

1.1 Quotes about friendship

Aim: Practice sharing opinions about friendship

Preparation: Make one copy of Photocopiable 1.1 for every three Ss. Cut as indicated.

Comment: Use after discussion on page 4.

- Ss work in groups of three. Give each S one part of the handout.
- Explain that Ss will discuss the quotations in their groups. Copy the chart with a quote or two on the board.
- Model the task with one S. Fill in his or her answers in the chart on the board.

T: What do you think of the first quote?

S: In my opinion, . . .

T: I see your point, but . . .

- Have Ss interview each other and fill in each box of the chart.
- When Ss have finished, have each group present their answers to the class.

1.2 The meaning of friendship

Aim: Create a booklet of quotations on friendship, and give a group presentation

Preparation: You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 1.2 for every S.

Comment: Use after discussion on page 8.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the anecdote. Discuss the questions as a class.
- Have groups discuss the quotations on friendship. Then, each S chooses a different quotation to work with. Ss decide what to use for their page of the booklet.
- Ask each group member to complete his or her page outside of class.

Put together and Present (30 minutes)

- At the next class, Ss bring in their page. Have groups assemble booklets and practice giving their presentations. Set an appropriate time limit.
- Have groups show their booklets to the class and give presentations. Stop for questions after each presentation.

2.1 Impressions

Aim: Practice using vocabulary and expressions from Unit 2

Preparation: Make one copy of Photocopiable 2.1 for every four Ss.

Comment: Use after vocabulary on page 16.

- Ss work in groups of four. Give each group a handout.
- Tell Ss to read each paragraph and then debate their answers using the vocabulary on the bottom of the worksheet.
- Elicit how to use the vocabulary/expressions at the bottom of the handout. Write some of the expressions on the board.
- Model the task with one S.
T: What's more important, appearance or character?
S: I tend to think . . .
- Have Ss debate the questions in groups. Then ask each group to share their opinions with the class.

2.2 A clothes encounter

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 2.2 for every S.

Comment: Use after or in place of reading on page 17.

A Pair work

- Give each S a copy of the reading. Ask, *What do you think a "clothes encounter" is?* Ss work in pairs to discuss. Then have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the activity.

Answers

1. M 2. W 3. MW 4. W 5. M 6. W

C Group work

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.

3.1 Inventions from 3010

Aim: Practice using vocabulary and expressions of caution and confidence

Preparation: Make one copy of Photocopiable 3.1 for every four Ss.

Comment: Use after vocabulary on page 20.

- Ss work in groups of four. Give each group a handout.
- Tell Ss that a robot traveled back in time to deliver future inventions. As a group, Ss decide which six inventions to keep. Elicit how to use the expressions and vocabulary given at the bottom of the handout.
- Model the task with one S.
T: I'm all for a robot dog because . . .
S: We should think twice about a robot dog because . . .
- In groups, Ss choose six inventions. Groups should make a list of reasons that support their decision.
- Have each group defend their decisions using the expressions and vocabulary.

3.2 Living off-grid

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 3.2 for every S.

Comment: Use after or in place of reading on page 25.

A Pair work

- Give each S a copy of the reading. Ask, *What does "living off-grid" mean?* Ss work in pairs to discuss. Then have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the chart.

Answers

Solar energy: photovoltaic cells, sunshine
Hydropower: waterfall, rain
Alternative fuel: recycled vegetable oil, wood

C Group work

- Explain the task. Ss work in small groups to complete the activity. Have groups share their lists with the class.

4.1 Superstitions

Aim: Practice talking about superstitions and customs

Preparation: Make one copy of Photocopiable 4.1 for every S.

Comment: Use after discussion on page 30.

- Ss work in pairs. Give each S a handout.
- Explain the task. Ss will discuss the questions in pairs. Copy the chart in the handout on the board.
- Model the task with one S.
T: Name an object that brings you good luck.
S: My lucky rabbit's foot key chain.
T: How does your rabbit's foot bring you good luck?
S: Well, I carry it with me on exam days . . .
- Have Ss write notes about their ideas in the first column. Then have Ss interview their partners and fill in each box of the table.
- When Ss have finished, divide the class into small groups and have each S present his or her partner's answers to the group.

4.2 Origins of superstitions

Aim: Create a poster about the origin of a common superstition and give a group presentation

Preparation: You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 4.2 for every S.

Comment: Use after discussion on page 34.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the information in the box. Discuss the questions as a class.
- Ask groups to choose a theme and brainstorm common superstitions associated with it.
- Each group member chooses a different superstition and answers the questions as completely as possible.
- Ask Ss to research and complete their poster outside of class.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed posters and share them in groups. Have groups practice giving their presentations. Set an appropriate time limit.
- Have groups show their posters to the class and give their presentation as a panel. Stop for questions after each presentation.
- Ask the class to vote on the most informative and interesting posters and presentation. If possible, display the posters around the classroom.

5.1 TV mania

Aim: Practice sharing opinions about TV

Preparation: Make one copy of Photocopiable 5.1 for every four Ss. Bring one die and four markers for each group.

Comment: Use after discussion on page 38.

- Ss work in groups of four. Give each group a handout, a die, and four markers.
- Model the game with one group. Have Ss put their markers on “Start.” S1 rolls the die and moves his or her marker the number of squares indicated on the die. Then S1 answers the question on the square. Encourage other group members to ask follow-up questions. Play continues clockwise.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for most Ss to complete the board.
- When Ss have finished, have an error correction session. Write common errors on the board and have Ss correct them.

5.2 Must-see TV

Aim: Develop a proposal for a new TV show and give a group presentation

Preparation: You will need to supply index cards and paper. Make one copy of Photocopiable 5.2 for every S.

Comment: Use after discussion on page 42.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, index cards, and paper.
- Have Ss read the project description and example TV show proposal. Discuss the questions as a class.
- Ask groups to brainstorm ideas for a TV show, choose one idea, and then answer the questions as completely as possible. Each group member chooses an area to develop outside of class and prints it on a card.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed work and share it with their group. Have groups practice making their presentations. Set an appropriate time limit.
- Have groups present their proposal to the class. Stop for questions after each proposal.
- Ask the class to vote on which group had the best idea for a hit TV show.

6.1 What music is best?

Aim: Practice debating using the vocabulary from Unit 6

Preparation: Make one copy of Photocopiable 6.1 for every four Ss.

Comment: Use after vocabulary on page 46.

- Ss work in groups of four. Give each group a handout.
- Tell Ss that their team works for a company that specializes in making musical decisions for public spaces. Three possible musical choices are given under each place. Ask Ss to discuss and choose the most appropriate music style to be played at each public space.
- Elicit how to use the vocabulary at the bottom of the handout. Write some of the words on the board.
- Model the task with one S.
T: Dance music at the City Gym is too *monotonous*.
S: I see your point, but dance music is also *uplifting*.
- Have groups discuss and then choose one music type for each place. Groups should make a list of reasons that support their decision.
- Then have a group debate. Encourage Ss to use the vocabulary. The group that debates most effectively gets to choose the music type for each public space.

6.2 Songwriter's big break

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 6.2 for every S.

Comment: Use after or in place of reading on page 51.

A Pair work

- Give each S a copy of the reading. Ask students if they like movie musicals and which one's they've seen and like.
- Ss work in pairs to discuss the question. Have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the activity.

Answers

1. d 2. b 3. e 4. a 5. c

C Group work

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.

7.1 Future trends

Aim: Practice making predictions about the future

Preparation: Make one copy of Photocopiable 7.1 for every S.

Comment: Use after discussion on page 54.

- Ss work in pairs. Give each S a handout.
- Explain the task. Ss will predict the future of current trends.
- Have Ss interview each other and fill in each box in the chart with their predictions.
- When Ss have finished, divide the class into small groups and have Ss share their partner's answers with the group.

7.2 Bright ideas

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 7.2 for every S.

Comment: Use after or in place of reading on page 61.

A Pair work

- Give each S a copy of the reading. Ask, *What are the best ways to reduce energy bills?* Ss work in pairs to discuss. Then have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the chart.

Answers

Benefits:
less need for air conditioning
last longer and use less energy

Concerns:
contain five milligrams of mercury
when broken, mercury can be released
no proper disposal warnings
mercury ends up in the groundwater

Other benefit:
people save money through lower energy bills

Other concern:
consumers are unaware of the mercury hazard

C Group work

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.

8.1 Shopaholics

Aim: Practice sharing shopping experiences

Preparation: Make one copy of Photocopiable 8.1 for every four Ss. Bring one die and four markers for each group.

Comment: Use after discussion on page 64.

- Ss work in groups of four. Give each group a handout, a die, and four markers.
- Model the game with one group. Have Ss put their markers on “Start.” S1 rolls the die and moves his or her marker the number of squares indicated on the die. Then S1 answers the question on the square. Encourage other group members to ask follow-up questions. Play continues clockwise.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for most Ss to complete the board.
- When Ss have finished, have an error correction session. Write common errors on the board and have Ss correct them.

8.2 Ad campaign

Aim: Create an advertising campaign proposal with sample ad, and give a group presentation

Preparation: You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 8.2 for every S.

Comment: Use after discussion on page 68.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts. Provide paper, markers, scissors, and tape or glue to Ss who do not have access to computers and presentation software.
- Have Ss read the project description and the sample advertising campaign proposal. Discuss the questions as a class.
- Have groups choose a business, brainstorm possible advertising strategies, and answer the questions as completely as possible.
- Each group member chooses an area of the advertising campaign proposal to work on and completes their section outside of class.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed work, share it with their group, and organize it in a systematic way. Have groups practice making their presentations. Set an appropriate time limit.
- Have groups show their ad to the class and present their advertising campaign proposal. Stop for questions after each presentation.
- Ask the class to vote on the most effective ad and advertising campaign proposal. Discuss ways it could be made even better. If possible, display the ads around the classroom or school.

9.1 Pet match

Aim: Practice matching people with pets

Preparation: Make one copy of Photocopiable 9.1 for every four Ss.

Comment: Use after discussion on page 72.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Each group runs an Internet company that specializes in matching people with rescued pets. The Ss task is to match each person with a suitable pet.
- Model the task with one S.
T: Rascal is too much responsibility for Jorge.
S: I see your point, but Jorge is experienced with animals.
- Have groups discuss and then match each person with a pet. Groups should make a list of reasons that support their decision.
- Have each group debate their choices with the class.

9.2 Rent a pet

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 9.2 for every S.

Comment: Use after or in place of reading on page 77.

A Pair work

- Give each S a copy of the reading. Ask: *What responsibilities are involved in having a pet? How time consuming is this?* Ss work in pairs to discuss. Then have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to answer the questions.

Answers

1. F 2. F 3. T 4. T 5. NG 6. T

C Group work

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.

10.1 Language survey

Aim: Practice talking about language

Preparation: Make one copy of Photocopiable 10.1 for every S.

Comment: Use after discussion on page 80.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Ss will discuss the questions on the handout in their groups. Copy a few of the questions on the board.
- Model the task with one S. Fill in his or her answers in the chart on the board.

T: When do you find it difficult to stick to the point?
S: When I'm nervous, I go off the point easily. I can't concentrate and . . .
- Have Ss interview their three group members and fill in each box of the chart.
- When Ss have finished, have each group present their findings to the class.

10.2 Persuasive presentation

Aim: Create slides to enhance a persuasive presentation and give a group presentation

Preparation: If possible, have Ss use a software program such as PowerPoint to create slides. Otherwise, you will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 10.2 for every S.

Comment: Use at the end of Unit 10, Lesson B.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, and if they aren't using a computer, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, look at the sample slides, and discuss the questions as a class.

Vocabulary

LOL laugh out loud

GR8 great

IMO in my opinion

BRB be right back

- Have groups brainstorm ideas, choose a statement to either support or refute, and answer the questions as completely as possible.
- Ask each group member to choose an area of the presentation to research and prepare. Explain that the number of sections and slides can vary but that each group member should create at least one slide.
- Have Ss do research and create slides outside of class.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed work, share it with their group, organize it in a systematic and persuasive way, and practice giving the presentations. Set an appropriate time limit.
- Have groups show their slides to the class and present their advertising campaign proposal. Stop for questions after each presentation.
- Ask the class to vote on the most persuasive presentation and best slides. Discuss ways the presentation could be developed further.

11.1 In your opinion

Aim: Practice sharing opinions using vocabulary from Unit 11

Preparation: Make one copy of Photocopiable 11.1 for every two Ss. Cut as indicated.

Comment: Use after vocabulary on page 89.

- Ss work in pairs. Give the top half of the handout to one S, and the bottom half to the other S.
- Tell Ss to work with their partners to ask and answer all the questions on their sheets, and then write their partner's answers in the space to the right.
- Model the task with one S. Write his or her answers on the board.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for Ss to answer all the questions.
- When Ss have finished, have an error correction session. Write common errors on the board and have Ss correct them.

11.2 Goodwill ambassador

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 11.2 for every S.

Comment: Use after or in place of reading on page 95.

A Pair work

- Give each S a copy of the reading. Ask: *Who are some famous people you know who work to help make the world a better place? What things do they do?* Ss work in pairs to discuss the questions. Have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to answer the questions.

Answers

- | | | |
|----------|--------------|--------------|
| 1. True | 3. Not Given | 5. True |
| 2. False | 4. Not Given | 6. Not Given |

C Group work

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.

12.1 Why did they succeed?

Aim: Practice developing a business plan

Preparation: Make one copy of Photocopiable 12.1 for every three Ss.

Comment: Use after discussion on page 98.

- Ss work in groups of three. Give each group a handout.
- Tell Ss to read the short articles about the businesses.
- Have groups discuss why the businesses succeeded or failed. Then have Ss come up with a small business plan based on their findings.
- Ask each group to share their business plans with the class.
- Finally, have the class vote on which group has the best business plan and discuss what makes it effective.

12.2 Hot jobs

Aim: Create a career outlook brochure, and give a group presentation

Preparation: You will need to supply paper, index cards, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 12.2 for every S.

Comment: Use after discussion on page 100.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, paper, index cards, markers, and access to scissors and tape or glue.
- Ss read the project description and sample career outlook brochure, then discuss the questions as a class.
- Have groups brainstorm ideas, choose a career to research, and answer the questions as completely as possible.
- Ask each group member to choose an area of the brochure to research and prepare.
- Have Ss do research and create their section of the brochure outside of class.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed work, share it with their group, and put it together to create a brochure by organizing their work and gluing it onto a piece of paper folded lengthwise in thirds.
- Have Ss practice giving the presentations with each group member presenting the section he or she researched. Set an appropriate time limit.
- Have groups show their brochure to the class and give their presentation. Stop for questions after each presentation.
- Alternatively, hold a class job fair: half the class sits with their brochure displayed in front of them. The other half circulates, listens to presentations, and asks questions. Set an appropriate time limit. Then change roles.