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# EVOLVE

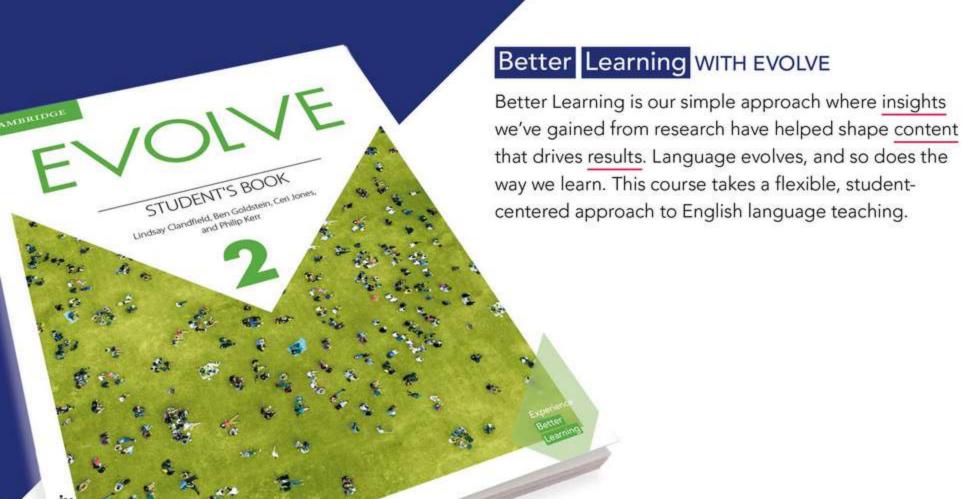
# SPEAKING MATTERS

**EVOLVE** is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

# Confidence in teaching. Joy in learning.



# Meet our student contributors (>)



Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



ALESSANDRA AVELAR

Creative, positive, funny Faculdade ICESP, Águas Claras, Brazil



**CONTRERAS YAÑEZ** 

Funny, intelligent, optimistic Universidad del Valle de México, Mexico



**ERAZO FLORES** 

Happy, special, friendly Unitec (Universidad Tecnologica Centroamericana), Honduras



Funny, lovely, smart Universidade Anhembi Morumbi, Brazil



Friendly, cheerful, intelligent Universidad Privada del Norte, Peru



SEUNG GEYOUNG YANG

Happy, creative Myongji University, South Korea



LORENA MARTOS AHIJADO

Cheerful, positive, kind Universidad Europea de Madrid, Spain





# Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

#### **INSIGHT**

Research shows that achievable speaking role models can be a powerful motivator.

#### CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

## **RESULT**

Students are motivated to speak and share their ideas.

# "It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)



# Find it

#### **INSIGHT**

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

### CONTENT

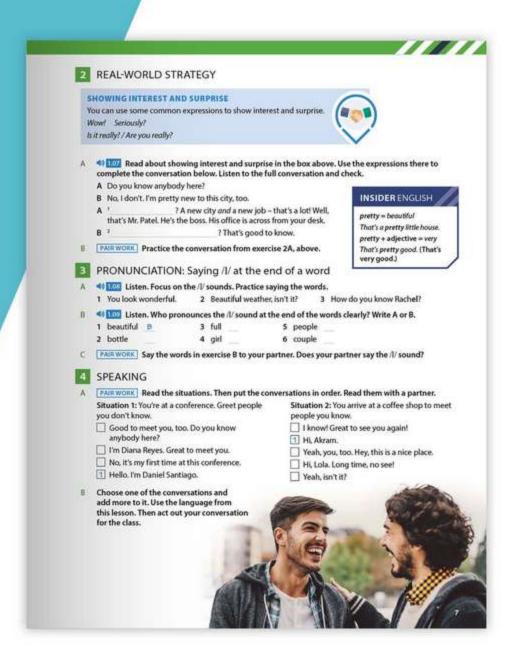
**FIND IT** 

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

### **RESULT**

Students engage in the lesson because it is meaningful to them.

# Designed for success



# Pronunciation

## **INSIGHT**

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

#### CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

#### RESULT

Students understand more when listening and can be clearly understood when they speak.

# Insider English

#### **INSIGHT**

Even in a short exchange, idiomatic language can inhibit understanding.

#### CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

#### RESULT

Students are confident







# Accuracy check

## **INSIGHT**

Some common errors can become fossilized if not addressed early on in the learning process.

#### CONTENT

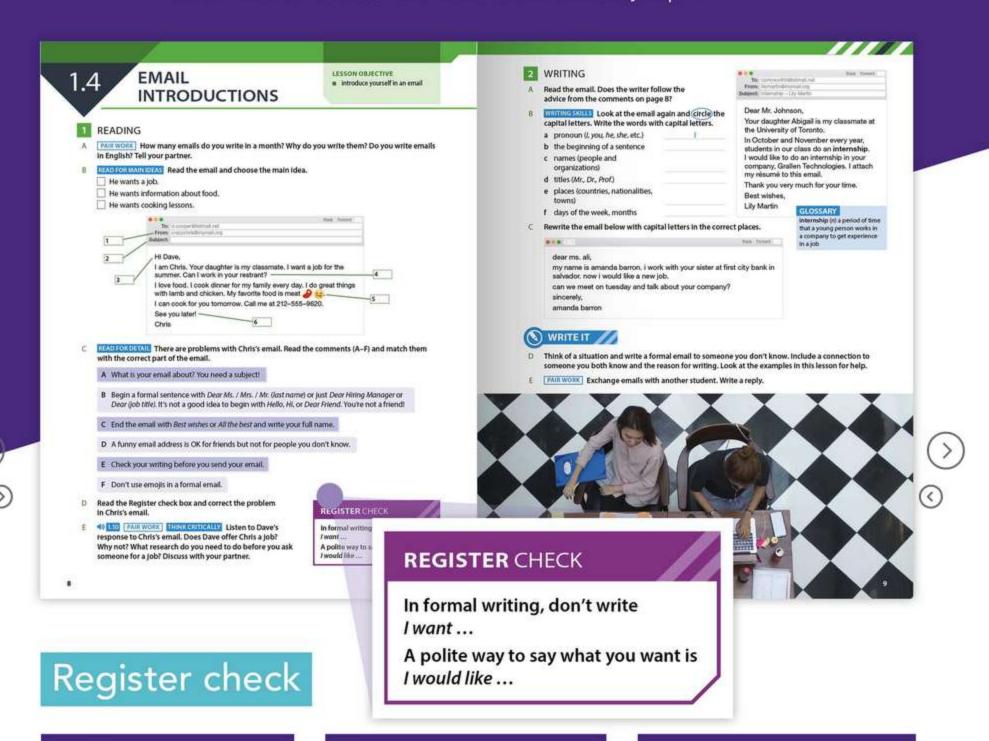
Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for selfediting.

## RESULT

Students avoid common errors in their written and spoken English.

# "The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan



## INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

#### CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

#### RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

# You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, Time to speak.

# Time to speak

#### INSIGHT

Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

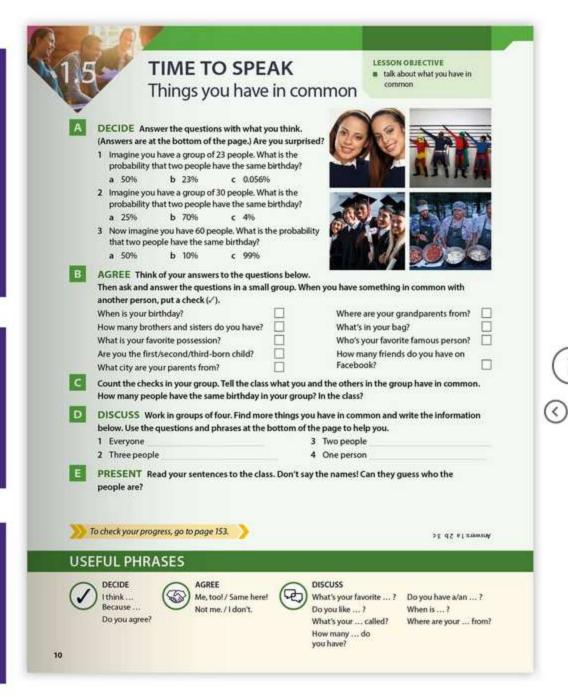


## CONTENT

Time to Speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

#### RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.





Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.



# **EVOLVE** unit structure

# Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

# Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

# Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real world strategy to help students handle unexpected conversational turns.

# Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

# Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.



# **CONTENTS**

		Learning objectives	Grammar	Vocabulary	Pronunciation
	Unit 1	Talk about the people in your life Talk about possessions Greet people and start a conversation Introduce yourself in an email Talk about what you have in common	<ul> <li>be (affirmative, negative, questions); possessive adjectives</li> <li>Whose?; possessive pronouns; possessive 's</li> </ul>	People you know Everyday things	■ /l/ at the end of a word
	Unit 2	Talk about what you do every day, on the weekend, etc.  Talk about your workspace  Explain communication problems  Write your opinion about a podcast  Give advice about useful apps for work and study	<ul> <li>Simple present for habits and routines (affirmative, negative, questions)</li> <li>This / that one; these / those ones</li> </ul>	<ul> <li>Expressions with do, have, and make</li> <li>Work and study items</li> </ul>	<ul> <li>/h/ at the beginning of a word</li> <li>Listening for contractions</li> </ul>
	Unit 3	<ul> <li>Talk about what you're doing at the moment</li> <li>Talk about sports and exercise</li> <li>Ask for information</li> <li>Write short messages to a company</li> <li>Create a fitness program</li> </ul>	<ul> <li>Present continuous</li> <li>Simple present and present continuous</li> </ul>	■ Sports ■ Exercising	<ul> <li>/ou/ and /ɔ/ vowel sounds</li> <li>Listening for linking sounds</li> </ul>
		Review 1 (Review of Units 1–3)			
)	Unit 4	<ul> <li>Talk about your plans</li> <li>Talk about giving and receiving gifts</li> <li>Make and respond to invitations</li> <li>Write an online event announcement</li> <li>Choose gifts for your host</li> </ul>	<ul> <li>Present continuous for future plans (affirmative, negative, questions)</li> <li>Object pronouns</li> </ul>	■ Pop culture ■ Gift items	<ul> <li>/v/ in the middle of a word</li> <li>Listening for single sounds</li> </ul>
	Unit 5	<ul> <li>Talk about past events in your life</li> <li>Ask questions about the past</li> <li>Congratulate and sympathize with people</li> <li>Write a comment agreeing or disagreeing with an online post</li> <li>Summarize a story</li> </ul>	<ul> <li>Simple past</li> <li>Simple past negative and questions</li> </ul>	■ Opinions and feelings ■ Life events	■ Word stress
	Unit 6	Plan a shopping trip Talk about shopping habits Describe what you want in a store Write a script for a vlog Present an idea for a new invention	■ be going to ■ Determiners	■ Money ■ Shopping	<ul> <li>Stressing important words</li> <li>Listening for weak words</li> </ul>
		Review 2 (Review of Units 4–6)		AL .	Mir.

	Functional language	Listening	Reading	Writing	Speaking
	■ Greet someone for the first time; greet someone who you know; start conversations  Real-world strategy ■ Show interest and surprise		Email introductions ■ Read and correct an email	A work email  A formal email to someone you don't know Punctuation: capital letters	<ul> <li>Talk about people you know</li> <li>Ask and answer questions about people in your life</li> <li>Talk about things you have in your bag</li> <li>Say hello and start a conversation</li> <li>Time to speak</li> <li>Talk about things in common</li> </ul>
	<ul> <li>Explain, check, and solve a technology problem</li> <li>Real-world strategy</li> <li>Ask for repetition</li> </ul>	How to be successful  A podcast about what successful people do		A short post on a website  A comment on a website post  Spelling	<ul> <li>Talk about your busy life</li> <li>Talk about what you do every day, etc.</li> <li>Talk about work spaces</li> <li>Talk on the phone/online</li> <li>Time to speak</li> <li>Talk about apps for work or study</li> </ul>
	<ul><li>Ask for information</li><li>Real-world strategy</li><li>Check information</li></ul>	Bike sharing ■ A report about cycling in Mexico City		A short social media message ■ A message to a bike sharing program ■ and, but, and so	<ul> <li>Talk about sports that are popular in your country</li> <li>Describe who you see</li> <li>Describe exercise routines</li> <li>Ask for information about a swimming pool</li> <li>Time to speak</li> <li>Talk about fitness programs</li> </ul>
<b></b>	<ul> <li>Make and accept invitations; plan where and when to meet</li> <li>Real-world strategy</li> <li>Give general excuses</li> </ul>	Waiting for something special  A news report about an unusual event		An invitation to an event  An event announcement too, also, and as well	<ul> <li>Talk about celebrations in your country</li> <li>Arrange to meet after English class</li> <li>Choose gifts</li> <li>Invite someone to an event</li> <li>Time to speak</li> <li>Talk about gifts for a trip</li> </ul>
	<ul> <li>React to good and bad news</li> <li>Real-world strategy</li> <li>Check your understanding</li> </ul>		First impressions  Posts about experiences in a new place	Online comments  A comment on a message board  Agree and disagree	<ul> <li>Talk about a special picture of you as a child</li> <li>Talk about a special day in your life</li> <li>Ask and answer questions about last weekend</li> <li>Respond to good and bad news</li> <li>Time to speak</li> <li>Talk about a famous event in the past</li> </ul>
	<ul> <li>Explain your language problem; explain the function of the thing you want</li> <li>Real-world strategy</li> <li>Ask for words in English</li> </ul>	Money lessons ■ Stories about money problems		Top tips to save money  A vlog script with suggestions for saving money Using referencing: one and them	<ul> <li>Talk about where you shop</li> <li>Plan a shopping trip</li> <li>Talk about shopping habits</li> <li>Explain what you want</li> <li>Time to speak</li> <li>Present a new invention</li> </ul>

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Eat, drink, be happy	<ul> <li>Talk about your favorite comfort food</li> <li>Design a food truck</li> <li>Explain what you want in a restaurant</li> <li>Write a comment about an online article</li> <li>Plan a party</li> </ul>	■ Quantifiers ■ Verb patterns	■ Naming food ■ Describing food	■ /dʒ/ and /g/ sounds
Unit 8 Trips	<ul> <li>Discuss what to do in your town</li> <li>Talk about a trip you went on</li> <li>Give advice and make suggestions</li> <li>Write advice on living in another country</li> <li>Plan a short trip</li> </ul>	<ul><li>if and when</li><li>Giving reasons</li><li>using to and for</li></ul>	■ Traveling ■ Transportation	<ul><li>Long and short vowel sounds</li><li>Listening for intonation</li></ul>
Unit 9 Looking good	<ul> <li>Compare stores and what they sell</li> <li>Talk about people in photos</li> <li>Ask for and give opinions</li> <li>Write a paragraph describing a photo</li> <li>Create and present an ad</li> </ul>	<ul><li>Comparative adjectives</li><li>Superlative adjectives</li></ul>	■ Accessories ■ Appearance	■ /3/ vowel sound
	Review 3 (Review of Units 7–9)			
Unit 10 Risky business	<ul> <li>Talk about how to avoid danger at work</li> <li>Make predictions about your future</li> <li>Describe a medical problem and ask for help</li> <li>Write an email to your future self</li> <li>Plan a reality TV show</li> </ul>	<ul><li>have to</li><li>Making predictions</li></ul>	■ Jobs ■ Health problems	Final consonant sounds
Unit 11 Me, online	<ul> <li>Talk about what you've done and what you've never done</li> <li>Talk about what you've done, and when</li> <li>Make and respond to requests</li> <li>Write comments about an infographic</li> <li>Create a video or vlog</li> </ul>	<ul> <li>Present perfect for experience</li> <li>Present perfect and simple past</li> </ul>	<ul> <li>Verb-noun internet phrases</li> <li>Social media verbs</li> </ul>	Final /m/ and /n/ sounds
Unit 12 Outdoors	<ul> <li>Talk about the weather</li> <li>Describe places, people, and things</li> <li>Ask for and give directions</li> <li>Write simple instructions</li> <li>Create a tourism campaign for your country</li> </ul>	■ be like ■ Relative pronouns: who, which, that	<ul><li>Weather</li><li>Landscapes and cityscapes</li></ul>	<ul> <li>/w/ at the beginning of a word</li> <li>Listening for t when it sounds like d</li> </ul>
	Review 4 (Review of Units 10–12	2)		
	Grammar charts and practice, p	ages 129–140 Vocabula	ry exercises, pages 141–15	52

	Functional language	Listening	Reading	Writing	Speaking
	<ul> <li>Order food; take an order; ask questions about food; ask for the check</li> <li>Real-world strategy</li> <li>I mean</li> </ul>		Foods  An article about the Impossible Burger	Comments on Impossible Foods  A comment on an article  I (don't) think; If you ask me; For me	<ul> <li>Talk about special meals</li> <li>Talk about your favorite comfort food</li> <li>Talk about a food truck</li> <li>Order food from a menu</li> <li>Time to speak</li> <li>Talk about the perfect party</li> </ul>
	<ul> <li>Give advice and make suggestions; respond to advice and suggestions</li> <li>Real-world strategy</li> <li>Echo questions</li> </ul>	Leaving home  A radio show about living in another country		Listeners' comments A comment on advice from listeners Phrases to respond to advice	<ul> <li>Talk about a good vacation</li> <li>Talk about your town</li> <li>Talk about a long trip you took</li> <li>Give advice to a visitor in your town</li> <li>Time to speak</li> <li>Talk about planning a trip</li> </ul>
	<ul> <li>Ask for an opinion; give a positive opinion; give a negative or neutral opinion</li> <li>Real-world strategy</li> <li>I guess</li> </ul>		Image is everything ■ An article about advertising	Advertising contest  An email submission to a contest Punctuation: periods, capital letters, and commas	■ Talk about appearance ■ Compare clothes stores ■ Talk about your best photos ■ Give your opinion of clothes  Time to speak ■ Talk about making an ad
<b>(</b> )	<ul> <li>Offer help; ask for information about the problem; ask someone for help</li> <li>Real-world strategy</li> <li>It's like / It feels like</li> </ul>		Face your fears  ■ An article about a personal experience	An email to myself  An email giving advice  anyway, by the way	<ul> <li>■ Talk about things you're afraid of</li> <li>■ Talk about dangers at work or study</li> <li>■ Predict future events</li> <li>■ Explain a medical problem</li> <li>Time to speak</li> <li>■ Talk about reality TV</li> </ul>
(y)	<ul> <li>Make requests; respond to requests; ask for permission; refusing</li> <li>Real-world strategy</li> <li>Remember words</li> </ul>		Selfies ■ An infographic	Positive and negative comments  A short comment on selfies Saying something positive or negative	<ul> <li>Talk about screens</li> <li>Ask and answer questions about experiences</li> <li>Ask and answer questions about online habits</li> <li>Make requests in specific situations</li> <li>Time to speak</li> <li>Talk about online videos</li> </ul>
	<ul> <li>Ask for directions; give directions</li> <li>Real-world strategy</li> <li>Correct yourself</li> </ul>	Guerrilla gardening ■ An interview with a guerrilla gardener		How to  A list of instructions on how to do something first, then, next, now, finally	<ul> <li>Talk about hot and cold weather</li> <li>Talk about weather in different cities in the world</li> <li>Talk about people, objects, and places</li> <li>Ask for directions, check you understand</li> <li>Time to speak</li> <li>Talk about advertising your country</li> </ul>

# **CLASSROOM LANGUAGE**



#### **UNIT OBJECTIVES**

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- talk about what you have in common

# CONNECTIONS



#### START SPEAKING

A Look at the picture. What is the connection between the people? What are some different ways people are connected? Read the list and add two more.

family friends work/school



- Think about a famous actor in your country: how many connections do you have between you and him/ her? You can use your phone to help you.
- Are you a very social person in general? Do you have connections with a lot of different people? For ideas, watch Alessandra's video.



Are you the same as Alessandra?



# WE'RE FAMILY

#### LESSON OBJECTIVE

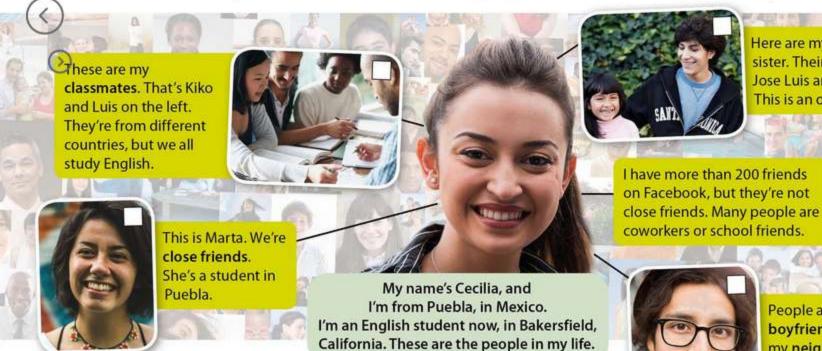
talk about the people in your life

- VOCABULARY: Describing people you know
- 1.03 Look at the pictures. Listen and say the words. Who do you see every day?

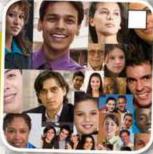




- B Now do the vocabulary exercises for 1.1 on page 141.
- PAIR WORK Make five true sentences with five words from exercise 1A. Tell your partner.
- LANGUAGE IN CONTEXT
- Look at the picture of Cecilia. Who are the people in her life? Who's in her family? Check (√) the boxes.



Here are my brother and sister. Their names are Jose Luis and Yvonne. This is an old photo.



People always ask, "Is he your boyfriend?" No, he's not! He's my neighbor, Marcos, and he's a friend.

- Match the names with their connection to Cecilia.
  - 1 Yvonne
  - 2 Marta
  - 3 Kiko and Luis
  - Jose Luis
  - 5 Marcos

- a neighbor
- b close friend
- sister
- d classmates
- e brother

		sentences in the grammar		- C#10037550
			<i>your boyfri</i> nswer, you	
	They're not close friends. You can also say: They close friends.		he is. or	
ь	pe			
ľ	' <b>m</b> from Puebla.	I'm not from Bakersfield.		Am I late?
S	<b>She's</b> a student in Puebla.	He's not my boyfriend.		Is he your classmate?
٧	<b>Ve're</b> close friends.	They're not close friends.	98	Are you my new neighbor?
hel l it	mplete the spaces with the corr lp you. my , you 	ect possessive adjective. Us	e the sente	ences in the grammar box to
we				
	Possessive adjectives			TI
1000	He's <b>my</b> brother.	His name's Jose Luis.		They are <b>our</b> neighbors.
V	Vhat's <b>your</b> name?	Her name's Marta.		He is <b>their</b> son.
	Now go to page 129. Look at t	C.17 270	ie gramma	r exercise for 1.1.
The	Now go to page 129. Look at the ROUP WORK Use the words to with the Accuracy check box and the Accurac	he grammar chart and do the grammar chart and do the chart and check	e gramma	
The you	ROUP WORK Use the words to wi	he grammar chart and do the rite questions. and check do out more	URACY C	HECK es agree with the possessor.
The you abo	NOUP WORK Use the words to wi en read the Accuracy check box a ur work. Use the questions to fin	he grammar chart and do the rite questions. and check dout more Possess This is a	URACY Control of response of r	HECK es agree with the possessor. ny wife with their parents. X
The you abo	en read the Accuracy check box and a work. Use the questions to fin out your classmates.  his / what's / name / ? What's from / is / where / she / ?	he grammar chart and do the rite questions. and check dout more Possess This is a	URACY Control of response of r	HECK es agree with the possessor.
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The you about 1 2 3 4	en read the Accuracy check box aur work. Use the questions to fin out your classmates. his / what's / name / ? What's from / is / where / she / ? is / name / her / Maria / ? they / from / are / Argentina / ?	he grammar chart and do the rite questions. and check dout more Possess This is a	URACY Control of response of r	HECK es agree with the possessor. ny wife with their parents. X
The you about 1 2 3 4 5	en read the Accuracy check box aur work. Use the questions to fin out your classmates. his / what's / name / ? What's from / is / where / she / ? is / name / her / Maria / ? they / from / are / Argentina / ? our / is / teacher / American / ?	he grammar chart and do the rite questions. and check do out more Possess This is a This is a	URACY Control of response of r	HECK es agree with the possessor. ny wife with their parents. X
The you about 1 2 3 4 5	en read the Accuracy check box aur work. Use the questions to fin out your classmates. his / what's / name / ? What's from / is / where / she / ? is / name / her / Maria / ? they / from / are / Argentina / ?	he grammar chart and do the rite questions. and check do out more Possess This is a This is a	URACY Control of response of r	HECK es agree with the possessor. ny wife with their parents. X
The you about 1 2 3 4 5 6	en read the Accuracy check box aur work. Use the questions to fin out your classmates. his / what's / name / ? What's from / is / where / she / ? is / name / her / Maria / ? they / from / are / Argentina / ? our / is / teacher / American / ?	he grammar chart and do the rite questions. and check do out more Possess This is a This is a This is a	URACY Control of rephoto of repho	HECK es agree with the possessor. ny wife with their parents. X
The you about 1 2 3 4 5 6 SP Local Corrections of the pictors of t	en read the Accuracy check box aur work. Use the questions to fin out your classmates. his / what's / name / ? What's from / is / where / she / ? is / name / her / Maria / ? they / from / are / Argentina / ? our / is / teacher / American / ? are / from / where / parents / you	he grammar chart and do the rite questions. and check do out more  his name?  ACC  Possess This is a This is a This is a STUDEN  er illar es of your	URACY Control ive adjective a photo of real photo of real photo of real photo of real what is does shadoes sha	HECK es agree with the possessor. ny wife with their parents. X

Yes, they are.

Are Bob and Vera your parents?

# WHAT'S IN YOUR BAG?

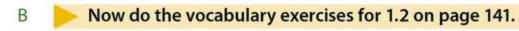
#### LESSON OBJECTIVE

talk about possessions

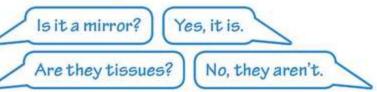
- 1 VOCABULARY: Naming everyday things
- A 104 Look at the pictures. Listen and say the words. Do you have these things in your bag?







C PAIR WORK Choose an item from exercise 1A. Your partner asks you questions to guess the item.





# 2 LANGUAGE IN CONTEXT

A 1.05 Look at the pictures in exercise 1A again. Where are the people? Listen to the conversations and match them to the pictures.

#### 1.05 Audio script

- 1 A Is that your umbrella?
  - B No, it's not mine. I think it belongs to those people. Perhaps it's theirs.
  - A Hmm. Excuse me, is this yours?
  - C Oh, yes! Thanks. That's my wife's umbrella.
  - D Thanks so much!

- 2 A Excuse me! Whose is this?
  - **B** It's not ours. I think it's hers the woman with the little girl there.
  - A Excuse me, ma'am. Is this yours?
  - C What? Oh, yes, that's mine.
  - A I'm sorry, but you can't take hand lotion and a water bottle on the plane.
  - C But they're my daughter's. She needs them!

- 3 A I think that's my grandson's bag.
  - B No, sorry, it isn't his. It's mine. It belongs to me. Look, there's my pack of gum.
  - A You're right. So where's my grandson's bag?
  - B There's another blue one. Is that one his?

B 1 The water bottle 2 The umbrella	with their owners.  3 The blue bag
A B B C C C C C C C C C C C C C C C C C	
3 GRAMMAR: Possession	
A Circle the correct answers. Use the sentences in	n the grammar box to help you.
1 Which response is <u>not</u> correct: Whose is this?	3 What comes after mine?
<ul> <li>a It's mine.</li> <li>c It's my grandson's bag.</li> </ul>	<b>a</b> a noun <b>b</b> nothing
<b>b</b> It's black. <b>d</b> It belongs to me.	4 What does the 's in my grandson's bag mean?
2 What comes after my?	<b>a</b> is <b>b</b> it shows possession
<b>a</b> a noun <b>b</b> nothing	
Possession	
That's <b>my</b> grandson's bag. <b>Whos</b>	e water bottle is this?
No, sorry. It isn't <b>his</b> . It's <b>mine</b> . It's no	t <b>ours</b> . I think it's <b>hers</b> .
It <b>belongs to</b> me.	
B PAIR WORK Look at exercise 2B on page 4 again	•
Make sentences with belong to for each item an	
The water bottle belongs to	
	h
C Now go to page 129. Look at the grammar of	hart and do the grammar exercise for 1.2.
D Complete the conversations with the correct po	ssessive form of the word in parentheses. Practice the
conversations with a partner.	
1 A Whose (who) water bottle is	2 A Sorry, which bag is <sup>4</sup> (I)
this?	B That one is 5 (you). And
B It isn't 2 (I). Maybe it's	the other ones are 6
<sup>3</sup> (he).	(they).
4 SPEAKING	
	ockets or bags and put them all together on one desi
Who do the different things belong to? Use pos	sessives instead of names.
OK, so, I think the tissues are yours.   Right!	Whose mirror is this? Is it your mirror?

# HOW DO YOU KNOW RAQUEL?

#### **LESSON OBJECTIVE**

 greet people and start a conversation

# 1 FUNCTIONAL LANGUAGE

A 106 Look at the pictures. What is the connection between the people? Listen to the conversations and match them to the pictures. Are you right?





### 1.06 Audio script

- 1 A Good morning! Are you Robert?
  - B Yes, I am.
  - A Pleased to meet you. I'm Julie, your coworker here.
  - B Great to meet you, too.
  - A I'm here to help. This is your desk, right here.
  - B Oh, OK. This is a nice office.
  - A Do you know anybody here?
  - B No, I don't.

- 2 A Hey, Raquel!
  - B Simon! Long time, no see! Please come in.
  - A Great to see you again!
  - B It's really good to see you.
  - B Oh, here's Patrick! Patrick, meet Simon.
  - A Hello, Patrick. How do you know Raquel? Are you a friend of hers?
  - C I'm her husband.



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Complete the chart with expressions in **bold** from the conversations above.

Greeting someone for the first time	Greeting someone who you know	Starting conversations
Good morning. Are you (Robert)?	Long time, <sup>3</sup>	Do you <sup>6</sup> anybody here?
Pleased to 1	4to see you	<sup>7</sup> do you
Great to meet you,	again! It's really	know (Raquel)?  Are you a <sup>8</sup> of
2	5 to see you	hers / his / theirs?

PAIR WORK Greet your partner. Now change partners. Imagine you don't know your new partner, and greet them.

# 2 REAL-WORLD STRATEGY

## **SHOWING INTEREST AND SURPRISE**

You can use some common expressions to show interest and surprise.

Wow! Seriously?

Is it really? / Are you really?



	complete the conversation below. Listen to the full conversation  A Do you know anybody here?	and check.
	B No, I don't. I'm pretty new to this city, too.	INSIDER ENGLISH
В	A 1 ? A new city and a new job – that's a lot! We that's Mr. Patel. He's the boss. His office is across from your desk  B 2 ? That's good to know.  PAIR WORK Practice the conversation from exercise 2A, above.	ll, protty – boqutiful
3	PRONUNCIATION: Saying /l/ at the end of a wor	very good.)
A	1 You look wonderful. 2 Beautiful weather, isn't it?	s. B How do you know Rachel?
В	1 beautiful B 3 full 5 people 2 bottle 4 girl 6 couple  PAIR WORK Say the words in exercise B to your partner. Does you	
4	SPEAKING	
A	you don't know.  Good to meet you, too. Do you know anybody here?  I'm Diana Reyes. Great to meet you.  No, it's my first time at this conference.	order. Read them with a partner.  2: You arrive at a coffee shop to meet ou know.  v! Great to see you again!
В	Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.	

# **EMAIL INTRODUCTIONS**

#### LESSON OBJECTIVE

introduce yourself in an email

# 1 READING

- A PAIR WORK How many emails do you write in a month? Why do you write them? Do you write emails in English? Tell your partner.
- B READ FOR MAIN IDEAS Read the email and choose the main idea.
  - He wants a job.
  - He wants information about food.
  - He wants cooking lessons.



(

C READ FOR DETAIL There are problems with Chris's email. Read the comments (A–F) and match them with the correct part of the email.



- A What is your email about? You need a subject!
- **B** Begin a formal sentence with *Dear Ms. / Mrs. / Mr. (last name*) or just *Dear Hiring Manager* or *Dear (job title)*. It's not a good idea to begin with *Hello, Hi,* or *Dear Friend*. You're not a friend!
- **C** End the email with *Best wishes* or *All the best* and write your full name.
- **D** A funny email address is OK for friends but not for people you don't know.
- **E** Check your writing before you send your email.
- F Don't use emojis in a formal email.
- Read the Register check box and correct the problem in Chris's email.
- THINK CRITICALLY Listen to Dave's response to Chris's email. Does Dave offer Chris a job? Why not? What research do you need to do before you ask someone for a job? Discuss with your partner.

#### **REGISTER** CHECK

In formal writing, don't write I want ...

A polite way to say what you want is I would like ...

# 2 WRITING

- A Read the email. Does the writer follow the advice from the comments on page 8?
- B WRITING SKILLS Look at the email again and circle the capital letters. Write the words with capital letters.
  - a pronoun (I, you, he, she, etc.)
  - **b** the beginning of a sentence
  - names (people and organizations)
  - d titles (Mr., Dr., Prof.)
  - places (countries, nationalities, towns)
  - f days of the week, months
- C Rewrite the email below with capital letters in the correct places.





#### **GLOSSARY**

internship (n) a period of time that a young person works in a company to get experience in a job



- D Think of a situation and write a formal email to someone you don't know. Include a connection to someone you both know and the reason for writing. Look at the examples in this lesson for help.
- E PAIR WORK Exchange emails with another student. Write a reply.



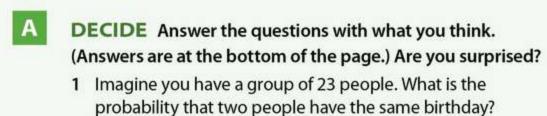


# TIME TO SPEAK

# Things you have in common

#### **LESSON OBJECTIVE**

 talk about what you have in common



- a 50%
- b 23%
- c 0.056%
- 2 Imagine you have a group of 30 people. What is the probability that two people have the same birthday?
  - a 25%
- **b** 70%
- c 4%
- 3 Now imagine you have 60 people. What is the probability that two people have the same birthday?
  - a 50%
- **b** 10%
- c 99%









В	AGREE Think of your answers to the questions below.				
	Then ask and answer the questions in a small group. When you have something in common with				
	another person, put a check (√).				

When is your birthday?	Where are your grandparents from?	
How many brothers and sisters do you have?	What's in your bag?	
What is your favorite possession?	Who's your favorite famous person?	
Are you the first/second/third-born child?	How many friends do you have on	
What city are your parents from?	Facebook?	

- $\bigcirc$
- Count the checks in your group. Tell the class what you and the others in the group have in common. How many people have the same birthday in your group? In the class?
- $\bigcirc$
- DISCUSS Work in groups of four. Find more things you have in common and write the information below. Use the questions and phrases at the bottom of the page to help you.
  - 1 Everyone
- 3 Two people

2 Three people

- 4 One person
- PRESENT Read your sentences to the class. Don't say the names! Can they guess who the people are?



To check your progress, go to page 153.

Answers: 1a 2b 3c

## **USEFUL PHRASES**



DECIDE

I think ... Because ...

Do you agree?



AGREE

Me, too! / Same here! Not me. / I don't.



DISCUSS

What's your favorite ... ?

Do you like ... ?

What's your ... called?

How many ... do you have?

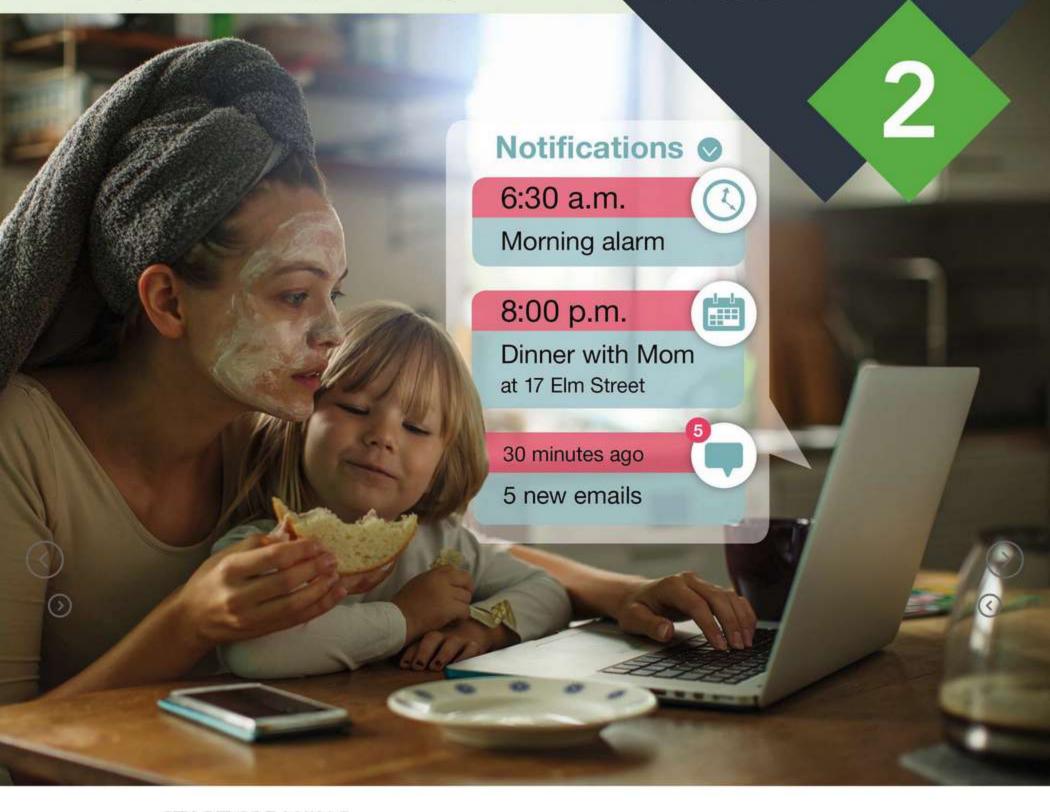
Do you have a/an ...? When is ...?

Where are your ... from?

#### **UNIT OBJECTIVES**

- talk about what you do every day, on the weekend, etc.
- talk about your workspace
- explain communication problems
- write your opinion about a podcast
- give advice about useful apps for work and study

# WORK AND STUDY



#### START SPEAKING

- A Look at the picture. Who are the people? Where are they?
- Are you a very busy person? How do you remember all your plans? For example, do you use the calendar on your phone or do you write them down?
- C Is this a busy week for you? Watch Allison's video.



Is your busy day the same as Allison's?



# **KNOW YOUR NUMBERS**

#### LESSON OBJECTIVE

talk about what people do every day, on the weekend, etc.

# LANGUAGE IN CONTEXT

eating

Julia has a new fitness tracker. Read the article. Check (√) the things it gives her information about.

class schedule exercise drinking free-time activities

sleep

study time

the weather

work



A lot more with my new **fitness tracker**.

Now I know I take 7,000 steps a day - not bad, but not great. But I also know that I look at my laptop for 10.5 hours every day! About 78% of that time (8.2 hours) is for work. When I have free time, I chat with friends (64 messages a day) or make plans for later.

I only sleep six hours a night (25%). Then I have something to drink (coffee or soda) about eight times a day to stay awake. Thank you, caffeine!!

The good news? I exercise a lot because I do a lot of housework (my roommate doesn't do anything). I do the laundry, the cooking, and the dishes, and I make the bed. That's about the same as walking 7.5 kilometers a day!

Learn your numbers with a fitness tracker! It can teach you a lot about you!

fitness tracker

## GLOSSARY

step (n) a movement you make with your feet when you walk



- Read Julia's article again. Does Julia need extra exercise? Why or why not?
- C Do you think information like this is useful? Why or why not?
- VOCABULARY: Expressions with do, have, and make
- 1111 Listen and say the phrases. How many of these phrases are in the article?











Now do the vocabulary exercises for 2.1 on page 142.

C PAIR WORK Which activities in exercise 2A do you usually do every day? Do you and your partner do the same things? Watch Celeste's video.



Do you do the same activities as Celeste?



3 GRAMMAR: Simple present for habits and routines

1	In affirmative sentences, add the I	etter to the verb whe	n you talk about he/she/it.			
2	In negative sentences, use I don't a	and you don't, but he or she				
3	For questions, add the letters	to do when you ask about	t he/she/it.			
4	4 For information questions, the question word (what, when, where, who, why, how) is before do or					
	Simple present for habits and routines					
	I do the laundry and the cooking	My roommate doesn't do anything.	Do you do the laundry?			
	Julia sleeps six hours a night.	Julia doesn't need more exercise.	Does Julia sleep a lot?			
-	Information questions					
	What does Julia know about her lif	fe?				
	How many steps do you take every day?					
	How many steps do you take ever	y day?				





Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.1.

C Put the words in the right order to make questions and answers. Then check your accuracy.

1 A day / does / start / usually / When / your

B at / It / starts / usually / 7:00 a.m.

2 A coffees / day / do / every / have / How / many / you

B cups/day/every/four/have/I

3 A dishes/do/do/How/often/the/you

B dishes / do / evening / every / I / the

4 A does / family / dinner / have / time / What / your

B at / eat / seven / usually / We

5 A do/hours/How/many/sleep/you

B always / for / hours / I / seven / sleep

# 4 SPEAKING

PAIR WORK Ask and answer the five questions from exercise 3C. Give answers that are true for you.



Put these frequency words before the verb: usually, often, never, sometimes

Put other time phrases at the end of the sentence: every day, every evening

I do housework usually on Saturdays. 

✓ I usually do housework on Saturdays. 

✓



# WHERE'S YOUR WORKSPACE?

#### **LESSON OBJECTIVE**

talk about your workspace

- 1 VOCABULARY: Naming work and study items
- A Do you usually use pen and paper, a computer, your phone, or a tablet at work or school? Why?
- B 1112 Look at the pictures. Listen and say the words. Which things do you use every day?





Now do the vocabulary exercises for 2.2 on page 142.

# 2 LANGUAGE IN CONTEXT

- A Where do you like to work or study? Choose from these places. Why do you like to work or study there? at home at school in a café in a library in a park in an office
- B 113 Listen to three people talk about their favorite workspaces. Match the speakers to the pictures. Listen again and read to check.



#### 1.13 Audio script

- 1 This is my office. Well, kind of. There are lots of tables here. These small ones on the left are my favorite. I often have meetings in here, and there's lots of space to sit and see the same screen. There's free Wi-Fi, and the coffee is excellent, too!
- Where do I work? In the spring and summer, I like to sit under these trees. All my **notes** and **files** and **textbooks** are on my laptop, so I don't need anything else. That's a mall over there, so I can have something to drink or a snack when I want.
- 3 This is where I usually study. I live a long way from school, so I'm here for two hours every day. Do you see that seat with the table, on the left? That's my favorite one. It's always quiet I listen to music with my headphones. There's an electrical outlet between the seats.
- C PAIR WORK Discuss the workspaces in the pictures.
  What's good and bad about them? Are these places better than the other places in exercise 2A? Why or why not?











# 3 GRAMMAR: This / that one; these / those ones

A Look at the pictures and complete the sentences with this one, that one, these ones, or those ones.









•	
	are my favorites.

2 I like

in the corner.

are very small.

3

has an electrical outlet.

B Complete the rules with one or ones.

- 1 Use this or that \_\_\_\_\_ to talk about a singular thing that is near (this) or far (that).
- 2 Use these or those \_\_\_\_\_\_ to talk about plural things that are near (these) or far (those).
- Now go to page 131. Do the grammar exercise for 2.2.
- D Look at the picture and complete the conversation with this, that, these, those, one, or ones.
  - A Is 1 this a drawing of your office?

    B Yes, it is. 2 is my desk here, in the corner.

    A What's 3 green thing here? And what are ones on the round table there?

    B This green one is my chair, and those 5 are more chairs.

    A And 6 things on your desk, what are they?

    B 7 are my files and documents. And those
  - A And what's <sup>9</sup> pink thing there?
  - B A place for books. Books I never look at!

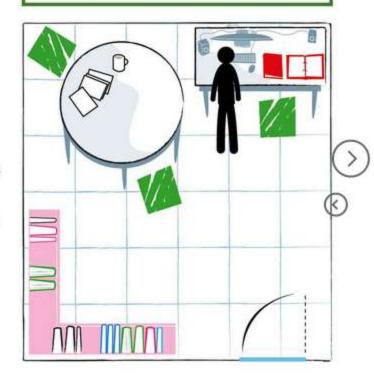


Use this, that, these, and those with or without a noun.

**This table**'s my favorite. **This** is my favorite table.

One and ones replace a noun.

This **table**'s my favorite. This **one**'s my favorite.



# 4 SPEAKING

A PAIR WORK Draw your usual work or study space. Ask and answer questions about it with your partner. Use the questions in the box.

there on the table are more files.

Where is this? What's this here? What's that over there? What's that one? Where is that? What's this/that? What are those/these? Is this/that your laptop?

OK, so where's this?

This is where I usually work.

Is that your desk there?

No, this one's my desk, here. And that's my laptop.

B GROUP WORK What do you like about your workspace and your partner's workspace? What don't you like? Tell your group.

# THE CONNECTION'S TERRIBLE

#### LESSON OBJECTIVE

explain communication problems

# 1 FUNCTIONAL LANGUAGE

A 1114 Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

a bad connection no battery no picture problems hearing someone speaking too fast

#### 1.14 Audio script

- 1 A Hi, Hannah.
  - B Hi there, Pedro. How are you?
  - A Can you say that again? I can see you, but I can't hear you very well.
  - **B** Really? That's strange, I can hear you just fine, but I can't see you.
  - A Sorry, I lost you. What was that?
  - B I can't see you.
  - A Maybe it's my Wi-Fi. Is that any better?
  - B No, the connection's terrible. We can try again later.
  - A Fine, let's do that. Talk to you later.

- 2 A Hi, Hannah. Can you hear me now?
  - B Sorry, you're breaking up. Pedro, are you still there?
  - A Yes, still here, ... but there's an echo now.
  - B Uh, ... OK, wait. Let me turn up the volume. How about now?
  - A No, no better, sorry.
  - B Let me call you, OK?
  - A What? I didn't catch that.
  - B Let me call you.
  - A No, still nothing. I know! Let me call you.







Complete the chart with the expressions in **bold** from the conversations above.

There's an

#### **INSIDER** ENGLISH

When you can't hear someone because of a bad connection, you lose them.

Sorry, I lost you. I lost you there for a few seconds.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my <sup>1</sup>	Can you 5 me now?	Let me turn up the
The <sup>2</sup> terrible.	'S How 6	Let me , OK?
You're <sup>3</sup>	Are you	

C PAIR WORK Practice the conversations in exercise 1A with your partner.

now.



# REAL-WORLD STRATEGY

#### **ASKING FOR REPETITION**

Use these expressions when you can't hear or understand what someone says.

Sorry, can you say that again?

What? I didn't catch that.

Could you repeat that?



- Read the expressions in the box above. Find one more example on page 16 and add it to the box.
- 1.15 Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.
  - A
  - A Sorry, I lost you. Can you
  - **B** Yes, it's the hotel's Wi-Fi it's terrible!
  - A Sorry, 12 B The hotel Wi-Fi is terrible!

- В
- A Sorry, 3 that? The traffic noise is terrible.
- B I said, "I'm running out of battery."
- A Oh, OK. We can try again later.
- PRONUNCIATION: Saying /h/ at the beginning of a word
- 116 Listen. Write the missing words. Which sound do they all have?
  - A 1 there, Pedro. 2 are you?
  - B 3 . Can you 5 me now?
- 1) 1.17 Listen. Circle the words you hear.
  - 1 Hi!/eye
- 3 how/Ow!
- 5 his/is

7 Hannah / Anna

- 2 hear/ear
- 4 head/Ed
- 6 hate / eight
- 8 hat/at

- - 118 Listen and repeat. Focus on the /h/ sounds.
    - 1 I can't hear you. The hotel's Wi-Fi is terrible.

2 I have headphones at home.

4 | hate housework!

## SPEAKING

PAIR WORK Choose a situation with your partner. Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

#### Situations

- worker (A) to boss (B)
- coworker (A) to coworker (B)
- student (A) to student (B)
- student (A) to teacher (B)



3 Can you hear me OK? How about now?







# **HOW TO BE** SUCCESSFUL

#### LESSON OBJECTIVE

write your opinion about a podcast

# LISTENING

A	Look at the title of the book. What are the habits of effective people,
	do you think? Here are some ideas.

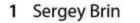
clothes hobbies, interests, and sports

food and drink ways of thinking

sleeping habits

1) 1.19 LISTEN FOR GIST Listen to a podcast about the ideas in the book. Put the topics in exercise 1A in the order you hear them (1–4). There is one topic that isn't in the podcast.

1.19 LISTEN FOR DETAILS Listen to the podcast again and match the names to what the people usually do.



- 2 Warren Buffett
- 3 Tim Cook
- 4 Seth Godin
- 5 Sheryl Sandberg









Stephen R. Covey

OVER 15 MILLION SOLD

Powerful Lessons in Personal Change







D 1.20 PAIR WORK What do you know about the people in exercise 1C? Where do they work, or how do they make money? Discuss with a partner. You can go online to find out more. Listen and check your ideas.

- PAIR WORK THINK CRITICALLY Answer the questions.
  - 1 Is it a good idea to copy the habits of successful people? Why or why not?
  - 2 Why do you think The 7 Habits of Highly Effective People and similar books are so popular? Who do you think buys these books?

# PRONUNCIATION: Listening for contractions

- 1.21 Listen. Write the missing letters.
  - 1 There' a book called The 7 Habits of Highly Effective People.
  - 2 Can' you tell us what they do?
  - 3 They don' wear normal clothes.
- 1.22 Complete the sentences with the three **bold** words from exercise 1A. Listen and check.
  - has the same vowel sound as coat. 1
  - 2 often sounds stronger than can.
  - 3 often comes before a or an. The /z/ sound at the end connects to a.



# 3 WRITING

- A Read the comments about the podcast. Then circle (A, B, or C).
  - 1 A B C does not think that we can learn a lot from people's daily routines.
  - 2 A B C gives information about the daily routine of another successful person.
  - 3 A B C wants information about the daily routine of another successful person.

# PODCAST CHAT

@ Profile O Log out



The podcast is very interesting, but why are all these examples of businesspeople in America? There are other successful people – people from other countries, artists and creative people, more women. I would like to know about Viviane Senna, for example. What does she do every day on a normal day? We never read about her personal life.



Warren Buffett plays the ukulele? Give me a break! This is NOT a reason for his success. I don't believe we can learn anything from this information. The only important thing is the way people think.



Another example is Jack Dorsey of Twitter. He does the same things every day. He gets up at 5:00 a.m. and meditates for 30 minutes, exercises, and then has his first coffee. On the weekend, he plays sports, and he thinks about the next week. Like all the others in the podcast, he's really successful.

- B Look at the phrases in **bold** in the comments above. Match each phrase to a category.
  - 1 Giving an opinion
  - 2 Giving an example
  - 3 Comparing

# WRITE IT

- Write a comment of 40-60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:
  - Give your opinion of the podcast.
  - Give an example of the daily routines of a successful person you know.
  - Compare one of these successful people to another successful person you know.
- D WRITING SKILLS There are spelling mistakes in some of the words below.

  Correct the mistakes. Then check your spelling in exercise 3C.

belive poeple personal realy successful

Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



I want to practice

I'm on the bus to

interesting app.

English vocab when

school. I need a fun,

When I take notes in class,

my writing is terrible, and

the next day, I can't read it.

# TIME TO SPEAK Apps for life

#### LESSON OBJECTIVE

 give advice about useful apps for work and study



- A Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?
  - Read what the students say, and give advice on apps useful for them.

I always forget

what my homework

is and when to do it.

helps me remember.

I'd like to learn more

about American culture.

I love TV and movies - is

Susana

David

I need an app that



















music and podcasts





video



health and fitness

Is there an app I can use to there a good app with lots of American shows?

Maria

DISCUSS. Think about what types of apps you would like

Leon

- DISCUSS Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.
- DECIDE Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.
- PRESENT Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.
- Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?



To check your progress, go to page 153.

# **USEFUL PHRASES**



#### DISCUSS

I want to ... / I'd like to ...
I find it hard to ...
Is there an app I can use to ... ?
How does it work?
Why do you like it?



#### DECIDE

My advice is ... Let's choose this app because ...



#### PRESENT

We think this is a great/ helpful/fun app. We like this app because ...

#### **UNIT OBJECTIVES**

- talk about what you're doing at the moment
- talk about sports and exercise
- ask for information
- write short messages to a company
- create a fitness program

# LET'S MOVE

### START SPEAKING

- A What are the people in the picture doing? Is this a good picture to represent sports?
- B Which big sports events do you like to watch on TV? Why do you like them?
- C How important are sports for you or in your country? Explain your reasons. For ideas, watch Irene's video.

Are sports in your country the same as in Irene's country?

REAL STUDENT



### WE'RE WINNING!

#### LESSON OBJECTIVE

talk about what you're doing at the moment

### **VOCABULARY: Sports**

1.23 Look at the pictures. What sports do you see? Work with a partner and match the pictures to the words. Listen and say the words.

athlete court fans field goal gym lose player pool race team win





















Are the words above (a) events, (b) people, (c) places, or (d) results. Make four lists. Add one more word to each list.



Now do the vocabulary exercises for 3.1 on page 142.

PAIR WORK Which sports do you play? Where do you watch sports?





Read about the action in two sports events: a soccer game 🚱 and a tennis game 🥝. Circle the correct sport in each update.







b) Gomez loses the first game of this final. It's getting hot here on the court: 33°C. The world number one isn't playing well today.

c) 1-0! Fantastic goal! Uruguay is winning! The Brazilian players can't believe it.



d) Gomez wins the second game, but something's wrong. What's he doing now? He's calling a doctor onto the court.



e) Wait, it's not a goal! No goal! Now the Uruguayan team can't believe it. Everyone is on the field. It's crazy!



f) Gomez is leaving the court. He's crying. It's a terrible end to the game for this star athlete.

D	Dood tha C	nartal ina un	dates again	In which coart
D	Read the 5	portstive up	uates again.	In which sport

a is a player hurt?

b is it a final?

c are there lots of people?

### 3 GRAMMAR: Present continuous

A Circle the correct option to complete the rule. Use the sentences in the grammar box to help you. We use the present continuous for actions that happen usually or all the time / right now.

#### Present continuous

It's getting hot here on the court.

What is he doing now?

The world number one isn't playing well today.

Gomez is leaving the court.

B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.

C PAIR WORK What are the fans doing in the picture? Find five things. Tell your partner.



### 4 SPEAKING

A Read the conversation. Why is Kate calling Pedro?

Pedro Where are you?

Kate I'm in a restaurant. And guess what! Ronaldo is

sitting at the table right next to me! Ronaldo!

Pedro Really? What's he doing?

Kate He's eating a sandwich!

Pedro No way! Take a picture.

### **INSIDER** ENGLISH

Say Guess what! when you have something interesting or surprising to say, and you want someone to really listen.

B Imagine you're in a restaurant and you see a famous athlete. Think of answers to these questions.

Where are you? Who can you see? Who is he/she with? What are they doing?

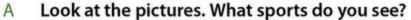
C PAIR WORK Call your partner to tell them about your famous person from exercise 4B. Use the conversation in exercise 4A as a model.

## THE 16TH STEP

#### LESSON OBJECTIVE

talk about sports and exercise





(<)

B 1.24 Listen to the podcast. Which picture from exercise 1A are they talking about?

()

C 11.24 Listen again and read. Why is Lex on the Paralympic team? What does he do that you can't?

### 1) 1.24 Audio script

Tyler Do you exercise much?

Bree I stretch every morning when I wake up. I climb the stairs to come here. And now I'm lifting my coffee cup.

**Tyler** Seriously? Well, today we're talking about a real athlete: Lex Gillette.

Bree I think I know that name.

**Tyler** Yes. He's amazing! He has four Paralympic silver medals for long jump.

Bree Wow!

Tyler Yeah - and he's blind.

Bree What? You mean he can run and jump, but he can't see? How does he do it?

**Tyler** He practices more than 30 hours a week.

**Bree** Really? Hey, maybe he's jumping right now!

Tyler I don't think so. It's early, so I think he's probably stretching now. Athletes stretch a lot, and they usually go to the gym and lift weights.

Bree But Lex can't see, so how does he do the long jump?

**Tyler** When he runs, he knows the number of steps to take: 16. On the 16th step, he jumps.

Bree That's scary! But it's awesome!

PAIR WORK Which sports from exercise 1 do you like to do? Imagine you are blind. Can you do the sports well? What problems does a blind athlete have?

A 125 Listen and say the words. What two activities are the people doing in the pictures on page 24?



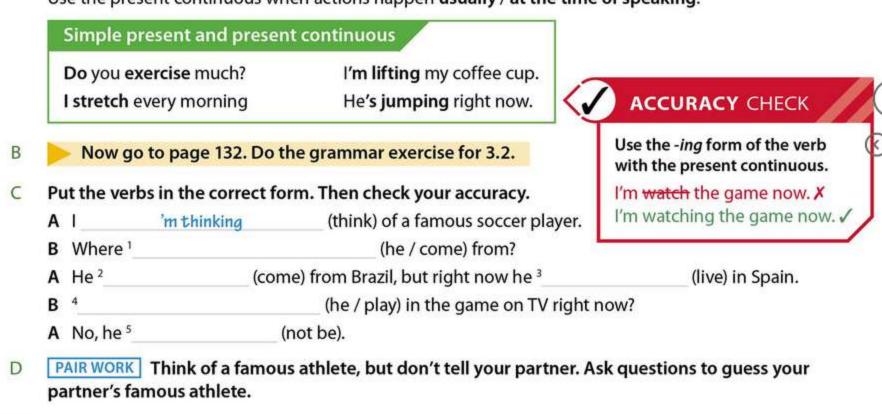
B PAIR WORK Look at the activities. Describe the routine to a partner. For ideas, watch Celeste's video.



- Now do the vocabulary exercises for 3.2 on page 143.
- 3 GRAMMAR: Simple present and present continuous
- A Circle the correct options to complete the rules. Use the sentences in the grammar box to help you.

  Use the simple present when actions happen usually / at the time of speaking.

  Use the present continuous when actions happen usually / at the time of speaking.



- 4 SPEAKING
- A Think of a friend you know who exercises a lot. Prepare answers to these questions.

What kind of exercise does he/she do?

Why does he/she like this activity?

How often does he/she exercise or play sports?

What is he/she probably doing right now?

B GROUP WORK Talk about your friends. Ask and answer the questions in exercise 4A and think of three more questions.







### 1 FUNCTIONAL LANGUAGE

- A Look at the pictures. What places do you see?
- B 1.26 Read and listen. In conversation 1, why doesn't the police officer know where he can buy a T-shirt? In conversation 2, do you think the man buys the T-shirt? Why or why not?

### 1.26 Audio script

- 1 A Excuse me. We're looking for section C.
  - **B** Section C is ... over there, I think.
  - A Thanks. Do you know when the game starts?
  - **B** Seven-thirty.
  - A Great. One more thing. Could you tell me where I can get a T-shirt?
  - **B** I'm not sure. I don't work here. Try the store.
  - A OK. Thank you.

- 2 A Excuse me. I'm looking for a large T-shirt.
  - **B** All the T-shirts are over there. The large shirts are on the right.
  - A I see them, thanks. Um, do you know the price of this white shirt? There's no price tag.
  - **B** Sure. This one is \$55.
  - A Oh! OK, thank you.



Complete the chart with expressions in **bold** from the conversations above.

#### 

- D 1.27 Complete the conversations. Then listen and check. Practice with a partner.
  - 1 A Excuse me. Could you tell me / I'm looking for what time the gym closes?
- **B** At nine-thirty.
- 2 A I'm looking for / Do you know the way to court number three?
- B Sure. It's over there.



### 2 REAL-WORLD STRATEGY

- A 11.28 Listen to another conversation in the store. What information does the woman ask for?
- B 1.28 Listen again and circle what the woman does when she doesn't understand.
  - a She repeats his words as a question.
- **b** She tells him she doesn't understand.

#### **CHECKING INFORMATION**

To check information you don't understand, you can repeat words as questions. Do you want a bag for that? They're **five cents**.

Sorry? Five cents?

The bag, for the T-shirt. It's five cents.



- Read about checking information in the box. Then listen to the questions and respond after the beep to check information.
  - 1 A Could you tell me where the away fans sit?
    - B Sorry, the away fans?
    - A Yes, the fans of the visiting team.
- D PAIR WORK Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.
- 3 PRONUNCIATION: Saying /oʊ/ and /ɔ/ vowel sounds
- A 1) 1.30 Listen to the words. Practice saying them. Do you make the /ou/ and /o/ sounds? /ou/ know /o/ store
- B 1.31 Listen and write the words you hear. Which words have the /ou/ sound? Which ones have the /o/ sound?
- C Work with a partner. Practice the conversations.
  - A Is this the door to the sports hall?
- B I'm not sure. I think it's the door to the courts.
- A Can you show me the photos of your store.
- **B** Sure. Here are four photos. Do you want more?

### 4 SPEAKING

- A PAIR WORK Put the conversation in order. Then practice it.
  - There's a machine outside the class. It sells water.
  - 1 Excuse me. I'm looking for the fitness class.
  - Sure. It's on the second floor. Take the stairs the elevator's out of order.
  - Sorry? Out of order?
  - It finishes at 9:00, I think.
  - 9:00? Great. Just one more thing. Do you know where I can get some water?
  - Yes, it doesn't work. You need to take the stairs.
  - Thank you!
  - Ah! OK, out of order. Got it. Also, could you tell me what time the class finishes?
- B PAIR WORK Have a conversation with your partner using information about the swimming pool.



# **BIKE SHARING**

#### LESSON OBJECTIVE

write short messages to a company

### LISTENING



- What is bike sharing? Is there a bike-sharing program in your city? You can go online to find out more about it. Would you like to ride a bike in a foreign city? Why or why not?
- Read the introduction to a podcast. Where is Jon? What is he doing?

# BICYCLE TRAVELER



New York, Paris, Rio — just three of the many big cities with a popular bike-sharing program. It's clear why these programs are popular: bike riding is a healthy, cheap, and fast way to travel in the city. But what is it like for a visitor? Our reporter Jon Davies spends a day in Mexico City and tries out the EcoBici program.



- 1) 1.32 PREDICT Before his bike ride, does Jon think it's a good idea? Do you think he feels the same after his ride? Listen and check.
- 1.32 LISTEN FOR DETAIL Listen again and answer the questions.
  - 1 Who usually uses the EcoBici program?
  - 2 How does Marcello use the program?
  - 3 What sometimes happens when cars turn right?
  - 4 What is one problem with the program?
  - 5 What does Marcello do when that happens?
  - 6 How does Jon feel at the end of his ride?
- PAIR WORK THINK CRITICALLY What are some positive and negative things about bike-sharing programs? Discuss with a partner. Do you think these programs are a good idea for every city? Why or why not?

I think bike-sharing programs are good because you can get around town fast.

I don't think they're a good idea because sometimes there are no bikes at the docking stations.

- PRONUNCIATION: Listening for linking sounds
- 1.33 Listen to what Jon says. Focus on the words that link together when Jon says them. Practice saying the sentence slowly. Then say it more quickly. How quickly can you say it? Cycling, in Mexico City, is, a great way to get around.
- 134 Draw lines between the linking sounds. Listen and check.
  - 1 How are you feeling? 2 I'll watch out for that. 3 This is basically an enormous traffic jam.
- Complete the rule. Consonant sounds at the start / end of a word usually connect to consonant / vowel sounds at the start of the next word.





### WRITING

Read the messages. Where do you see messages like this? Which messages are positive, and which are negative?

Tweets Tweets & replies





@citizenbrian I'm looking for a station near the pool, but I can NEVER find one, @citibikeride. 0 F# 1 @



@davidbarts2 Hey @citibikeride, one of the bikes is broken and no power at the docking station. What do I do? 3 F2 2 89



@thelittleone Hi @citibikeride, just to say THANK YOU for putting bikes outside my house.

Now I can ride to school, yay! #ridinginthecity 1 52 11 5



@lulu Hi @citibikeride. No bikes at the station near the gym. We need more bikes there, please. 8 ₽ 0 €



@lordaudifan Big bike station on my street, so no space for cars. Now I can't park. :- (Thanks a lot, @citibikeride. 1 52 2 8

WRITING SKILLS Look for the words and, but, and so in the messages above. Then complete the sentences.

to describe the result of an action. 1 We use 2 We use to add another item to a list of things. 3 We use to present a different choice.

### **REGISTER** CHECK

In a text message or tweet, you can leave out words:

No bikes at the station.

When you write the same message as an email, use all the words.

There are no bikes at the station.

- Match the two parts of the sentences.
  - 1 There are no bikes at the docking station, so
  - 2 It's 45 minutes to work by bus, but
  - 3 When I ride a bike, I exercise and

- **b** I get there faster.
- c I'm walking to the subway.

a by bike it's 20 minutes.





Use two of your positive points and one of your negative points from exercise 1E on page 28 and write your own messages to the bike-sharing program. Don't forget to use and, but, and so.





# TIME TO SPEAK Fitness programs

#### LESSON OBJECTIVE

create a fitness program





RESEARCH Look at the sports and fitness activities on the phone. Where are the people, and what are they doing? Read the information on the screen. Go online to find information about free sports and fitness activities where you live, if you can.

- B DISCUSS What are the positive things about free fitness programs? What other types of free activities are usually available in a town? In a school? Use the phrases at the bottom of the page to help you.
- PREPARE Design a fitness program for your town, workplace, or school. Use your ideas from A and B. Think about ...
  - activities Choose four different activities.
  - location(s) You can choose one place or a few.
  - timetable When do people do these activities? How often do they do them?
  - people Who is it for, and why?
  - PRESENT Tell the class about your fitness

program. Listen to the suggestions from the other groups. Which ideas do you like? Why?

AGREE Your town can have two new fitness programs. Discuss which two programs to choose. Make a decision as a class.





To check your progress, go to page 153.

### **USEFUL PHRASES**



#### DISCUSS

Free fitness programs are good because ...

Free fitness programs help people to ...

What do you think?



#### PREPARE

How does it help?

What about (soccer/swimming/tennis, etc.)?
Where can people do them?
What time is good for people/parents/
students?



#### PRESENT

Our program is called ... It helps people because ... Any questions?

# REVIEW 1 (UNITS 1-3)

### **VOCABULARY**

- Read the words. Which word doesn't belong in each category? Circle it.
  - 1 People you know: grandson coworker girlfriend (player) classmate
  - 2 Everyday things: boss keychain candy bar hand lotion umbrella
  - 3 Expressions with have: a snack free time something to drink the laundry a party
  - 4 Expressions with do: some work the laundry housework some coffee the dishes
  - 5 Work and study: calendar textbook Wi-Fi document push
  - 6 Sports words: court pool team screen race
  - 7 Exercising: stretch cash throw jump turn
- Look at the words you circled in exercise 1A. Where do those words really belong? Write the category number (1-7).
- Add three more words or phrases that you know to each category.

#### 2 **GRAMMAR**

- Circle the correct words to complete the conversations.
  - 1 A What do you have in 'your / her bag?
    - B <sup>2</sup>The / My sunglasses and <sup>3</sup>my wife's umbrella / the umbrella of my wife.
    - A Why? It 4doesn't rain/isn't raining right now.
    - B No, it 5isn't / aren't, but 6often it / it often rains here in the fall.
  - 2 A Who are <sup>7</sup>that / these people in the picture?
    - B Max and Sacha.
    - A 18doesn't/don't know them. 9Do/Does they work with you?
    - B No, they "isn't / aren't my coworkers. They're my neighbors. They "lives / live next door.
    - A I see. And 12who/whose head is that in the photo?
    - B Ha! It's mine!
- PAIR WORK Practice reading the conversations.

#### 3 SPEAKING

PAIR WORK Describe your routine to your partner. Ask and answer the questions.

- What do you usually do during the week? And on the weekend?
- What are you doing today? Are you doing anything that is different from normal?

I usually work during the week. On weekends, I exercise or go to the gym. I love sports.

> These days, I'm learning to play hockey. It's great!







6

### 4 FUNCTIONAL LANGUAGE

- A Circle the correct options to complete the conversation.
  - A Hi, Carol. Long time no see!
  - B Hi, Leo. 1Nice to see you again! / nice to meet you!
  - A How are you?
  - **B** I'm good. This is a great <sup>2</sup>place / weather, isn't it? The house is beautiful.
  - A Yeah, really great. It's my first time here. Do you know <sup>3</sup>anybody/some person here?
  - B I know everyone! It's my close friend's party.
  - A So, you know Max? <sup>4</sup>Actually? / Seriously? Wow! I know him from school.
    So, you know the house, too, right?
  - B Yeah.
  - A Good. Can you 5know / tell me where the kitchen is? I'm really hungry.
  - B Me, too! Come on, it's this way.
- Two friends are having problems with their connection. Complete their conversation with the verbs in the box.

	call	catch	hear	is	say	try	
Α	Hi, car	n you ¹			me OK?		
В	No, th	e connect	ion is terr	ible.			
Α	OK, le	t me <sup>2</sup>		)	you. OK?		
В	3 Sorry, can you <sup>3</sup>				that again? I didn't 4		
Α	I said, "Let me call you."						
В	OK, I'r	n sorry, it's	my Wi-F	i.			
Α	How a	bout now	? 5		tha	t any l	
В	No, so	rry. Let's 6			again	later.	

### 5 SPEAKING

- A PAIR WORK Choose one of the situations. Act it out in pairs.
  - 1 You are at a party. Talk to somebody you don't know. Talk about the people at the party, the place, the weather, etc. Think of some surprising information to tell your partner.
    - A Hello, I'm [name].
    - B Hi, [name]. I'm [name]. Nice to meet you.
  - 2 You are talking to a friend online. There is a problem with the internet connection. Explain the problem. Ask for repetition to check the problem. Decide what you are going to do to solve it.
    - A Hi, how are you doing? It's so nice to speak to you again.
    - **B** Hi! How are you? Listen, I can't hear you very well ...
  - 3 You are in a large sports store. You want to buy a souvenir of your favorite team. Ask the sales clerk for information about where to find things. Check the information before you finish the conversation.
    - A Excuse me, can you help us? We're looking for ...
    - **B** Sure, all the souvenirs are ...
- B Change roles and repeat the role play.









#### **UNIT OBJECTIVES**

- talk about your plans
- talk about giving and receiving gifts
- make and respond to invitations
- write an online event announcement
- choose gifts for your host

# **GOOD TIMES**



### START SPEAKING

- A Look at the picture. What is happening? Do you think they're having a good time? Do you have similar events in your country?
- B Which things are important for special events (for example, a cake for a birthday party)? Why? Can you think of other things connected to special occasions?

cake dancing family fireworks food friends games gifts music

REAL
STUDENT

Is your family celebration the same as Irene's?



What special days do you have with your family? What do you usually do? For ideas, watch Irene's video.

## **COMIC CELEBRATION**

LESSON OBJECTIVE

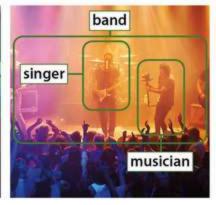
talk about your plans

VOCABULARY: Describing pop culture

1.35 What do you know about Comic Con? Look at the pictures. Which things can you find at Comic Con? You can go online to find out more. Listen and repeat the words.









a TV show

fans playing video games

a concert

an arts festival

PAIR WORK With your partner, think of examples of these things.

one famous artist three movie actors

two popular video games **four** bands / singers / musicians three TV shows two movie directors



Now do the vocabulary exercises for 4.1 on page 143.



LANGUAGE IN CONTEXT

Read Cassie's blog post. Which words from exercise 1A does she use in her post?



# Superhero

So excited! Comic Con is coming here this weekend. Yay! Tommy and I have our new costumes, and they look totally cool!

Here's my Comic Con Top 3.

- 1. Movies! Don't miss the Star Trek celebration on Saturday. You can meet some of the actors and directors from the TV shows and movies. Can't wait! I'm bringing my camera, so check out next week's post for photos.
- 2. Games! The gaming hall is 2,000m<sup>2</sup> of games, games, and more games!
- 3. Art! Guess what? Tommy is showing his pictures at Artists' Alley this year. He isn't selling anything, but you can order from his website.

Are you going to Comic Con? What are you doing? Add a comment and tell me about it.



fangirl (n) a female fan who loves comics, films, and/or music costume (n) clothes you wear to look like someone else

- Read the blog again. Check (✓) the sentence(s) that are true. Correct the false ones.
  - Cassie doesn't like her costume.
  - 2 You can meet famous people from TV and movies.
  - 3 Tommy wants to sell his pictures at Comic Con.