1.1 VOCABULARY

USING ADVERBS TO ADD DETAIL

A **Read the definition. Write the missing letters to form an adverb.**

1 in a severe and sudden way

| | r | a | | | i | c | | | | |

2 in a way that cannot be avoided

| | n | | | i | t | | b | l | |

3 little by little

| | r | | g | | e | s | | | | | | y |

4 without a doubt

| u | | | u | | | t | | o | n | | | | |

5 in a way that is able to be shown

| | e | | | n | s | | | a | b | | |

B **Write sentences using the adverbs and your own ideas about the topics.**

1 increasingly / smartphones

_____.

2 potentially / the smart car revolution

_____.

3 ultimately / social services

_____.

4 gradually / computers

_____.

5 radically / the robot revolution

_____.

6 undoubtedly / raw material

_____.

7 comprehensively / quality of life

_____.

8 feasibly / talking robots

_____.

9 dramatically / modern technology

_____.

10 markedly / mobile phones

_____.

1.2 VOCABULARY

TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

A **Match the clues with an expression from the box.**

artificial intelligence (AI)	beta version
chatbot	computer-generated speech
computer translation	facial recognition
image recognition	operating system (OS)
virtual assistant	voice activation
speech to text	working prototype

1 designed or produced using a computer known as a voice output device translates written text into speech _____	**2** part of the study of computer science sometimes called machine intelligence has some qualities that the human mind has _____
3 a computer program designed to have a conversation with a human happens over the internet _____	**4** identifies objects by shape and size labels objects and categorizes them used in self-driving cars _____
5 similar to a voice recognition device quicker than manually typing out words useful for people who are driving _____	**6** a form of language translation helps people translate language spell checkers are an example _____
7 something at its second stage of development customers are asked to use and test the product product problems are corrected at this stage _____	**8** a software that can recognize images uses your face instead of using a password recognizes a digital image _____
9 a set of programs controls the way a computer works controls how the computer memory is used _____	**10** a computer program or device understands spoken questions and answers designed to help you make plans _____
11 known as a voice output device translates written text into speech useful for those who cannot speak _____	**12** the first example of something designed product is built and tested used to learn from or market to companies _____

B **Choose six expressions from exercise A and write your own sentences describing an example of each type of technology.**

Teacher's notes for photocopiable activities:
VOCABULARY

1.1 USING ADVERBS TO ADD DETAIL

page T-221

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that this activity involves reading the definitions and then writing the missing letters to form adverbs. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the first definition aloud and elicit the correct answer: *drastically*. Direct Ss to write the missing letters in the spaces.
- **Do the task** **A** Ss complete the task individually, and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 drastically   2 inevitably   3 progressively   4 unquestionably
> 5 demonstrably

- **B** Read the instructions aloud. Ss write sentences using adverbs and their own ideas about the topic that follows.
- **Review** Ask Ss to share their sentences with the class.

1.2 TALKING ABOUT DEVELOPMENTS IN TECHNOLOGY

page T-222

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to match three clues with a vocabulary expression from the box. Give each S a worksheet. Read the expressions in the box and review pronunciation as needed. Complete the first item with Ss to model the activity. Read the first set of clues aloud and then elicit the correct answer: *computer-generated speech*. Direct Ss to write the word in the space provided.
- **Do the task** **A** Ss complete the task with a partner.
- Read the clues and ask volunteers to say the answers aloud.

> **Answers**
> 1 computer-generated speech   2 artificial intelligence (AI)
> 3 chatbot   4 image recognition   5 voice activation
> 6 computer translation   7 beta version   8 facial recognition
> 9 operating system (OS)   10 virtual assistant
> 11 speech to text   12 working prototype

- **B** Read the instructions aloud. Ss choose six expressions from exercise A and write their own clues that describe examples of each type of technology. Circulate, monitor, and help Ss as necessary.
- **Review** Ask volunteers to share their sentences.

2.1 DESCRIBING PERSONALITY

page T-223

35 minutes

- **Prepare** Make copies of the worksheet and give one to each S.
- **Introduce** Explain that Ss will circle the correct adjective to complete each sentence. Complete the first item with Ss to model the activity. Write the first sentence on the board. Read the sentence aloud and emphasize the three options. Elicit the correct answer: *chatty*. Direct Ss to circle *chatty* for item 1.
- **Do the task** **A** Ss complete the task individually, and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 chatty   2 genuine   3 narrow-minded   4 sincere
> 5 accepting   6 talkative   7 antisocial   8 insensitive
> 9 Self-centered   10 aloof   11 open-minded   12 rigid

- **B** Read the instructions aloud. Ss work in pairs and put the adjectives from exercise A in the correct column. Then direct pairs to discuss which words are synonyms and antonyms and make a list.

> **Answers**
> Positive personality traits: genuine, sincere, accepting, open-minded
> Negative personality traits: aloof, antisocial, chatty, insensitive, narrow-minded, rigid, self-centered, talkative

- **Review** Ss share their answers with the class.

> **Answers**
> Synonyms: aloof and antisocial; chatty and talkative; genuine and sincere
> Antonyms: open-minded and narrow-minded

2.2 USING THREE-WORD PHRASAL VERBS

page T-224

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will unscramble the letters to write the three-word phrasal verb that matches the definition of the phrasal verb. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the definition aloud. Ask Ss to unscramble the letters to make the phrasal verb that matches. Elicit the answer: *run up against*. Direct Ss to unscramble the letters and then write the phrasal verbs in the spaces provided.

- **Do the task** **A** Ss work in pairs to complete the task.
- Check answers as a class.

> **Answers**
> 1 run up against   2 come down to   3 face up to
> 4 fall back on   5 look down on   6 get through to
> 7 fit in with   8 mess around with   9 stand up for
> 10 put up with

- **B** Ss work individually to complete the sentences with the phrasal verbs from exercise A. Ss share their sentences with a partner.
- **Review** Ss take turns reading the sentences aloud with the correct phrasal verbs.

> **Answers**
> 1 looks down on   2 stands up for   3 run up against
> 4 fit in with   5 comes down to   6 face up to
> 7 put up with   8 get along with   9 mess around with
> 10 fall back on

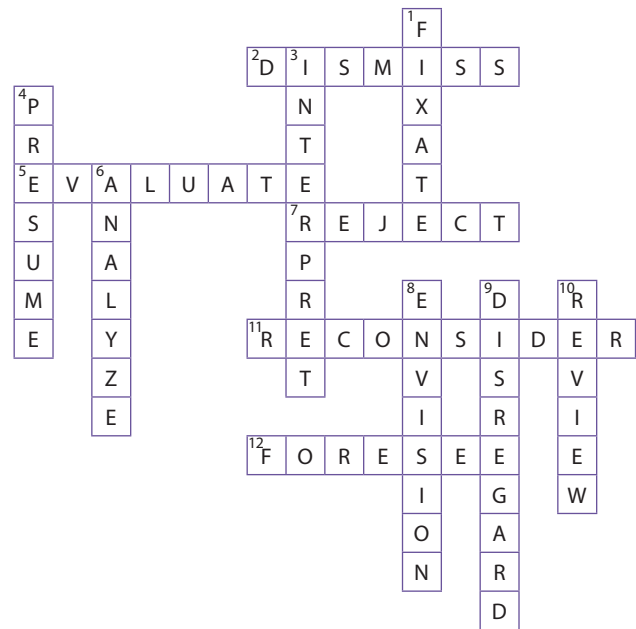## 3.1 THOUGHT PROCESSES

page T-225

40 minutes

- **Prepare** Make copies of the worksheet and give one to each S.
- **Introduce** Explain to Ss that they will cross out words that do not belong in each category. Complete the first item with Ss to model the activity. Write the first category with its four words on the board. Emphasize that there are words that do not match the category. Read the category (thinking about the future) aloud and elicit the words: *evaluate* and *fixate*. Direct Ss to cross out the words *evaluate* and *fixate* for the first item.
- Point out that some items have two words that do not belong, and some have just one.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Read each category and ask volunteers to say which words they crossed out.

> **Answers**
> 1 evaluate; fixate   2 reject   3 foresee; envision   4 fixate
> 5 review; presume

- **B** Read the instructions aloud. Ss complete the puzzle with words from exercise A.

> **Answers**
>
> ```
>                     F
>             D I S M I S S
> P             N     X
> R             T     A
> E V A L U A T E     T
> S   N       R E J E C T
> U   A       P
> M   L       R     E   D   R
> E   Y       R E C O N S I D E R
>     Z       T     V   S   V
>     E             I   R   I
>             F O R E S E E   E
>                   I   G   W
>                   O   A
>                   N   R
>                       D
> ```

- **Review** Call out the clues and ask volunteers to share their answers aloud.

3.2 DESCRIBING EMOTIONAL REACTIONS

page T-226

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will circle the correct reaction word for each conversation. Complete the first item with Ss to model the activity. Ask two volunteers to read A and B aloud. Reader B should emphasize the two choices in reaction words. Elicit the answer: *flustered*. Direct Ss to circle the word *flustered* on their worksheet. Then ask Ss whether the reaction is *positive*, *negative*, or *context dependent*. Elicit the answer: *negative*. Tell Ss to write *N* in the space provided.
- **Do the task** **A** Go over any unfamiliar vocabulary with Ss. Ss complete the task with a partner.
- Ask pairs of volunteers to read each conversation aloud and say the answer.

> **Answers**
> 1 flustered – N   2 hysterical – CD   3 victorious – P
> 4 forgiving – P   5 harmless – CD   6 gracious – P
> 7 defensive – N   8 melodramatic – N   9 resourceful – P
> 10 mellow – P   11 spiteful – N   12 composed – P

- **B** Read the instructions aloud. Ss write true sentences about themselves using five to seven words from exercise A.
- **Review** Ask volunteers to share their sentences aloud.

4.1 DESCRIBING THINGS

page T-227

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they first circle the correct word to complete each sentence, and then find it in the puzzle. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to circle the correct word to complete the sentence. Elicit the answer: *elaborate*. Direct Ss to find the word in the puzzle.
- Highlight the pronunciation of *elaborate* as an adjective (ɪˈlæb·ə·rət) in contrast to the way it is pronounced as a verb (ɪˈlæb·əˌreɪt).
- **Do the task** **A** Ss work individually to complete the task. Check answers as a class.

> **Answers**
> 1 elaborate   2 filthy   3 mammoth   4 stringy   5 circular
> 6 multicolored   7 miniature   8 ridged   9 flaky
> 10 cylindrical   11 spiral   12 delicate
>
> | a | d | e | l | i | c | a | t | e | m | h | e | s |
> |---|---|---|---|---|---|---|---|---|---|---|---|---|
> | n | f | l | x | r | i | m | o | p | u | r | f | p |
> | e | j | a | k | f | t | b | x | m | l | h | i | i |
> | j | o | b | m | k | i | s | e | i | t | g | l | r |
> | h | p | o | l | e | f | r | n | n | i | t | t | a |
> | s | t | r | i | n | g | y | a | i | c | w | h | l |
> | i | m | a | m | m | o | t | h | a | o | s | y | b |
> | d | q | t | o | q | x | h | s | t | l | f | o | r |
> | n | l | e | a | s | f | i | b | u | o | k | f | i |
> | d | b | u | g | u | a | d | m | r | r | l | l | d |
> | c | i | r | c | u | l | a | r | e | e | j | a | g |
> | p | r | j | q | p | t | w | g | k | d | t | k | e |
> | c | y | l | i | n | d | r | i | c | a | l | y | d |

- **B** Read the instructions aloud. Ss first categorize the words from exercise A in the chart. Direct them to leave room for nouns that will be modified by each of the describing words (adjectives). Ss then write nouns that logically can be described by each description word. Draw attention to the model answer.
- **Review** Ask Ss to share their answers with the class.

> **Answers**
> Qualities: elaborate, filthy, multicolored, flaky, delicate
> Size: mammoth, miniature
> Shape: stringy, circular, ridged, cylindrical, spiral

4.2 EYE IDIOMS AND METAPHORS

page T-228

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to replace the underlined words in each sentence with a phrase from the box. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the phrase from the box that best replaces *very suddenly*. Elicit the answer: *in the blink of an eye*. Direct Ss to rewrite the sentence with the phrase in the space provided.
- **Do the task** **A** Ss work individually to complete the task.
- Read the original sentences and then ask Ss to reread them with their answers.

> **Answers**
> 1 in the blink of an eye   2 caught my eye
> 3 without batting an eye   4 turned a blind eye to
> 5 in the public eye   6 see eye to eye   7 feasted our eyes on
> 8 in my mind's eye   9 bird's eye view of
> 10 have eyes in the back of their head
> 11 keep her eyes on the prize

- **B** Read the instructions aloud. Ss choose five to seven expressions from exercise A and use their own ideas to write sentences.
- **Review** Ask volunteers to share their sentences with a partner.

5.1 DESCRIBING REMOTE PLACES

page T-229

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write a definition for each word. Encourage them to write as many definitions as they can without looking them up, but allow them to use a dictionary, their phone, or page 44 of the Student's Book if they need help.
- **Do the task** **A** Ss complete the task individually and then check definitions with a partner.
- Review definitions as a class.

> **Suggested answers**
> 1 made or done by an unknown person
> 2 left in a particular place or condition, usually forever
> 3 to have more than enough
> 4 unable to produce plants or fruit
> 5 unpleasant or more severe than is necessary
> 6 not near to other places
> 7 attractive in appearance
> 8 extremely big
> 9 as good as new; unchanged

- **B** Ss work individually to complete the puzzle with words from exercise A, and then check their answers with a partner.
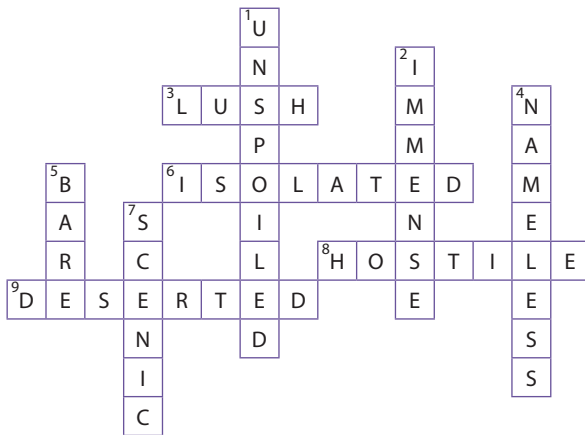
- **Review** Ask volunteers to take turns sharing their answers aloud.

5.2 TALKING ABOUT INFLUENCES

page T-230

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they are going to complete each sentence with a word or phrase from the box. Point out that more than one word/ phrase might be correct for some sentences and that some words/phrases (*impact*, *influence*, *force*, and *trigger*) can be nouns or verbs. For verbs, Ss will need to write the correct forms. Complete the first item with Ss to model the activity. Write the sentence and the blank on the board. Elicit the correct answer: *The increased tax rates have impacted the city's economy considerably*. Demonstrate that the word *influenced* can also be used.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Ask volunteers to take turns reading the complete sentences aloud.

Answers

1 influence/impact   2 impacted/influenced   3 force
4 motivate/force   5 trigger   6 impact/influence
7 consequence   8 source   9 triggered   10 result in
11 stem from   12 influence/impact   13 implications
14 forced

- **B** Ss work individually to identify each word they wrote in exercise A as a noun (N) or verb (V). Ss write one sentence for each of the words that can be both a noun and a verb (*impact*, *influence*, *force*, *trigger*). Ss share their sentences with a partner.

Answers

1 V   2 V   3 N   4 V   5 N   6 N   7 N   8 N   9 V   10 V
11 V   12 N   13 N   14 V

- **Review** Ask volunteers to share their answers and sentences with the class.

6.1 USING ADVERBS TO ADD ATTITUDE

page T-231

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain that Ss will circle the best adverb-adjective phrase to express the subject's attitude in each situation. Complete the first item with Ss to model the activity. Read the sentence aloud and elicit the correct answer: *incredibly helpful*. Direct Ss to circle the phrase and then write whether the phrase is positive, negative, or neutral next to each sentence. Elicit the correct answer: *opinion (O)*.
- **Do the task** **A** Ss work individually to complete the task, and then check with a partner.
- Check answers as a class.

Answers

1 genuinely surprised – P   2 understandably upset – N
3 immensely popular – P   4 highly unusual – NE
5 deeply anxious – N   6 utterly shocked – P
7 visibly shaken – N   8 remarkably calm – P
9 incredibly helpful – P   10 noticeably thrilled – P

- **B** Read the instructions aloud. Ss write five to seven sentences using adverbs from exercise A and other adjectives describing their feelings or opinions about things that have happened recently.
- **Review** Ask for volunteers to share their sentences aloud.

6.2 USING THE PREFIXES *UNDER-* AND *OVER-*

page T-232

50 minutes

- **Prepare** Explain to Ss that they will write the correct adjective with *under-* and *over-* based on the meaning of the sentence. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and direct Ss's attention to the adjectives in the box. Remind them that adding the prefix *under-* or *over-* changes the meaning of the adjectives and one will match the sentence. Elicit the correct answer: *overestimated*. Direct Ss to write the word next to the sentence.
- **Do the task** **A** Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 overestimated   2 overcrowded   3 underrated
4 overworked   5 overpaid   6 overconfident   7 overwhelmed
8 overpriced   9 underpaid   10 underwhelmed
11 underdeveloped   12 underpriced   13 overpriced
14 overrated   15 overdeveloped   16 underworked

- **B** Read the instructions aloud. Ss rewrite the sentences in exercise A with the *under-* and *over-* adjectives.
- **Review** Ask volunteers to share their sentences aloud. Not all sentences will be the same.

7.1 TALKING ABOUT ANCESTRY

page T-233

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters to spell the word correctly, and then write the word in the space to complete the sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence with the blank. Elicit the correct word from Ss and ask them to spell it: *inherit*. Direct Ss to unscramble the rest of the words and complete the sentences, changing the form of verbs if necessary.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 inherited   2 heritage   3 ancestry   4 genes   5 genetic
> 6 ethnic   7 genealogy   8 ancestors   9 adopted

- **B** Ss work individually and use five to seven words from exercise A to write sentences about their families. Ss read their sentences aloud to a partner.
- **Review** Ask volunteers to read aloud an example sentence for each word in exercise A.

7.2 TALKING ABOUT CUSTOMS AND TRADITIONS

page T-234

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will circle the correct expression to match each definition. Write the definition for item 1 on the board with the two choices. Read the definition aloud. Elicit from Ss the correct answer and circle it: *observe*. Leave the definition and circled word on the board.
- **Do the task** **A** Give each S a worksheet. Ss work in pairs to complete the task.
- Check answers as a class.

> **Answers**
> 1 observe   2 keep alive   3 festivities   4 significance
> 5 ritual   6 honor   7 practice   8 symbolize   9 rite
> 10 pay tribute to   11 mark   12 signify

- **B** Ss work individually to complete the chart with their own information. Then they use the information they recorded in the chart to write a summary that describes their cultural practices. Remind Ss to refer to the words in exercise A.
- **Review** Ask Ss to share their summaries with the class.

8.1 TALKING ABOUT ATTENTION AND DISTRACTION

page T-235

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each sentence pair with one of the word pairs from the box. Read the word pairs from the box and point out that one word is a noun and the other is a verb. Complete the first item with Ss to model the activity. Elicit the correct answers: *distract* (a) and *distraction* (b). Direct Ss to write the words in the spaces to complete the sentences. Ask Ss to identify which word is a noun (*distraction*) and which word is a verb (*distract*) and to write *N* and *V* in the spaces provided.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

> **Answers**
> 1a interrupt – V   1b interruptions – N
> 2a concentration – N   2b concentrate on – V
> 3a distract – V   3b distraction – N
> 4a focus – N   4b focus on – V

- **B** Ss work individually to write sentences with the expressions using their own ideas. Ss then share their sentences with a partner.
- **C** Ss work individually to complete the sentence starters with their own ideas. Ss then discuss their ideas with a partner.
- **Review** Ss share the sentences they wrote for exercises B and C with the class.

8.2 EXPRESSIONS WITH *GET*

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will complete each conversation with the correct expression with *get* from the box. Tell them they will need to change verb forms as necessary. Model the activity by reading the A line in the first conversation aloud. Direct Ss to look for the best expression in the box to complete the B line and elicit the answer: *got blown away*. Direct Ss to write the expression on their worksheet.
- **Do the task** **A** Ss complete the task with a partner.
- Check answers as a class.

> **Answers**
> 1 got blown away   2 got the go-ahead   3 get accustomed to
> 4 getting complicated   5 got it right   6 getting at
> 7 got it straight   8 getting frustrated   9 got lost
> 10 get rid of   11 get attached

- **B** Ss work individually and choose six expressions with *get* from exercise A. Ss write sentences that are true for them and then share them with a partner.
- **Review** Ss share their sentences from exercise B with the class.

9.1 DISCUSSING HEALTH ISSUES

page T-237

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will read the definition and write the correct vocabulary word. Give each S a worksheet. Complete the first item with Ss to model the activity. Encourage Ss to refer to page 86 of the Student's Book if needed, and then elicit the correct answer that matches the definition: *blood pressure.* Direct Ss to write the word in the space provided.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 blood pressure   2 cardiovascular disease   3 chronic pain
> 4 cholesterol levels   5 circulation   6 digestion
> 7 immune system   8 internal organs   9 joints
> 10 sedentary lifestyle   11 side effect   12 posture

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A.

> **Answers**
> Features of the body: digestion, immune system, internal organs, joints
> Medical issues: blood pressure, cardiovascular disease, chronic pain, cholesterol levels, circulation, side effects
> Words associated with lifestyle: sedentary lifestyle, posture

- **Review** Ask volunteers to take turns reading their answers aloud.

9.2 DISCUSSING (LACK OF) SLEEP

page T-238

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will rewrite each question by replacing the underlined words with a phrasal verb from the box. Tell them to change the verb forms as needed. Model the activity by asking Ss the first question. Emphasize the underlined words in the question and ask Ss which phrasal verb in the box matches the meaning of those words. Elicit the answer: *wind down.* Then ask Ss to rewrite the question with the phrasal verb on their worksheet.

- **Do the task** **A** Ss work in pairs to complete the task.
- Check answers as a class.

> **Answers**
> 1 wind down   2 pack   3 cut out   4 build up   5 keep you up
> 6 cut back on   7 fit into   8 rack up   9 adds up   10 drift off
> 11 slip away   12 drives

- **B** In pairs, Ss choose five to seven questions in exercise A. They ask each other the questions and answer with their own information.
- **Review** Ss share their partner's answers from exercise B with the class.

10.1 DISCUSSING GLOBAL FOOD ISSUES

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will circle the correct word to complete each sentence and then find it in the puzzle. Give each S a worksheet. Complete the first item with Ss to model the activity. Read the sentence aloud and ask Ss to choose the correct word to complete the sentence. Elicit the answer: *foodstuffs.* Direct Ss to find the word in the puzzle.
- **Do the task** **A** Ss work individually to complete the task.
- **Review** Ss share their answers with the class. Display the puzzle on the board and ask Ss to circle the words as you go through each item.

> **Answers**
> 1 foodstuffs   2 Grain   3 appetite   4 supply   5 consumption
> 6 superfood   7 cattle   8 shortages   9 livestock
> 10 nutritious   11 Cereal   12 fiber   13 wholesome

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

10.2 DISCUSSING GLOBAL ENERGY ISSUES

page T-240

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will read each definition and then write the correct word or phrase from the box. Complete the first item with Ss to model the activity. Elicit the correct answer: renewable. Direct Ss to write the word in the space provided.
- **Do the task** **A** Ss complete the task individually, and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 renewable   2 off-grid   3 energize   4 solar panels
> 5 biofuel   6 fossil fuel   7 self-sustainable   8 power
> 9 low-carbon   10 carbon footprint

- **B** Read the instructions aloud. Ss complete the chart with the words from exercise A, and then write five to seven sentences using as many of the words in the chart as they can with their own ideas.
- **Review** Ss share their answers and sentences from exercise B with the class.

> **Answers**
> Adjectives: low-carbon, off-grid, renewable, self-sustainable
> Nouns: biofuel, carbon footprint, fossil fuel, power, solar panels
> Verbs: energize, power

11.1 DESCRIBING COLOR ASSOCIATIONS

page T-241

50 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Tell Ss that they will circle the correct word that matches each definition. Explain that some definitions will have more than one answer. Model the activity by writing the first definition on the board and the three words. Ask Ss to look at the three possible answers. Elicit the correct answers: *convey, transmit*. Direct Ss to circle the words on their worksheet.
- **Do the task** **A** Ss complete the task individually and then check with a partner.
- Check answers as a class.

> **Answers**
> 1 convey, transmit   2 imply   3 reflect   4 resonate with
> 5 evoke, conjure up   6 capture

- **B** Ss work individually to circle the correct word to complete each sentence. Ss check their answers with a partner.

> **Answers**
> 1 implies   2 resonated with   3 transmits   4 reflect
> 5 capture   6 evoke   7 convey   8 conjures up

- **C** Ss work individually to circle the correct adjective to match the type of color in each sentence. Then they rewrite the sentence using the circled word. Ss read their sentences to a partner.

> **Answers**
> 1 muted   2 bold   3 vibrant   4 neutral   5 pastel
> 6 saturated

- **Review** Ask volunteers to share their rewritten sentences with the class.

11.2 COLOR EXPRESSIONS

page T-242

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will write the color expression that matches what is described in each question. Model the activity by writing the first question on the board. Direct Ss to refer to page 110 of the Student's Book if needed. Elicit the answer: *cut through red tape*. Ss write the expression next to the question in item 1 on their worksheet.
- **Do the task** **A** Ss complete the task with a partner.
- Check answers as a class.

> **Answers**
> 1 cut through red tape   2 see red   3 green party
> 4 green / a greenhorn   5 green thumb   6 in the red
> 7 get the green light   8 a greenhorn / green
> 9 caught red-handed   10 green around the gills   11 turn red

- **B** Ss work individually to answer the questions in exercise A with their own information. Remind them to use the color expressions in their answers. Ss then ask and answer the questions in pairs.
- **Review** Ask volunteers to share their partner's answers with the class.

12.1 TALKING ABOUT CHANGE

page T-243

45 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Give each S a worksheet. Explain to Ss that they will choose the correct word to complete each sentence. Model the activity by reading the first sentence aloud. Elicit the answer: *transition*. Write the word *transition* on the board and ask Ss whether it is an adjective, noun, or verb (noun). Direct Ss to write *N* in the space next to the first sentence. Go over any unfamiliar vocabulary with the class.
- **Do the task** **A** Ss work individually to complete the task and then check with a partner.

- Check answers as a class.

- **B** Read the instructions aloud. Ss complete the sentences with their own ideas about change.

- **Review** Ask volunteers to share their ideas with the class.

12.2 DESCRIBING CHANGE

page T-244

50 minutes

- **Prepare** Make one copy of the worksheet for each S.

- **Introduce** Give each S a worksheet. Explain to Ss that they will unscramble the letters in each item to describe the type of change mentioned in each sentence. Complete the first item with Ss to model the activity. Write the scrambled letters on the board and then read the sentence aloud. Elicit the correct word: *welcome*. Direct Ss to write the word in the space next to the first sentence.

- **Do the task** **A** Ss complete the task individually and then check with a partner.

- Check answers as a class.

- **B** Read the instructions aloud. Ask a volunteer to read the example sentence aloud. Ss use words from exercise A to describe some changes that can happen in each situation. Monitor and help as necessary.

- **Review** Ask volunteers to share their answers with the class.