

# 11.1 VOCABULARY

## SUCCESSING

### A Complete the text with prepositions.

Greg was studying economics at college, but he gave <sup>1</sup> \_\_\_\_\_ because he thought it wasn't for him. After that he had a few jobs, but nothing really worked <sup>2</sup> \_\_\_\_\_, and he didn't have much money. So when it was the birthday of a friend's young son, Greg didn't know what he could afford. But then Greg figured something <sup>3</sup> \_\_\_\_\_. He decided to make a little toy for the boy. He took some wood and made some shapes out of it and painted them. The boy loved his present! He had lots of presents, but Greg's stood <sup>4</sup> \_\_\_\_\_ and he played with these shapes for hours. Greg was amazed but when he got <sup>5</sup> \_\_\_\_\_ his shock, he realized that this could be an opportunity for him. Five years later Greg set <sup>6</sup> \_\_\_\_\_ his own wooden toys company. The company is small but successful, and Greg is happy.

### B Complete the text with verbs.

There are a lot of talented young doctors in our hospital, but Jimena really <sup>1</sup> \_\_\_\_\_ out. Anyone who meets her <sup>2</sup> \_\_\_\_\_ this out very quickly. She is a children's doctor, and she loves working with young people and helping them at very difficult times. Jimena understands their problems very well because she has been blind since she was a teenager. She was a great student at school, but then she had a terrible accident and was in hospital for three months. Many people would <sup>3</sup> \_\_\_\_\_ up in this situation, but Jimena went back to school, <sup>4</sup> \_\_\_\_\_ up her studies, and went to college. She is blind and you can never <sup>5</sup> \_\_\_\_\_ over that, but she <sup>6</sup> \_\_\_\_\_ at her studies and passed all the exams. Everything <sup>7</sup> \_\_\_\_\_ out in the end for Jimena.

### C Circle the correct phrasal verbs.

Javier used to have everything: a job with a high salary, a big house, a fast car. He had to <sup>1</sup> *work at / figure out* his success and it wasn't easy, but he was a rich man. Javier might not <sup>2</sup> *work out / stand out* from the crowd, but he is one of the most successful people you could meet. Everything changed this winter. Javier went on vacation to Thailand and never returned. Everyone wondered where he was and couldn't <sup>3</sup> *set up / figure out* what happened. But now we know. Javier <sup>4</sup> *gave up / got over* his job at the bank, went to Thailand, and <sup>5</sup> *set up / worked at* his own café on the beach. Javier's boss couldn't understand why Javier didn't <sup>6</sup> *stand out / keep up* his great work at the bank and come home. I don't know either, but I hope his café <sup>7</sup> *figures out / works out*, and he is happier there.

### D Work in small groups. Discuss these questions.

- What successes and failures have these people had?
- Who has had the most success?
- What will they do in the future?

## 11.2 VOCABULARY

### OPPORTUNITIES AND RISKS

A Complete each situation with the vocabulary for opportunities and risks.

B Decide if the situation is an opportunity or risk.

C Work in pairs. Do you agree?

Situation	Opportunity (O) or Risk (R)?
<p>You have your own pizza business. You do some <sup>1</sup> r_____ and find out that most of your customers buy pizza online. You <sup>2</sup> c_____ closing all your restaurants and only having an online service.</p>	
<p>You want to rent an apartment, but it is very expensive. You could share with a colleague from work. The <sup>3</sup> a_____ is that you would save money. The <sup>4</sup> d_____ is that you don't know your colleague very well.</p>	
<p>You find a wallet in the street. There is a lot of money inside and an address. One <sup>5</sup> o_____ is to find the address and give the wallet back – maybe you'll get a <sup>6</sup> r_____. There is a lot of money in the wallet though ...</p>	
<p>You are not very healthy, and this year your <sup>7</sup> g_____ is to get in good shape. A friend recommends a special drink to you. She says it helps people lose weight, but you worry about the <sup>8</sup> e_____ on your health.</p>	
<p>You write an angry email to your boss. The <sup>9</sup> p_____ of this email is to explain why you and your coworkers are unhappy with the company. You hope that the <sup>10</sup> r_____ of your email will be that the company makes some changes.</p>	

# ANSWER KEY

# Teacher's notes for photocopiable activities:

## VOCABULARY

### 1.1 DESCRIBING PERSONALITY

page T-217

35 minutes

- **PREPARE** Ss work in groups of 12. Make one copy of the worksheet for each S. Cut the worksheet into halves. Cut the bottom half into 12 cards, one for each S. To make the groups smaller, give Ss several cards and have them give each neighbor a name. To save cutting, ask students to work in groups and take turns reading the cards aloud, saying the personality of the neighbor and where they live.
- **Introduce** Read the personality adjectives on the worksheet. Ss write a ✓ next to the adjectives that describe them, an X next to the ones that don't describe them, and a ? where they are not sure. Put Ss into pairs to compare and discuss.
- **Do the task** Put Ss into groups of 12. Ss speak to the other Ss and find out who lives in which apartment. Next Ss read their cards and complete the chart. Monitor and help where necessary.
- **Review** Read the character descriptions on the cards and ask Ss to say the personality adjective. Then Ss think of another example for each adjective and read the example so that the other Ss can guess the adjective. For example: *I don't use my smartphone during English tests.* (honest)

#### Answers

Apartment 1 cheerful 2 helpful 3 brave 4 reliable  
5 serious 6 easygoing 7 sociable 8 nervous 9 honest  
10 selfish 11 intelligent 12 generous

### 1.2 GIVING PERSONAL INFORMATION

page T-218

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write down the name of a friend or someone in their family who: *was born after 2005; celebrated their anniversary last month; was raised in the capital city of their country; retired this year; is into winter sports; lives alone.*
- Put Ss into pairs to tell one another personal information about each of these people.

- **Do the task** A Ask questions about the completed graph, for example: *How many students are into board games? (50%) Were more people raised in a town or the country? (in a town)*  
B Ss work in groups and ask one another questions about each category on the graph. Encourage follow-up questions, for example:
  - *Andrei, do you want to retire before you're 50?*
  - *No, I don't.*
  - *Why not?*
  - *I really like my job.*
- Groups share all the personal information and each make a graph for their class. Monitor and help where necessary.
- **Review** Ss report the results of the survey, for example: *Seventy percent of us live with our families.*

### 2.1 DESCRIBING POSSESSIONS

page T-219

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary for describing possessions on the board. Ss choose six words or expressions and give an example of something they own. Give Ss an example: *damaged – My smartphone is damaged. It fell on the floor last week.* Ss compare with a partner.
- **Do the task** Ss work in pairs and ask each other the questions. Encourage follow-up questions and give a model. For example:
  - *Gabriela, when do you buy a new cell phone?*
  - *When I want something more modern.*
  - *How often do you buy a brand new phone?*
- Monitor and help where necessary. At the end, Ss check their score.
- **Review** Ask the questions to the class. See if Ss have any alternative answers using the vocabulary for describing possessions.
- As an extension, Ss work in pairs and add two more questions. Then have pairs ask and answer the new questions.

## 2.2 TECH FEATURES

page T-220

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** Ask Ss some concept-checking questions about the vocabulary, for example: *If you need a document, do you delete it?* (no); *Cellphones, tablets, and laptops are all ... ?* (devices); *What's the first thing you do after you buy a new laptop?* (set it up)
- **Do the task** A/B Ss work in pairs. Tell them to take turns reading their texts to each other. They tap the table for the blanks, and their partner chooses a word from the box to go in the text and writes it in the blank. Tell Ss they may need to repeat phrases and sentences. Monitor and help where necessary. C When they are finished, have pairs check their work together.

### Answers

**Student A** 1 devices 2 work 3 model 4 storage 5 tried  
6 set up 7 sync 8 home screen 9 folders 10 delete

**Student B** 1 model 2 storage 3 works 4 folders 5 home  
screen 6 sync 7 tried 8 delete 9 set up 10 devices

- **Review** Ss turn over the worksheet. Read aloud both texts. Tap for the missing words and tell Ss to say the words.
- As a variation for Ss who need more support, put Student As in groups together and Student Bs in groups. Write the vocabulary on the board and tell Ss to complete their texts. Then put Student As and Student Bs in pairs. They dictate their full texts to one another. Ss write the tech features in the order that they hear them.

## 3.1 CITY FEATURES

page T-221

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write down which city features they have used or seen in the last two days. Put Ss into pairs to compare and discuss, for example, *I rode my bike through a tunnel to get to ...*
- **Do the task** A Ss work in pairs. Tell them to begin at START on the first chart and to take turns reading the descriptions aloud and finding the next city feature. Each city feature has a letter, and they should write down the letters as they go and cross out the city feature. If Ss get the order of letters right, they make the name of a city.

- **B** Then ask each S to give a random number from 1–12 to each city feature on the second chart. Ss take turns telling their partner where to go by describing the city features in the order that they have numbered them. At the end, they check if their partner has followed their order.
- Monitor and help where necessary.
- **Review** Read descriptions of the city features and ask Ss to write them in the order you say them. For example: *It goes over a river.* (bridge); *You go here when you are sick.* (clinic)
- Check that Ss have followed your order.
- As an extension activity with stronger Ss, ask them to make a story as they order the city features. For example: *You are on a boat at sea.* (ferry); *The sea makes you sick.* Get some medicine. (clinic)

### Answer

Philadelphia

## 3.2 PUBLIC TRANSPORTATION

page T-222

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** On the board, write these stages of a trip, but mix up the order.  
*Look at different schedules and routes.*  
*Decide that a direct flight is best.*  
*Choose the cheapest fare.*  
*Make a reservation and book your flight.*  
*Take a subway line to the airport.*  
*Go to the right terminal.*  
*Check the departure time.*  
*Text your friend with your arrival time.*
- Ss put the stages in the correct order. Some variation is possible.
- **Do the task** A Ss complete the questions in the first column of the chart. Check answers as a class.

### Answers

1 schedule 2 book 3 reservation 4 direct 5 route  
6 fare 7 line 8 terminal 9 departure 10 arrival

- **B** Put Ss into pairs. Have them ask and answer the questions. Monitor and help where necessary.
- **Review** Tell Ss to cover up the questions and say what vocabulary relates to each answer. Stronger Ss can try and remember the whole question.
- As an extension task, Ss think of a different route (they could look the route up on their phones to make the answers authentic) and ask one another the same questions in pairs.

## 4.1 DESCRIBING OPINIONS AND REACTIONS

page T-223

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of Ss. Cut the worksheet into cards. To save cutting, have Ss go through the worksheet and say which adjectives apply to each situation.
- **Introduce** Ask Ss to write down a few words describing their reactions to or opinions about *the last time they were frightened; an amusing film they have seen; something they were fascinated with when they were younger; a shocking story in the news; a surprising fact about themselves.*
- Ss compare ideas and discuss in pairs.
- **Do the task** Ss work in groups. Give each group a set of cards and have them put them face down. Ss take turns choosing a card and turning it over. The first person to correctly say the opinion and reaction – for example, *It's frightening. He is frightened* – keeps the card. Ss must use both an *-ed* adjective and an *-ing* adjective to keep a card. Let Ss know that different adjectives may be appropriate for each card. Monitor and help where necessary.

### Possible answers

Other adjectives are possible.

frightening/ frightened	shocking/ shocked	disappointing/ disappointed	embarrassing/ embarrassed
fascinating/ fascinated	annoying/ annoyed	amusing/ amused	surprising/ surprised
disappointing/ disappointed	surprising/ surprised	annoying/ annoyed	fascinating/ fascinated
embarrassing/ embarrassed	frightening/ frightened	shocking/ shocked	amusing/ amused

- **Review** Go through the cards and ask Ss to give their opinions and reactions. Tell Ss to say why they react in this way. For example: *It's frightening. Who is in the kitchen at this time? He is frightened. Maybe he needs to call the police.*
- As an extension activity, Ss write short conversations for some of the situations. For example:
  - *I'm frightened. Who is it? I'm going to call the police.*
  - *Hello, this is the police. What's the problem?*
- They can repeat their conversations in pairs. The other Ss must say which card their conversation relates to.

## 4.2 MAKING DECISIONS AND PLANS

page T-224

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Say some phrases with the vocabulary and ask Ss to say if they are correct or incorrect. Ss should correct the ones that are wrong. For example: *forget your passport* (correct); *meet up at 6:00* (correct); *remind to do your homework* (incorrect, *remind someone to ...*); *arrange a vacation* (correct); *get in touch with news* (incorrect, *news old friends*); *deal with happy news* (incorrect, *happy bad*).
- **Do the task** Ss match the questions with the sets of answers. With stronger groups, you could ask Ss to cover up the answers and predict possible answers to each question before they match. Check answers as a class.

### Answers

1 c 2 f 3 h 4 a 5 i 6 e 7 j 8 d 9 b 10 g

- Then put Ss into pairs and have them ask and answer the questions. Encourage them to ask follow-up questions and give alternative answers. For example:
  - *When do you usually arrange your summer vacation?*
  - *At least six months before.*
  - *Why do you arrange it so early?*
  - *The tickets are always cheaper.*
- Monitor and help where necessary.
- **Review** Ask the questions to Ss as a whole class. Then Ss cover up the questions and try to reconstruct the questions by looking at the answers.

## 5.1 LOSING AND FINDING THINGS

page T-225

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to give synonyms of the words and phrases from the vocabulary for losing and finding things: *find something new* (discover); *look hard for* (search); *forget somewhere* (leave behind); *suddenly not be there* (disappear); *suddenly be there* (appear); *give back* (return); *find exactly where something is* (locate). Ss can use their phones or a dictionary to help them.
- **Do the task** A Ss complete the newspaper headlines with the words in the box. Check answers as a class. B Then tell Ss to work in small groups. Ask Ss to choose a headline and give them some time to make up a story and tell the group about what happened. They need to use their imagination and give background details. If Ss need more support, make up a story about one of the headlines as a model. Then ask Ss to tell one another their stories. Monitor and help where necessary.
- **Review** Tell Ss to share their stories with the class. Decide which one was the most interesting, funny, frightening, etc.

### Answers

- 1 Student returns library book after 22 years
- 2 The strange things people leave behind on the subway
- 3 Soccer team gets back trophy left at bus stop
- 4 Famous statue disappears from Metropolitan Museum of Art
- 5 Scientists discover underground city at the bottom of the sea
- 6 Ship lost in the Atlantic for 6 months suddenly appears in the Pacific
- 7 Family searches for \$10 million lottery ticket
- 8 Tennis champion drops first prize
- 9 Teenager falls off ferry and swims 5K to land
- 10 Police dog locates stolen money in refrigerator

## 5.2 NEEDING AND GIVING HELP

page T-226

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss how they would respond if someone said these sentences to them:  
*"Thank you, I'm so grateful to you."* (No problem.)  
*"Can you help me? I'm lost and I need to find the train station."*  
*"I'm in trouble. I need \$500!"*  
*"Can you show me the exit?"*  
*"I need to go to the store. Will you take care of the baby?"*  
*"My washing machine broke down. Can I use yours?"*
- **Do the task** A Ss find the words and phrases in the word search and put them in the questions. Check answers as a class. B Then have Ss discuss the questions in small groups. Monitor and help where necessary.
- **Review** Ss share their answers to the discussion questions as a class.

### Answers

a	s	i	r	t	r	o	u	b	l	e	f
o	h	l	n	e	c	h	j	r	s	f	i
t	o	m	u	d	e	u	s	p	y	i	g
a	w	a	r	n	g	f	m	u	t	h	u
k	e	s	t	j	r	i	d	e	c	n	r
e	l	p	s	e	a	r	c	t	u	t	e
s	t	d	g	e	t	l	o	s	t	s	o
c	b	r	o	k	e	d	o	w	n	z	u
a	e	i	g	u	f	o	e	o	a	v	t
r	a	c	i	p	u	k	b	m	o	p	e
e	o	f	e	e	l	s	o	r	r	y	i
s	a	z	r	n	a	p	u	l	i	r	t

## 6.1 URBAN PROBLEMS

page T-227

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to rate each problem from 0 to 5 (0 = no problem, 5 = very serious problem): *air pollution, graffiti, noise, smoke, traffic jams, expensive land, not enough space, ugly concrete buildings*. Ss compare and discuss in pairs.
- **Do the task** **A** Ss complete the sentences with the words from the box. Check answers as a class. **B** Then put Ss into small groups. They discuss the sentences and say whether they agree or disagree with them. Monitor and help where necessary.

### Answers

1 Graffiti 2 traffic jams 3 space; air 4 smoke; pollution  
5 noise; traffic 6 concrete 7 land 8 trash

- **Review** Discuss some of the sentences as a class.

## 6.2 ADVERBS OF MANNER

page T-228

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into one set of cards for each group of 11 Ss. (In smaller groups, Ss can take more than one card.) To save cutting, Ss can work in pairs and take turns matching the cards to the adverbs of manner in the chart.
- **Introduce** Write *Really* on the board. Say *Really* in an aggressive way (for example, use a high-fall intonation pattern). Ask *How did I say it?* (angrily) Say *Really* in other ways that correspond to the adverbs of manner and ask Ss to tell you the adverb. Repeat with different words or phrases. Ss work in pairs and take turns saying words or phrases to one another and naming the adverb of manner.
- **Do the task** Put Ss into groups of 11, if possible. With smaller groups, some Ss can have two cards. Give each S a card. Ss read their sentences to one another and write in the chart the name of the S next to the adverb of manner. For example: *"I went out of the room and didn't say goodbye to anyone."* (left quietly)
- Monitor and help where necessary.
- **Review** Go through all the cards and ask Ss to say which adverbs of manner apply to them.
- As an extension task, put Ss into pairs and have them expand the cards into conversations. Ss take turns role playing their conversations in front of the class. The other Ss listen and say how many different adverbs of manner apply to the conversation.

## 7.1 MUSIC

page T-229

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two to four Ss. Cut the worksheet into one set of cards for each group of three Ss.
- **Introduce** Play examples of the different types of music on a digital device or CD. Ss name the genre. Ss describe each genre and write down the key information on the board. *Noisy*. (heavy metal); *Played by many instruments*. (classical); *Made by computer*. (EDM)
- Introduce the game by telling the class that you are thinking of a type of music. Then Ss ask you *yes/no* questions based upon the information on the board to figure out what type of music.
- **Do the task** Ss work in groups of two to four. Ss take turns taking a card. The other Ss in the group think of *yes/no* questions to ask to get enough information to make a guess. For example: *Is it noisy? Is it played by many instruments? Is it made by computer?*
- Ss keep asking questions until they have guessed correctly. Then it is the next S's turn to pick a card. Monitor and help where necessary.
- **Review** Ask Ss who guessed correctly in one question? In two questions? In three questions? Ss share the questions that they asked to correctly guess the type of music.

## 7.2 TV SHOWS AND MOVIES

page T-230

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary on the board as anagrams. Ss write the correct word and give a definition. For example: *slawohkt* = *talk show* – *when people give their opinions about news and interesting topics*
- **Do the task** **A** Ss work in pairs. Tell them to take turns reading the descriptions aloud. Together they decide the genre. Check answers as a class. **B** Ss decide together which three shows or movies they want to see. Monitor and help where necessary.

### Answers

1 thriller 2 musical 3 science fiction  
4 animated movie 5 talk show 6 soap opera 7 horror  
8 game show 9 romantic comedy 10 documentary  
11 drama 12 reality show 13 comedy

- **Review** Have Ss share their ideas with the class.
- As an extension, Ss work in groups and add more information to one of the descriptions about what happens in the show or movie. They then present this to the class.



## 8.1 DESCRIBING EXPERIENCES

page T-231

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** On the board write the nouns from the lesson that describe experiences: *achievement, challenge, change, chore, job, opportunity, process, project, success*. Ask volunteers to write a different adjective to go with each one. For example: *great achievement, interesting challenge, big change, annoying chore, difficult job, nice opportunity, long process, team project, complete success*.
- **Do the task** **A** Ss complete the text with the vocabulary for describing experiences. Check answers as a class. **B** Put Ss into small groups to discuss the questions. Encourage Ss to use the vocabulary for describing experiences as they discuss. Monitor and help where necessary.

### Answers

1 challenge 2 change 3 opportunity 4 project 5 process  
6 job 7 chores 8 success 9 achievement

- **Review** Go through the text again. Then discuss the questions as a class.

## 8.2 DESCRIBING PROGRESS

page T-232

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair.
- **Introduce** Dictate these sentences. Ss write them in two columns: those with a positive/neutral meaning and those with a negative meaning: *We're getting nowhere.* (negative); *That saves time.* (positive); *I did my best.* (positive); *I haven't had time.* (negative); *We've been having problems.* (negative); *I'm taking it easy.* (positive)
- Ss write the other expressions for describing progress in the correct column.
- **Do the task** Ss work in pairs. They take turns imagining and telling stories while the other Ss tries to guess what sentence they picked. Monitor and help where necessary.
- **Review** Ss share their stories with the class. Who had the most interesting story? The funniest?

## 9.1 COLLEGE SUBJECTS

page T-233

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Give each S a piece of paper with the name of another S in the class. They should write on the paper what (other) college subject they think this S would be good at or interested in. Then Ss find the people they wrote about, give their opinions, and say why. For example, *Mario, I think you should study business because you said last lesson that you wanted to have your own company.*
- **Do the task** **A** Tell Ss to complete the crossword with college subjects. Check answers as a class. **B** Put Ss into small groups to discuss the questions. Monitor and help where necessary.

### Answers

1 education 2 computer science 3 economics 4 law  
5 architecture 6 biology 7 physics 8 engineering  
9 business 10 chemistry 11 medicine

- **Review** Tell Ss to turn over the worksheet. Read the crossword definitions and have Ss say the college subjects. Then ask each group to report back on what they discussed and see if the rest of the class agree.

## 9.2 EMPLOYMENT

page T-234

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the employment vocabulary on the board as anagrams. Ss correct the spelling and define the words, for example, *remanttire = retirement*.
- **Do the task** Put Ss into small groups. Tell one S to read card 1. As a group, they must discuss what to do and decide which card to go to next. They continue taking turns reading the cards until they reach a successful ending of the activity. (Sometimes they will need to start the whole activity again.) Monitor and help where necessary.
- **Review** Tell Ss to underline all the employment vocabulary on the worksheet. Ask some Ss to tell the class about what happened to them in the game.

## 10.1 DESCRIBING MATERIALS

page T-235

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Name some objects and ask Ss to describe the materials: *a watch* (plastic, light, waterproof); *a sweater* (wool, warm); *a rock* (stone, hard, heavy); *a window* (glass, fragile); *a coin* (metal, light). Put Ss into pairs to do the same.
- **Do the task** A Ss work in pairs and write down an object to match each description. The first Ss to finish are the winners. Monitor and help where necessary. B Ss work in pairs and write a description to match an object. The first Ss to finish are the winners. Monitor and help where necessary.
- **Review** Go through the descriptions and ask Ss to name different objects to match each description. There is more than one correct answer. Then Ss share their descriptions for the second task. Did Ss choose the same or different descriptions to describe each object?

### Possible answers

A 2 door 3 T-shirt 4 statue 5 phone 6 vase 7 jacket  
8 scarf 9 shower 10 coat 11 umbrella 12 shirt  
13 lamp 14 belt 15 car 16 skin 17 sheep 18 table  
19 cup 20 flower  
B Answers will vary.

## 10.2 PRODUCTION AND DISTRIBUTION

page T-236

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss. Cut the worksheet into a Student A, B, and C card for each student.
- **Introduce** Dictate some example sentences and tell Ss to copy them with the missing word: *The flowers \_\_\_\_\_ in the forest. (grow); Our country doesn't have enough, so we need to \_\_\_\_\_ it from Asia. (import); It's better to \_\_\_\_\_ food locally. (produce); They \_\_\_\_\_ everything in that big building, sometimes for years. (store); The architect wants to \_\_\_\_\_ a completely new office. (design); Could you \_\_\_\_\_ the parcel to us this afternoon? (deliver)*
- **Do the task** Put Ss into groups of three. Give each group the production and distribution vocabulary words to share. Give each S their own Student A, B, or C card. Ss follow the number order and say whether their word or phrase can go after each of the production and distribution vocabulary words. For example: *catch coffee beans computers fish* Monitor and help where necessary.

- **Review** Go through the word cards and ask Ss to say which word or phrase goes after it. See if Ss can do this without looking at their student cards.

### Answers

1 C 2 A 3 A 4 B 5 C 6 B 7 A 8 A 9 C 10 A  
11 B 12 A 13 C 14 C 15 B 16 A 17 C 18 B

## 11.1 SUCCEEDING

page T-237

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ss complete the chart with phrasal verbs.

out	on	up
<i>stand out; work out; figure out</i>	<i>work on; keep on</i>	<i>give up; set up</i>

- Then ask Ss to complete this quotation by Vince Lombardi: *"The only place where success comes before work is \_\_\_\_\_."* (the dictionary) Put Ss into small groups to give examples of why this quotation is true, using as many of the phrasal verbs for succeeding as possible.
- **Do the task** A Ss complete the text about Greg with prepositions. Check answers as a class. B Ss complete the text about Jimena with verbs. Tell Ss they may need to change the verb form. Check answers as a class. C Ss choose the phrasal verbs in the text about Javier. Check answers as a class. D Put Ss into small groups to discuss their reactions to the three texts. Monitor and help where necessary. Get ideas as a class.

### Answers

A 1 up 2 out 3 out 4 out 5 over 6 up  
B 1 stands 2 figures 3 give 4 kept 5 get 6 worked  
7 worked  
C 1 work at 2 stand out 3 figure out 4 gave up 5 set up  
6 keep up 7 works out

- **Review** Go through the answers in the three texts again. Ask Ss more questions based on the texts, for example: *How difficult is it today for people like Jimena to be successful? Do you think Javier made the right decision?*

## 11.2 OPPORTUNITIES AND RISKS

page T-238

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write each of the words for opportunities and risks on a separate card or piece of paper. On the other side they should write the translation in their first language. Then put Ss who share the same first language together to test one another: they take their partner's cards one by one and ask them to translate the words either from English to their first language or from their first language to English.
- **Do the task** A Ss work individually to complete each situation with the vocabulary for opportunities and risks. Check answers as a class. B Ss then decide if each situation is an opportunity or risk and write *O* or *R* in the chart. C Put Ss into pairs to compare answers and discuss. Monitor and help where necessary.

### Answers

A 1 research 2 consider 3 advantage 4 disadvantage  
5 option 6 reward 7 goal 8 effect 9 purpose  
10 result

B Answers will vary.

- **Review** Discuss each situation as a class. Ask Ss if they have ever been in or heard about situations like this in real life. Ask Ss what they would do in similar situations.

## 12.1 DESCRIBING ACCIDENTS

page T-239

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two Ss.
- **Introduce** Put Ss into small groups. Ss take turns acting out the words without saying them. The other Ss must guess the word. As a class, check that Ss understand the vocabulary words for describing accidents.
- **Do the task** Ss work in pairs and write the missing words and phrases in the crossword. Tell Ss that they need to use the correct form of the verb. Monitor and help where necessary.
- **Review** Check that Ss have completed the crossword correctly.

### Answers

**Across:** 1 destroyed 5 blame 8 feel bad about 9 slip  
11 knock off 12 pull out 13 spill

**Down:** 2 damage 3 was mad at 4 left open 6 left on  
7 shake 8 fell out 10 pick up

## 12.2 DESCRIBING EXTREMES

page T-240

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these aloud and ask Ss to say the extreme adjective that means the opposite: *very happy* (miserable); *nothing special* (magnificent); *full of energy* (exhausted); *very cold* (boiling); *very small* (enormous/huge); *not hungry at all* (starving); *terrible* (terrific); *completely uninterested* (thrilled).
- **Do the task** A Ss complete the questionnaire with adjectives describing extremes. Check answers as a class. B Put Ss into pairs to ask and answer the questions. Ss check what their score means at the end. Monitor and help where necessary.

### Possible answers

1 terrific / miserable 2 thrilled / freezing  
3 magnificent / huge / exhausted 4 boiling / enormous  
5 huge / tiny / enormous / terrified 6 starving  
7 enormous / terrific / miserable 8 thrilled / miserable

- **Review** Ask the questions to the class with follow-up questions and encourage Ss to use extreme adjectives in their responses. For example:
  - *Sandra, could you live for a week without the internet or social media?*
  - *Maybe, but it wouldn't be easy.*
  - *Why not?*
  - *I spend an enormous amount of time on the internet.*