

**Teacher's Book**

# Keynote 3

**SECOND EDITION**  
**Intermediate**

Jon Hird

National Geographic Learning,  
a Cengage Company

**Keynote 2e, Intermediate  
Level 3, Teacher's Book**  
**Jon Hird**

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# Student's Book Scope and Sequence

| UNIT                                                                                                                                                                  | LESSON A                    |                                               |                                     | LESSON B                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                       | Vocabulary                  | Listening                                     | Speaking                            | Grammar                                                                                                |  |
| <b>1 Making a Difference</b><br>                                                     | Helping others              | A video about how some companies help society | Encouraging someone to say more     | Simple present and present continuous<br>Stative verbs<br>Language to describe trends                  |  |
| <b>2 The Job For Me</b><br>                                                          | Work and career             | Opinions about interview questions            | Giving feedback                     | Defining relative clauses<br><i>Wh-</i> clauses                                                        |  |
|  CAREER SKILLS 1: Decision-making <span>• Watch a video about decision-making</span> |                             |                                               |                                     |                                                                                                        |  |
| <b>3 How We Live</b><br>                                                           | Standard of living          | A podcast interview about minimalism          | Thinking and giving reasons         | Comparatives and superlatives<br>Modifiers                                                             |  |
| <b>4 Success</b><br>                                                               | Success and motivation      | A conversation about goals                    | Showing agreement and understanding | Simple past and past continuous<br>Past perfect simple                                                 |  |
|  CAREER SKILLS 2: Empathy <span>• Watch a video about empathy</span>               |                             |                                               |                                     |                                                                                                        |  |
| <b>5 Future Trends</b><br>                                                         | Technology and the internet | A video report about online presence          | Adding points                       | <i>Will</i> and phrases for predictions<br><i>Might, be likely to, and be going to</i> for predictions |  |
| Review 1: Units 1–5                                                                                                                                                   |                             |                                               |                                     |                                                                                                        |  |

|  | LESSON C                                                                                                                                                      | LESSON D                                           | LESSON E                                                                                                                                                                | LESSON F                                     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|  | Viewing                                                                                                                                                       | Reading                                            | Communication                                                                                                                                                           | Writing                                      |
|  | <p>A talk about making a difference</p> <p><b>Critical Thinking:</b> Making a message “stick”</p> <p><b>Presenting:</b> Making a story engaging</p>           | <p>An article about helping communities</p>        | <p>Discussing volunteering opportunities</p> <p><b>Language:</b> Suggesting and responding to ideas</p> <p><b>Pronunciation:</b> Intonation and stress in questions</p> | <p>An email request</p>                      |
|  | <p>A talk about different career paths</p> <p><b>Critical Thinking:</b> Making a balanced judgment</p> <p><b>Presenting:</b> Speaking clearly</p>             | <p>An online discussion about career advice</p>    | <p>Talking about what you do</p> <p><b>Language:</b> Starting a conversation and showing interest</p> <p><b>Pronunciation:</b> Connected speech in questions</p>        | <p>An email inquiry</p>                      |
|  | • Listen to colleagues making a hiring decision                                                                                                               |                                                    | • Collaborate to choose an office location                                                                                                                              |                                              |
|  | <p>A talk about standard of living in different countries</p> <p><b>Critical Thinking:</b> Interpreting a message</p> <p><b>Presenting:</b> Using visuals</p> | <p>An opinion article about financial literacy</p> | <p>Conducting a survey</p> <p><b>Language:</b> Asking for and giving clarification</p> <p><b>Pronunciation:</b> The letter “o”</p>                                      | <p>A report about survey results</p>         |
|  | <p>A talk about the importance of luck</p> <p><b>Critical Thinking:</b> Separating opinions and facts</p> <p><b>Presenting:</b> Using body language</p>       | <p>An article about a psychology experiment</p>    | <p>Conducting informal interviews</p> <p><b>Language:</b> Responding and reacting</p> <p><b>Pronunciation:</b> Showing attitude</p>                                     | <p>An introduction to an opinion article</p> |
|  | • Watch co-workers discussing an issue                                                                                                                        |                                                    | • Role-play a situation requiring empathy                                                                                                                               |                                              |
|  | <p>A talk about an AI invention</p> <p><b>Critical Thinking:</b> Re-evaluating your thinking</p> <p><b>Presenting:</b> Reading aloud</p>                      | <p>An explanatory article about future trends</p>  | <p>Managing a discussion</p> <p><b>Language:</b> Managing a discussion and responding to points</p> <p><b>Pronunciation:</b> Emphatic stress</p>                        | <p>A report describing trends</p>            |

# Student's Book Scope and Sequence

| UNIT                                                                                                                                                                            | LESSON A                                                                |                                                                    |                             | LESSON B                                                                                         |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                 | Vocabulary                                                              | Listening                                                          | Speaking                    | Grammar                                                                                          |  |
| <b>6 Clear Communication</b><br>                                                               | Ways we communicate                                                     | A video about communication skills in interviews                   | Using attitude adverbs      | Verb patterns with <i>to</i> -infinitive or <i>-ing</i><br><br>Adjective patterns                |  |
| <b>7 From Farm to Table</b><br>                                                                | Meals and snacks<br><br><b>Pronunciation:</b><br>Disappearing syllables | A conversation about snacks                                        | Responding                  | Passive verb forms<br><br>The passive with <i>by</i>                                             |  |
|  CAREER SKILLS 3: Communicating Online <span>• Watch a video about communicating online</span> |                                                                         |                                                                    |                             |                                                                                                  |  |
| <b>8 Identity</b><br>                                                                        | Identity                                                                | A self-introduction video about someone's background and interests | Using discourse markers     | Present perfect simple<br><br>Present perfect simple with <i>for</i> and <i>since</i>            |  |
| <b>9 Time for Change</b><br>                                                                 | Creating change                                                         | A report about someone who campaigned for change                   | Inviting ideas and opinions | Modals of obligation<br><br><i>Can</i> and <i>can't</i> for ability, permission, and possibility |  |
|  CAREER SKILLS 4: Adaptability <span>• Watch a video about adaptability</span>               |                                                                         |                                                                    |                             |                                                                                                  |  |
| <b>10 It's About Time</b><br>                                                                | Time and attention                                                      | A video report about use of time                                   | Explaining differences      | First conditional<br><br>Second conditional                                                      |  |
| <b>Review 2: Units 6–10</b>                                                                                                                                                     |                                                                         |                                                                    |                             |                                                                                                  |  |

|                                       | LESSON C                                                                                                                                                                    | LESSON D                                          | LESSON E                                                                                                                                                   | LESSON F                   |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|                                       | Viewing                                                                                                                                                                     | Reading                                           | Communication                                                                                                                                              | Writing                    |
|                                       | <p>A talk about clear scientific communication</p> <p><b>Critical Thinking:</b> Understanding analogies</p> <p><b>Presenting:</b> Helping your audience understand</p>      | <p>An opinion article about why people listen</p> | <p>Passing on information accurately</p> <p><b>Language:</b> Managing misunderstanding</p> <p><b>Pronunciation:</b> Contrastive stress</p>                 | <p>An email response</p>   |
|                                       | <p>A video about the future of farming</p> <p><b>Critical Thinking:</b> Evaluating the medium of a message</p> <p><b>Presenting:</b> Using animations and graphics</p>      | <p>A discussion article about vertical farms</p>  | <p>Describing dishes at a dinner party</p> <p><b>Language:</b> Explaining and describing food</p>                                                          | <p>An explanation</p>      |
| • Watch four students in a video call |                                                                                                                                                                             | • Give a presentation about communicating online  |                                                                                                                                                            |                            |
|                                       | <p>A talk about different cultures in the workplace</p> <p><b>Critical Thinking:</b> Understanding issues behind phrases</p> <p><b>Presenting:</b> Beginning powerfully</p> | <p>An explanatory article about diversity</p>     | <p>Taking part in a job interview</p> <p><b>Language:</b> Presenting your skills</p> <p><b>Pronunciation:</b> Word stress in word families</p>             | <p>A cover letter</p>      |
|                                       | <p>A talk about taking action</p> <p><b>Critical Thinking:</b> Seeing other perspectives</p> <p><b>Presenting:</b> Using rhetorical questions</p>                           | <p>A procedural article about advocacy</p>        | <p>Persuading others to support a cause</p> <p><b>Language:</b> Persuading</p> <p><b>Pronunciation:</b> Consonant-to-vowel linking</p>                     | <p>A campaign web page</p> |
| • Listen to part of an interview      |                                                                                                                                                                             | • Role-play part of a job interview               |                                                                                                                                                            |                            |
|                                       | <p>A talk about why we delay important work</p> <p><b>Critical Thinking:</b> Visualizing an issue</p> <p><b>Presenting:</b> Being relatable</p>                             | <p>A blog post about time anxiety</p>             | <p>Making decisions as a team</p> <p><b>Language:</b> Presenting and questioning options</p> <p><b>Pronunciation:</b> Saying numbers, times, and dates</p> | <p>A meeting summary</p>   |

# Introduction to *Keynote*, Second Edition

## What is *Keynote*?

*Keynote* is a six-level general English series that teaches the **English communication and future-ready skills** that students will need to thrive in an increasingly connected global world. It is suitable for all adults or young adults in higher education or in the workplace who need English to effectively communicate across professional, personal, and academic settings.

Available in six levels, from Elementary (A1–A2) to Proficient (C2), it provides a rich range of flexible materials for teachers in a diverse range of teaching contexts. Carefully sequenced lessons with detailed teaching notes will support less experienced teachers, while valuable background information, teaching tips, and extension activities will be of use to even the most experienced teacher.

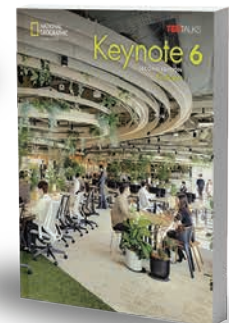
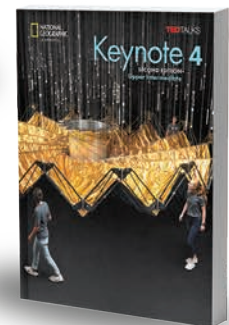
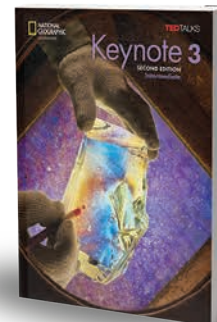
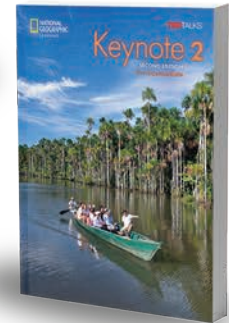
## Key features in *Keynote*, Second Edition

- **Future-ready skills:** *Keynote*'s unique framework organizes essential skills for life and work into four key categories: interpersonal skills, thinking skills, self-management skills, and digital literacy skills. Skills are interwoven and embedded throughout the course, and addressed explicitly in the Career Skills lessons.
- **Career Skills lessons:** At four points throughout the course, learners can explore a specific future-ready skill in depth. A systematic approach builds awareness of the skill, introduces specific ways to apply it, and provides meaningful opportunities for practice and reflection.
- **Communication skills:** Useful language and speaking skill strategies are explicitly taught, and communication opportunities are embedded in every lesson. The inclusion of new Communication lessons in every unit allows students to engage with challenging communication tasks in real-world scenarios.
- **Global English awareness:** *Keynote* approaches English as an international language, and helps learners to become more flexible and open-minded toward the different varieties of English in the world. A broad range of speakers are introduced through listening activities and videos, including TED Talks. In addition, Global Englishes boxes in each unit allow further opportunities to explore how English is used around the world.

## How are units organized?

|                  |                                     |
|------------------|-------------------------------------|
| <b>Opener:</b>   | Warm up                             |
| <b>Lesson A:</b> | Vocabulary, Listening, and Speaking |
| <b>Lesson B:</b> | Grammar                             |
| <b>Lesson C:</b> | Viewing                             |
| <b>Lesson D:</b> | Reading                             |
| <b>Lesson E:</b> | Communication                       |
| <b>Lesson F:</b> | Writing                             |

Each unit of *Keynote* builds on learners' current competence and enriches and extends it through a series of learning activities. Each unit contains six lessons around an overarching theme. Communication and critical thinking skills, alongside other future-ready skills, are embedded in every lesson.



# Introduction to Future-Ready Skills

Future-ready skills are transferable skills that enhance employability and help students navigate challenges in professional, personal, and academic settings. In *Keynote*, 24 of the most in-demand skills, according to employers, are woven in throughout the series. They are integrated in many different classroom activities (just look for the future-ready skills icon at the end of each lesson to know what skills are touched on), and may appear as a unit or lesson theme. There are also four “Career Skills” lessons in each level, which take an in-depth look at a specific future-ready skill in a workplace-relevant context.

## Interpersonal Skills

**Active Listening:** giving a speaker your full attention

- understanding and clarifying
- reflecting back and responding thoughtfully

**Collaboration:** working with others • effective communication • cooperation • respecting different perspectives • resolving problems

**Empathy:** understanding other perspectives • emotional intelligence • developing trust • being supportive

**Interview Skills:** skillful questioning and responding • expressing yourself clearly and confidently • presenting yourself

**Managing People:** guiding, supporting, and motivating others • leadership • facilitating interaction • creating a positive work environment

**Negotiating:** reaching agreement through compromise • understanding the needs of others • being persuasive

## Digital Literacies

**Communicating Online:** understanding different online mediums

- adapting communication styles
- using non-verbal information
- dealing with technical issues

**Data Literacy:** interpreting and using data effectively • questioning data • identifying trends • using data to make decisions

**Effective Emailing:** writing clear professional messages • using appropriate tone and structure • understanding purpose and audience

**Media Literacy:** critically analyzing media messages • understanding purpose • evaluating credibility • making informed decisions

**Presenting with Video:** delivering messages effectively to camera • using visuals to support a message • pace • body language • relatability

**Visual Literacy:** interpreting images • creating and using effective visuals to communicate ideas • visual storytelling

## Thinking Skills

**Active Learning:** understanding how you learn best • being curious and reflective

- applying what you learn in real-world contexts

**Creative Thinking:** generating innovative ideas or solutions • being imaginative and curious • challenging conventional thinking

**Critical Thinking:** analyzing information • making reasoned judgments • questioning assumptions • evaluating evidence • drawing logical conclusions

**Decision-Making:** choosing an optimal course of action from several options • weighing pros and cons • considering risks • using logic and intuition

**Problem-Solving:** analyzing challenges • identifying effective solutions • being creative and persistent

**Visual Thinking:** making concepts clearer and more memorable through visuals • using visuals to process information and solve problems

## Self-Management

**Adaptability:** adjusting to new changes or challenges quickly and effectively • being resilient, open-minded, and willing to learn

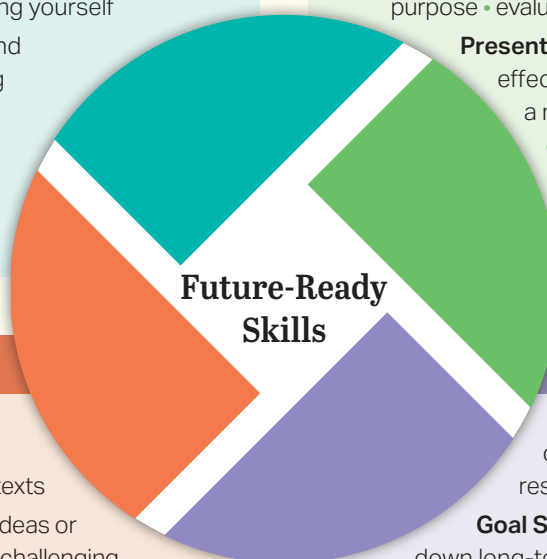
**Goal Setting:** defining clear objectives • breaking down long-term goals into manageable steps • staying motivated • tracking progress

**Managing Stress:** recognizing sources of stress • using healthy coping strategies • time management • shifting perspective • maintaining balance

**Money Management:** making wise financial decisions • budgeting and financial planning • evaluating financial risks and benefits

**Resilience:** recovering from setbacks • persevering in the face of challenges • building emotional strength • using healthy coping strategies

**Time Management:** planning your time • being organized and efficient • reducing stress • increasing productivity • improving work-life balance



# Unit Structure

Each unit begins by focusing on an engaging theme relevant to life and work (Opener). Learners share ideas and build knowledge of vocabulary and grammar in context, always with a view to using it for meaningful communication (Lesson A and B). Their knowledge and thinking is deepened simultaneously with developing their language skills, through rich input such as TED Talks, TED-Ed videos, interviews, and challenging reading texts (Lesson C and D). At the end of each unit, learners draw together their new knowledge and skills to participate in an extended real-world communicative task, and produce different genres of writing relevant to the unit (Lesson E and F).

## Opener – Warm up

The opener engages learners with the theme of the unit, allows them to share some of their current ideas and thinking, and gives the teacher the opportunity to evaluate what they already know, what they might need to know, and what they might be interested in.

**Engaging unit themes** are explored from different perspectives throughout each unit.

### Success 4



Each unit starts with a **striking image** to provoke discussion and begin building topic-related vocabulary.

Christina Koch at the Johnson Space Center in Houston, U.S.A.

- In this unit, you will ...**
- explore different ways to measure success, and think about goals and achievements
  - watch a TED Talk about the importance of luck
  - read an article about a psychology experiment
  - conduct informal interviews related to success
  - write the introduction to an opinion article

### Warm Up

Discuss the questions with a partner.

- 1 The photo shows astronaut and engineer Christina Koch. She holds the record for the longest space flight by a woman (328 days). What do you think helped her to be successful in her career?
- 2 What difficulties do you think she faced?
- 3 Apart from career, what other things make a successful life?

# Lesson A – Vocabulary, Listening, and Speaking

Lesson A helps students to build up their topic-relevant vocabulary and express their ideas about it more fluently and confidently through scaffolded listening and speaking tasks.

Students encounter **level-appropriate vocabulary** in context, explore its meaning, and engage in personalized practice.

Carefully **scaffolded viewing or listening tasks**, including interviews, podcasts, reports, and conversations, allow further exploration of the theme and opportunities to hear vocabulary and useful real-life language in context.

## 4A Goals and achievements

Use vocabulary related to success and motivation • Understand a conversation about goals • Talk about personal goals

### Vocabulary Success and motivation

**A** **4.1** Read and listen to a researcher asking people some questions. Then match the words in **blue** with the definitions (1–8).

- A** Do you enjoy **competition** in games and sports? Yes, sure! I love winning! Competition makes me feel **motivated**.
- B** How do you feel when you try hard to **achieve** a goal, but you **fail**? Well ... it's a **disappointment**, but I try to think of it as a learning experience.
- C** How should teachers **reward** students that get good grades? Hmm ... why only reward those students? I think all students **deserve** something for their **effort**.

- \_\_\_\_\_ : to succeed in doing something
- \_\_\_\_\_ : the hard work needed to do something
- \_\_\_\_\_ : wanting to do something
- \_\_\_\_\_ : to have earned something because of your actions
- \_\_\_\_\_ : to give something as a "thank you" for good work
- \_\_\_\_\_ : a sad feeling because you hoped for a different result
- \_\_\_\_\_ : to not succeed
- \_\_\_\_\_ : a situation where everyone is trying to be the winner

**B** Work in pairs. How would you answer the researcher's questions from Exercise A?

▼ A team of female gamers win an e-sports competition.



48 Unit 4 Success

### Listening

**C** People often **set** goals for themselves, such as getting a good grade, or losing weight. What other common goals can you think of? Discuss with a partner.

**D** **4.2** You will hear two friends talking about goals. What do they agree is a problem? Choose the best option (a–c).

- choosing the wrong goals
- setting goals that are too big
- pushing yourself to succeed

**E** **4.2** Look at the statements (1–5). Then listen again and choose the best answer to complete them.

- Focusing on goals makes the man feel \_\_\_\_\_.  
a motivated b demotivated
- His sister \_\_\_\_\_.  
a needs to make an effort b is always pushing herself
- The woman says that thinking about the future is \_\_\_\_\_.  
a natural b unhelpful
- The woman thinks big goals \_\_\_\_\_.  
a cannot be achieved b can be achieved
- One of the man's goals is to \_\_\_\_\_.  
a be less stressed b go swimming every day

**F** Work with a partner. Do you think it's important to set goals? Why or why not?

### Speaking

**G** Write down three of your own goals and your reason for having them. Use the life areas in the box to give you some ideas, or think of your own.

| travel  | career  | health  | personal development | relationship | finance |
|---------|---------|---------|----------------------|--------------|---------|
| Goal 1: | Goal 2: | Goal 3: |                      |              |         |
| Reason: | Reason: | Reason: |                      |              |         |

#### SPEAKING SKILL Showing agreement and understanding

In a conversation, we can show that we are listening and encouraging the other person by showing that we agree or understand.

That's true. Me too. / Me neither. I think that's natural / normal.  
I get that. I know what you mean. That's a good way to look at it.

**H** Work in small groups. Take turns sharing your goals and reasons. Use the phrases in the Speaking Skill box to respond to your partner, and ask follow-up questions.

goal setting • empathy

Lesson A 49

**Speaking skills** are explicitly taught to help students understand and practice the subskills necessary for effective communication in different contexts.

Lesson B – Grammar

Lesson B makes grammar meaningful for students. An infographic provides a jumping-off point for exploring language in context, and practicing it in both writing and speaking. Learners leave this lesson feeling confident in using various language points to talk about the topic in personally relevant ways.

An **eye-catching infographic** in every unit engages learners with real world information, ideas, and data, building visual and information literacy skills while also allowing grammar to be explored in context.

Language Focus Talking about an earlier time

GRAMMAR 2 Past perfect simple

The past perfect is another narrative tense which helps to tell an event if the order of events isn't clear, this tense shows what happened before another. The past perfect simple is formed using **had + past participle**.

She **received** an award from the Queen for her work.

**G** Look at the Grammar 2 box, then read the sentence below and explain.

Langley **made** good decisions because she **had learned** from her mistakes.

Made is **simple past / past perfect simple**. It happened **first**.

**H** **04.4** Read about another person's career. Choose the correct options, then listen to check. What was Noroshige Kana's dream?

Noroshige Kana **studied / had studied** medicine at college in Japan, specializing in underwater medicine. One day, while he **was doing / had done** an underwater training course, someone told him this was useful experience for an astronaut. He **never thought / had never thought** about becoming an astronaut before, but he felt inspired and **decided / had decided** to apply for Japan's astronaut program. He was accepted, and completed his basic training in 2011. But it wasn't until 2017 that he finally **went / had gone** into space to work on the International Space Station. He **waited / had waited** a long time to achieve his dream, so he was very excited. In total, he **was spending / spent** 168 days on the ISS, working as a flight engineer and doing experiments. When it was time to leave, he was sad, but also happy. He **spent / had spent** six months in space and he was ready to go home.

**I** Look at the example sentences about Kana, then write sentences about your own life. Then share with a partner and ask follow-up questions.

Before Kana did the underwater training course, he **never thought** about becoming an astronaut.

By the time he came back to Earth, he **spent** six months in space.

- 1 Before I \_\_\_\_\_, I'd never \_\_\_\_\_.
- 2 By the time I \_\_\_\_\_, I'd \_\_\_\_\_.

Speaking Describing a timeline

**J** Draw a timeline showing the main events in someone's career or life. You could focus on yourself, someone you know, or a famous person. Then share it with a partner, describing the main events and giving background information as needed.

4B A successful career

Analyze an infographic about a career • Use three narrative tenses • Describe past events using a timeline

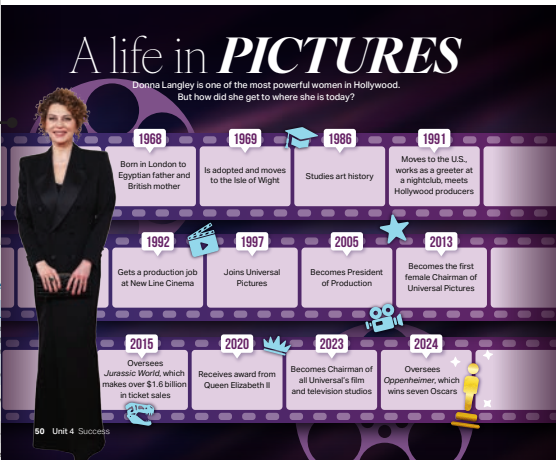
Language in Context

**A** Work with a partner. Do you agree or disagree with these opinions? Why?

- 1 The subject you study at college should connect to your future career.
- 2 Career progress depends on who you know as well as what you know.
- 3 Making mistakes is an important part of success.

**B** Study the infographic about Donna Langley's career. Answer the questions.

- 1 What was her first job, and how far did she climb in the movie industry?
- 2 Which ideas from Exercise A do you think she might agree with? Why?



**Language focus** sections guide learners to understand, practice, and personalize target language points.

Language Focus Talking about past events

GRAMMAR 1 Simple past and past continuous

The simple past and past continuous are used to talk about different aspects of past events. They are often called "narrative tenses" because we can use them to tell stories about the past.

She **was born** in London.  
She **moved** to Los Angeles in 1991.  
She **met** some Hollywood producers while she **was working** as a greeter.  
While working at New Line Cinema, she **was gaining** important industry experience.  
She **became** Chairman of Universal Pictures in 2013.

For more information and practice, see Grammar Reference.

**C** Read the Grammar 1 box and look at the example sentences. Find the following:

- 1 four simple past verbs: \_\_\_\_\_
- 2 two past continuous verbs: \_\_\_\_\_

**D** Choose the correct options to complete the grammar summary.

- We often use the simple past to give **background / main** events in a sequence.
- We use the past continuous to describe a **background / main** action, something in progress when a main event took place.
- We can also use the past continuous to show that an action happened **quickly / over a period of time**.

**E** **04.3** Complete the paragraphs using the simple past or past continuous form of the verbs in parentheses, then listen to check. Have you seen any of the movies that are mentioned?

After moving to Los Angeles—the home of Hollywood—Donna Langley quickly \_\_\_\_\_ (become) interested in the movie business. While she \_\_\_\_\_ (work) as a nightclub greeter, she \_\_\_\_\_ (meet) someone who \_\_\_\_\_ (offer) her a job in movie production. A few years later she \_\_\_\_\_ (join) Universal Pictures, where her career took off.

However, at the time that Langley became Chairman in 2013, the company \_\_\_\_\_ (experience) some problems. Langley \_\_\_\_\_ (realize) that they needed movies that could attract a wider range of people. So she \_\_\_\_\_ (decide) to make a mix of big-budget movies, like Jurassic World, and smaller, creative movies, like Split. Split \_\_\_\_\_ (cost) \$9 million to make, but it \_\_\_\_\_ (earn) over \$278 million worldwide.

**F** Discuss the topics with a partner. Say what you were doing and where you were living at the time, and explain what happened.

- Your earliest memory
- Your life five years ago
- How you decided what to study or do as a job
- How you met a close friend

Five years ago I was living in Kobe with my parents, and I was studying at a local high school. I only moved here last year.

UNIT 4

Simple past and past continuous

Simple past: base verb + -ed

+ I **played** tennis.

- I **didn't play** tennis.

? Did you win?  
Yes, I **did** / No, I **didn't**.

**Remember!** Some verbs have irregular simple past forms (see page 175).

We use the simple past for completed actions, events, or situations. It is often used for the main events in a story.

She **said** goodbye and then **left**.

We often use the simple past with past time phrases, e.g. last year, in 2025.

Past continuous: was/were + verb + -ing

+ I **was talking**.

- They **weren't talking**.

? Was he talking?  
Yes, he **was** / No, he **wasn't**.

Were they talking?  
Yes, they **were** / No, they **weren't**.

**Remember!** Stative verbs (e.g. have, own, know) cannot be continuous.

We use the past continuous for an activity that continued over a period of time in the past. We often use the past continuous with the simple past in the same sentence, using **when** and **while**.

• It is often used for the background situations in a story.  
It **was raining** when she **left** the house.  
• The simple action may interrupt the past continuous action. The past continuous action may or may not continue.  
The train **was leaving** when they **arrived**.

train was leaving they arrived

**Remember!** While is usually followed by the past continuous.  
He **told** us the story **while** we **were driving**.

► Exercise A

Past perfect simple

had (to) + past participle

+ I **had met** him before.

- I **hadn't met** him before.

? Had you met him before?  
Yes, I **had** / No, I **hadn't**.

**Remember!** Some verbs have irregular past participles (see page 175).

We use the past perfect to make it clear that an event or action happened before another event in the past.

By the time they **arrived**, the train **had left**.

train left they arrived

We often use time expressions with the past perfect, e.g. already, just, by the time.  
I **had already eaten** so I **wasn't** hungry.

► Exercise B

**A** Choose the correct options.

- 1 She **had / was having** a brilliant idea while she **was walking / walked** to work.
- 2 They **weren't getting / didn't get** any sleep because the neighbors **were playing / played** loud music all night.
- 3 Sorry, I **wasn't knowing / didn't know** that you **were waiting / waited** for me.
- 4 He **saw / was seeing** an old friend while he **was waiting / waited** at the station.

**B** Complete the sentences using the verbs in parentheses. Use simple past, past continuous, or past perfect simple.

- 1 The concert \_\_\_\_\_ (already start) by the time we \_\_\_\_\_ (arrive).
- 2 The traffic \_\_\_\_\_ (be) bad because a car \_\_\_\_\_ (break down) in the road.
- 3 She \_\_\_\_\_ (wait) for me in the coffee shop. I almost \_\_\_\_\_ (not recognize) her—she \_\_\_\_\_ (change) a lot.
- 4 They \_\_\_\_\_ (drive) to the airport when they \_\_\_\_\_ (realize) that they \_\_\_\_\_ (forget) their passports.

Lesson C – Viewing

In this input-rich lesson, learners hear from real-life speakers sharing ideas that matter. They continue to build their vocabulary and topic knowledge while developing their listening and visual literacy skills. Learners are encouraged to think critically about the ideas in the talk, their implications, and their applications. Learners also have an opportunity to focus on a presentation skill and apply it to talk about their own ideas or experiences.

Pre-viewing discussion, vocabulary-building, and information boxes provide **scaffolding** on key points that set learners up for success. Further support and guidance is provided in the Teacher's Book and online.

Learners explore a **listening micro-skill** that helps to prepare them for the main talk, but also improves their general listening skills.

**LISTENING SKILL** Using word stress

In longer English words (two or more syllables), only one syllable usually gets the main (primary) stress. Effective listeners can "catch" a stressed syllable and guess the rest of the word, even if they haven't heard it clearly. Some very long words may have a primary and a secondary stress, e.g. **extra**curRICular.

**C 40.45** Read the Listening Skill box. Then look at the sentences below. A stressed syllable is shown in **BOLD**. Can you guess the full word? Listen and check your answers.

1 I'm interested in ... **PLY** ... to this college. \_\_\_\_\_

2 She is well **QUAL** ... for the job. \_\_\_\_\_

3 You ... **SERVE** a reward for your hard work. \_\_\_\_\_

4 He felt ... **PRESS** ... after he failed his exam. \_\_\_\_\_

**D 40.46** Listen to the opening sentences of Schwartz's TED Talk. Underline the stressed syllable of the words in **bold**.

Hello, **everybody**. I'm **honored** to be here to talk to you, and what I'm going to talk about **today** is luck, and **justice**, and the **relation** between them.

**E 40.47** Watch Part 1 of Schwartz's TED Talk and choose the correct words to complete the statements.

1 Swarthmore college is **moderately** / **extremely** difficult to get into.

2 The man's daughter **had** / **didn't have** good enough qualifications to get into Swarthmore.

3 Barry Schwartz spoke positively about **the man's daughter** / **her chances of getting in**.

4 Because there aren't enough places for everyone, colleges raise **their prices** / **the entry requirements**.

**F 40.48** Study the mind map. Then watch Part 2 of Schwartz's TED Talk and write the missing words (1–6).

**GLOBAL ENGLISHES**

**Spelling differences**

Some words are spelled differently in different varieties of English. You can choose which spelling to use, but be consistent. Some common differences are words ending -or / -our, words ending -ise / -ize, and words ending -ize / -ise. Can you think of examples?

**Problem**  
not enough college places

**Colleges' solution**  
increase requirements

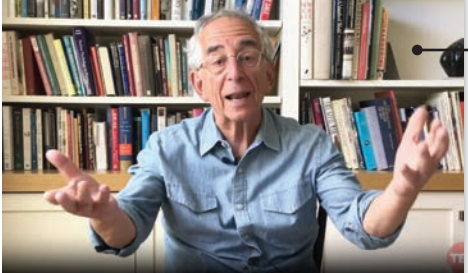
**Result**  
• increased 1 \_\_\_\_\_ among high school kids  
• anxiety and 2 \_\_\_\_\_ in teenagers

**Schwartz's solution**  
decide by 3 \_\_\_\_\_

**Method**  
• decide who is good enough to be 4 \_\_\_\_\_  
• 5 \_\_\_\_\_ the ones that are not  
• put the other names in a 6 \_\_\_\_\_  
• pick out names and admit those people

**4C The role of luck**

Understand a talk about success and luck • Distinguish fact and opinion • Use animated body language



**Before Viewing**

**A** Read the information in the box, then discuss the questions with a partner.

1 How do colleges decide who gets in? What are they looking for?

2 Do you think academic success depends on luck in any way? Why?

**B** Read the sentences (a–f). The words in **blue** are used in Barry Schwartz's TED Talk. Write the correct form next to the definitions (1–6).

a They will **reject** your application if it is late.

b I don't have time for **extracurricular** activities like sports or drama.

c The library is **adequate**, but there's a bigger one in the city.

d The minimum **requirements** are a Grade A in Math and Grade B in Physics.

e I'm going to **major** in History, but I will also take some classes in Spanish.

f Bad exam results can **wreck** students' chances of getting into college.

1 \_\_\_\_\_, enough, acceptable

2 \_\_\_\_\_, to study as a main subject

3 \_\_\_\_\_, to destroy

4 \_\_\_\_\_, something you must have (e.g. to get a job or college place)

5 \_\_\_\_\_, to refuse to accept

6 \_\_\_\_\_, not part of your studies

**TED TALKS**

**BARRY SCHWARTZ** is a professor of social theory at Swarthmore College in the U.S. He is interested in the link between economics and psychology, and has written several books, including *The Paradox of Choice*. In this talk, *What Role Does Luck Play in Your Life*, he discusses the relationship between luck and success.

Lesson C 53

**40.49** Watch Part 3 of Schwartz's TED Talk and answer the questions (1–4). Check with a partner.

1 What is Schwartz's conclusion, when he thinks about how his life has turned out?

2 Does he believe he deserves his success?

3 According to Schwartz, what is the problem with society?

4 What does he say we should do about this problem?

**H** Work in small groups and discuss the questions.

1 Do you agree that Schwartz's success is due to luck? Why or why not?

2 What do you think is more important for a successful career: luck, qualifications, experience, natural talent, or hard work? Why?

**Critical Thinking** **Separating opinions and facts**

An opinion is subjective—it is a speaker's feeling or belief. A fact is objective—we can find out exact information to show it is true. It's always useful to ask, "Is this really a fact or just an opinion?"

**I** Look at these statements from Schwartz's TED Talk. Which is fact, and which is opinion? Discuss with a partner.

1 There just aren't enough spots in the Swarthmore class for everybody who's good.

2 We are wrecking a generation with this kind of competition.

**J** Work with a partner. How could you make the opinion more factual? Would this make Schwartz's argument stronger? Why or why not?

**PRESENTING SKILL** **Using body language**

Body language shows the audience how you feel about what you are saying. If your facial expressions and body language show that you are interested or excited, it helps to keep the attention of the audience, and helps them feel the same way. However, it is also important to be natural.

**K 40.50** Watch the excerpt from Schwartz's TED Talk again and answer the questions.

1 Which of the presenting tips does Schwartz use?

2 Do you think this helps to keep your attention?

**L** In the excerpt, Schwartz talked about some of the life events that brought him to his present situation. Prepare some notes to talk about some key events in your life that brought you here.

**M** Work in pairs. Take turns to share your short talk. Before you speak, make sure you are sitting or standing comfortably. While speaking, remember to use the presenting tips.

✓ Move to a new position sometimes.

✓ Show emotions with your face.

✓ Use your arms and hands to emphasize a point.

✗ Don't cross your arms or legs.

Visual literacy • Visual thinking • Critical thinking

Lesson C 55

Learners hear from a diverse range of **authentic speakers** through TED, TED-Ed, or other recorded talks.

A specific **critical thinking skill** is identified and explored in relation to the talk.

Learners analyze a **presenting skill** exemplified in the talk, and are provided with useful tips for applying the skill successfully. A mini presentation task allows them to put the skill into practice.

Each talk is broken up into smaller manageable sections. **Achievable tasks** guide learners to an understanding of the talk's main points and key details.

A **Global Englishes** tip box in each unit raises awareness of how English is used internationally, and helps learners develop as flexible, open-minded communicators.

Lesson D – Reading

Learners develop their reading skills while exploring another aspect of the unit’s theme.

Learners are **guided through tasks** that prepare them to read, then help them to understand the overall meaning and key points of a reading passage.

**Reading passages** cover a range of interesting topics and questions of real-world interest.

4D

Predicting success

Understand an article about a psychology experiment • Identify process-related vocabulary • Apply concepts more widely

Reading

A

You are going to read an article about a famous psychology experiment. First, work with a partner and discuss the questions.

1

What's your favorite "treat" food? (e.g., chocolate, candy, cookies ...)

2

When you have this treat, do you usually:

a

eat it immediately?

b

eat it slowly, enjoying it?

c

eat a little and save some for later?

B

Read the article. Then take some notes in the chart. Compare your answers with a partner.

| How the marshmallow test works | What the marshmallow test shows |
|--------------------------------|---------------------------------|
|                                |                                 |

C

Read the article again. Mark these statements true (T), false (F), or not given (NG).

1

Originally, Mischel wanted to know if rewards motivated children to be patient.

2

The experiment showed that focusing on a reward is useful.

3

The children who were successful in later life worked harder at school.

4

Mischel's experiment included children from both richer and poorer families.

5

The children in the original experiment trusted what the experimenter said.

6

Self-control is something that we can all learn.

D

Find words in the article related to the process of doing an experiment. The first letter has been given for you.

1

to **do** an experiment

2

the **results** of an experiment

3

to **doubt** a result or conclusion

4

the **people** in an experiment

5

to **show** that an idea is **true**

6

to **show** that an idea is **false**

TIP

Vocabulary

Words related to a process

One good way to learn vocabulary is in groups related to the steps in a process. For example, in the problem-solving process, you need words like *identify* a problem, *address* the problem, and *solve* the problem.

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Unit 4 Success

goal setting • resilience • critical thinking

Can a marshmallow predict your future?

A

In 1970, a researcher named Walter Mischel conducted an experiment with a group of children who were all about four years old. Mischel, a Stanford University psychology professor, wanted to find out if rewards could help children to "delay gratification"—that is, to wait for something they wanted.

B

The basic idea of the experiment is simple. Take a child to a room and put a treat, such as a marshmallow, in front of them. Tell them you are going out of the room for a while, and that they can eat the marshmallow if they want—but if they can wait for you to come back, they can have a second marshmallow.

C

Mischel thought the idea of the reward would motivate the children to wait, but in fact it seemed to make it harder for many of them. Some of the children ate the treat almost immediately. Others tried to stop themselves—by hiding their eyes, or by letting themselves smell it but not taste it—but in the end, they ate it. However, some children did manage to wait. They seemed to do this by not thinking about the reward: by talking to themselves, singing, or even falling asleep.

D

These strategies for delaying gratification were a useful finding. However, another finding from these experiments was only discovered years later. When Mischel checked how the original children were doing in life, he learned that the ones who had waited for the second marshmallow were doing better. They got better exam results, found better jobs, lived healthier lives, and were generally happier. Mischel concluded that a child's self-control and ability to delay gratification was a key to their success in later life.

E

Since the original experiments over 50 years ago, many people have questioned the findings and conducted more experiments to test them. Some people explored how the treat might affect the results—maybe some kids just don't like marshmallows. Others wanted to test a wider range of participants—the children in

F

Mischel's experiment all came from middle-income families, where a marshmallow might not be very special. Other people researched the idea of trust: if the children did not believe the experimenter would come back, they might act differently. And many people wondered if the marshmallow test could really predict future success, when so many other factors affect our lives, such as money, education, and health.

G

Studies have proven that we should not predict future success based on the marshmallow test alone. However, they have not disproved the importance of self-control as a life skill. Thanks to Mischel's experiments we know that self-control has some connection to success in later life, and we know it is a skill that we can learn. And that is a useful finding for all of us.

Lesson D 57

Learners use **critical thinking skills** to analyze, evaluate, and apply ideas from the reading passage.

**Vocabulary tip boxes** zoom in on a lexical point exemplified in the reading passage in order to build learners' vocabulary and reading skills.

xiv Unit Structure

# Lesson E – Communication

This lesson focuses on developing and practicing communication skills in a meaningful real-world situation. It also provides learners with an opportunity to apply ideas and language from earlier in the unit in a new way.

Learners hear **communication strategies** being used in a particular workplace or academic situation.

**Useful language** for a particular speaking skill or communication strategy is explicitly brought to learners' attention.

A **pronunciation tip** can be found at a relevant point in every lesson and integrated with an activity that puts it into a practice.

## 4E Secrets of success

Listen to informal interviews • Use language for reacting • Conduct informal interviews and draw conclusions

### Communication in Context

- A** Some people say that "failure is necessary for success." Do you agree? Why or why not?
- B** **4.8** Some students are conducting informal research into how people feel about failure. Listen to two of their interviews, and complete the chart.

|                                                                         | Interview 1 (Man) | Interview 2 (Woman) |
|-------------------------------------------------------------------------|-------------------|---------------------|
| Tell me about a time when you made a mistake or failed to do something. |                   |                     |
| Feeling at that time (Positive/negative? Why?)                          |                   |                     |
| Feeling now (Positive/negative? Why?)                                   |                   |                     |

- C** **4.9** Listen to some excerpts from the interviews. How did the interviewers respond in each case? You will need 1–4 words in each blank.
- 1 M:** ... I couldn't catch up with the work and I failed my final exams.  
**F:** Oh no. \_\_\_\_\_.
- 2 M:** I did really well in the final exams, and that helped me get a job afterward.  
**F:** \_\_\_\_\_. Well done.
- 3 F:** We just really didn't like each other.  
**M:** \_\_\_\_\_.
- 4 F:** He missed the meeting! He was stuck in traffic.  
**M:** Uh-oh, \_\_\_\_\_. So what happened?
- 5 F:** My manager was really unhappy with me.  
**M:** \_\_\_\_\_. But that was a few years ago. How do you feel about it now?
- 6 F:** You have to be professional and find a way to work together.  
**M:** \_\_\_\_\_.
- D** Look again at the responses in Exercise C. Which of the responses show the following?
- a** a reaction to positive information \_\_\_\_\_
- b** a reaction to negative information \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- c** "I agree." \_\_\_\_\_
- d** "I understand." \_\_\_\_\_

- E** **4.10** Work with a partner. Decide if the phrases in the box are used to respond to positive information (P) or negative information (N). If you think it depends, write D. Check with a partner, then listen and repeat.

|                           |                            |
|---------------------------|----------------------------|
| _____ That's interesting. | _____ Definitely.          |
| _____ That's amazing.     | _____ That's bad luck.     |
| _____ Good idea.          | _____ These things happen. |
| _____ How frustrating!    | _____ Wow! Lucky you.      |

### RESPONDING AND REACTING

### F Work in pairs. Follow the steps.

- 1 Student A:** Turn to page 180.  
**Student B:** Stay on this page. Use the language from Exercise E to respond to Student A.
- 2 Student A:** Use the language from Exercise E to respond to Student B.  
**Student B:** Turn to page 182.

### Communication Task Conducting informal interviews

- G** You are going to conduct an informal interview to find out about people's successes. Follow the steps.

- 1** Study the questions in the chart. Take notes in column A about your own answers.
- 2** Work in pairs. Take turns interviewing each other. Take notes in column B about your partner's answers. Use the language from Exercise E to respond informally.

|                                                                                           | A: Me | B: My partner |
|-------------------------------------------------------------------------------------------|-------|---------------|
| Tell me about an achievement you are proud of—something you succeeded in.                 |       |               |
| What did you have to do to reach this goal?                                               |       |               |
| Who helped you along the way?                                                             |       |               |
| What do you think were the main reasons for your success? (Hard work, luck, skill, ... ?) |       |               |

- H** Work in small groups with different people. Based on your interviews, what do you think are the most important reasons for success?



empathy • interview skills

Lesson E 59

The **communication task** provides learners with an opportunity to use the communication skills they have learned in a real-world task and builds fluency and confidence. This extended task allows for maximized speaking time and different kinds of collaboration and cooperation.



# Career Skills Lessons

These bonus lessons occur after Unit 2, 4, 7, and 9. Each lesson zooms in on a specific future-ready skill and explores it in depth. Students are able to practice and personalize the target skills in relatable workplace and personal settings.

The **opener image** relates the career skill to the workplace, and provides a jumping off point for personalized discussion.

CAREER SKILLS 1

Decision-Making

Learn strategies for decision-making • Analyze how some colleagues make a decision • Collaborate to choose an office location

Warm Up

1 The photo shows a sales assistant helping a man decide which phone to buy. Do you find this kind of decision easy or difficult to make? Why?

2 Listen to two people talking about a recent decision. Complete the chart.

3 When did you last make a decision about something important to you? How did you decide? Discuss with a partner.

|   | What was the decision about? | How did they decide? |
|---|------------------------------|----------------------|
| 1 |                              |                      |
| 2 |                              |                      |

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Exploring Career Skills

A Watch Part 1 of a talk about different types of decisions. Choose the best option to complete the sentences.

1 A problem today is that we have too many **decisions / things to choose from**.

2 Someone who has FOMO finds it difficult to **analyze options / make decisions**.

3 No-stakes decisions are **minor / simple**.

4 Low-stakes decisions are not very serious but require a little **thought / advice**.

5 High-stakes decisions **take a long time / have long-term consequences**.

B Watch Part 2 of the talk and match each type of decision (1–3) to a strategy (a–c).

1 no-stakes

2 low-stakes

3 high-stakes

a ask for a recommendation

b compare options head-to-head

c flip a coin

C Watch Part 2 of the talk again. Complete the steps in the process using one or two words.

The “head-to-head” strategy

Decide what is <sup>1</sup> to you (your criteria).

Collect all relevant <sup>2</sup> about each possible decision.

Identify your <sup>3</sup>.

4 this with one other choice (put them “head-to-head”).

Use your criteria to choose one and <sup>5</sup> the other.

Repeat till only <sup>6</sup> is left.

D Work with a partner. Discuss the questions.

1 Is each decision below no-stakes (N), low-stakes (L), or high-stakes (H)? Add your own idea at the end.

a choosing where to go on vacation

b deciding to get a pet

c deciding what to wear to a party

d [your idea]

2 What strategies would you use to make each decision? Use ideas from this lesson, or your own ideas.

E Work with a small group. What decisions have you made in your life recently? Were the decisions no-, low- or high-stakes? What strategies did you use to decide?

30 Career Skills 1 Decision-Making

Students **hear** people sharing opinions or experiences relating to the career skill and are encouraged to do the same.

Learners watch a video talk explaining the **career skill** and identifying useful strategies to apply it in real life.

Learners are able to watch or listen to the **career skill being used** in a workplace setting. They are able to analyze the interaction in relation to the career skill, while also gaining exposure to useful communication skills and strategies.

Career Skills in Action

F Two work colleagues are deciding which job applicant to hire for a sales job. Listen to Part 1 of their conversation and complete the chart with notes or Yes or No. Who do you think they will hire?

| Candidate | Personality | Good communication? | Team player? | Experience |
|-----------|-------------|---------------------|--------------|------------|
| Max       |             | Yes / No            | Yes / No     | Yes / No   |
| Sofia     |             | Yes / No            | Yes / No     | Yes / No   |
| Erik      |             | Yes / No            | Yes / No     | Yes / No   |

G Listen to Part 2 of the conversation. Who do they plan to hire and why?

Candidate: \_\_\_\_\_

Reasons: \_\_\_\_\_

H Discuss the questions with a partner.

1 What strategy did the team use to make their decision?

2 Do you think they made the right decision? Why or why not?

3 What else could they do to help them make a good decision?

YOUR TURN Read the information in the box. What criteria will be important to you when choosing your office space? Discuss with a partner.

You and two friends have created a fun app to help students with time management and goal setting. It has become popular and you have decided to try to make it a full-time business.

You have borrowed money to get started. You have \$2,000 to buy furniture if needed, but your budget for rent is limited to \$1,000 a month. Your first priority is to find the right office space. You need a convenient place where you can work comfortably, collaborate, and have meetings with important customers from time to time.

Learners engage in a scaffolded **communication task** that requires the career skill to be put into practice.

**Useful language** for a particular speaking skill or communication strategy is explicitly brought to learners' attention.

Learners are encouraged to **reflect on concepts** from the lesson and identify specific ways in which in which they might be able to apply the career skill in their own life.

J Work alone. Look at the four options for your office space. What would your first choice be?

where2work

Buy Rent Sell

Office space above retail outlet. Pleasant shopping street in residential area, close to parks and cafes.

£ 770 per month

£ 35m<sup>2</sup>

£ 10 mins to bus

unfurnished • kitchen • rooftop garden

Spacious offices in industrial park, with 24h access and parking facilities. Furniture rental available.

£ 800 per month

£ 30m<sup>2</sup>

£ 10 mins to bus

unfurnished • café • security desk

New co-working space in a historic building in the heart of the city. Access 9 a.m. to 9 p.m. Mon-Sat.

£ 330 per desk per month

£ 75m<sup>2</sup> shared area

£ 10 mins to bus/train

shared office equipment • bookable meeting rooms • café

Brand new offices above recently opened shopping mall and station. City views. Access 8 a.m. to 8 p.m.

£ 1000 per month

£ 20m<sup>2</sup>

£ 2 mins to bus/train

furnished • reception desk • bookable meeting rooms

K Work with your group. Use the “head-to-head” strategy or a different method to choose your office space. Use the language in the box to help you.

L Work with a new partner. Discuss the questions.

1 Did you choose the same location? Why, or why not?

2 Did you use the “head-to-head” strategy or another method? Why? Did it work well?

WEIGHING PROS AND CONS

So, let's compare ...

I think the main thing / priority is ...

[The location] is a definite plus / drawback.

Do you think it's a problem / concern that ...?

We definitely need ...

M Reflect

1 Complete these sentences with your own ideas.

a From this lesson, I thought \_\_\_\_\_ was interesting because \_\_\_\_\_

b A strategy I can use in my own future decision-making is \_\_\_\_\_ because \_\_\_\_\_

2 Write about a decision you will need to make in the future. How are you going to make your decision?

\_\_\_\_\_

\_\_\_\_\_

32 Career Skills 1 Decision-Making

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# Teacher's Glossary

Here are some definitions of the teaching terminology used in the Teacher's Book.

**concept-checking questions (n.)** Carefully planned questions that check students' understanding of the meaning of a grammar or vocabulary item. For example, *If he is disappointed, is he happy or sad?* (sad)

**demonstrate (v.)** To provide an example of what is required in the exercise to come. The activity can be demonstrated by the teacher or students.

**drill (v./n.)** To have students repeat words and phrases chorally (all together) or individually in order to build confidence and accuracy in pronunciation.

**elicit (v.)** To ask questions to activate students, check understanding, and get answers. Eliciting makes students more active and allows them to demonstrate what they know or don't know.

**error correction (n.)** When presenting new grammar, checking accuracy-focused tasks, or teaching pronunciation, teachers may prefer to correct errors **on-the-spot** (immediately). However, if a task aims to encourage fluency, the teacher can quietly note errors for a **delayed error-correction** stage, after students have completed the activity.

**feedback (n.)** Rounding off an activity by checking answers as a class, sharing the best ideas, evaluating performance, addressing issues, etc. Feedback can be teacher-led or student-led, verbal or written.

**instruction-checking questions (n.)** Carefully planned questions that check students understand what they have to do. ICQs are very useful with complex speaking tasks.

**model (v./n.)** To show students the target they are aiming to achieve, for example, a teacher usually models correct pronunciation prior to drilling; or students read some model writing, before writing their own version.

**monitor (v.)** To observe students while they are doing a task. The teacher may monitor actively or they may take a background role, depending on the activity and stage of the lesson.

**nominate (v.)** To invite a student by name or gesture to answer a question or give an answer to an exercise. Nomination ensures everyone gets a chance to contribute and helps keep students attentive.

**pair check (n.)** Students checking their ideas with a partner before sharing with the class. This builds confidence, generates more ideas, and encourages peer teaching.

**prompt (v./n.)** To guide students toward producing a particular response, for example, to give a fuller answer, to self-correct, to say a particular thing, or to speak on a particular topic. Teachers can use verbal prompts (such as questions) and non-verbal prompts (for example, providing prompt words on cards).

**report back (v.)** When students tell the class what their partner(s) said. This encourages students to actively listen to each other and avoids them repeating themselves when giving feedback.

## Ideas for discussions and opinions

Try these ideas to vary discussions and ways of getting students' opinions.

- **Concentric circles.** One circle rotates so students can speak to new partners.
- **Debates.** These can be formal or informal, and done by the whole class or in small groups.
- **Fishbowl.** A small group of students "in the fishbowl" discuss an issue while the other students watch. When someone has something to say, they tap the shoulder of one of the "fish" and take their place.
- **Four corners.** Students stand in a different corner of the room depending on their opinion.
- **Gallery walk.** Information is stuck on the classroom walls, and students walk around and discuss in pairs.
- **Talking stick.** Students can only talk if they have the stick; they have to pass the stick to different people.
- **Panel discussion.** Students role-play the discussion like a panel discussion, taking the roles of "moderator," "panellists" (or "experts"), and "audience members."
- **Technology tools.** Allow students to post answers or opinions on an online whiteboard, create and share surveys, use online polling tools, etc.

## Ideas for managing group work

Assigning roles can help keep group discussions on track. Some roles you could give to students include:

|            |                             |
|------------|-----------------------------|
| notetaker  | facilitator                 |
| timekeeper | reporter (who reports back) |

# Pacing Guides

## How much material is in *Keynote*?

Each level of the series contains enough material for between 90–120 hours’ classroom work. There is also additional practice and assessment online.

## How should teachers approach the material?

Keynote is meant to be used flexibly. It allows teachers to take a mix of approaches depending on the length and frequency of the classes they teach, and what their students most need to focus on. Teachers can reduce the time they need for a lesson by prioritizing certain activities and giving some tasks to students to do at home, or they can extend lesson time with the extra activities in the teaching notes and the online practice activities on the Spark platform.

## Examples of pacing guides

Here are some possible pacing guides depending on the teacher’s approach and priorities:

|                     | Full exploitation <sup>1</sup> | Streamlined exploitation <sup>1</sup> | With flipped learning <sup>2</sup> | Focus on listening and speaking <sup>3</sup> | Focus on reading and writing <sup>3</sup> | Focus on vocabulary and grammar <sup>3</sup> |
|---------------------|--------------------------------|---------------------------------------|------------------------------------|----------------------------------------------|-------------------------------------------|----------------------------------------------|
| Lesson A            | 1.5h                           | 1h                                    | 1h                                 | 1.5h                                         |                                           | 1.5h                                         |
| Lesson B            | 2h                             | 1.5h                                  | 1h                                 |                                              | 1.5h                                      | 2h                                           |
| Lesson C            | 2h                             | 1.5h                                  | 1h                                 | 2h                                           |                                           |                                              |
| Lesson D            | 1.5h                           | 1h                                    | 0.5h                               |                                              | 1.5h                                      |                                              |
| Lesson E            | 1.5h                           | 1h                                    | 1h                                 | 1.5h                                         |                                           |                                              |
| Lesson F            | 1h                             | 0.5h                                  | 0.5h                               |                                              | 1h                                        |                                              |
| Unit length         | 9.5h                           | 6.5h                                  | 5h                                 | 5h                                           | 4h                                        | 3.5h                                         |
| Total course length | 95h                            | 65h                                   | 50h                                | 50h                                          | 40h                                       | 35h                                          |

### Career Skills lessons

|              | Full exploitation | Streamlined exploitation | With flipped learning |
|--------------|-------------------|--------------------------|-----------------------|
| Warm up      | 30 mins           | 15 mins                  | 15 mins               |
| Exploring    | 45 mins           | 30 mins                  | 15 mins               |
| In Action    | 45mins            | 30 mins                  | 15 mins               |
| Your turn    | 45 mins           | 30 mins                  | 30 mins               |
| Reflection   | 15 mins           | 15 mins                  | 15 mins               |
| Lesson time  | 3h                | 2h                       | 1.5h                  |
| Total course | 12h               | 8h                       | 6h                    |

### <sup>1</sup>Full exploitation vs. streamlined exploitation

Full exploitation is for classes where teachers can take their time and complete all the activities thoroughly. Streamlined exploitation is for classes where there are some time constraints. This column shows the time in which the main activities in the lesson can be completed if some less essential ones are omitted, adapted, or set as homework.

### <sup>2</sup>Flipped learning

In this approach, prior to each lesson, learners will do some work at home. This could be studying a grammar point and doing some written exercises, listening to some audio and answering questions, or watching a video. Class time can address any questions arising from this home-based work, and then focus primarily on the interactive and collaborative parts of each lesson.

### <sup>3</sup>Focus on particular aspects of language

Many students don’t have time to study a full integrated skills course. It’s common for some schools to offer, for example, an intensive course in listening and speaking, instead. Other students, perhaps when preparing for exams, may prefer to focus on reading and writing, or vocabulary and grammar. *Keynote* can be used flexibly to focus only on the target elements.

# Making a Difference 1



Volunteers clean a street in Shibuya, Tokyo.

## In this unit, you will ...

- explore how individuals, communities, and businesses can help others
- watch a TED Talk about making a difference
- read an article about helping communities by getting close to them
- discuss volunteering opportunities
- write an email request

## Warm Up

Discuss the questions with a partner. **Answers will vary.**

- 1 The photo shows someone in costume picking up trash after a Halloween party in Tokyo, Japan. Hundreds of volunteers help to clean up after this celebration. Do people in your country usually help like this? Do you think it is common?
- 2 What jobs can you think of that directly help people?
- 3 Would you like to do any of these jobs? Why or why not?

1

## Unit 1

### Warm Up

#### ABOUT THE PHOTO

This photo shows volunteers cleaning a street in Tokyo, Japan. Public cleaning is a valued event in some cultures. For example, Japanese sports fans are known for staying behind after a sports event, such as an international rugby match, and cleaning up their section of the stadium.

- Before students open their books, show the photo. Have students work in pairs to discuss what they can see, then conduct feedback as a class. Ask prompting questions: *Where are the people? Who are they? Why is the person in a costume?*
- Change pairs and have students discuss the warm-up questions. Discuss each answer briefly as a class.
- **Option:** Write the jobs from the answers to Question 2 on the board for the students to discuss in Question 3.

#### Example answers

- 1 **It is not very common in everyday life in my country. However, there are organized events where people meet and clean parks, beaches, or neighborhoods.**
- 2 **Teacher, doctor, carer, social worker, financial advisor, librarian, scientist, journalist, software developer**
- 3 **I'd love to be a scientist because you can really help people by developing new medicines and cures for diseases. For example, during Covid-19 many scientists were working on the vaccines, and they saved a lot of people.**

## Unit Overview

**THEME:** This unit focuses on making a difference. Students will reflect on how individuals, communities, and businesses can help others, consider how to make a difference, and explore how best to help people in need. They will also participate in a meeting about volunteering and write an email request.

### UNIT RESOURCES:

**Grammar reference:** Student's Book page 161

**Lesson B graph:** Student's Book page 181

**Editing checklist:** Student's Book page 175

**Writing: Model answer:** Teacher's Book page 163

**Audio-Video scripts:** Teacher's Book pages 165–167

### OBJECTIVES:

- A** understand and use vocabulary related to helping others; develop listening and speaking skills in the context of helping others
- B** understand and use the simple present and continuous
- C** develop listening, critical thinking, and presenting skills through a TED Talk
- D** develop reading and critical thinking skills through an article about community aid
- E** develop communication skills for talking about volunteering
- F** practice writing an email request

# 1A: A helping hand

## Lesson Overview

In this lesson, students will ...

- understand and use **vocabulary** and engage with the topic of helping others (Exercise A–B).
- develop **listening skills** in the context of corporate social responsibility and discuss organizations that help people on the planet (Exercises C–E).
- develop **speaking skills** to take an active role in a conversation when someone else is speaking (Exercises F–G).

 Students develop **interview skills** in the Speaking task because they have a chance to take a long-turn, and to interact as an active listener. They develop **active listening skills** by considering how to show interest and ask follow-up questions.

**Audio-Video scripts:** Teacher's Book page 165

## Vocabulary

- A** With books closed, show students the photo and ask: *What is happening? Who are the people?* (Volunteer workers helping to distribute food.)
- Have students work individually, and then compare answers with a partner.
  - Nominate a few students to read out each sentence and then give the definition. Correct pronunciation and word stress as needed.
- B Option:** If students need more support for Question h, brainstorm different charities, or kinds of charities, both local and international.
- Have students work with a partner and discuss the questions. Monitor and assist as needed. If students do not support a charity, ask which kinds of charities they ideally would like to support.
  - Discuss students' ideas as a class.

## 1A

## A helping hand

Use vocabulary related to helping • Understand a talk about how companies help society • Talk about someone who helps others

### Vocabulary Helping others

**A** Read sentences a–h. Write the correct form of each word or phrase in **blue** next to the definitions (1–8).

- a** Save the Children, Red Cross, and Doctors Without Borders are all **charities**.
  - b** Doctors Without Borders sends teams of **volunteers** to difficult and dangerous places.
  - c** Every Sunday, I give free English lessons to people in the local **community**.
  - d** Every month, I **donate** some money to Save the Children.
  - e** The main aim of a company is to make a **profit**, but it can also help people.
  - f** Even small acts of kindness can **make a difference** to people's lives.
  - g** In what ways are businesses **responsible for** looking after their employees?
  - h** Which charities do you **support**?
- 1 **make a difference**: to improve a situation
  - 2 **donate**: to give something away for free
  - 3 **charity**: an organization that focuses on helping people in need
  - 4 **volunteer**: someone who helps others but does not get paid
  - 5 **responsible for**: having a duty to take care of or manage something or someone
  - 6 **support**: to like and want to help
  - 7 **profit**: the money that a business earns after paying all its costs
  - 8 **community**: a group of people who share something, e.g., a neighborhood, an interest

**B** Work with a partner and discuss questions g and h from Exercise A. **Answers will vary.**



2 Unit 1 Making a Difference

### Example answers

- g** I think companies should make sure that the workplace is safe for employees. I read a news story about a factory which was so unsafe that some of the workers died. Basic safety is the most important thing.
- h** I (would) give money to animal charities. I know some people think supporting charities that help people is more important, but I feel that animals need our help too.

### LANGUAGE NOTE

Some words in English can be used as both **nouns** and **verbs**, often with similar meanings.

- **Volunteer:** *She is a volunteer at the animal shelter.* (noun) / *He volunteers every weekend.* (verb)
- **Support:** *We need more support for the project.* (noun) / *They support their local team.* (verb)
- **Profit:** *The company made a big profit this year.* (noun) / *We hope to profit from the new idea.* (verb)