGREES OF TRUTH

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

- 1 Parents often have *biased* / *dishonest* opinions about their children's abilities.
- 2 It was just a *hoax* / *rumor* – it might be true, but they were not yet sure.
- 3 Andy was *suspicious* / *trustworthy* that the news item might not be accurate.
- 4 A good journalist does careful, *accurate* / *suspicious* reporting.
- 5 Ted felt the story was *accurate* / *misleading* and gave the wrong idea about what happened.
- 6 The bomb threat turned out to be a *hoax* / *white lie*.
- 7 It wasn't untrue, but it was greatly *exaggerated* / *false*.
- 8 I don't see why you're so upset! It was just a little *misinformation* / *white lie*.
- 9 Selling counterfeits is a(n) *accurate* / *dishonest* way of making money.
- 10 There is a(n) *hoax* / *urban legend* about people living underground in the old New York City subway tunnels.

B **Match the words and phrases to the descriptions below.**

controversial dishonest exaggerated inaccurate trustworthy white lie

- 1 an experienced journalist who has won many awards for his or her reporting: _____
- 2 a website selling "vitamins" that claims they can give people superpowers: _____
- 3 a salesperson saying that a certain face cream can make a person look "20 years younger": _____
- 4 a new movie that many people find very upsetting: _____
- 5 Paul didn't like his friend Michelle's cooking, but he told her that he did: _____
- 6 an article containing many small, factual errors: _____

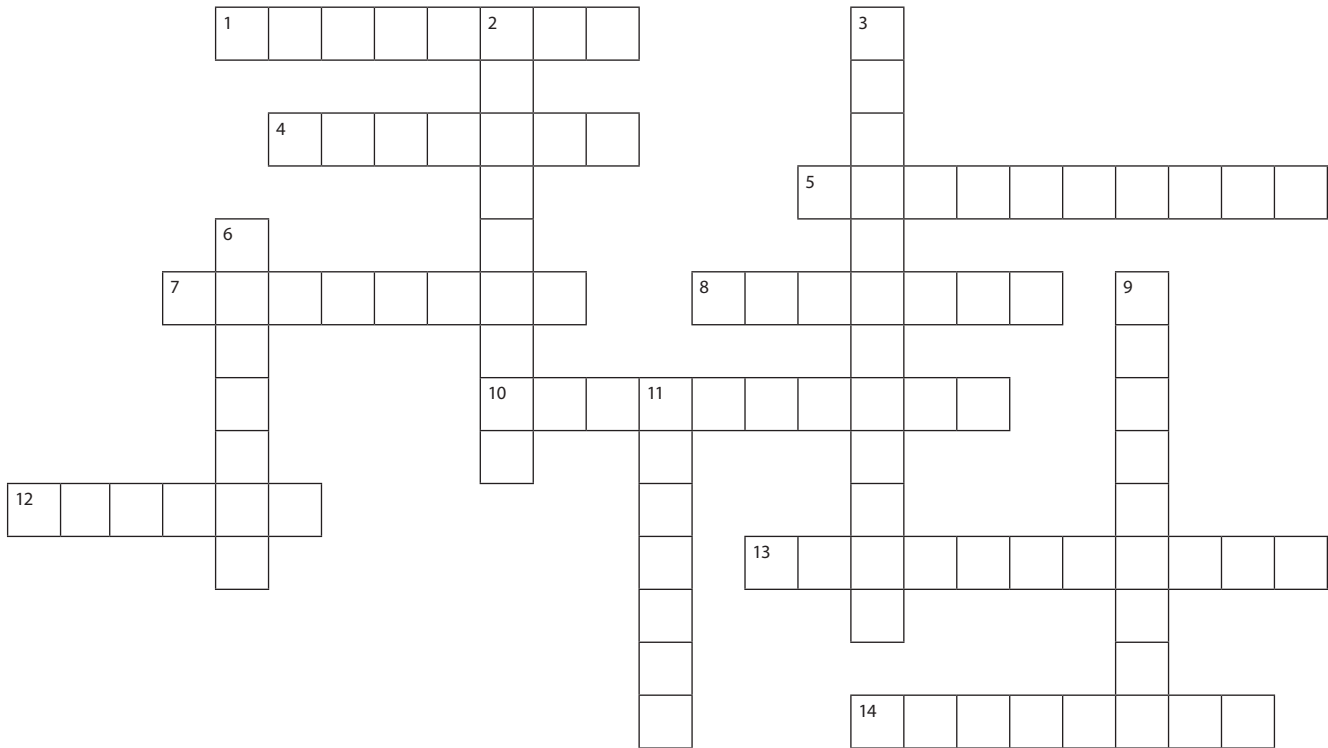
C **Match the halves to make complete sentences.**

- | | |
|--|---|
| 1 A trustworthy news website _____ | a made false statements about his opponent. |
| 2 The inaccurate science article _____ | b was interrupted by protestors. |
| 3 Her controversial speech _____ | c never actually took place. |
| 4 The rumored meeting _____ | d contained biased information. |
| 5 The dishonest politician _____ | e contains accurate reporting. |

12.1 VOCABULARY

SKILL AND PERFORMANCE

Work in pairs. Use the clues to complete the puzzle.



Across

- 1 showing natural ability in a particular area
- 4 good at music
- 5 wanting to do something very much and not allowing anything to stop you
- 7 able to create or enjoy art
- 8 having the abilities or special training needed to do an activity or job well
- 10 examining or liking to examine things very carefully
- 12 having special ability in a particular subject or activity
- 13 good at thinking of new, original, and clever ideas
- 14 strong, fit, and good at sports

Down

- 2 relating to the knowledge, machines, or methods used in science and industry
- 3 relating to ability to think and understand things
- 6 having special training needed for a job
- 9 able to do something well
- 11 using reason

12.2 VOCABULARY

DESCRIBING EMOTIONAL IMPACT

A Match the halves to make complete sentences.

- | | |
|--|---------------------------------------|
| 1 Spending time with someone who always complains _____ | a it really stressed me out. |
| 2 A good book _____ | b can make somebody's day. |
| 3 When I lost my house keys, _____ | c can capture a person's imagination. |
| 4 Offering your friend comforting advice _____ | d is a real downer. |
| 5 Getting a surprise gift _____ | e may put their mind at rest. |
| 6 If you exercise and eat healthy, _____ | f to try to brighten him up. |
| 7 After Sam failed the exam, his father spoke to him _____ | g it will do you good. |

B Circle the correct phrase to complete each sentence.

- 1 Will's depressed. We have to find some way to *brighten up his life* / *get him down*.
- 2 Cynthia won't stop talking about politics. It's really *making my day* / *stressing me out*.
- 3 I was feeling fine until I heard the bad news. It *ruined my day* / *made my day*.
- 4 Have you read this book? The way it's written really *captured my imagination* / *did me good*.
- 5 Please don't tell Barbara. I don't want to *capture her imagination* / *get her down*.

C Read the situations. Then circle the best answer.

- 1 Ally felt awful. She was tired and her head hurt. So, she drank a cup of tea and then started to feel a bit better.
 - a The tea did her good.
 - b The tea made her day.
- 2 Frank failed the test and he felt horrible. Then his friend Mike reminded him that this was only their first test and he could still get a good grade for the course. This made Frank feel better.
 - a Mike took Frank's mind off the problem.
 - b Mike raised Frank's spirits.
- 3 Clara went to see the new movie, *Dark Skies*. When it was over, she couldn't stop thinking about it.
 - a The movie took her mind off things.
 - b The movie left a lasting impression.
- 4 Amy was feeling sad because she did not get the job she wanted, so her friend Alex took her to the movies and then out to dinner.
 - a Alex wanted to leave a lasting impression on Amy.
 - b Alex wanted to take Amy's mind off what happened.
- 5 Budd woke up in a bad mood, but when he went to check the mail, he discovered that he had been accepted to the college of his dreams. Now his bad mood was replaced by pure joy.
 - a The good news made his day.
 - b The good news took his mind off something.

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 BACK IN TIME

page T-249

Individual/Group work

Unit 1 vocabulary: Facing challenges; describing annoying things

Unit 1 grammar: Present habits; past habits

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss they are going to think of a time they faced a challenge in the past. Was there something they had to cope with at school, or with their friends or family, or at work?
- Give your own example, and then elicit answers from the class. For example, *I was very shy and awkward when I was in elementary school. It was because I had bad eyesight, but no one knew about it until I was nine years old. Once I got glasses, I was capable of seeing better and I became less clumsy.*
- **Do the task** **A** Give each S a copy of the worksheet. Allow Ss ten minutes to take notes before they discuss in groups.
- **B** Put Ss into small groups to discuss their challenges. Circulate and encourage Ss to ask questions about each other's challenges.
- After 15 minutes, ask groups to share some of their more interesting challenges and solutions.
- **Review** For homework, ask Ss to think of one thing they would do differently if faced with the same challenge today. Remind them they can think of new inventions or gadgets to help them. Ask Ss to report back in the next class.

UNIT 2 EXTREME PLACES

page T-250

Pair work/Group work

Unit 2 vocabulary: Space and ocean exploration; the natural world

Unit 2 grammar: Comparative structures; superlative structures; ungradable adjectives

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss they are going to discuss nice places to visit whose habitats are also threatened. To introduce the topic, ask the class to give some examples of places in the world that have sensitive environments, such as Antarctica or the Great Barrier Reef.

- **Do the task** Give each S a copy of the worksheet.
- **A** Ask two Ss to read the example conversation aloud. Allow pairs ten minutes to read the chart and answer the questions.
- Check answers with the class.

Answers

- 1 The Karnali River
- 2 Torres del Paine National Park, Patagonia, Chile
- 3 The Tarkine rainforests, Tasmania
- 4 Torres del Paine National Park, Patagonia, Chile

- **B** Pairs discuss the questions. After ten minutes, ask a few partners to share their ideas.
- **Review** Ask groups to summarize their discussions for the class. Which environmental changes seemed the most urgent? Which seemed the most preventable?

UNIT 3 WE THINK YOU SHOULD ...

page T-251

Individual/Group work/Whole class

Unit 3 vocabulary: Describing personality; strong feelings

Unit 3 grammar: Relative clauses; present participles

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain that Ss will talk about their personal qualities and their classmates'.
- **Do the task** Give each S a copy of the worksheet.
- **A** Read the instructions. Read the example with the class.
- Give Ss five minutes to complete the form. Encourage them to use the words in the box. Circulate and monitor.
- **B** Read the instructions and example. Put Ss into groups of four. Give groups ten minutes to complete the exercise. Circulate and monitor.
- **C** Read the instructions and the job categories with the class. Ask Ss to read the example aloud. Clarify any questions Ss have. Then ask Ss to name themselves or their classmates for the various jobs and to explain why. Be sure they use relative clauses and present participles in their explanations.
- **Review** For homework, Ss write their own description of how they would or wouldn't be suited to one of the jobs. Then they share it in their groups from exercise B.

UNIT 4 SEND IN THE SUPPORT TEAM

page T-252

Individual/Group work

Unit 4 vocabulary: Professional relationships; assessing ideas

Unit 4 grammar: Adding emphasis: *so ... that, such ... that, even, only*; reflexive pronouns; pronouns with *other/another*

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss who they ask for help when they're in a difficult situation. Friends, family, teachers?
- **A** Tell Ss to look at page 34 in their Student's Book and give examples of friends or family who play the roles on the page. Explain that they'll use these roles to help the people on the worksheet to overcome their problems.
- **Do the task** Give each S a copy of the worksheet.
- Divide the class into small groups. Give them time to read the examples and situations. Circulate as they discuss which helpers they think would be best for each one. Encourage Ss to add emphasis and use pronouns.
- **Review** After 20 minutes, ask groups to share which helper(s) they chose for each situation.

UNIT 5 DO YOU WATCH VIDEOS ON SOCIAL MEDIA?

page T-253

Group work

Unit 5 vocabulary: Dealing with emotions; willingness and unwillingness

Unit 5 grammar: Real conditionals; conditionals: alternatives to *if*

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss what kind of videos they watch on social media. Ask them to give examples, e.g., *I watch funny videos that my friends share, or I watch highlights from sports.*
- **Do the task** Put Ss into small groups. Give each S a copy of the worksheet. Point out the real conditionals with alternatives to *if* in the examples. Remind Ss to use the target language and to take notes.
- **Do the task A** Give groups ten minutes to do exercise A. Circulate and encourage Ss to use the words in the box.
- **B** Read the instructions for exercise B. Circulate and help groups summarize their ideas.
- After 15 minutes, ask groups to present their best summary to the class. Take notes and determine the most popular and least popular types of videos the class shares and watches on social media. Ask them why they do/don't like those types of videos.
- **Review** For homework, Ss interview someone who is a different age from them – older or younger – about their feelings on watching social media videos. Ss report back to the class.

UNIT 6 UNEXPECTED SITUATIONS

page T-254

Individual and group work

Unit 6 vocabulary: Talking about fame; reporting verbs

Unit 6 grammar: Narrative tenses; reported speech: modals

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will tell the story of an unexpected event. Brainstorm some ideas with the class, e.g., *One time I found 100 dollars in the street and no one was around. OR My boss called me into her office. I thought she was going to fire me. But she gave me a promotion and a raise!*
- **Do the task** Give each S a copy of the worksheet.
- **A** Go through the instructions and vocabulary and answer any questions.
- Ss work individually to take notes, which they will use to tell a story like the example in exercise B.
- **B** With the class, identify the narrative tenses, reported speech, and modals in the example.
- Give Ss ten minutes to choose their situation and take notes on it. Circulate and monitor.
- Put Ss into small groups to tell their story. Remind them to vary their pace and use gestures to make their storytelling more engaging.
- **Review** After 15 minutes, ask a S from each group to tell their story to the class.

UNIT 7 TRADING GAME

page T-255

Pair work and group work

Unit 7 vocabulary: Positive experiences; making purchases

Unit 7 grammar: Gerunds and infinitives after adjectives, nouns, and pronouns; infinitives after verbs with and without objects

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss if they've ever bought anything and then regretted it. Elicit examples from the class. Give your own example, e.g., *I once bought a rowing machine, but I never used it. It looked ridiculous in my living room.*
- **Do the task** Put Ss into pairs. Give each S a copy of the worksheet. Go through the items pictured and answer any questions. Read the examples with Ss.
- **A** Give pairs ten minutes to do exercise A. Circulate and help them brainstorm reasons to keep and trade an item from the list.
- **B** Ss get together with other(s) who made different choices. Read the examples in exercise B with Ss. Point out the use of infinitives and gerunds. Give groups ten minutes to do the exercise. Circulate and help Ss use the grammar and vocabulary from the unit.

- **Review** When Ss have completed the exercise, ask a few Ss from each group to share what they exchanged and why.
- **C** Tell Ss to return to their original pairs to complete exercise C. Read the example with a student. Give pairs ten minutes to complete the exercise. If required for time, assign exercise C for homework to be done in pairs.

UNIT 8 WHAT'S THE MATTER?

page T-256

Pair work

Unit 8 vocabulary: Describing neatness and messiness; talking about progress

Unit 8 grammar: Modal-like expressions with *be*; future forms
30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss and cut into thirds.
- **Introduce** Ask Ss to suggest common problems with hotels: noise, messy rooms, something is broken (a TV), the Wi-Fi isn't working, or there's no hot water.
- **Do the task** Put Ss into pairs. Give each pair a copy of the top portion of the worksheet (exercise A) to share and give each S an A or a B part of the worksheet. Read the examples exercise A with a S. Give Ss five minutes to describe the photo.
- Give Ss time to read the situations in exercise B on their A/B worksheets. Ask two Ss to read the example conversations.
- Give Ss ten minutes to practice their role play. Encourage them to change the example scripts using the problems you brainstormed as a class. Circulate and ensure Ss are using modal-like expressions and future forms.
- After ten minutes, tell Ss to switch roles and practice their role play again.
- **Review** When Ss have completed the exercise, ask volunteer pairs to perform their role play for the class.

UNIT 9 JUST MY LUCK!

page T-257

Pair work

Unit 9 vocabulary: Luck and choice; commenting on mistakes

Unit 9 grammar: Unreal conditionals; wishes and regrets
30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss and cut into thirds.
- **Introduce** Ask Ss to share mistakes they've made, e.g., *I made a silly mistake and forgot the time of a dinner reservation.*
- **Do the task** Put Ss into pairs. Give each pair a copy of the top portion of the worksheet (exercise A) to share and give each S an A or a B part of the worksheet.
- Give Ss five minutes to review the vocabulary and grammar on pages 86, 87, and 89. Explain that they can use these words and phrases to talk about their mistakes and regrets and unreal conditionals to express different results.

- **A** Give Ss a few minutes to choose a situation in exercise A.
- **B** Read the examples in exercise B with a S. Give pairs ten minutes to practice their role play.
- **C** Tell Ss to find a new partner and switch their A/B roles. Remind them to try to use different reasons and phrases to use in this role play.
- **Review** After ten minutes, ask a few pairs to perform their role play for the class.
- Option: Ask Ss to think of their own regrets – made up or real – and to create a role play discussing them.

UNIT 10 CUSTOMER PROFILES

page T-258

Individual and pair work

Unit 10 vocabulary: Describing characteristics; describing research

Unit 10 grammar: Gerunds after prepositions; complements of verbs describing cause and effect

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss *Do you shop online? What do you like to buy online? Are there things you don't buy online?*
- **Do the task A** Give each S a copy of the worksheet. Read the instructions aloud.
- Give Ss ten minutes to complete the chart.
- **B** Put Ss into pairs. Give pairs five minutes to complete the survey. Circulate and monitor.
- **C** Pairs complete exercise C. Explain that they will use the answers from their survey and the words and phrases in the box to give their assessment of a target customer. Each pair will work together and will create two separate profiles. Circulate and monitor.
- **Review** When pairs have completed the exercise, ask Ss to present their customer profiles in small groups. If any Ss have completed profiles for the same or similar websites, compare them with the class.

UNIT 11 TOO GOOD TO BE TRUE?

page T-259

Pair and group work

Unit 11 vocabulary: Describing consumer goods; degrees of truth

Unit 11 grammar: Passive forms; passives with modals and modal-like expressions; passive infinitives

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss to think about social media and influencers. What comes to mind? Elicit a few ideas, e.g., lots of followers, pretty photos, marketing.
- **Do the task A** Give each S a copy of the worksheet. Read the instructions and answer any questions.

- Give Ss five minutes to complete exercise A individually.
- **B** Put Ss into pairs to complete exercise B. Circulate and monitor.
- **C** After ten minutes, tell pairs to get together with another pair to form groups of four. Give groups ten minutes to discuss the questions in exercise C. Circulate to ensure Ss are using passive forms correctly.
- **Review** Ask groups to share some of their ideas about how honest they are on social media compared to influencers. How does the class feel about social media authenticity overall?

UNIT 12 PRESENTING ... !

page T-260

Individual and group work

Unit 12 vocabulary: Skill and performance; describing emotional impact

Unit 12 grammar: Adverbs with adjectives and adverbs; making non-count nouns countable

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss that they will describe someone they respect and admire. It can be someone they know well, like a friend or family member, or it could be a celebrity they know about.
- **Do the task A** Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Give Ss five minutes to take notes on their person. Circulate and help with vocabulary and grammar. Encourage Ss to use words and phrases in the box.
- **B** Put Ss into small groups. Ss take turns presenting their person to the group. Encourage group members to ask questions to get more information about the person.
- **Review** After 20 minutes, ask groups to share some interesting things they heard. Do the people that Ss admire have anything in common? What kinds of skills and talents seem to capture their imagination?

UNIT 1 SPEAKING

BACK IN TIME

A Think of a challenge you faced in the past, for example, at school or work, or with friends or family. Take notes to describe your challenge and how you overcame it (or didn't). Use *used to*, *didn't/never use to*, *would (not)*, and *can/can't* for past habits and the phrases in the box to help you.

accept	adapt	awkward	be capable of	be frightened of
can't take	clumsy	cope with	drive you crazy	frustrating
get on your nerves	get through	infuriating	lose your patience	survive
tackle	time-consuming	tricky		

When I was in high school, both of my parents worked. I had to take care of my younger sisters. I would pick them up from school and walk them home. I couldn't spend time with my friends because I had to stay home with my siblings. At first, this was frustrating because my sisters got on my nerves. But I tackled the situation by making chores into fun games. For example, I used to make my sisters help cook dinner. They had a lot of fun, and now they're capable of cooking really well!



B Work in groups. Use your notes to tell about your past challenge and how you handled it. Ask and answer questions about each person's challenge.

When I was in high school, I had to take care of my younger siblings. They would drive me crazy, and I was very frustrated. So I used to make them help me cook dinner.

What would you do differently now?




Now, I would accept the situation easily. And I could have more gadgets now to keep them busy. For example, I could help them learn to use a computer.

It sounds like you were very busy. How did you cope with getting your schoolwork done?

UNIT 2 SPEAKING

EXTREME PLACES

Some of the most amazing places on the planet are the hardest to get to. These difficult environments are also affected by climate change. Still, many people want to visit these places before it's too late.

Place	Features	Things to do	Environmental concerns
 <p>Karnali River</p>	<ul style="list-style-type: none"> Nepal's longest, largest, wildest river Length = 507 km 	<ul style="list-style-type: none"> Whitewater rafting See endangered species: Bengal tiger, elephant, rhinoceros, crocodile, Ganges dolphin Over 230 species of birds, including herons, egrets, and storks 	<p>The government wants to build a dam* that will affect the water flow.</p> <p>*dam (n): a strong wall built across a river to create a lake. Often used to generate electricity or as a water supply</p>
 <p>Torres del Paine National Park</p>	<ul style="list-style-type: none"> The second largest glacier in the Southern hemisphere (after Antarctica) One of largest parks in Chile Size = 1,814 km² 	<ul style="list-style-type: none"> Hiking and camping Bicycling Kayaking Horseback riding 	<p>The mountain glaciers are melting by an estimated 137m every year.</p>
 <p>The Tarkine rainforest</p>	<ul style="list-style-type: none"> Australia's largest rainforest Size = 1,800 km² Over 60 rare and endangered species 	<ul style="list-style-type: none"> Hiking and camping Canoeing Kayaking Riverboat cruises 	<ul style="list-style-type: none"> Mining* companies want to mine copper, gold, iron, and lead. Logging companies want to cut trees. <p>*mining (n): process of digging coal and other minerals out of the ground</p>

A Work in pairs. Read the chart and answer the questions.

- What's the longest river in Nepal? _____
- Where can you find the second largest glacier in the Southern hemisphere? _____
- Where is the largest rainforest in Australia? _____
- Which place in the chart is the largest? _____

B With your partner, discuss the places in the chart. Which would you most like to visit? Why?

Use comparatives, superlatives, and adjectives to help you.

I'd love to visit the Tarkine rainforest. It has the most water sports. It also seems like the easiest place to get to. The other places seem more difficult to visit.

To me, riverboat cruises seem boring. I'd prefer to go to Patagonia and explore the glaciers and mountains rather than go to a forest.

Maybe I'd like to visit the Karnali River first. The Bengal tigers are endangered, and it would be absolutely wonderful to see them. And there are many species of birds!

UNIT 3 SPEAKING

WE THINK YOU SHOULD ...

A Think about your personal qualities and preferences. Do not think about specific jobs you have or would like. Think instead about things you love or hate doing. Read the example and then complete the form for yourself. Use your own ideas and the words in the boxes to help you.

attract attention	be an extrovert	be an introvert	be reserved
enjoy the company	fabulous	feel left out	impressive
interact with sb	socialize	speak softly	speak up

acting	cooking	dancing	discussing	driving
exercising	exploring	helping sb	leading teams	making sth
reading	studying	thinking	watching sth	

- I'm *an introvert / an extrovert / a little bit of both*.
- I think _____ is satisfying.
- I get irritated by _____.
- I feel fabulous when I _____.
- _____ make(s) me uneasy.
- I like working with people who are _____.
- When I have a day off, I like to _____.
- Something people don't know about me is that _____.

B Work in groups. Read your personal statements and compare your answers. Take notes.

I think leading teams is satisfying. And I feel fabulous when I'm in a race, either running or biking. You sound like you enjoy a fast-paced life. I'm a bit slower. I feel fabulous when I'm reading a good book or watching a movie. I'm an introvert ...

C Read the job categories and discuss the qualities that each situation requires. Based on your discussions in exercise B, name yourself or a classmate for each position and explain why using relative clauses.

JOB CATEGORIES

<p>Executive, Athlete, Salesperson Typical personal qualities include: extrovert, competitive, comfortable speaking up, socializing, good presentation skills Enjoys: working in teams, leading teams, making an impression, making decisions, a fast-pace, discussing problems and solutions</p>	<p>Teacher, Nurse, Personal Shopper Typical personal qualities include: a little bit of an introvert and an extrovert, enjoys the company of others, can interact with many different types of people, good listening skills, accepting of others Enjoys: working in teams and individually, helping others, a medium-pace, thinking about solutions to personal problems</p>	<p>Writer, Artist, Designer, Chef Typical personal qualities include: introvert, shows off through the things they create, likes to work alone, doesn't mind being weird Enjoys: making things, working with their hands, exploring new ways of doing things, thinking about ideas</p>
--	--	---

Julia said she feels fabulous buying new clothes. She likes working with people who are nice. I think she is someone who would enjoy being a personal shopper. But Julia said she's an introvert and being a personal shopper requires being a little bit of an extrovert. But it's a job where only some of your time is spent with clients, not all of it. And she said she likes working with nice people, which means she doesn't want to work alone.

UNIT 4 SPEAKING

SEND IN THE SUPPORT TEAM

- A Review the eight kinds of people on page 34 and use that page for reference. These people will be your support team.
- B Work in groups. Read the situations below and discuss which team member(s) you'd want to send in to help and why. Add emphasis using *so ... that, such ... that, even, and only*. Use pronouns and the words in the box to help describe your answers.

assist	act as	build a relationship	consequence
constructive	contribute	demonstrate	destructive
enable (sb)	to keep an eye on	point out	steer (sb) away from
strength	take on	think through	turn to
unreasonable	valid	weakness	weigh the pros and cons

Elsa's situation

Elsa has been offered a fantastic new job. It's everything she wants, but the only trouble is, it is in a different city, so she would have to move. She's not afraid of moving; she already has friends in the new city, but the trouble is, she's terribly disorganized. Everyone who knows her doesn't think she'll be able to take the steps needed to make a big change.

I think Elsa needs a friend who's *The Fixer* – someone who can help her take constructive action.

Yes, but I think she needs another kind of helper, someone like ...

Marco's situation

Marco has had the same group of friends since high school. They are now all at different colleges and only see each other on holidays and school vacations. Marco hasn't made any close friends at college, and he misses the old days. When one of his high school buddies suggested Marco transfer schools to be closer to some of his old pals, Marco got really offended and isn't speaking to him now.

Julia's situation

Julia lost her job three months ago. It wasn't her fault; the company reduced the number of workers. After sending out a few resumes, Julia got discouraged when she didn't find a new job. She doesn't want to get a temporary job waiting tables either. She is borrowing money from her brother, who is getting frustrated with her.



UNIT 5 SPEAKING

DO YOU WATCH VIDEOS ON SOCIAL MEDIA?

We all use social media apps like Facebook or WeChat to communicate with friends. Many people even get their news from Twitter. Some people argue that social media apps help increase our awareness of the world around us. But other people say we use social media to confirm our own views within our small circle of friends.

A Work in groups. Discuss these questions: What kind of videos do you see on social media? Funny, serious, adventurous, ... ? How do videos on social media make you feel? Do you think that social media increases your awareness of the world?

Try to use real conditionals and alternatives to *if*. You can use the words in the box to help you. Take notes on your group's ideas.

anxiety level	be against	be anxious	be conscious of
be in control of	be eager to	be passionate about	be prepared
be rational	be reluctant	be unwilling	calm down
have no desire	have no intention of	hesitate to	panic (about sth)

I'm reluctant to spend a lot of time on social media. But I watch videos my friends post providing they're not too long.

I watch a lot of videos on social media! Sometimes, news videos raise my anxiety level. But when I want to calm down, I watch videos of cute animals.

I have no desire to watch videos on social media. It seems like so many of them try to scare you to death in order to sell you something.

B In your group, summarize your group's ideas. Be sure to use your notes from exercise A. Then present the best summary to the class.

UNIT 6 SPEAKING

UNEXPECTED SITUATIONS

A Think about a time when something unexpected happened. It could be something that happened to you or someone you know. Use the list below to help think of a situation.

- | | |
|--------------------------------------|-----------------------------------|
| a sudden weather event | somebody changed their appearance |
| a surprise guest or party | somebody gets a job |
| an athlete or sports team loses/wins | somebody gets a lucky opportunity |
| how a business became successful | somebody wins/finds money |
| how a celebrity was discovered | somebody wins/loses a contest |

Take notes on the unexpected situation. You will use these notes to tell the story in exercise B. How did people react to it? Use the words and phrases from the boxes to help you.

Verbs to talk about fame

- | | | |
|----------------------|----------------------------|-----------------------|
| catch sb's attention | do a/the broadcast | get hits |
| get publicity | have a good/bad reputation | have (never) heard of |
| make an appearance | make sth entertaining | make headlines |
| praise sb | raise awareness (of) | seek fame |

Reporting verbs

- | | | | | | |
|----------|-------------------|---------|--------|---------|------|
| announce | argue | boast | claim | confirm | deny |
| estimate | have doubts about | hope to | insist | propose | |

Narrative tenses

- | | | | |
|-------------|----------|---------------------|--------------|
| interpreted | had been | hadn't been seeking | were working |
|-------------|----------|---------------------|--------------|

Modals for reported speech

- | | | |
|----------------|-------|----------------|
| could/couldn't | might | would/wouldn't |
|----------------|-------|----------------|

B Work in groups. Tell your story of an unexpected situation to your group. Try to make the story interesting by varying sentence length, your tone, and gestures.

Our high school soccer team hadn't been playing well all season. In fact, we'd lost nine of the ten games we had played. And our last game was against a team we'd never beaten before. No one thought we could win. To make things worse, our center player hurt his ankle and couldn't play. Our coach put in a new player. He was only a freshman; we had never heard of him. Our team played the game and the new freshman player was amazing! He scored three goals and we ended up winning! No one could have predicted that we would beat that team. It caught the attention of a sports reporter and made headlines in the local newspaper.

UNIT 7 SPEAKING

TRADING GAME

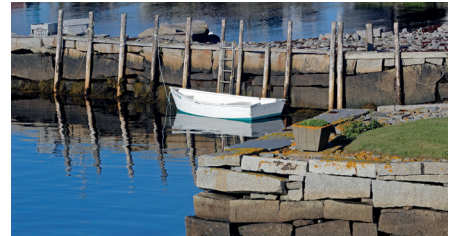
A Choose one of the items below to be a purchase you made that you now regret. With a partner, discuss reasons why you regret making your purchase and think of positive reasons why someone else may want it.



A one-week timeshare apartment in Mexico \$3,000



A used car, still runs \$3,000



A fishing boat \$3,000



Two de-scented pet skunks, cage and food, super cute! \$800



A treadmill and weight set \$1,000



A designer watch, works great \$2,000

I'll choose the boat. Reasons I regret the purchase: I don't use it often, so it doesn't make financial sense, I don't have enough time to go fishing. But other people might want it if they do a lot of fishing.

I think your reason about not having time is a good one. I'll choose the treadmill and weight set. It's common to buy weight equipment and then to not use it. I could say ...

B Work in groups or pairs. Explain why you regret your purchase but why someone else might like it. Then try to sell or trade items with one another. Everyone must end with a different item.

A I have a boat to sell. I bought it to go fishing, but I don't have time to fish these days. I think someone else who loves fishing would enjoy it, though. It's a great size – and it's new!

B I bought the two skunks for my girlfriend. But she left me and left the skunks. They're cute, but my new roommate is afraid of them. I would like to trade them for Student A's boat.

A Sorry, but my boat costs much more than your skunks.

C I'm interested in your boat. I want to buy it from you. Unless you'd like to trade it for a place to visit in Mexico? I have a timeshare apartment there that I planned to use for family trips.

C Make a list of three to five items you have at home that you'd like to trade. Then bargain with a partner. Circulate around the room to find new partners to trade with until you've gotten rid of all your items.

I have a tennis racket to sell or trade. I planned to use it for tennis lessons, but it turns out, I don't enjoy tennis. Do you want to buy this from me?

Sorry, the last time someone urged me to buy sports equipment, I broke my wrist. But that record player you're selling has appeal ...

UNIT 8 SPEAKING

WHAT'S THE MATTER?

A You have booked a hotel room. Look at the photo of the room. It's not what you expected! Tell your partner what you see. Use the words and phrases in the first box to help you.



as expected	messy
clean	neat
damaged	old
different from the ad	put away
dirty	

be looking for	going to	is going to be
not going to	were about to	were forced to
were supposed to	will give	won't cause

This hotel room is very messy. There's stuff all over the place. Nothing has been put away. It's not clean.

We're not going to stay here. They were supposed to give us a clean room.

B You are Student A:

You have rented a hotel room near an office where you have a business meeting tomorrow. You have to give a presentation early in the morning. You are very unhappy. You need to complain to the manager.

- 1 Explain what condition you expected your hotel room to be in, and what plans you had.
- 2 Explain what condition your room was in when you arrived. Use the picture to describe how things are messy, dirty, and unorganized.
- 3 Explain how you want the hotel to resolve your problem and how that will affect future business with them.

Example complaint:

I rented a room at your hotel. I expected. ...

Continue the conversation with Student B. Be sure the hotel clerk knows how inconvenient this is for you.

This is going to be a big problem for me. ...

B You are Student B:

You work at the reception desk at the hotel. Your guest is very unhappy with his/her hotel room. The room the person has rented is currently occupied. The hotel is now fully booked. You can offer them a refund and book them in another hotel across town. If they are still upset, you will give them a voucher for taxi fare to get to the hotel and to their meeting in the morning.

Example response:

I'm very sorry for the inconvenience. ...

Continue the conversation with Student A. Be sure you do your best to make the customer happy.

I'm very sorry to hear that. We hope ...

UNIT 9 SPEAKING

JUST MY LUCK!

A With a partner, choose one of the scenarios below that looks interesting to you both.



1 You didn't leave in time and missed your flight.



2 You didn't read the signs and got an expensive parking ticket.



3 You didn't prepare and didn't do well at an important interview.

Student A

B You have the problem you chose in exercise A. Tell Student B about it.

1 Take notes on the mistakes you made that caused your problem.

I wound up (missing my flight).

It was my own fault. I should have (read the signs).

It was a bad move (to not prepare for that interview).

2 Express your wishes and regrets.

If only I had (left an hour earlier).

I wish that (I had taken the bus instead of driving).

If only I could (feel less nervous during an interview).

Role play the situation with your partner.

C Switch partners and do the role play again, using different phrases.

Student B

B You want to reassure Student A about the problem you chose in exercise A. Try to give tips to make the situation better.

1 Think of reassurances to make Student A feel better.

It's no use kicking yourself. (You can get on the next flight).

It could have been worse. (It's not an expensive ticket).

We all make mistakes. It'll turn out all right. (You'll find another job).

2 Think of possible actions Student A can take to improve the situation or look on the bright side.

If you could explain (why you were late, maybe the airline would refund your money).

If you hadn't (been in such a hurry, you would have parked somewhere better).

If you had (gotten that job, you probably wouldn't be happy anyway).

Role play the situation with your partner.

C Switch partners and do the role play again, using different phrases.

UNIT 10 SPEAKING

CUSTOMER PROFILES

A Think of all the online shopping you've done in the past month. Take notes on the websites you've used and what you bought. Be sure to include things like goods, services, tickets, and reservations.

Online store or service provider	Goods, services, tickets, reservations
1 <i>ConcertTickets.com</i>	<i>Two tickets to Ed Sheeran and Ozuna concerts</i>
2	
3	
4	
5	
6	



B Work in pairs. Complete the survey. Answer the questions about one of the websites you've used.

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- 1 Which website did you shop at? _____
- 2 How many online purchases do you make each month on this site? _____
- 3 What did you buy most recently? Was it on sale? Why did you buy it?

- 4 What does online shopping enable you to do?

- 5 What online shopping features do you use the most (e.g., customer reviews)?
Which do you like the best?
 1 _____ 2 _____ 3 _____

C With a partner, analyze your survey answers and create a customer profile for one of your websites. Talk about what you've succeeded in learning from your discussions and the results of your analysis. Say what else you'd like to learn about a typical customer. Use the words and phrases in the box to help you.

analyze/analysis	assess/assessment	demonstrate/demonstration
examine/examination	identify/identification	survey/survey
As far as we can tell, ...	From what we can see, ...	We get the impression (that) ...
Judging by the description, ...	What strikes us (about ...) is (that) ...	

Based on our survey, the typical customer at our online technology store is a person in their 20s. As far as we can tell, they find online shopping more convenient than going to a store. We've succeeded in learning ...

UNIT 11 SPEAKING

TOO GOOD TO BE TRUE?

A Social media has become big business. Social media influencers who have many followers can earn a lot of money by marketing products in their posts. Think about the lives that influencers present online and answer the questions. Use the words in the box to help you. Take notes.



accurate	authentic	biased	controversial
dishonest	exaggerated	fake false	genuine
inaccurate	misinformation	misleading	rumor
sophisticated	suspicious	trustworthy	white lie

- Are the lives influencers show us authentic or exaggerated?
I think the lives they show us are not always accurate. Maybe there is some truth in it because they are in the photo or video, but that photo is misleading because it only shows a small part of their life.
- Are their photos real or retouched? _____
- How honest are influencers? That is, do they actually use the products they show or not?

- How do you feel about social media as a marketing tool?

- Why are people influenced? What do you think could/should be done about it?

B With a partner, compare your notes and discuss the questions. Use the phrases in the box to help you.

I'm absolutely positive that ...	I find that hard to believe.	That's partly true.
There's no truth in it.	... has to be checked.	... has to be stopped.
... is/isn't going to be helped by seems to be made/edited shouldn't be posted/sold.

I think we're being shown an exaggerated version of someone's life on social media. It's misleading because it's only a small photo or video of their life. We don't see the boring bits.

That's true. But I think some of them are genuine. Like the sports accounts I follow aren't dishonest: they show the hard work and mistakes.

Yeah, but it's the misleading exercise videos I'm suspicious of.

Oh, yeah, well, I think those fake influencers that are really just ads for a product or company should be stopped.

C Get together with another pair. Discuss how honest you are on social media. Use the questions below and take notes.

- What kind of things do you share?
- How authentic or exaggerated are your posts? Why or why not?
- How do you feel about honesty in social media overall?

UNIT 12 SPEAKING

PRESENTING ... !

A Think about someone you know well and admire or respect. It could be a friend, family member, or even a celebrity. What are their skills and talents? How do they do things? How do they make you feel? Take notes about the person. Use the words in the box to help you.

artistic	athletic	determined	gifted	imaginative	intellectual
logical	musical	skilled	talented	technical	trained

brighten up	capture sb's imagination	do sb good
leave a lasting impression on sb	raise sb's spirits	stress sb out
a great piece of music/ advice	a work of art	a little bit of kindness

My grandfather was a talented musician. He's artistic and musical. But one thing that left a lasting impression on me was how determined he was. He practiced playing the piano every day. He could really capture your imagination with a song. And he always knew when to give you a great piece of advice, like "Don't stress out! Life is too short." He always brightened my day.

B Present the person you wrote about to your group. Ask questions about the people your classmates present.

- What's something that comes particularly easy to (person)?
- How do you think (person) became so successful?
- It sounds like (person) has a really intense job. What do they do to take their mind off the stress?
- Do you think (person) is gifted or determined, or both?