

CAMBRIDGE

# EVOLVE

SPECIAL EDITION

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## STUDENT'S BOOK with Digital Pack

Ben Goldstein, Ceri Jones, Leslie Anne Hendra  
and Alex Tilbury

# 4

**B1+**  
CEFR

**Better**  
**Learning**



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# EVOLVE

## SPECIAL EDITION

### REGIONALLY INSPIRED FOR GLOBAL SUCCESS

EVOLVE Special Edition is a four-level English course for adults and young adults, taking students from beginner to intermediate levels (CEFR A1 to B1+).

Drawing on insights from language teaching experts and real students in your region, EVOLVE SPECIAL EDITION gets students writing and speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English. It includes insights from both the Cambridge Life Competencies Framework and the Cambridge Learner Corpus.



## Building brighter futures together

**Better Learning** with EVOLVE Special Edition

Better Learning is our approach, connecting teachers and learners around the world with the latest research and materials, to build brighter futures together. It's a continuous cycle where our **insights** shape **content** that drives **results**.



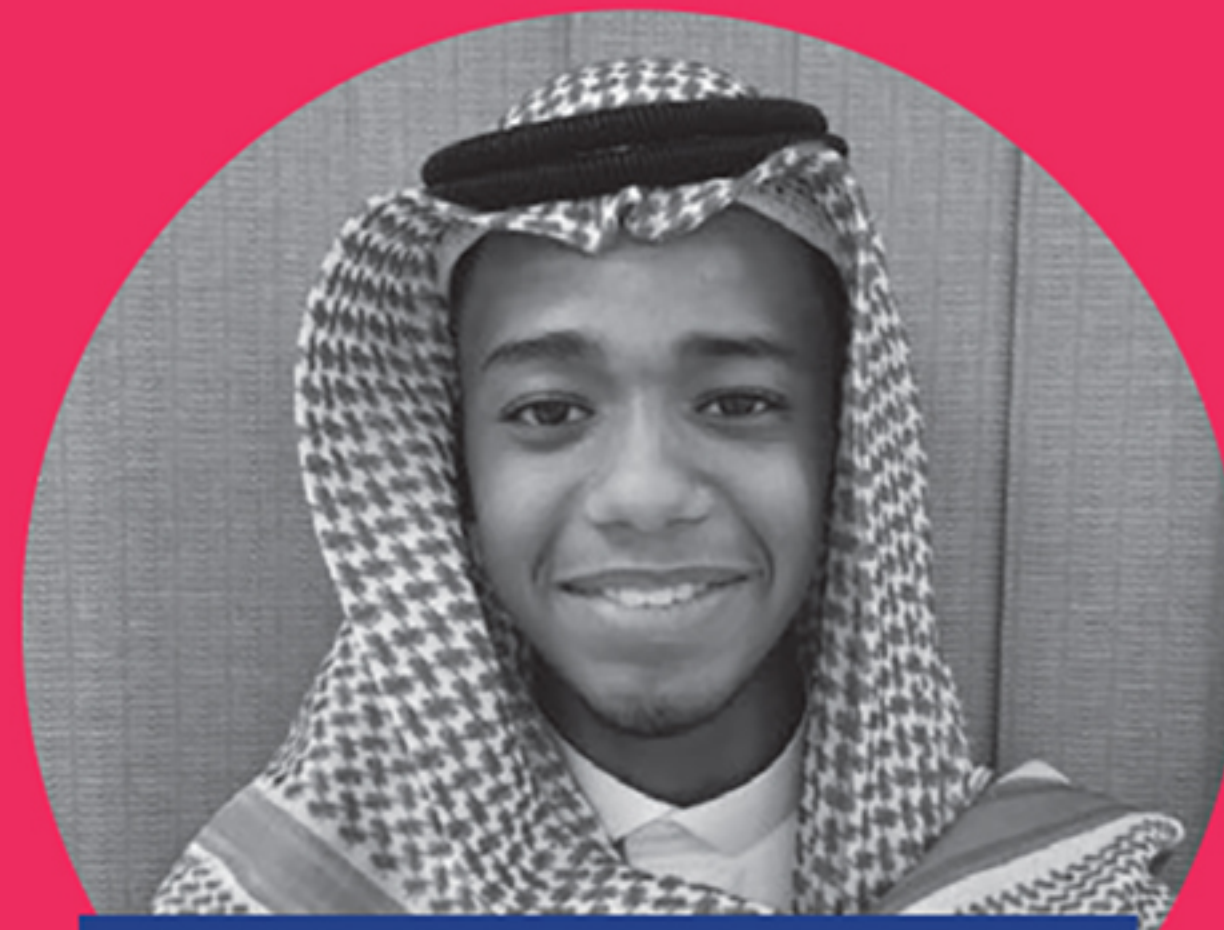
## Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.  
Our student contributors describe themselves.



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## 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.

### 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 (Global Teacher Survey, 2017)

## 2.2 FOOD YOU FERMENT

LESSON OBJECTIVE  
■ talk about preparing food

**1 VOCABULARY: Preparing food**

A **1.15 PAIR WORK** Listen and say the words. Then decide what type of food each item is: fish/seafood, vegetable, herb/spice, or fruit. Which foods do you like or dislike? Why?

B **1.16 PAIR WORK** Look at the verbs for preparing food. Listen and say the words. Which foods can you prepare in this way?

**1.17 Audio script**

Today we're going to prepare *kimchi*, a spicy cabbage recipe from Korea. Even if you don't like cabbage, after you hear this recipe, you'll want to try it. Let's begin!

First, chop a head of cabbage into small pieces, cover it with salt, and leave it in water. Let it stand for about two hours, then rinse the cabbage in cold water and drain it. Stir together the garlic, ginger, and sugar. Add in shrimp paste and a chili powder called *gochugaru*. Then add in the spring onions and radish. Use your hands to mix it all together with the cabbage – remember to wear gloves!

Finally, put the kimchi into a jar and leave it to ferment. You'll have to wait about five days until the kimchi is ready to eat. When the flavor is just right, transfer it to the fridge – that stops the fermentation process.

Kimchi will stay fresh in the fridge for up to three months. Your guests will be so impressed when they try it. You'll see!!

**2 LANGUAGE IN CONTEXT**

A **1.17** Look at the pictures at the top of the next page. What dish do you think it is? Where do you think it comes from? Does it look easy or difficult to make? Listen to the podcast and check your answers.

**3 GRAMMAR: Clauses with *after*, *until*, *when***

A Complete the rules. Use the sentences in the grammar box to help you.

To talk about a sequence of events in the future ...

- 1 use a time clause with *after*, *until*, *when* + present / future tense.
- 2 keep the main clause of the sentence in present / future tense.

**Clauses with *after*, *until*, *when***

After you hear the recipe, you'll want to try it.  
Your guests will be so impressed when they try it.  
You'll have to wait about five days until the kimchi is ready to eat.

**B** Write the verb in parentheses ( ) in the correct tense.

- 1 After you (bake) the cake, I (come) over and decorate it with you.
- 2 Until I (see) it for myself, I (not believe) it.
- 3 Once she (finish) school, she (travel) in South America.
- 4 They (join) us at the restaurant as soon as the concert (be) over.
- 5 He (give) you the recipe when he (see) you next week.

**C** Now go to page 155. Do the grammar exercise for 2.2.

**D PAIR WORK** Answer the questions so that they are true for you. Compare your answers with your partner.

- What's the first thing you're going to do when you get home tonight?
- Is there anything you need to do before you go home today?

**4 SPEAKING**

A **PAIR WORK** What are some typical dishes in your country or region? Are they easy or difficult to make?

*Kabsa is a typical dish. It's delicious and not difficult to make.*

B **PAIR WORK** Describe a dish that you like and explain how to prepare it. You can find images on your phone to help you explain. For ideas, watch Ibrahim's video.

**REAL STUDENT**

Would you like to try the dish Ibrahim described?

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* 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.

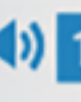
### CONTENT

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

### RESULT

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

**2 REAL-WORLD STRATEGY**

A  **1.52** Listen to two conversations. What's the problem in each?

**ACCEPTING BAD NEWS**

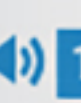
Sometimes there is nothing you can do about a bad situation or result, and you just have to accept it. Use these phrases to show you're disappointed, but you accept the situation.

*That's not what I was hoping to hear, but what can you do?*

*Well, it is what it is.*

*Well, that's life.*

*That's too bad, but hey,...*

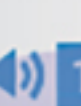
B  **1.53** Read the information about accepting bad news. Use an appropriate expression to complete the conversations. Listen and check your answers.

1 A I'm really sorry, ma'am, but there are no more tickets for tonight's show.  
B Are you sure? What about tomorrow?  
A I'm afraid there are no tickets left for tomorrow either.  
B Oh, no. \_\_\_\_\_.  
Thanks anyway.

2 A Can I pick up my laptop later today?  
B No, I'm sorry sir. It won't be ready until tomorrow.  
A \_\_\_\_\_, but hey, I still have my phone!

C **PAIR WORK** Practice the conversations with a partner.

**3 PRONUNCIATION FOCUS:** Saying consonants at the end of a word

A  **1.54** Listen and repeat. Focus on the consonant sounds at the end of the words.

**REGISTER CHECK**

When something goes wrong at a business – even if the worker has made a big mistake, you should use a calm, polite tone and keep your language rather formal. Shouting or showing anger will make people less interested in helping you.

*I'm sorry, sir, but I just rented out the last car.*

*I don't understand. I reserved a car for today online. May I speak with the manager, please?*

our partner say the consonant

one and act it out. One person gives one, or think of a new situation. out the next train.

one you want in the shop.

ill you they can't fix it.

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### REGISTER CHECK

When something goes wrong at a business – even if the worker has made a big mistake, you should use a calm, polite tone and keep your language rather formal. Shouting or showing anger will make people less interested in helping you.

*I'm sorry, sir, but I just rented out the last car.*

*I don't understand. I reserved a car for today online. May I speak with the manager, please?*

## Register check

### 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.



# 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 self-editing.

## RESULT

Students avoid common errors in their written and spoken English.

### 3 GRAMMAR: Real conditionals

- A Choose the correct option to complete the rules. Use the sentences in the grammar box to help you. (Remember that either clause can come first in a conditional sentence.)
- 1 Use *if* + present, present to ...  
a talk about future results. b tell someone what to do. c talk about things that are generally true.
  - 2 Use *if* + present, *will* / *be going to* / *might* to ...  
a talk about future results. b tell someone what to do. c talk about things that are generally true.
  - 3 Use *if* + present, imperative to ...  
a talk about future results. b tell someone what to do. c talk about things that are generally true.

#### Real conditionals

Restaurants offer a to-go bag if you want to take food home.  
If you **prefer** good flavor to good looks, you'll love his food.  
I **might** agree to try something if Barber serves it.  
If it tastes good, eat it!

- B Now go to page 154. Look at the grammar chart and do the grammar exercise for 2.1.

- C **PAIR WORK** Rewrite the sentences as real conditionals. Then check your accuracy.

- 1 Vegetarians don't eat meat.  
*If you are a vegetarian, you don't eat meat.*
- 2 You like Italian food, so it is possible that Tito's is a good restaurant for you to try.
- 3 Do you like fish? Yes? Then I think Japanese food is a great choice for you.
- 4 Here are some cookies. You have my permission to eat them.

- D **PAIR WORK** Complete the sentences about restaurants and eating out in your area. Discuss your ideas with your partner.

- 1 If you want to try something new or different ...
- 2 If you want really healthy food ...
- 3 If you want to try a trendy restaurant downtown ...

### 4 SPEAKING

- A **GROUP WORK** Which foods do you sometimes have to throw out? Why?

*I often throw out fruit because I buy too much and can't eat it before it goes bad.*

- B Give each other advice about using that food. Then share your ideas with the class. Who has the best idea?

*If you have old fruit, make a smoothie!*



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## ACCURACY CHECK

Never use *will* or *might* in an *if* clause.

*If I won't/might not eat, I'll be hungry. X*

*If I don't eat, I'll be hungry. ✓*



EVOLVE Special Edition features additional *Get it right!* sections focusing on some of the most common learner errors among Arabic speakers (based on research from the Cambridge Learner Corpus). These can be found in Lesson 5 of alternate units.

## 8.5

### TIME TO WRITE

A problem at work

#### LESSON OBJECTIVE

- write a post giving practical advice

#### GET IT RIGHT! The present perfect

- A Read the article. What's the significance of these dates and numbers?

ten the 1930s thousands of years 80% 90 2011 2012

#### The pearls of Bahrain

The pearls of Bahrain have been famous for thousands of years. People have bought and sold them since ancient times. At one time, 80% of all natural pearls in the world came from the region.

Pearl-diving was once Bahrain's main industry – but it was a hard job. The divers went out on boats, then swam down to the oyster beds on ropes with heavy stone weights. Holding their breath, they stayed underwater for about 90 seconds and collected as many oysters as possible (about ten per dive) before being pulled back up. They repeated this many times a day. It was risky work and not good for their health: apart from the obvious danger of drowning, they didn't eat or drink during working hours, and there were sharks in the area.



When countries like Japan began selling cultured pearls in the 1930s, the natural pearl industry almost disappeared. Today, however, the pearls of Bahrain have a reputation for being among the best in the world, thanks to their beautiful, pure color. In 2011, Bahrain chose an area of old buildings and oyster beds in the city of Muharraq to represent its traditional pearl industry. This site, which is known as the "Pearling Path," has had UNESCO World Heritage status since 2012 and receives thousands of visitors every year.



Learners sometimes have problems knowing when to use the present perfect or other tenses, such as the simple present or the simple past.

- B Which of the **bold** verb forms in the article are:

- 1 present perfect? 2 simple present? 3 simple past?

- C Cover the article. Use the words to make sentences with the correct tenses.

- 1 pearls / Bahrain / be / famous / thousands / years
- 2 People / buy and sell / them / ancient times
- 3 Divers / go out / boats / then / swim down / oyster beds
- 4 They / stay / underwater / about 90 seconds / and / collect / many / oysters / possible
- 5 They / not / eat or drink / working hours
- 6 pearls / Bahrain / have / reputation / best / world
- 7 "Pearling Path" / have / UNESCO World Heritage status / 2012
- 8 It / receive / thousands / visitors / every year

- D Choose three of the verbs in the box. For each verb, write three sentences – simple past, simple present, and present perfect – about yourself or people you know.

go like live play study visit want work

*I lived in Muharraq when I was a child. Now I live in Manama. I've lived here for six years.*

- E Listen to one another's sentences. Ask questions to find out more.



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

Jason Williams, Teacher

## 3.4 BUYER BEWARE!

LESSON OBJECTIVE  
write a product review

### 1 READING

A Look at the three pictures. What problems might people have when they buy these things online? Read three stories about online shopping. Match them with the pictures. What were the problems each time? Which story has a happy ending?

What is your **best** or **worst** online shopping story?

- I saw a photo of a rug that was perfect for my room. The price was amazing, too – about a quarter of the price of other rugs. So, I bought it. When it came, I was surprised. The box seemed really small for a rug. When I opened it, I saw why. It wasn't a rug at all – it was a mouse pad! I guess I got what I paid for! (Ahmad, U.A.E.)
- I ordered a beautiful cake for my parents' anniversary – simple and elegant, just what I wanted. The website asked what I wanted written on the cake, and I wrote "nothing," because I wanted to do that myself. When it arrived, I opened the box and, you guessed it, **NOTHING** was written on top, in big black letters! I couldn't believe it! (Jalila, Bahrain)
- I love my grandfather very much and I wanted to get him something special. When he was young, he wrote a book about fishing, but he lost his only copy in a fire years before. I tried to find another one at used bookstores and online book sites. One place claimed they could find it. They had no reviews, but I was desperate, so I took a chance. Three days later the book arrived! Grandpa was so happy. It's by far the best present I've ever bought for anyone! (Ibrahim, Saudi Arabia)

B **READ FOR DETAILS** Read the stories again. Answer the questions.

- Why did Ahmad want that particular rug?
- What did Jalila want to put on the cake?
- Why was Ibrahim unsure about the online bookstore?

C **PAIR WORK** **THINK CRITICALLY** Discuss the questions.

- Who is to blame for Ahmad's and Jalila's shopping fails? The store owners? Ahmad and Jalila themselves? Why?
- What could Ahmad and Jalila do differently next time, so they don't repeat their shopping fails?

### 2 WRITING

A Read the two product reviews. What products are they reviewing? How many stars do you think each reviewer will give their product?

**Product reviews**

I was very disappointed with this product. I bought the case for my summer vacation. I wanted to take photos when I was snorkeling. The case arrived on time and it looked good. I tested it without my phone and it seemed to be working fine. In fact, it was great for the first 3 times underwater, then suddenly it filled with water while I was filming fish and completely ruined my new phone! It's a complete waste of money! By far my worst purchase ever! **DO NOT BUY IT!**

☆☆☆☆☆ Rate your purchase

I was really pleased with this product. They're so comfortable to wear – much more comfortable than my last ones. I like the fact that they include different earpieces so you can find the best fit. And I love the little case – very convenient. They have great sound quality and are really simple to take phone calls on. They also really block out background noise. This is such a great set! They are small, portable with their own case, and very good at what they do! Great value for your money! I highly recommend them.

☆☆☆☆☆ Rate your purchase

B **WRITING SKILL** Read the reviews again. Find phrases that ...

- describe the reviewers' feelings.
- describe the positive features of the product.
- describe the negative features of the product.
- give a recommendation.

C **PAIR WORK** Think of a product you have bought recently. Answer the questions and make notes.

- Where did you buy it?
- When did you buy it?
- Were you happy with it? Why or why not?
- Would you recommend this product? Why or why not?

**WRITE IT**

**REGISTER CHECK**

Writing a word or sentence in ALL CAPS can be used to express a very strong opinion or feeling. But be careful – it can also suggest an aggressive or angry tone.

### INSIDER ENGLISH

"You get what you pay for."

People use this phrase when they think they bought something of high quality at a very low price, but in the end they were wrong. The quality is right for that price.

review to the class. case.

☆☆☆☆☆

## 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 in the real world.



# You spoke, we listened.

Teachers and students across the Middle East and North Africa told us that they wanted more opportunities to gain confidence in writing. This is why we've added a new *Time to Write* lesson in alternate units of EVOLVE Special Edition. Students are guided through a process of research, planning, writing and evaluation to produce a variety of texts on topics that are meaningful to them.

*Academic skills* lessons in alternate units provide students with further reading, writing, listening and speaking practice, with a focus on skills that are key to academic success, such as audience engagement, argumentation and data presentation. *Study skills* activities guide students to reflect on effective learning practices, such as note-taking and self-evaluation.

**A** Look at the picture of Umm Ali, a traditional Egyptian dessert. Which ingredients from the box do you think it has?

cheese milk    cinnamon nuts    coconut pastry    cream raisins    ginger sugar

**B READ** Read the post about Umm Ali. Which ingredients does it mention?


**UMM ALI**

If you like sweet things, you'll love Umm Ali! It's one of my country's favorite desserts, though there are similar dishes in other Middle Eastern countries like Iraq and Jordan. It's delicious – crunchy, creamy, and sweet – and, most important of all, it's really easy to make.

Umm Ali means "Ali's mother." Nobody's completely sure where the name comes from, but one popular explanation is that it's named after the mother of an early Mamluk sultan of Egypt. The story goes that she ordered her cooks to create a delicious new dessert to celebrate the death of her rival Shajar al-Durr. That was nearly 800 years ago! Another story is that a sultan was hunting in the countryside one day when he suddenly became hungry and stopped at a small village to ask for food. The best cook in the village was an old woman, known to everyone as Umm Ali, who came up with a new dessert especially for the visiting sultan.

Anyway, enough history! How can you make Umm Ali? You'll need pastry, nuts, raisins, coconut, sugar, cinnamon, milk, and cream. Break the cooked pastry into small pieces and put them in a baking dish. Chop the nuts (almonds and pistachios are good) and sprinkle them on top of the pastry along with the raisins and coconut. Stir the milk, cream, sugar, and cinnamon together in a pan. Heat the mixture so that the sugar dissolves, but don't let it boil. Pour it into the baking dish so that it covers the pastry, fruit, and nuts. Finally, bake in the oven for about twenty minutes until it's a beautiful golden-brown color. Enjoy!

**SARA FROM EGYPT**



**C STUDY** Read again. Which two of these questions are not answered? Underline the phrases in the post that support these answers.

- Where is it popular?
- When do people eat it?
- How does it taste?
- What does its name mean?
- What stories are connected with it?
- What ingredients and equipment do you need?
- How do you make it?
- How long does it take to cook?
- How long can you keep it?
- Is it easy to make?

**D** Find and circle six examples of *the* in the second paragraph of the post, about the history of Umm Ali. Can you explain *why the* is used in each case? Use the rules on the previous page to help you.

**E PLAN** Choose a traditional dish from your country or another country you know. Think about the questions in exercise C. You can use the internet to help you.

**F WRITE** Write a post about your chosen dish. Use your ideas from exercise E.

**G EVALUATE** Read each other's posts and give feedback on these questions. Listen to the feedback on your writing. Use it to make your post better!

- Is the recipe clear? Do you think you could make the dish?
- Is the other information in the post correct, in your opinion?
- Does it use *the* correctly?

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## 11.5 ACADEMIC SKILLS

### Anthropology: Nutrition

**LESSON OBJECTIVE**  
■ give a presentation about diet using visual support

#### 1 SPEAKING

**A PAIR WORK** Discuss the questions with a partner.

- What do you think is a "healthy" diet? Do you follow a healthy diet?
- Think about our earliest ancestors. Which of these foods do you think they ate, and which only came later? Give reasons for your choices.

bread meat    dairy products (milk, cheese, eggs) rice    fish and shellfish vegetables    fruit wild leaves and roots

#### 2 LISTENING

**A PREDICT** You are going to hear a presentation about the development of the human diet. Look at four slides from the presentation. What do they show?

**Human diet**



**"High cost" foods**



**Alternative diets**

- Vegan diet
- Atkins diet
- "Stone age" diet

**"Low cost" foods**



**B** **2.49 LISTEN FOR GIST** Listen to the presentation. Number the slides in the correct order (1–4).

**C** **2.49 LISTEN FOR DETAIL** Listen again and answer the questions.

- What period in time is the presenter talking about?
  - the whole history of the human race
  - early prehistory
- If you follow a "Stone Age" diet, what kind of food do you eat?
  - the food people ate 500,000 years ago
  - only uncooked food
- Why are mushrooms and fruit "low cost" food?
  - they're cheap to buy
  - you can get them without much effort
- Why are fish and wheat "high cost" food?
  - you need energy to get them
  - you don't often see them

**D THINK CRITICALLY** Discuss the questions.

- After listening to the presentation, what do you know that you didn't know before?
- Do you think this knowledge is useful? Why or why not?
- The speaker talks about archaeological research. Is it worth spending money on this kind of research?

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#### 3 LANGUAGE FOCUS: Referring to visuals

**A** The speaker used the underlined expressions below to refer to his slides. Complete them with one word.

- But if we at this, we can see a more important way to compare food types.
- ... compared to the benefit we get from them, like the ones we can here.
- This table three main changes that took place in our diet in early human prehistory.
- They used very basic technology to do this, as here.
- ... as you can, this happened about 90,000 years ago.
- ... they developed the kind of technology which you can here.
- Finally, we come to the third big change, which we saw earlier – here it again.

**B PAIR WORK** Think of how to refer to these visuals in a presentation. Then practice saying your sentences aloud.

- a table that shows that 80% of people in the world eat meat
- a map that shows that early humans moved from Africa to the Gulf region
- a picture showing a group of hunters killing a mammoth with spears
- the map in slide 2 again – this time you want to show how far north people traveled

#### STUDY SKILLS: USING PRESENTATION SLIDES

Here are some dos and don'ts for using presentation slides. Which are Dos and which are Don'ts?

- use simple pictures
- give a lot of detailed information
- use long sentences
- use lists with bullet points

Think of some other Dos and Don'ts. Make a list.



#### 4 SPEAKING

**A GROUP WORK** Work in small groups. Choose one of the topics below or another topic you know about.

- a healthy diet you know about
- some typical dishes from your country or region
- how eating habits have changed in your country or region

**B GROUP WORK** Prepare a short presentation using slides.

- Plan roughly what you will say about your topic.
  - bullet points or lists
  - photos
  - simple drawings
  - simple maps or tables
- Think of three or four slides to illustrate your presentation. They could include:
- Practice your presentation using expressions in exercise 3A.

**C GROUP WORK** Choose one person from each group to give your presentation.

**D EXTRA WRITING** Write a paragraph about your presentation. Then exchange paragraphs with a new partner. How many slides does your partner refer to? Ask questions to find out more about the topic.

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# EVOLVE Special Edition 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. 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.

## 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

*Academic skills* lessons in Units 1, 3, 5, 7, 9, and 11 provide additional combined skills practice based around an academic-style reading or listening text. *Time to write* lessons in Units 2, 4, 6, 8, 10, and 12 provide further writing practice, with a *Get it right!* section highlighting a common learner error for Arabic speakers.

## Lesson 6

*Time to speak* is a 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 And we're off!	<ul style="list-style-type: none"><li>■ Talk about personal achievements</li><li>■ Discuss good employee qualities</li><li>■ Make and respond to introductions</li><li>■ Write a comment on a blog post</li><li>■ Give a presentation on sports</li><li>■ Practice a job interview</li></ul>	<ul style="list-style-type: none"><li>■ Tense review (simple and continuous)</li><li>■ Dynamic and stative verbs</li></ul>	<ul style="list-style-type: none"><li>■ Describing accomplishments</li><li>■ Describing key qualities</li></ul>	<ul style="list-style-type: none"><li>■ Saying the letter y</li></ul>
Unit 2 The future of food	<ul style="list-style-type: none"><li>■ Talk about trends</li><li>■ Talk about preparing food</li><li>■ Make offers in social situations</li><li>■ Write the results of a survey</li><li>■ Write about a traditional dish</li><li>■ Create a plan to improve a restaurant</li></ul>	<ul style="list-style-type: none"><li>■ Real conditionals</li><li>■ Clauses with <i>after</i>, <i>until</i>, <i>when</i></li></ul> <b>Academic language focus</b> <ul style="list-style-type: none"><li>■ Using <i>the</i></li></ul>	<ul style="list-style-type: none"><li>■ Describing trends</li><li>■ Preparing food</li></ul>	<ul style="list-style-type: none"><li>■ Saying the vowel sounds /aɪ/, /i/, and /eɪ/</li><li>■ Listening for deleted /t/ sounds</li></ul>
Unit 3 What's it worth?	<ul style="list-style-type: none"><li>■ Discuss time and money</li><li>■ Discuss the value of things</li><li>■ Apologize for damage or loss</li><li>■ Write a product review</li><li>■ Write a paragraph about work-life balance</li><li>■ Respond to a negative review</li></ul>	<ul style="list-style-type: none"><li>■ <i>too</i> and <i>enough</i></li><li>■ Modifying comparisons</li></ul>	<ul style="list-style-type: none"><li>■ Talking about time and money</li><li>■ Talking about prices and value</li></ul>	<ul style="list-style-type: none"><li>■ Saying /s/ at the beginning of a word</li></ul>
Review 1 (Review of Units 1–3)				
Unit 4 Going global	<ul style="list-style-type: none"><li>■ Speculate about a picture</li><li>■ Talk about viral stories</li><li>■ Exchange and discuss opinions</li><li>■ Write a response to a post</li><li>■ Write an opinion post about advertising</li><li>■ Design an ad for a product</li></ul>	<ul style="list-style-type: none"><li>■ Modals of speculation</li><li>■ Subject and object relative clauses</li></ul> <b>Time to write</b> <ul style="list-style-type: none"><li>■ Linking words: <i>and</i>, <i>because</i>, and <i>when</i></li></ul>	<ul style="list-style-type: none"><li>■ Talking about advertising</li><li>■ Talking about people in the media</li></ul>	<ul style="list-style-type: none"><li>■ Saying the vowel sounds /ɔ/ and /ɑ/</li><li>■ Listening for topic organization</li></ul>
Unit 5 True stories	<ul style="list-style-type: none"><li>■ Discuss different types of stories</li><li>■ Talk about changes to plans</li><li>■ React to bad news</li><li>■ Write a formal apology</li><li>■ Give an introduction to a presentation</li><li>■ Tell a story about a chance meeting</li></ul>	<ul style="list-style-type: none"><li>■ Past perfect</li><li>■ <i>was/were going to</i>; <i>was/were supposed to</i></li></ul>	<ul style="list-style-type: none"><li>■ Describing stories</li><li>■ Making and breaking plans</li></ul>	<ul style="list-style-type: none"><li>■ Saying consonants at the end of a word</li></ul>
Unit 6 Community action	<ul style="list-style-type: none"><li>■ Discuss charities and volunteer work</li><li>■ Discuss acts of kindness</li><li>■ Offer, refuse, and accept help with something</li><li>■ Write a report about a community project</li><li>■ Write messages with offers and requests</li><li>■ Design a community project</li></ul>	<ul style="list-style-type: none"><li>■ Present and past passive</li><li>■ Passive with modals</li></ul> <b>Time to write</b> <ul style="list-style-type: none"><li>■ The passive</li></ul>	<ul style="list-style-type: none"><li>■ Discussing good works</li><li>■ Describing good deeds</li></ul>	<ul style="list-style-type: none"><li>■ Saying /b/ or /v/ in the middle of a word</li><li>■ Listening for /j/ between words</li></ul>
Review 2 (Review of Units 4–6)				



Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>Meet someone you don't know; introduce someone to others</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Respond to an introduction</li> </ul> <b>Academic language focus</b> <ul style="list-style-type: none"> <li>Giving examples</li> </ul>	<b>Listening</b> <b>Talent identification</b> <ul style="list-style-type: none"> <li>A presentation about children in sports</li> </ul> <b>Reading</b> <b>Flipping your job interview</b> <ul style="list-style-type: none"> <li>An article on interview skills</li> </ul>	<b>A comment</b> <ul style="list-style-type: none"> <li>A comment on an article</li> <li>Agreeing and disagreeing</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>Notetaking</li> <li>A paragraph on sports</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a new activity</li> <li>Talk about personal achievements</li> <li>Describe your personal qualities</li> <li>Play an introduction game</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>Give a presentation on sports</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Ask and answer interview questions</li> </ul>
<ul style="list-style-type: none"> <li>Make, accept, and refuse offers in social situations</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Acknowledge an acceptance</li> </ul>	<b>Listening</b> <b>Cool food</b> <ul style="list-style-type: none"> <li>A conversation between friends</li> </ul> <b>Reading</b> <b>Henna night</b> <ul style="list-style-type: none"> <li>A post about wedding traditions</li> </ul>	<b>A report</b> <ul style="list-style-type: none"> <li>The results of a survey about eating habits</li> <li>Reporting research results</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>Write about a traditional dish</li> </ul>	<ul style="list-style-type: none"> <li>Talk about fusion foods</li> <li>Discuss ideas to avoid food waste</li> <li>Explain a favorite recipe</li> <li>Offer food and drink to others</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Present a restaurant rescue plan</li> </ul>
<ul style="list-style-type: none"> <li>Make an apology and explain what happened</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Respond to an apology</li> </ul>	<b>Reading</b> <b>Buyer beware!</b> <ul style="list-style-type: none"> <li>Short stories about good and bad online shopping experiences</li> </ul> <b>Managing workplace stress</b> <ul style="list-style-type: none"> <li>An essay on stress at work</li> </ul>	<b>A product review</b> <ul style="list-style-type: none"> <li>Product reviews</li> <li>Expressing opinions about product features</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>Notetaking from reading texts</li> <li>Topic sentences</li> <li>Write a paragraph about work-life balance</li> </ul>	<ul style="list-style-type: none"> <li>Discuss things money can't buy</li> <li>Talk about quality of life</li> <li>Talk about relative value</li> <li>Talk about a past apology</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Repair a customer relationship</li> </ul>
<ul style="list-style-type: none"> <li>Exchange and discuss opinions about possible actions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Make opinions more emphatic</li> </ul>	<b>Listening</b> <b>Building a brand</b> <ul style="list-style-type: none"> <li>A news report about a local company that went global</li> </ul> <b>Reading</b> <b>Easy to use</b> <ul style="list-style-type: none"> <li>A review of a phone</li> </ul>	<b>A response</b> <ul style="list-style-type: none"> <li>A social media post</li> <li>Writing about reasons and consequences</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>Write a post on your opinion on advertising</li> </ul>	<ul style="list-style-type: none"> <li>Talk about all the signs we see</li> <li>Speculate about a picture</li> <li>Talk about viral stories</li> <li>Give and support opinions</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Create and present an ad</li> </ul>
<ul style="list-style-type: none"> <li>React to problems and try to find a solution</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Accepting bad news</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>Presentation introductions</li> </ul>	<b>Listening</b> <b>The history of sign language</b> <ul style="list-style-type: none"> <li>An introduction to a presentation on sign language</li> </ul> <b>Reading</b> <b>The perfect apology</b> <ul style="list-style-type: none"> <li>An article about corporate apologies</li> </ul>	<b>An apology</b> <ul style="list-style-type: none"> <li>A letter of apology from a company</li> <li>Using referents to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Discuss good storytellers</li> <li>Tell someone's life story</li> <li>Tell the story of a change of plans</li> <li>Act out situations with bad news</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>Give an introduction to a presentation</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Connect events to tell the story</li> </ul>
<ul style="list-style-type: none"> <li>Make, refuse, and accept offers of help</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Imposing on somebody</li> </ul>	<b>Listening</b> <b>Painting safer streets</b> <ul style="list-style-type: none"> <li>A podcast about a community art project</li> </ul> <b>Reading</b> <b>Step Together Challenge / Toothbrush drama</b> <ul style="list-style-type: none"> <li>Online 'news in brief' stories</li> </ul>	<b>A report</b> <ul style="list-style-type: none"> <li>A report on a community project</li> <li>Using quotes as support</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>Write messages with offers and requests</li> </ul>	<ul style="list-style-type: none"> <li>Talk about acts of kindness</li> <li>Discuss charity organizations</li> <li>Discuss helping others</li> <li>Make offers of help to strangers</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>Discuss helping your community</li> </ul>



	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Can we talk?	<ul style="list-style-type: none"> <li>■ Discuss messaging apps</li> <li>■ Discuss written vs. spoken communication</li> <li>■ Recount conversations, news, and stories</li> <li>■ Write an email in formal and informal register</li> <li>■ Discuss and answer questions on your area of study or interests</li> <li>■ Create and conduct a survey</li> </ul>	<ul style="list-style-type: none"> <li>■ Reported statements</li> <li>■ Reported questions</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing communication</li> <li>■ Communicating online</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying /s/ or /z/ at the end of a word</li> </ul>
Unit 8 Lifestyles	<ul style="list-style-type: none"> <li>■ Talk about different work lifestyles</li> <li>■ Talk about wishes and regrets</li> <li>■ Talk through options to reach a decision</li> <li>■ Write a comment about a podcast</li> <li>■ Write a post with advice</li> <li>■ Plan a digital detox weekend</li> </ul>	<ul style="list-style-type: none"> <li>■ Present unreal conditionals</li> <li>■ <i>I wish</i></li> </ul> <p><b>Time to write</b></p> <ul style="list-style-type: none"> <li>■ The present perfect</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing jobs</li> <li>■ Talking about work/life balance</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying the vowel sounds /ɜ/ and /ʊ/</li> <li>■ Listening for emphasis</li> </ul>
Unit 9 Yes, you can!	<ul style="list-style-type: none"> <li>■ Talk about rules and regulations</li> <li>■ Discuss rules and regulations in the past</li> <li>■ Make generalizations</li> <li>■ Write a letter of complaint</li> <li>■ Write a case study on urban regeneration</li> <li>■ Discuss improvements to your town</li> </ul>	<ul style="list-style-type: none"> <li>■ Prohibition, permission, obligation (present)</li> <li>■ Prohibition, permission, obligation (past)</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about places</li> <li>■ Talking about rules</li> </ul> <p><b>Academic skills</b></p> <ul style="list-style-type: none"> <li>■ Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying /d/ at the beginning of a word</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 What if ... ?	<ul style="list-style-type: none"> <li>■ Speculate about events in the past</li> <li>■ Talk about alternatives and possibilities</li> <li>■ Keep your listener engaged</li> <li>■ Write comments in an online discussion</li> <li>■ Write a post about a turning point in your life</li> <li>■ Share the story of an influential discovery or invention</li> </ul>	<ul style="list-style-type: none"> <li>■ Past unreal conditionals</li> <li>■ Modals of past probability</li> </ul> <p><b>Time to write</b></p> <ul style="list-style-type: none"> <li>■ Infinitives with and without <i>to</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about discoveries</li> <li>■ Discussing right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying long and short vowel sounds</li> <li>■ Listening for weak words</li> </ul>
Unit 11 Contrasts	<ul style="list-style-type: none"> <li>■ Discuss college life</li> <li>■ Discuss scientific facts</li> <li>■ Discuss alternatives and give recommendations</li> <li>■ Write a comment presenting an argument</li> <li>■ Give a presentation with visuals about diet</li> <li>■ Present a proposal to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>■ Gerund and infinitive after <i>forget, remember, stop</i></li> <li>■ Causative verbs <i>help, let, make</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about college education</li> <li>■ Talking about science</li> </ul>	<ul style="list-style-type: none"> <li>■ Stressing long words</li> </ul>
Unit 12 Looking back	<ul style="list-style-type: none"> <li>■ Describe a special photo and the story behind it</li> <li>■ Discuss childhood memories</li> <li>■ Recall and share past experiences</li> <li>■ Write a pros and cons analysis on zoos</li> <li>■ Write an article about a tradition from your country</li> <li>■ Recall and discuss a national moment</li> </ul>	<ul style="list-style-type: none"> <li>■ Adding emphasis</li> <li>■ Substitution and referencing</li> </ul> <p><b>Time to write</b></p> <ul style="list-style-type: none"> <li>■ Formal linking words: <i>although, however, and therefore</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about the senses</li> <li>■ Describing memories</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying consonant clusters</li> <li>■ Listening for transitions</li> </ul>
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140    Vocabulary exercises, pages 141–152				



Functional language	Listening & Reading	Writing	Speaking
<ul style="list-style-type: none"> <li>■ Recount conversations and stories to another person</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Get back on track</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ Checking understanding: confirming a point</li> </ul>	<b>Listening</b> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ A discussion about the effects of social media</li> </ul> <b>Reading</b> <b>The emoji code</b> <ul style="list-style-type: none"> <li>■ An article about how social media is changing language</li> </ul>	<b>Emails</b> <ul style="list-style-type: none"> <li>■ Short emails to a friend and coworker</li> <li>■ Changing language to match register</li> </ul>	<ul style="list-style-type: none"> <li>■ Talk about when not to use your phone</li> <li>■ Talk about social media apps</li> <li>■ Talk about the way you prefer to communicate</li> <li>■ Tell and react to stories</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ Group discussions</li> <li>■ Discuss and answer questions on your area of study or interests</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Talk about your attitudes to social media</li> </ul>
<ul style="list-style-type: none"> <li>■ Talk through options; encouraging actions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Offer a warning</li> </ul>	<b>Listening</b> <b>Digital detox</b> <ul style="list-style-type: none"> <li>■ A podcast debating the benefits of a digital detox</li> </ul> <b>Reading</b> <b>The pearls of Bahrain</b> <ul style="list-style-type: none"> <li>■ An article about pearl diving</li> </ul>	<b>A comment</b> <ul style="list-style-type: none"> <li>■ A response to two comments</li> <li>■ Referencing another argument in your writing</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>■ Write a post giving practical advice</li> <li>■ Write a post with advice</li> </ul>	<ul style="list-style-type: none"> <li>■ Discuss the work-lifestyle connection</li> <li>■ Talk about unusual jobs</li> <li>■ Talk about wishes and regrets</li> <li>■ Offer advice and discuss options</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Plan a digital detox</li> </ul>
<ul style="list-style-type: none"> <li>■ Make generalizations</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Give contrasting information</li> </ul>	<b>Reading</b> <b>The story of the ramp</b> <ul style="list-style-type: none"> <li>■ An article about the independent living movement</li> </ul> <b>Urban regeneration</b> <ul style="list-style-type: none"> <li>■ A case study of New Orleans</li> </ul>	<b>A message</b> <ul style="list-style-type: none"> <li>■ A complaint about a business</li> <li>■ Communicating attitude</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ Different ways of taking notes</li> <li>■ Write a case study on urban regeneration</li> </ul>	<ul style="list-style-type: none"> <li>■ Talk about street art and graffiti</li> <li>■ Talk about rules for work or school</li> <li>■ Talk about unusual laws from the past</li> <li>■ Talk about different customs and cultures</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Discuss how to make life easier for people with special needs</li> </ul>
<ul style="list-style-type: none"> <li>■ Keep your listener engaged</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Show interest in a story</li> </ul>	<b>Listening</b> <b>I can't live without it!</b> <ul style="list-style-type: none"> <li>■ A podcast about the impact different inventions have had on our lives</li> </ul> <b>Reading</b> <b>Islamic banking</b> <ul style="list-style-type: none"> <li>■ A fact file about Islamic banks</li> </ul>	<b>A comment</b> <ul style="list-style-type: none"> <li>■ A comment on the podcast</li> <li>■ Using words and phrases for similarity and contrast</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>■ Write a post about a turning point in your life</li> </ul>	<ul style="list-style-type: none"> <li>■ Share photobombing stories</li> <li>■ Talk about hypothetical past events</li> <li>■ Speculate about the past events that led to current situations</li> <li>■ Tell and react to a story about something that is hard to believe</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Discuss significant inventions and discoveries in human history</li> </ul>
<ul style="list-style-type: none"> <li>■ Discuss alternatives and respond to suggestions</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Give a personal recommendation</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ Using presentation slides</li> </ul>	<b>Listening</b> <b>The human diet</b> <ul style="list-style-type: none"> <li>■ A presentation about the development of the human diet</li> </ul> <b>Reading</b> <b>Embrace the technological revolution? Not me!</b> <ul style="list-style-type: none"> <li>■ An opinion piece about technological advances</li> </ul>	<b>A response</b> <ul style="list-style-type: none"> <li>■ A response to an opinion piece</li> <li>■ Transition phrases</li> </ul> <b>Academic skills</b> <ul style="list-style-type: none"> <li>■ Give a presentation with visuals about diet</li> </ul>	<ul style="list-style-type: none"> <li>■ Talk about appearances</li> <li>■ Describe an event you'll never forget</li> <li>■ Talk about folk remedies</li> <li>■ Role play giving recommendations</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Reach a compromise to resolve a problem</li> </ul>
<ul style="list-style-type: none"> <li>■ Recall a memory</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>■ Share experiences</li> </ul>	<b>Listening</b> <b>Keeping animals in zoos</b> <ul style="list-style-type: none"> <li>■ A student debate about zoos</li> </ul> <b>Reading</b> <b>The Bedouin of Jordan</b> <ul style="list-style-type: none"> <li>■ An essay about the Bedouin</li> </ul>	<b>A summary and response</b> <ul style="list-style-type: none"> <li>■ A summary of and response to an opinion</li> <li>■ Linking contrasting ideas</li> </ul> <b>Time to write</b> <ul style="list-style-type: none"> <li>■ Write an article about a tradition from your country</li> </ul>	<ul style="list-style-type: none"> <li>■ Test your memory and compare results</li> <li>■ Tell the story behind a photo</li> <li>■ Discuss childhood memories</li> <li>■ Retell a personal story</li> </ul> <b>Time to speak</b> <ul style="list-style-type: none"> <li>■ Share your experience of a national moment</li> </ul>



# CLASSROOM LANGUAGE

## PAIR WORK AND GROUP WORK

### 1.02 Choosing roles

How should we start?

Why don't you be ... and I'll be ...

Who wants to present for our group?

### Understanding the task

So what are we supposed to do?

I'm not really sure.

Should we ask the teacher?

### Asking for more time

Sorry, we're not done yet. We need a few more minutes.

### Completing a task

OK. So are we done with this part?

I think so. What's next?



## TALKING TO THE TEACHER

### Discussing assignments

When is ... due?

Can I email ... to you?

### Discussing a missed class

I was out on ... Can you tell me what I missed?

### Asking for explanations

Can you tell us what we're supposed to do again?

Can you explain that again? I didn't understand.

### Preparing for a text/exam

Will this be on the test?

Will we review this before the test?





## UNIT OBJECTIVES

- talk about personal achievements
- talk about qualities that employers look for
- make and respond to introductions
- write a comment in response to an article
- give examples in a presentation
- practice a job interview

# AND WE'RE OFF!

1



## START SPEAKING

- A** Look at the picture. Where is the man? What is he about to do? How do you think he feels? Why?
- B** **PAIR WORK** Think of a new activity you are about to start or that you have started recently (a new job, a new sport, a new course, etc.). What is it? How do you feel about it? For ideas, watch Andres's video.
- C** **GROUP WORK** Report three things your partner told you to your group.



*Do you feel the same as Andres?*





- talk about personal achievements

## 1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Look at the pictures and describe the three people. Then read the blog post, which is a response to a social media challenge, "Five things about me." Which person wrote it? Why do you think that?

**FIVE THINGS ABOUT ME**

**Here is my answer to the latest blog challenge!**  
(If I get 1,000 likes, my boss will donate \$1,000 to charity. So please like my list!)

- 1 Every year I **set myself a goal** of learning a new skill. I've done a lot of different things. Last year I learned to play chess. This year I've been learning computer animation and design.
- 2 People tell me I **have a great sense of humor**, and I love to **tell jokes**!
- 3 A few years ago, while I was working at a summer camp, a girl came screaming out of her cabin because she saw a huge spider on her bed. I hate spiders, but I **faced my fear**, went in there, and caught that spider. I felt so brave! 😊
- 4 I'm saving money to open a small studio where I can teach art classes. I've always wanted to **run my own business**. I love **working with my hands**, and I want to do something I can really **take pride in**.
- 5 This year I'm going to **run a marathon**. I don't want to **win a medal** or **break a record** or anything. I just want to finish! I'm sure I can **rise to the challenge**!



## 2 VOCABULARY: Describing accomplishments

- A 1.03 Read the post again and find the right verb to complete the expressions. Listen and check.

- |                             |                        |                   |
|-----------------------------|------------------------|-------------------|
| 1 _____ pride in something  | 5 _____ to a challenge | 9 _____ your fear |
| 2 _____ a goal for yourself | 6 _____ a marathon     | 10 _____ a medal  |
| 3 _____ a sense of humor    | 7 _____ a business     | 11 _____ a record |
| 4 _____ with your hands     | 8 _____ a lot of likes | 12 _____ a joke   |

- B Now go to page 165. Do the vocabulary exercises for 1.1.

- C **PAIR WORK** Complete the sentences as many times as possible using the expressions in exercise A. Then compare your sentences with a partner. How many things do you have in common?

- 1 I have never ...                      2 I would/wouldn't like to ...

*I have never told a joke in English.*

- D **PAIR WORK** Imagine you are going to do the blog challenge. What five pieces of information would you choose to share?



### 3 GRAMMAR: Tense review (simple and continuous)

A Complete the descriptions of different tenses. Use the sentences in the grammar box to help you.

Which tense describes ...

1 past experiences with no specific past time given?

*present perfect*

2 an action in progress in the past?

3 a completed action in the past?

4 a habit or repeated action in the present?

5 an action in progress in the present?

6 an action that started sometime in the past and is still continuing?

#### Simple and continuous tenses

simple present

Every year I **set** myself a goal of learning a new skill.

present continuous

I'm **saving** money to open a small studio.

simple past

I **faced** my fear, **went** in there, and **caught** that spider.

past continuous

I **was working** in a summer camp when it happened.

present perfect

I've **done** a lot of different things.

present perfect continuous

This year I've **been learning** computer animation.

B Now go to page 153. Look at the grammar chart and do the grammar exercise for 1.1.

C Choose five time expressions from the box and write sentences that are true for you.

at the moment

at 8 o'clock this morning

never

every day

last year

for the last three months

now

once a week

since I was a child

when I got home

yesterday

*It was raining when I left the house this morning.*

D **GROUP WORK** Read your sentences to your group.  
How many of your sentences are the same or similar?

### 4 SPEAKING

A **PAIR WORK** Read the sentences and discuss which ones are true for you. If they are false, explain why.

1 I won a medal when I was in high school.

2 I've been studying English for more than 10 years.

3 I once got more than 100 likes for a post on social media.

4 I'm saving money to go on vacation next year.

5 I have never been afraid of anything.

B **GROUP WORK** Report back to the class on the five things you learned about your partner.



*Saad runs marathons, and he's won five medals for running. He's been studying English for three years. He doesn't like social media, so he's never ...*





- talk about qualities that employers look for

## 1 LANGUAGE IN CONTEXT

- A  1.04 Look at the picture. Where are the people? What do you think their relationship is? What do you think they're talking about? Listen to their conversation to check your answers.
- B  1.04 Listen again and read the script. Do you think she'll get the job? Why or why not?




### 1.04 Audio script

- A She was so nice. She'd be good with customers – **polite**, friendly, relaxed. She had a lot of **enthusiasm** too, really positive about working with us.
- B And she seemed pretty **ambitious** too, you know? She wants to be **successful** in her job, and she's looking for a challenge.
- A Yeah, and I really like it when candidates show **curiosity** about how things work here. It shows she's **confident**. I mean, she's not afraid to ask questions, to be **truthful** about what she *doesn't* know.
- B No paid work **experience**, but she has other **qualifications**.
- A Yeah, she's working on that community art project at the moment and really loving it. That shows **creativity**, too.
- B Remember when she was talking about working with kids? She said, "I'm being really careful with how I use social media with them." That's great – it shows she's a **responsible** person.
- A Totally! And she seemed to be pretty **independent**, too. Like, she doesn't need someone to tell her what to do all the time.
- B Yeah. Well, I think we've found the right person for the job.

## 2 VOCABULARY: Describing key qualities

- A  1.05 Complete the chart with the **bold** words from the conversation. Listen and check.

adjective	noun	adjective	noun	adjective	noun
<b>ambitious</b>	ambition	enthusiastic		qualified	
	confidence	experienced			responsibility
creative			independence		success
curious			politeness		truthfulness

- B  Now go to page 165. Do the vocabulary exercises for 1.2.
- C **PAIR WORK** Match four words from the chart with the definitions below. Then write short definitions for four others. Read them to another pair. Can they guess the word?
- 1 belief in your own abilities
  - 2 describing someone who doesn't lie
  - 3 describing someone who can do things on their own
  - 4 the education, training, and experience needed (pl)
- D Which qualities in the chart above do you think are most important for a new employee? A boss? A friend? Why?