

More Information

CONNECTIONS





• • • TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Developing learner responsibility - Learning about your students

In this unit, we're going to focus on finding out about the needs and motivations of individual students. By getting students to consider their general needs, you can help them think more clearly about their specific aims for the course. Then, in each lesson, you can explain how tasks are helping students achieve those aims. Finding out about students' motivations will help you plan tasks and activities that suit individual learning styles. Students are more likely to be motivated if they can learn in a way that suits them.

Needs (Activity 1): Ss identify their abilities in English and their goals for the course. You'll have an opportunity to do this in lesson 1.4.

Motivations (Activity 2): Ss discuss how they like to learn in the English-language classroom. You can try this in lesson 1.5.

Finding out about students' needs and motivations will help you plan ways in which you can encourage them to be more responsible for their own learning and progress. To find out more, read the extract Finding out about your students from Learner Autonomy pp.16–21. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write Connections. Ask Ss to give examples of the kinds of connections they have in their lives. If they aren't sure, give examples from your own life (I have two sisters, a piano teacher, my students, my neighbor, etc.). Write their answers on the board. Ask Are connections between people important? Is it important to have connections outside of family?

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: possessions (things that you own) and to have (something) in common (to like the same thing).

START SPEAKING

A In pairs, Ss discuss the questions. The picture is of a castell (castle) in Catalonia, Spain. The people in red are on the same team, but people in blue, for example, are another team.

Ss share their answers with the class. Briefly discuss if everyone in the class has the same kinds of connections.



Read the instructions aloud. Ask a S to tell the class what the instruction says in his/her own words.

- Set a time limit of five minutes. Ss do the task in pairs.
- OPTIONAL ACTIVITY If the use of smartphones in the classroom is possible, Ss research any possible connections between themselves and a famous person from their country. They could, for example, search for the person's hometown or what school he/she attended.
- C In pairs, Ss discuss the questions.
 - OPTIONAL ACTIVITY Ss use their phones to access the video and then discuss if they feel the same way Alessandra does about her connections.

REAL STUDENT

Hi. My name's Alessandra. I'm not a very social person. I don't have a lot of friends, and I don't have an account on Facebook. And you?

PEXTRA ACTIVITY

Ss work in groups to discuss the questions: Do you enjoy being in a group or being alone? Which is more relaxing for you?

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UNIT OBJECTIVES

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- talk about what you have in common

CONNECTIONS



START SPEAKING

A Look at the picture. What is the connection between the people? What are some different ways people are connected? Read the list and add two more.

family friends work/school



- Think about a famous actor in your country: how many connections do you have between you and him/her? You can use your phone to help you.
- Are you a very social person in general? Do you have connections with a lot of different people? For ideas, watch Alessandra's video.



Are you the same as Alessandra?





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1.1

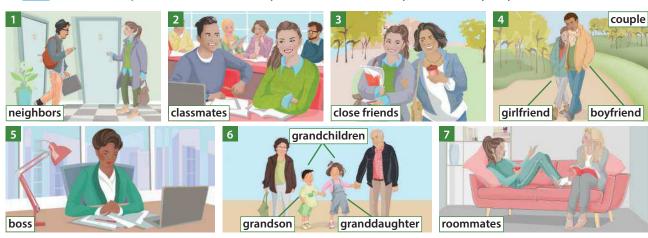
WE'RE FAMILY

LESSON OBJECTIVE

talk about the people in your life

1 VOCABULARY: Describing people you know

A 103 Look at the pictures. Listen and say the words. Who do you see every day?



- B Now do the vocabulary exercises for 1.1 on page 141.
- C PAIR WORK Make five true sentences with five words from exercise 1A. Tell your partner.
- 2 LANGUAGE IN CONTEXT
- A Look at the picture of Cecilia. Who are the people in her life? Who's in her family? Check (✓) the boxes.



b close friend

d classmates

sister

e brother

2

2 Marta

4 Jose Luis

Marcos

Kiko and Luis



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1.1

WE'RE FAMILY

LESSON OBJECTIVE

talk about the people in your life

1 VOCABULARY: Describing people you know

- Introduce the task On the board, write Before class today, how many people did you say "hello" to? Set a time limit of one minute. Tell Ss to write down as many people as they can think of.
- · Ss compare lists with a partner.

Ø EXTRA ACTIVITY

Tell Ss to look at page 2 and to write down any words they don't understand. Discuss the meaning of the words as a class, and encourage Ss to write the meanings and add the names of people from their own life that illustrate each word. If Ss use a laptop or tablet to take notes, suggest that they insert a photo of the person next to the vocabulary word.

- A (1) 1.03 Do the task Volunteers read the instructions and question aloud. Ask a S to tell the class what the instruction says in his/her own words.
 - Ss work with a partner to complete the task. Play the audio for Ss to listen and repeat the words.

® **EXTRA** ACTIVITY

Remind Ss of their lists of people from the warmup. Ss talk with a partner about whether the people they said "hello" to today are the same people they see every day.

- B Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C PAIR WORK Model making one true sentence with one of the words and write it on the board.
 - Set a time limit of three minutes for Ss to write their own sentences.
 - Ss tell a partner their sentences.

2 LANGUAGE IN CONTEXT

- A Read the instructions and questions aloud. Volunteers read the sentences aloud.
 - Ss do the task individually and then check answers in pairs.
 - Check answers as a class.

Answer

The picture of her brother and sister is checked.

- **B** Read the instructions aloud.
 - Ss do the task individually and then check answers in pairs.
 - Check answers as a class.

Answers

2 b 3 d 4 e 5 a



3 GRAMMAR: be; possessive adjectives

 Introduce the task Read the sentences in the grammar box aloud. Ss repeat after you.

GRAMMAR SUPPORT Review grammar terms. On the board, write Rosa is from Mexico. She is a new student. Point to each word. Ss say what part of speech it is (subject, subject pronoun, verb, adjective, noun). Label the words in the sentence and leave it on the board for reference. Then, on the board, write I am from Mexico. Ask What is the subject of the sentence? (I) What is the verb? (am) What is the base form of am? (be) When the subject changes, for example, to you, what other part of the sentence changes? (the verb).

- A **Do the task** Ss complete the task individually and then check answers in pairs.
 - Review the task Check understanding. Say one of the subjects from the box and ask a S to say what verb to use with that subject. Increase your speed as you say subjects. Make sure all Ss have a chance to answer at least once. Continue the activity by saying the full form of the subjects and verbs and ask Ss to say the contracted form.

Answers

2 aren't 3 isn't

- B Give Ss time to read the information in the grammar box.
 - Check understanding of possessive adjectives. Say It's
 a (pencil). It's my pencil. Emphasize my as you hold the
 pencil to your chest.
 - Continue with other possessive adjectives with Ss' objects: It's a book. It's her book.
 - · Ss do the task individually.
 - Review the task Check answers as a class. Then Ss cover the chart. Say a subject pronoun, and ask Ss to say the possessive adjective.

Answers

your his her its our their

 Direct Ss to page 129 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

- D GROUP WORK Ss work individually to write the questions.
 - While Ss are writing the questions, write the following sentences on the board: 1. My brother and their sons live in Miami. 2. We have a dog. Its name is Bingo. 3. This is a picture of my sister with his boyfriend Manny.
 - Ss find the correct sentence and correct the incorrect ones.

Answers

- 1 My brother and his sons live in Miami.
- 2 Correct
- 3 This is a picture of my sister with her boyfriend Manny.
- Refer Ss to the Accuracy check box. Tell them to read their answers again and check for accuracy.
- · Check answers as a class.
- Put Ss in small groups. Set a time limit of five minutes for Ss to ask and answer the questions.

Answers

- 2 Where is she from?
- 3 Is her name Maria?
- 4 Are they from Argentina?
- 5 Is our teacher American?
- 6 Where are your parents from?

4 SPEAKING

- A Ss work individually to draw their diagrams and write descriptions of the people in their lives.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then answer the question. (She talks about her grandfather and mother.)

REAL STUDENT

Hi, I'm Seung Geyoung. My grandfather's name is Pyong-Ho Kim. My mother's name is Channan Kim. And my close friend's name is Hyena Lee.



PAIR WORK Read the instructions aloud. Volunteers read the sample conversation.

- Set a time limit of five minutes for Ss to write three questions to ask about the pictures. Pairs do the task.
- **OPTIONAL ACTIVITY** Ss can show their partner more pictures of their connections on their phones.
- Workbook Unit 1.1
- Worksheets: Grammar 1.1; Vocabulary 1.1



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3	GRAMMAR: be	: possessive	adiectives
		, possessive	aajeetives

Δ	Complete the rules below	. Use the sentences in the a	rammar hox to help you

1 *l'm* from Puebla. *l'm* = _____lam

2 They're not close friends.
You can also say: They _______
close friends.

3 Is he your boyfriend?
To answer, you can say:
Yes, he is. or No, he

be

I'm from Puebla. I'm not from Bakersfield. Am I late?

She's a student in Puebla. He's not my boyfriend. Is he your classmate?

We're close friends. They're not close friends. Are you my new neighbor?

B Complete the spaces with the correct possessive adjective. Use the sentences in the grammar box to help you.

I <u>my</u> , you _____ , he ____ , she ____ it _____ .

we ______, they ______.

Possessive adjectives

He's **my** brother. **His** name's Jose Luis. They are **our** neighbors.

What's **your** name? **Her** name's Marta. He is **their** son.

The dog hurt its foot.

Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.

D GROUP WORK Use the words to write questions.
Then read the Accuracy check box and check
your work. Use the questions to find out more
about your classmates.



ACCURACY CHECK

Possessive adjectives agree with the possessor.

This is a photo of my wife with their parents. X
This is a photo of my wife with her parents. ✓

1 his / what's / name /? What's his name?

2 from / is / where / she /?

3 is / name / her / Maria / ?

4 they / from / are / Argentina /?

5 our / is / teacher / American / ?

6 are / from / where / parents / your / ?

4 SPEAKING

A Look at the picture of Cecilia and her connections on page 2. Make a similar picture for your life. Write the names of your connections. Watch Seung Geyoung's video.



What family members does she say? Are they the same as your family?



EIND IT

B PAIR WORK Ask and answer questions about your pictures. You can show photos of the people on your phone.

Who is Rogelio?

He's a coworker at my office.

Are Bob and Vera your parents?

Yes, they are.



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1.2

WHAT'S IN YOUR BAG?

LESSON OBJECTIVE

talk about possessions

- 1 VOCABULARY: Naming everyday things
- A 101 Look at the pictures. Listen and say the words. Do you have these things in your bag?



- B Now do the vocabulary exercises for 1.2 on page 141.
- C PAIR WORK Choose an item from exercise 1A. Your partner asks you questions to guess the item.

Is it a mirror? Yes, it is.

Are they tissues? No, they aren't.

2 LANGUAGE IN CONTEXT

A 105 Look at the pictures in exercise 1A again. Where are the people? Listen to the conversations and match them to the pictures.

1.05 Audio script

- 1 A Is that your umbrella?
 - B No, it's not mine. I think it belongs to those people. Perhaps it's theirs.
 - A Hmm. Excuse me, is this yours?
 - C Oh, yes! Thanks. That's my wife's umbrella.
 - **D** Thanks so much!

- 2 A Excuse me! Whose is this?
 - B It's not ours. I think it's hers the woman with the little girl there.
 - A Excuse me, ma'am. Is this yours?
 - **C** What? Oh, yes, that's mine.
 - A I'm sorry, but you can't take hand lotion and a water bottle on the plane.
 - C But they're my daughter's. She needs them!

- **3 A** I think that's my grandson's bag.
 - B No, sorry, it isn't his. It's mine. It belongs to me. Look, there's my pack of gum.
 - A You're right. So where's my grandson's bag?
 - B There's another blue one. Is that one his?



More Information

1.2

WHAT'S IN YOUR BAG?

LESSON OBJECTIVE

talk about possessions

1 VOCABULARY: Naming everyday things

- Introduce the task On the board, write Do you carry the same things in your bag every day? What thing or things do you need every day? Set a time limit of one minute for Ss to think about their answers and take notes, if necessary.
- Ss compare answers with a partner.
- A 1) 1.04 Do the task Volunteers read the instructions and question aloud. Ask a S to tell the class what the instruction says in his/her own words.
 - Play the audio for Ss to listen and repeat the words.
 - · Ask volunteers to answer the question.

@ EXTRA ACTIVITY

Quickly come up with simple gestures for each of the vocabulary items, for example, holding a steering wheel for *driver's license*, peeling a wrapper off a candy bar for *candy bar*, etc. Tell Ss to cover the vocabulary pictures. Do one of the gestures and ask a volunteer to say the word. Repeat with another gesture and then ask Ss to do the task in pairs.

- B Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C PAIR WORK Volunteers read the instructions and the sample conversation aloud.
 - Ss do the task in pairs.
 - Review the task Partners ask and answer questions to find out what is in each other's bags.

2 LANGUAGE IN CONTEXT

- A 1) 1.05 Give Ss time to study the pictures in exercise 1A. Ask Ss to say in English any objects they recognize in the pictures.
 - Play the audio. Ss do the task. Play it again for Ss to check answers.

Answers

They are at the airport. 1 C 2 B 3 A

MIXED ABILITY

Play the whole audio once for stronger Ss to do the task. Then play each conversation individually and stop for other Ss to check the correct box. Pair Ss and have stronger Ss help their partners while also checking their own answers.



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- B 1.05 Give Ss time to look at the pictures and read the words.
 - Play the audio for Ss to complete the task. Play the audio again to check answers.

Answers

1 C 2 A 3 B

3 GRAMMAR: Possession

- A Introduce the task Review possessive adjectives. Write the subject pronouns on the board in a vertical list. Ask volunteers to come to the board and write the possessive adjective next to each subject and then use it in a sentence. Leave the list on the board.
 - Give Ss time to silently preview exercise 3A and look at the information in the grammar box. Ask What is a pronoun? (a noun that is used in place of another noun)
 - Read the example sentences in the chart aloud. Ss repeat after you.
 - On the board, write It's <u>Dora's hairbrush</u>. Underline Dora's hairbrush and ask what word can be substituted (hers). Continue with other sentences.
 - Do the task Ss complete the task individually.
 - · Check answers as a class.

Answers

1 b 2 a 3 b 4 b

Review the task Tell Ss to cover the grammar box.
 Volunteers come to the board and write the possessive pronouns in the list on the board from earlier in the task.

HOMEWORK IDEAS

Tell Ss to write ten questions and answers: five with possessive adjectives and five with possessive pronouns. For example, *Whose money is this? It's my money. / It's mine.*

- B PAIR WORK Model the task with a volunteer.
 - · Ss do the task in pairs.
- C Direct Ss to pages 129–130 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

HOMEWORK IDEAS

Alternatively, Ss can do exercise 3C for homework and then do exercise 3D in the next class.

- D Ss complete the task individually.
 - · Check answers as a class.
 - Ss practice the conversations in pairs.

Answers

2 mine 3 his 4 mine 5 yours 6 theirs

4 SPEAKING

- **GROUP WORK** Ask two volunteers to say the sample conversation aloud.
- Model another conversation with a volunteer.
- Ss ask and answer questions in small groups.
- Workbook Unit 1.2
- Worksheets: Grammar 1.2; Vocabulary 1.2;
 Speaking 1



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В	1.05	Listen again and read. Match the items with their owners.
---	------	---

1 The water bottle

2 The umbrella

3 The blue bag







GRAMMAR: Possession

- Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Which response is <u>not</u> correct: *Whose is this?*
 - **a** It's mine.
- **c** It's my grandson's bag.
- **b** It's black.
- **d** It belongs to me.
- 2 What comes after my?
 - **a** a noun
- **a** a noun

3 What comes after *mine*?

- **b** nothing
- 4 What does the 's in my grandson's bag mean?
 - a is
- **b** it shows possession

Possession

That's **my** grandson's bag. Whose water bottle is this?

b nothing

It's not ours. I think it's hers.

No, sorry. It isn't his. It's mine.

It **belongs to** me.

PAIR WORK Look at exercise 2B on page 4 again. Make sentences with belong to for each item and its owner(s).

The water bottle belongs to ...

- Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2. C
- Complete the conversations with the correct possessive form of the word in parentheses. Practice the conversations with a partner.
 - 1 A ¹ Whose (who) water bottle is this?
 - **B** It isn't ² (I). Maybe it's (he).
- 2 A Sorry, which bag is ⁴_ (I)?
 - **B** That one is ⁵ (you). And the other ones are ⁶ (they).

SPEAKING

GROUP WORK Choose three things from your pockets or bags and put them all together on one desk. Who do the different things belong to? Use possessives instead of names.

OK, so, I think the tissues are yours.

Right! Whose mirror is this? Is it your mirror?



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1.3

HOW DO YOU KNOW RAQUEL?

LESSON OBJECTIVE

greet people and start a conversation

1 FUNCTIONAL LANGUAGE

A 10 1.06 Look at the pictures. What is the connection between the people? Listen to the conversations and match them to the pictures. Are you right?





1) 1.06 Audio script

- 1 A Good morning! Are you Robert?
 - **B** Yes, I am.
 - A Pleased to meet you. I'm Julie, your coworker here.
 - B Great to meet you, too.
 - A I'm here to help. This is your desk, right here.
 - **B** Oh, OK. This is a nice office.
 - A Do you know anybody here?
 - B No, I don't.

- 2 A Hey, Raquel!
 - **B** Simon! **Long time**, **no see**! Please come in.
 - A Great to see you again!
 - B It's really good to see you.
 - **B** Oh, here's Patrick! Patrick, meet Simon.
 - A Hello, Patrick. How do you know Raquel? Are you a friend of hers?



- C I'm her husband.
- B Complete the chart with expressions in **bold** from the conversations above.

Greeting someone for the first time	Greeting someon you know	e who	Starting conversa	tions	
Good morning. Are you (Robert)?	Long time, ³	.!	Do you ⁶ anybody here?		
Pleased to 1	again!	_to see you	know (Raquel)?	_do you	
Great to meet you,	It's really	_to see you.	Are you a ⁸ _hers / his / theirs?		_of

C PAIR WORK Greet your partner. Now change partners. Imagine you don't know your new partner, and greet them.



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1.3

HOW DO YOU KNOW RAQUEL?

LESSON OBJECTIVE

greet people and start a conversation

1 FUNCTIONAL LANGUAGE

- Introduce the task Ask Ss to think about the last time they had to introduce themselves to a group of people they didn't know and let them share with the class. Ask Ss what English words and phrases they know to use when they meet someone for the first time. Write the words and phrases on the board for Ss to refer to later in the lesson.
- A 1) 1.06 Do the task In pairs, Ss look at the pictures and discuss how they think the people are connected.

Sample Answers

Picture A: a man introducing two people Picture B: a friend at someone's home

- Play the audio. Ss take notes on their answers to the questions. Play the audio again if necessary.
- Ss discuss their answers to the questions in pairs and then share their answers and reasons with the class.
 Did Ss have different ideas about the answers?

Answers

Picture A goes with Conversation 1; Robert's coworker is Julie.

Picture B goes with Conversation 2; Patrick is Raquel's husband.

® **EXTRA** ACTIVITY

Put Ss in small groups and tell them to substitute the bold words and sentences in the conversations with words and phrases that have similar meanings. Refer them to the words and phrases they shared in the introduction for possible substitutions. Then have Ss say their new conversation for the class.

- B Ss complete the sentences individually and then check answers with a partner.
 - · Check answers as a class.

Answers

1 meet you 2 too 3 no see 4 Great 5 good 6 know 7 How 8 friend

EXTRA ACTIVITY

As a class, brainstorm situations where introducing or greeting people is common. Write Ss' ideas on the board. Ask a pair to stand up. Point to one of the situations on the board and ask the pair to have a short conversation using the words and phrases from the lesson. Continue with other pairs.

- C PAIR WORK Model the task with a volunteer.
 - · Ss do the task in pairs.
 - Ss change partners. To facilitate changing partners, tell
 Ss to stand in two equal lines facing each other. Set
 a time limit of 30 seconds for each conversation. Say
 Change, and each student greets the next person in line.



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2 REAL-WORLD STRATEGY

- Introduce the task As a class, brainstorm situations where people show interest or surprise (talking about a vacation, a new baby, a funny work story, etc.).
- A 1) 1.07 Do the task Read the information and the sample sentences, emphasizing the rising intonation. Ss repeat.
 - Direct Ss' attention to the Insider English box. Ask a volunteer to find an example of pretty + adjective in the conversation (pretty new).
 - Ss fill in the blanks individually.
 - Ss compare answers in pairs. Play the audio to check answers.

Answers

1 Seriously 2 Is it really

PAIR WORK Pairs practice the conversation from exercise 2A.

HOMEWORK IDEAS

Pair Ss and assign one of the conversations from exercise 1A to each pair. Tell Ss to memorize their lines at home and then say their conversation for the class without looking at their books.

3 PRONUNCIATION: Saying /l/ at the end of a word

- A 1) 1.08 Read the instructions aloud. Play the audio. Ss say the words that end in /l/.
 - Play the audio again. Pause the audio after each sentence. Ss repeat. Ask Ss Do your /l/ words sound the same or different?
- B 1.09 Read the instructions aloud. Play the audio for number 1. Ask Ss if they think B sounds clearer.
 - Play the audio for numbers 2 to 6. Ss check their answers in pairs and then check answers with the class.

Answers

2 A 3 A 4 B 5 B 6 A

C PAIR WORK Put Ss into pairs. Ss take turns speaking and listening. Monitor and check.

4 SPEAKING

- A PAIR WORK Read the instructions and situations aloud. Check understanding.
 - Ss put the conversations in order individually and then check answers with a partner.
 - Check answers as a class by asking volunteers to write one sentence from the first conversation on the board in the correct order. Repeat with the second conversation. Leave the conversations on the board for Ss to refer to in the next exercise.
 - Ss practice the conversations in pairs.

Answers

Situation 1: 3, 2, 4, 1 Situation 2: 3, 1, 4, 2, 5

- B Direct Ss to the conversations on the board from exercise 4A. Ss add to the conversation individually and then compare their conversations with a partner who chose the same conversation. Give pairs time to write their conversation and practice it before acting it out for the class.
 - Workbook Unit 1.3



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2 REAL-WORLD STRATEGY

SHOWING INTEREST AND SURPRISE

You can use some common expressions to show interest and surprise.

Wow! Seriously?

Is it really? / Are you really?



Α	1.07 Read about showing interest and surprise in the box above. Use the expressions there to complete the conversation below. Listen to the full conversation and check.			
	A Do you know anybody here?			
	B No, I don't. I'm pretty new to this city, too.	INSIDER ENGLISH		
	A 1? A new city and a new job – that's Mr. Patel. He's the boss. His office is across from that's good to k	om your desk.	<pre>pretty = beautiful That's a pretty little house. pretty + adjective = very</pre>	
3	PRONUNCIATION: Saying /1/ at the end		That's pretty good. (That's very good.)	
Α	1 You look wonderful. 2 Beautiful weather, is	_	lo you know Rach el ?	
В	1) 1.09 Listen. Who pronounces the /l/ sound at the	e end of the words cle	early? Write A or B.	
	1 beautiful B 3 full	5 people		
	2 bottle 4 girl	6 couple		
C	PAIR WORK Say the words in exercise B to your par	rtner. Does your partr	ner say the $/1/$ sound?	
4	SPEAKING			
Α	PAIR WORK Read the situations. Then put the conv	ersations in order. Re	ad them with a partner.	
	Situation 1: You're at a conference. Greet people		rrive at a coffee shop to meet	
	you don't know.	people you know.		
	Good to meet you, too. Do you know anybody here?		o see you again!	
	☐ I'm Diana Reyes. Great to meet you.	1 Hi, Akram.	How this is a nice place	
	No, it's my first time at this conference.	Hi, Lola. Long	. Hey, this is a nice place.	
	1 Hello. I'm Daniel Santiago.	Yeah, isn't it?	time, no see:	
D	_	rearr, istricte:	240	
В	Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.			



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1.4

EMAIL INTRODUCTIONS

LESSON OBJECTIVE

introduce yourself in an email

1 READING

- A PAIR WORK How many emails do you write in a month? Why do you write them? Do you write emails in English? Tell your partner.
- B READ FOR MAIN IDEAS Read the email and choose the main idea.
 - He wants a job.
 - He wants information about food.
 - He wants cooking lessons.



- C READ FOR DETAIL There are problems with Chris's email. Read the comments (A–F) and match them with the correct part of the email.
 - A What is your email about? You need a subject!
 - **B** Begin a formal sentence with *Dear Ms. / Mrs. / Mr. (last name*) or just *Dear Hiring Manager* or *Dear (job title).* It's not a good idea to begin with *Hello, Hi,* or *Dear Friend*. You're not a friend!
 - **C** End the email with *Best wishes* or *All the best* and write your full name.
 - **D** A funny email address is OK for friends but not for people you don't know.
 - **E** Check your writing before you send your email.
 - **F** Don't use emojis in a formal email.
- D Read the Register check box and correct the problem in Chris's email.
- THINK CRITICALLY Listen to Dave's response to Chris's email. Does Dave offer Chris a job? Why not? What research do you need to do before you ask someone for a job? Discuss with your partner.

REGISTER CHECK

In formal writing, don't write *I want* ...

A polite way to say what you want is *I would like* ...



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1.4

EMAIL INTRODUCTIONS

LESSON OBJECTIVE

introduce yourself in an email

1 READING

- Introduce the task Ask Ss if they prefer to communicate in person, on the phone, in a text/IM, or in an email. Briefly discuss if they communicate with the various people in their lives differently: Do you only text friends? Do your parents always prefer a phone call? etc.
- A PAIR WORK Do the task Ss discuss the questions in pairs.
- B READ FOR MAIN IDEAS Review main idea. Name some popular books that all Ss have read (the Harry Potter books, The Lord of the Rings, The Hunger Games, etc.). Ask volunteers to say the main idea of the book in one sentence. Alternatively, ask volunteers to say the main idea of a book or an article they are reading now.
 - · Read the choices aloud. Check understanding.
 - Point out that the email has some mistakes, but Ss should ignore them for now and just read for the main idea. Give Ss time to silently read the email.
 - Check the answer as a class. Ask Ss to explain why they
 chose their answer.

Answer

He wants a job.

- READ FOR DETAIL Review detail. Ask Ss to say an important detail from one of the books/articles mentioned in exercise 1B.
 - Ask volunteers to read the comments aloud.
 - Ss complete the task individually.
 - · Check answers as a class.

Answers

1 D 2 A 3 B 4 E 5 F 6 C

Direct Ss' attention to the **Register check** box. Give them time to read the information and answer the question individually. Check the answer as a class. (Chris writes *I want a job for the summer* instead of *I would like a job for the summer*.)

- E (1) 1.10 PAIR WORK THINK CRITICALLY Read the instructions aloud so that Ss know what to listen for in the audio.
 - · Play the audio.

1.10 Audio script

Dave Hello, Chris? This is Dave. Thank you for your email.

My restaurant is a vegan restaurant, and we don't cook meat. I can't offer you a job for the summer.

Good luck with your career. Bye.

VOCABULARY SUPPORT After Ss listen to the audio the first time, ask them if they are familiar with the word *vegan*. If not, ask them to guess from the context of the audio. Teach/review some diet words. *Vegetarian*: someone who does not eat meat or fish. *Vegan*: someone who does not eat any product that comes from an animal, including eggs, milk, yogurt, cheese, etc.

- Play the audio again, if necessary.
- Ss discuss the questions with a partner.
- Check answers as a class.

Suggested answers:

Dave doesn't offer Chris a job. Dave's restaurant is vegan, and Chris likes to cook meat dishes. You should find out details about the business before you ask for a job.



2 WRITING

- Introduce the task Discuss different types of situations when a formal email is appropriate and when an informal email is acceptable. Write Ss' ideas on the board and leave them there for Ss to refer to later in the lesson.
- A **Do the task** Ss read the email silently and answer the question.
 - Check the answer as a class.
 - Ask: Who wants an internship? (Lily Martin) Who is Abigail? (Lily's classmate and Mr. Johnson's daughter) How long is the internship? (two months) Why is she writing specifically to Mr. Johnson about an internship? (He works at Grallen Technologies.)

Answei

Yes, the writer follows the advice from the comments on page $8. \,$

VOCABULARY SUPPORT Ask if Ss know what an internship is. Ask Ss what kinds of tasks an intern in a company might do (follow various employees around to see what they do, attend meetings, etc.). Ask if any of them or someone they know has had an internship, and if so, to describe it. Ask Ss what a résumé is and what is included on one (name, education details, and work experience).

B WRITING SKILLS Ss do the task individually and then compare answers with a partner.

Answers

- (b) Internship, Dear, Your, In, I, I, Thank, Best
- (c) Johnson, Abigail, University of Toronto, Grallen Technologies, Lily Martin
- (d) Mr.
- (e) Toronto
- (f) October, November
- C Ss do the task individually and then compare answers with a partner.

Answers

<u>D</u>ear <u>M</u>s. <u>A</u>li,

 $\underline{\mathbf{M}}$ y name is $\underline{\mathbf{A}}$ manda $\underline{\mathbf{B}}$ arron. $\underline{\mathbf{I}}$ work with your sister at $\underline{\mathbf{F}}$ irst $\underline{\mathbf{C}}$ ity $\underline{\mathbf{B}}$ ank in $\underline{\mathbf{S}}$ alvador. $\underline{\mathbf{N}}$ ow $\underline{\mathbf{I}}$ would like a new job. $\underline{\mathbf{C}}$ an we meet on $\underline{\mathbf{T}}$ uesday and talk about your company? $\underline{\underline{\mathbf{S}}}$ incerely,

Amanda Barron



D Ss do the task individually. Remind Ss to refer to the ideas from the introduction or any notes they have from earlier in the lesson.

MIXED ABILITY
Provide Ss with a template for writing their emails: Dear, My name is I with your in/at I would like a/an with your
company, Can we meet to talk? Thank you for your time.

- E PAIR WORK Pairs share their emails. Give them time to ask questions about anything they don't understand in their partner's email. Ask Ss to comment on any part that was not correct for a formal email.
 - · Ss write a reply to their partner's email.

• • • TEACHER DEVELOPMENT ACTIVITY 1

Needs

This activity helps students consider their general needs; in other words, to think about their current ability in English and their overall reason for learning this language. Do this activity after students have finished A–E, or assign it for homework.

 Write the following email on the board and tell Ss to copy it:

Subject: My needs

Dear (your title and name),

I need to learn English for my _____.

At the end of this course, I would like to be better at _____ and ____.

I can ____ and ____ quite well.

I can't ____ or ___ very well.

Thank you for your time.

- Demonstrate the task by writing in examples such as: job as an engineer / Cambridge exam, using past tenses / talking on the telephone in English, greet people / start a conversation, remember new words / understand different accents.
- · Ss complete and give you the email.
- Tell Ss you will use the information to help you plan lessons.
 - Workbook Unit 1.4



More Information

2 WRITING

- A Read the email. Does the writer follow the advice from the comments on page 8?
- B WRITING SKILLS Look at the email again and circle the capital letters. Write the words with capital letters.

a pronoun (*I, you, he, she*, etc.)

b the beginning of a sentence

c names (people and organizations)

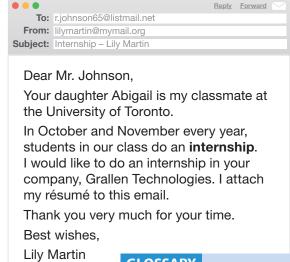
d titles (Mr., Dr., Prof.)

e places (countries, nationalities, towns)

f days of the week, months

Rewrite the email below with capital letters in the correct places.





GLOSSARY

internship (n) a period of time that a young person works in a company to get experience in a job



- D Think of a situation and write a formal email to someone you don't know. Include a connection to someone you both know and the reason for writing. Look at the examples in this lesson for help.
- **E** PAIR WORK Exchange emails with another student. Write a reply.



More Information



TIME TO SPEAK Things you have in common

LESSON OBJECTIVE

talk about what you have in common

DECIDE Answer the questions with what you think. (Answers are at the bottom of the page.) Are you surprised? 1 Imagine you have a group of 23 people. What is the

- probability that two people have the same birthday?
- **b** 23%
- **c** 0.056%
- 2 Imagine you have a group of 30 people. What is the probability that two people have the same birthday?

- 3 Now imagine you have 60 people. What is the probability that two people have the same birthday?
- **b** 10%









В **AGREE** Think of your answers to the questions below.

Then ask and answer the questions in a small group. When you have something in common with another person, put a check (\checkmark).

When is your birthday?		Where are your grandparents from?	
How many brothers and sisters do you have?		What's in your bag?	
What is your favorite possession?		Who's your favorite famous person?	
Are you the first/second/third-born child?		How many friends do you have on	
What city are your parents from?		Facebook?	
Count the checks in your group. Tell the class what you and the others in the group have in common.			
How many people have the same birthday in your group? In the class?			

D	DISCUSS Work in groups of four. Find more things you have in common and write the information
	below. Use the questions and phrases at the bottom of the page to help you.

- 1 Everyone
- 3 Two people
- 2 Three people
- 4 One person

PRESENT Read your sentences to the class. Don't say the names! Can they guess who the people are?



To check your progress, go to page 153.

Answers: 1a 2b 3c

USEFUL PHRASES



DECIDE

I think ... Because ...

Do you agree?



AGREE

Me, too! / Same here! Not me. / I don't.



DISCUSS

What's your favorite ...? Do you like ...?

What's your ... called? How many ... do you have?

Do you have a/an ...? When is ...?

Where are your ... from?

10



More Information

1.5

TIME TO SPEAK Things you have in common

LESSON OBJECTIVE

talk about what you have in common



Introduce the task Aim: Introduce the concept of probability.

- Use coins to introduce the idea of probability. Teach *heads* (= the side of the coin with the person) and *tails* (= the other side of the coin). Flip the coin. Before you reveal if it's heads or tails, ask *What is the chance of heads?* (50 percent) Explain that this is the idea of probability and that they will use it in the next exercise.
- Direct Ss to the Useful phrases section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.

A DECIDE Do the task Aim: Ss prepare to talk about things in common.

- INDIVIDUALLY Ss complete the task individually.
- PAIR WORK Ss compare answers with a partner and agree on an answer for each question.
- Ss read the answers at the bottom of the page. Are they surprised?

B AGREE Aim: Ss personalize the topic.

- **INDIVIDUALLY** Ss read the questions silently and prepare their answers.
- Ss form groups and ask each other the questions to find out what they have in common.

C Aim: Ss find things in common with the class.

- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.
- WHOLE CLASS Ss tell the class about what they have in common with their groups and others in the class.

DISCUSS Aim: Ss prepare to speak to the class.

- INDIVIDUALLY Ss write endings to the questions with their own ideas.
- Ss ask their group the questions they have prepared.
- Feedback for speaking activities* Monitor and make a note of the strong points of each group, e.g., use of unit vocabulary, interesting questions, natural-sounding interactions, etc. Use your notes to give feedback at the end of the lesson.
- Each group decides how to complete the sentences.

E PRESENT Aim: Ss learn more about what they have in common.

- WHOLE CLASS Groups take turns reading their sentences from exercise D aloud.
- Give other groups one minute to discuss before telling the class their guesses.

Review Feedback for speaking activities* Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

TEACHER DEVELOPMENT ACTIVITY 2

Motivations

This activity helps you learn about Ss' individual learning styles – ways of learning they prefer and which are more likely to lead to success.

 Ask Ss to think about their own answers to this questionnaire:

What did you enjoy about this lesson?

- answering questions alone
- asking and answering questions in a group
- presenting information to the class

Which of these things are true for you?

- 1 I don't like to make mistakes when I speak or write.
- 2 I write new words in my notebook (e.g., *Useful phrases*).
- 3 I like to use language in conversation as soon as possible.
- 4 I like it when the teacher helps me notice and correct my own errors.
- Ss discuss their answers. Ss should use phrases from the lesson (Me, too / Same here, Not me / I don't).

>>>

PROGRESS CHECK



- Go to page T-153 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 What did you learn about your students from their "My needs" emails? Was any of the information surprising? Do you think the students assessed their own abilities accurately? Why/why not?
- 2 Why do you think it was important for students to discuss their questionnaire answers?
- 3 How do you think the information you now have about your students might affect the teaching of this course?

T-10