



## Module 1. Lifestyle

In this module, the student will review some grammar topics to homolog knowledge to make sure they already have what they need to develop the course. Before starting any topic, it is important that the student completes the Warm-up section (vocabulary) at home and brings the results to speed up the class. You should ask the IT team of your campus to install the presentation software on your computer to be able to present the pages of the book more easily, play the audio for the listening exercises, and help students follow your instructions better. It is also important to contact the Oxford ELT Educational Consultant before your course starts to set up the platform (<http://www.oxfordlearn.com>) for teachers and students.

Sometimes the writing section cannot be completed in the class, it is a good idea to give the instructions on how to answer this section and to review their writing the following class.

### Topic 1. Mood Food

The topic of this first lesson is food and restaurants. This lesson begins with a quiz to warm up and brainstorm food words students already know and leads them to the Vocabulary Bank (which will be checked as a group in class). Students will listen to people answering questions about food, which serves as a model for them to then answer the questions themselves, and they then read an article about new research on how different foods can affect your mood.

In the second half of the lesson, students listen to an interview with a chef who has his own restaurant in Spain. Extracts from the interview lead to the grammar focus, which is in the simple present and continuous, and students are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where students discuss statements related to food and cooking.

If you'd like to begin the first lesson without the book, there is a Communicative photocopiable "Getting to know you" activity on pages 172-173 (instructions page 164), two photocopiable review Grammar activities on pages 142-143 (answers page 140), and one Vocabulary photocopiable "Classroom language" activity on page 200 (instructions page 196).

There's an Entry Test on the Testing Program CD-ROM, which you can give the students before starting the course. Please use the Teacher's book to go through the lessons smoothly and set up the activities at [oxfordlearn.com](http://www.oxfordlearn.com).

### Topic 2. Family Life

The context of this lesson is the family. Students begin by reviewing family vocabulary and talking about the way family life is changing in the US and in their country. The grammar focus is on the three most common future forms. Students will have studied them all separately, but have probably not had to previously distinguish between them. There is then a pronunciation focus on the stress patterns in the future forms. In the second half, the focus shifts to relationships between siblings. Students read an article about the advantages and disadvantages of being a younger brother and an only child. They then extend their knowledge of adjectives to describe personality and also practice the word stress in these adjectives. The lesson ends with a listening and speaking exercise about how your position in the family affects your personality, and a writing focus on describing a person.

### Topic 3. Spend or Save?

By now, students must be already registered in the platform because they will use it for the writing section. The platform can be accessed through their mobile phones, tablet, laptop, etc.

In this lesson, students review some important uses of the present perfect and how the present perfect contrasts with the simple past. They also learn common words and phrases to talk about money. The lesson begins with a song which has a rather cynical view of how a certain kind of male and female views money.

This provides a lead-in to the vocabulary focus which is followed by a pronunciation activity on different pronunciations of the letter o (optional). The new lexis is consolidated through reading and listening activities that ask *Are you a spender or a saver?*

In the second half of the lesson, a dialogue where two people are arguing about money provides the context for the grammar review. Finally, students read and talk about the true story about a man who became a successful businessman despite having a very difficult childhood.

Pay attention to the additional grammar notes on page 32 of the teacher's book to prepare for common issues you may encounter during the lesson.

#### Topic 4. Changing lives

In this lesson students review the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is provided by the story of a family whose vacation to Uganda changed their lives and led them to set up a charity to help build a new school for orphan children.

The lesson begins with an interview with Jane Cadwallader, one of the founding members of the charity *Adelante África*. Then sentences from the listening are used to contextualize the grammar presentation. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences (optional) and a speaking activity where students put the grammar into practice.

In the second half of the lesson, students read and listen to the story of a TV host who kayaked down the Amazon to raise money for charity. Both the lexical and pronunciation focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson finishes with a writing activity where students write an informal email using the platform.

Pay attention to the additional grammar notes on page 36 of the teacher's book to prepare for common issues you may encounter during the lesson.

#### Topic 5. Socializing

The context of this first part of the lesson is an episode of a well-known series about cars and driving, *Top Gear*, in which hosts Rutledge Wood, Adam Ferrera, and Tanner Foust organize a race across South Florida using three different methods of transportation. The lesson begins with vocabulary and students learn words and phrases connected to transportation, focusing particularly on road travel. This is followed by a pronunciation focus (optional) where consonant sounds are contrasted. This ends with a discussion about the result of the race. Then students begin reviewing what they know about comparative and superlatives. There is another pronunciation focus on linking fast speech, followed by oral grammar practice. Students listen to an expert talking about dangerous things that people do when driving and discuss other statements to do with road transportation, followed by a reading exercise.

The second half of the lesson challenges common stereotypes about men and women. It begins with a split reading: one article about whether women really talk more than men, another about what men and women talk about. This leads to a grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and the pronunciations of *the* (optional). After this, students do a speaking activity to see if they can prove the stereotypes wrong. There is a reading that follows this exercise about a new book called *Commando Dad*, which challenges the idea that women are better than men at caring for young children. Then students talk about stereotypes with a special focus on generalizing. The lesson ends with a vocabulary focus on verbs and adjectives with dependent prepositions.

Pay attention to the additional grammar notes on page 44 and 48 of the teacher's book to prepare for common issues you may encounter during the lesson.

It is important that students understand the evaluation rubric of the evidence before they are assigned to do it.

## Module 2. Challenges

In this module, the student will review some grammar topics that are familiar to them, but in more depth. Before starting any topic, it is important that the student completes the Warm-up section (vocabulary) at home and brings the results to speed up the class. Students must be familiar with the platform by now. Here some topics that might be new to the students are the difference between *be able to* and *can* (which won't give you much trouble), and the use of "usually" and "used to", but since the focus of the lesson is on relationships, it is easy to understand it. Topic 8 focuses on passives (all tenses). Make sure students know the difference between active and passive sentences before seeing the grammar part. Students by now should know the zero conditional, use it to introduce them to the first and second conditionals. Sometimes the writing section cannot be completed in the class, it is a good idea to give the instructions on how to answer this section and to review their writing the following class.

### Topic 6. Manners

The grammar focus of this first part of the lesson is for students to learn how to use *be able to* in the sentences/forms where *can/can't* cannot be used. The main context is failure and success, and the new grammar presented through a magazine article about three people who have tried unsuccessfully to learn something. This is followed by an optional pronunciation focus on sentence stress in sentences with *can/could/be able to*, and then the new language is put into practice in the speaking exercise, where students talk about things they have tried to learn to do or would like to be able to do. After this, there is a vocabulary focus on adjectives which have both *-ed* and *-ing* forms, e.g., *disappointed/disappointing*. Students then read about a young student who was in the news because of his talent for learning foreign languages (he can speak 11). This is followed by a short grammar spot on the use of reflexive pronouns. Finally, students listen to some advanced students who each give a tip for improving one's English. Students then discuss how useful they think the tips are.

The second part of the lesson's main topic is on manners in today's world – how people should behave in a variety of common situations. Students will complete a vocabulary exercise focused on words and phrases related to cell phones and then they'll speak about their own phones and phone experiences. A short reading extract from *Debrett's Guide to cell Phone Etiquette* provides the context for students to practice common ways of expressing obligation using *must*, *have to*, and *should*. Students will have met these verbs separately but will probably not have contrasted them before. In Pronunciation and Speaking, students first work on silent letters in, for example, *should* and *listen*, and later practice linking in phrases with modals of obligation. Then they put the new grammar into practice in a speaking activity about phone manners. They then read a newspaper article about an email written by a boy's mother to his fiancée criticizing her lack of manners. The email went viral on the Internet causing the family great embarrassment. In the listening exercise, the focus is on how different nationalities can have a different idea of what are good and bad manners. This leads into an extended speaking activity, where students discuss "modern manners" and their relative importance in different situations.

Pay attention to the additional grammar notes on page 56 and 61 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 7. Superstitions

The topic of the first part of this lesson is sports. The lesson begins with a vocabulary focus on words and phrases connected with sports and then an optional pronunciation focus on two vowel sounds which students often have problems with. Students then have a speaking activity about sports, which caters to both students who like and do sports, and those that do not. This is followed by a reading about the superstitions that many sportspeople have. After this, the angle is on cheating in sports. Students listen to an interview with a soccer referee, and then the grammar, narrative tenses (simple past, past continuous, and past perfect), is presented through stories about famous cheaters. Students then practice telling anecdotes, and a writing focus on stories.

The second half of the lesson talks about different kinds of relationships. It begins with a newspaper article about a couple who met in an unusual place. Students then listen to four more people talking about where they met their partners, and extracts from the listening provide a lead-in to the grammar, which reviews and consolidates the use of *used to* for past habits and states, and contrasts it with the way we express present habits. The pronunciation focus is on linking in fast speech, with a special focus on the pronunciation of *used to* (optional), and this is followed by a controlled oral grammar practice stage. Then students focus on the topic of social networks with a vocabulary exercise about words and phrases related to relationships and is followed by an optional pronunciation focus on the different ways the letter *s* can be pronounced. Students then listen to a radio program where people talk about friendships on *Facebook*, and the lesson ends with a speaking activity where students discuss various aspects of friendship.

Pay attention to the additional grammar notes on page 69 and 73 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 8. Looks can be deceiving

The topic of the first half of the lesson is movies. The lesson begins with a reading text about locations in the UK, the US, and Canada, where famous films and TV series have been shot. This provides the context for review and extension of the passive forms which are then focused on in an optional pronunciation exercise. Then movie vocabulary is presented and put into practice in a questionnaire where students talk about their own movie preferences and experiences. Then students listen to the true story of a young student who, by chance (and because of her excellent English), got to work for a world-famous film director. After this, there's a writing exercise where students write a review of a movie.

The overall topic of the second part of the lesson is the image that people choose to give of themselves to the world and how we tend to judge people at first sight according to their appearance. The lesson begins with a reading text about how people choose their profile photos on social networking sites according to the image they wish to project to their friends and family. This is followed by vocabulary that focuses on the body, and verbs related to parts of the body like *touch* and *point*. The optional pronunciation exercise looks at diphthongs. Then students will see the grammar of modals of deduction through the context of making deductions about people based only on their physical appearance. This topic is further developed in the listening and reading exercises where students listen and read about two situations where an erroneous deduction was made through judging someone purely by their appearance. The lesson finishes with a short related speaking activity.

Pay attention to the additional grammar notes on page 81 and 88 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 9. Extraordinary school for boys

This lesson is about education and it provides two different angles on the topic. The lesson begins with a vocabulary focus which reviews and extends students knowledge of vocabulary related to education. This is followed by an optional pronunciation focus on the letter *u*, and a speaking activity where students talk about their own education. Students then read and listen to the account of a televised educational experiment where a well-known TV personality, who is a choirmaster and educator, went into an elementary school for a quarter and attempted to improve the literacy level of the boys. Students then have a debate on various topics related to education.

In the second half of the lesson, the grammar, first conditional sentences, and future time clauses, *when*, *until*, etc., is presented through the context of exams. Students then read and discuss an article about a book called *Battle Hymn of the Tiger Mother*, which describes a controversial way of educating girls.

Pay attention to the additional grammar notes on 95 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 10. Ideal home

The topic of this lesson is people's homes. In the first half of the lesson the grammar, the second conditional, is presented through a blog post where young people who are living with their parents say whether they would like to leave and live independently or not. This is followed by an optional pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional. There is then a vocabulary focus on lexis related to houses and where people live.

In the second half of the lesson, students read and listen to an audio guide about Tchaikovsky's house, and focus on some more house-related vocabulary. They then listen to some architecture students describing their ideal house and describe their own dream houses. The lesson ends with writing, where students write a description of their house or apartment for a house rental website.

Pay attention to the additional grammar notes on page 97 of the teacher's book to prepare for common issues you may encounter during the lesson.

It is important that students understand the evaluation rubric of the evidence before they are assigned to do it.

### Module 3. Modern Life Stories

In this module, the student will review some grammar topics that are familiar to them, but in more depth, as well as other that are unknown to them. Before starting any topic, it is important that the student completes the Warm-up section (vocabulary) at home and brings the results to speed up the class. Students must be familiar with the platform by now. Here some topics that might be new to the students are reported speech, the third conditional and separable phrasal verbs. Topic 14 focuses on relative clauses (defining and nondefining). Make sure students know what a clause is before seeing the grammar part. Students by now should know the second conditional, use it to introduce them to the third conditional.

Sometimes the writing section cannot be completed in the class, it is a good idea to give the instructions on how to answer this section and to review their writing the following class.

### Topic 11. Sell and tell

Shopping and complaining are the main themes for this lesson, which reviews and extends students' knowledge of reported speech. The context for the presentation of reported speech at the beginning of the lesson is a website (*Never Liked It Anyway*) where people can sell things they no longer want, e.g., presents, after the breakup of a relationship. Students then learn vocabulary related to shopping, which they put into practice in a questionnaire.

In the second half of the lesson, students read about "The King of Complainers", a man who has written more than 5,000 letters of complaint and who gives readers some advice on how to complain successfully. This is followed by an optional section on the different pronunciation of the letters *ai*. The vocabulary section focuses on how to make nouns from verbs. In the listening and speaking section, students listen to some people who have complained about bad service and then talk about their own experiences. Finally, in the writing section, students are shown how to write a letter of complaint.

Pay attention to the additional grammar notes on page 106 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 12. What's the right job for you?

The topic of this lesson is work. In the first part of the lesson, students learn words and phrases related to work and these are recycled and practiced orally in the pronunciation and speaking section. The grammar focus is on when students have to use a gerund (or *-ing* form) or an infinitive and the context is a questionnaire which helps people to see what kind of job would most fit their personality. The grammar is practiced in a Communication activity.

The second half of the lesson is a reading exercise about an American TV show called *Shark Tank* in which contestants try to convince a panel of business people to invest in a product or service that they want to commercialize. In the listening exercise, they hear about two products which were presented on *Shark Tank* and how successful they were. In the speaking section students take part in a role play where they present a new product to the class as if they were appearing on the show. In the writing section, students learn how to write a cover email to send with their résumé to apply for a job.

Pay attention to the additional grammar notes on page 112 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 13. Life stories

The first part of the lesson presents the third conditional in the context of two different aspects of luck. The lesson begins with reading and speaking activities based on three true stories about occasions in which a lucky meeting with a stranger changed people's lives. Extracts from the stories provide an introduction to the grammar, which is the further practiced in pronunciation, which is optional and focuses on the stress patterns in third conditionals. Then the lesson continues with a speaking activity where students discuss various quotes about luck and how lucky or unlucky they consider themselves to be. They then read and listen to a review of a book by Malcom Gladwell called *Outliers*, in which the author explains why certain people are successful, concluding that luck is an important factor. There is then a vocabulary focus on adjective and adverb formation, and this is consolidated through a writing game.

The second half of the lesson reviews and extends students' knowledge of quantifiers, e.g., *a lot/plenty of, too much, not enough*, etc., through the topic of information overload. First, the grammar is presented through sentences related to the Internet and electronic devices. There is then an optional pronunciation focus on the frequently problematic combinations *-ough* and *-augh*. Students then read and discuss an article about information overload, i.e., how nowadays we are bombarded with far more information than we need. The vocabulary focus is on electronic devices and their accessories, and phrasal verbs associated with these devices. This is followed with more optional pronunciation practice on linking words. These activities will focus on a radio show about a book called *The Winter of Our Disconnect*, which describes the experiment that a journalist did where she and her family had to live without the Internet and screen-based devices for six months. The lesson ends with a writing focus where students write a magazine article analyzing the advantages and disadvantages of smartphones.

Pay attention to the additional grammar notes on page 118 and 122 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 14. Modern icons

The theme of this lesson is modern icons, both people and objects. The first half of the lesson focuses on Steve Jobs, the cofounder of Apple, the computer company. This context is used to review and extend students' knowledge of relative clauses. The new grammar (nondefining clauses) is consolidated in a writing activity about Mark Zuckerberg, the creator of *Facebook*.

The second half of the lesson focuses on great American design icons such as the Chrysler Building in New York City. Students listen to information about several of these icons and how they were invented. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns and is followed by a vocabulary race reviewing compound nouns that were learned earlier in the book. The lesson finishes with a writing exercise about "Technology on the move" on the platform.

Pay attention to the additional grammar notes on page 131 of the teacher's book to prepare for common issues you may encounter during the lesson.

### Topic 15. Two crime stories

The topic of this lesson is murder mysteries; first, the true story of the death of Natalie Wood and a crime writer's theory as to who he was, and then a well-known short story by Graham Greene. The lesson begins with a vocabulary focus on words and phrases related to crime. Then students activate new vocabulary by filling in the blanks in an article about the mysterious death of Nataly Wood and the story of the people with her the night she died. In the listening section, students listen to an expert on the Nataly Wood mystery talking about the events of that night. Grammar focuses on tag questions, which are further practiced in the pronunciation and speaking exercise.

In the second half of the lesson, students read and are questioned on the first part of the Graham Greene short story *The Case for the Defense* and then listen and answer questions on the second part. Here students also read about the OET exam and what things they should do to prepare for it to make them feel more confident. Please remind them that it is mandatory to bring headphones to the exam. There's a photocopiable activity on page 195 of the teacher's book you can use to end the lesson.

Pay attention to the additional grammar notes on page 136 of the teacher's book to prepare for common issues you may encounter during the lesson.

It is important that students understand the evaluation rubric of the evidence before they are assigned to do it.