

Teacher's Book

Keynote 4

SECOND EDITION
Upper Intermediate

Colleen Sheils



National Geographic Learning,
a Cengage Company

**Keynote 2e, Upper Intermediate,
Level 4, Teacher's Book**
Colleen Sheils

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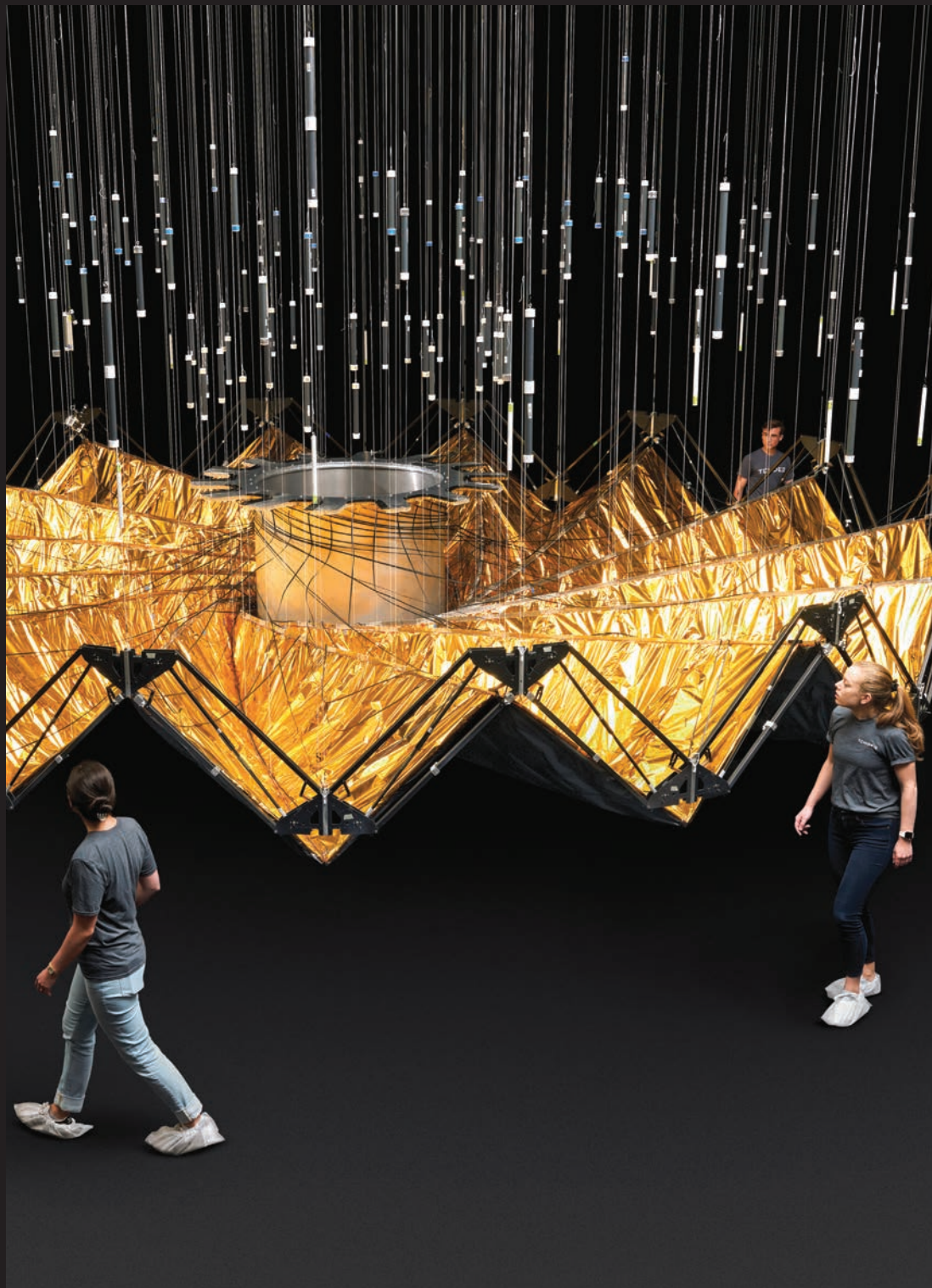
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Student's Book Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
1 Life Goals 	Milestones in life	A video about young adults	Comparing and contrasting	Future forms Qualifying expressions Pronunciation: Using intonation to express certainty	
2 Heroes and Influences 	Influences	A video about stories	Using emotive language	Present perfect and present perfect continuous Adverbs to describe trends	
 CAREER SKILLS 1: Effective Emailing • Watch a video about writing effective emails					
3 Real or Fake? 	Truth and lies	An interview with a recruiter	Generalizing	Past perfect and past perfect continuous <i>Used to and would</i>	
4 Making Money 	Money	A podcast about money	Gaining time to think	Purpose clauses Separable and inseparable phrasal verbs	
 CAREER SKILLS 2: Interview Skills • Watch a video about interview skills					
5 Well-Being 	Emotions	A video about stress	Responding with empathy	Verb patterns: verb + <i>to</i> -infinitive or verb- <i>ing</i> Verb patterns: object + infinitive or <i>to</i> -infinitive	
Review 1: Units 1–5					

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about our 20s</p> <p>Critical Thinking: Identifying biases</p> <p>Presenting: Using a case study</p>	<p>A discussion article about sharing goals</p>	<p>Getting career advice</p> <p>Language: Discussing options</p>	<p>A career goal statement</p>
	<p>A video about fictional heroes</p> <p>Critical Thinking: Understanding figurative language</p> <p>Presenting: Using storytelling techniques</p>	<p>A book review on social influence</p>	<p>Planning a video ad</p> <p>Language: Agreeing and disagreeing</p> <p>Pronunciation: Using intonation for unfinished thoughts</p>	<p>A social media marketing post</p>
	<p>• Listen to a conversation about a job application email</p>		<p>• Write a persuasive job application email</p>	
	<p>A talk about liars</p> <p>Critical Thinking: Identifying a speaker's stance</p> <p>Presenting: Beginning with a strong statement</p>	<p>An opinion article about why we lie</p>	<p>Asking for information</p> <p>Language: Questioning others</p> <p>Pronunciation: Using intonation for conditional sentences</p>	<p>An online review</p>
	<p>A talk about money habits</p> <p>Critical Thinking: Drawing connections</p> <p>Presenting: Structuring your presentation</p>	<p>A discussion article about money and happiness</p>	<p>Making a video on financial tips</p> <p>Language: Signposting in a short video</p> <p>Pronunciation: Linking sounds</p>	<p>A forum post asking for advice</p>
	<p>• Watch a conversation about a job interview</p>		<p>• Role-play an interview</p>	
	<p>A talk about mental health</p> <p>Critical Thinking: Reflecting on past experiences</p> <p>Presenting: Repeating key phrases</p>	<p>An explanatory article about controlling stress</p>	<p>Talking about problems</p> <p>Language: Getting feedback</p> <p>Pronunciation: Reduced vowel sounds</p>	<p>A recommendation report</p>

Student's Book Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
6 Intelligent Machines 	Technology	A video about robots	Adding emphasis	Conditionals: zero, first, second Question tags Pronunciation: Using intonation for question tags	
7 Slowing Down 	Pace of life	An interview about slowing down	Restating your point	Articles: definite, indefinite, zero Quantifiers	
 CAREER SKILLS 3: Time Management					
• Watch a video about using time efficiently					
8 Global Connections 	Communication	A video about disagreements	Mediating disagreements	Reported speech Reporting verbs	
9 Voices 	Sharing opinions	A podcast about differing opinions	Disagreeing respectfully	Third conditional Mixed conditional	
 CAREER SKILLS 4: Visual Thinking					
• Watch a video about visual thinking					
10 Creative Thinking 	Creativity	A webinar about ideas	Reacting with interest	Relative clauses: defining and non-defining Relative clauses: reduced	
Review 2: Units 6–10					

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about designing robots</p> <p>Critical Thinking: Understanding comparisons</p> <p>Presenting: Supporting key ideas with visuals</p>	<p>An explanatory article about the future of robots</p>	<p>Recommending a tech product</p> <p>Language: Talking about how things work</p>	<p>A user guide</p>
	<p>A talk about watching clouds</p> <p>Critical Thinking: Identifying the takeaway message</p> <p>Presenting: Being enthusiastic</p>	<p>A discussion article about busyness</p>	<p>Prioritizing tasks</p> <p>Language: Leading a meeting</p> <p>Pronunciation: Minimal pairs</p>	<p>A delegating email</p>
<ul style="list-style-type: none"> • Listen to a conversation about a person's work schedule 		<ul style="list-style-type: none"> • Plan tasks to maximize productivity 		
	<p>A talk about English as a global language</p> <p>Critical Thinking: Understanding a speaker's purpose</p> <p>Presenting: Using pauses</p>	<p>A discussion article about listening skills</p>	<p>Explaining a news story</p> <p>Language: Applying the RASA method</p> <p>Pronunciation: Using contrastive stress to convey meaning</p>	<p>A news story</p>
	<p>A talk about speaking up in difficult situations</p> <p>Critical Thinking: Evaluating a persuasive message</p> <p>Presenting: Being authentic</p>	<p>A discussion article about speaking up</p>	<p>Talking about difficult topics</p> <p>Language: Addressing a difficult topic</p> <p>Pronunciation: Elision of consonants <i>t</i> and <i>d</i></p>	<p>A response to a complaint email</p>
<ul style="list-style-type: none"> • Watch a brainstorming meeting 		<ul style="list-style-type: none"> • Collaborate to generate ideas for developing a business 		
	<p>A talk about boredom and creativity</p> <p>Critical Thinking: Interpreting tone of voice and nonverbal cues</p> <p>Presenting: Asking questions</p>	<p>An explanatory article about creative and critical thinking</p>	<p>Brainstorming ideas for a new product</p> <p>Language: Brainstorming</p> <p>Pronunciation: Strong and weak forms of <i>have</i></p>	<p>A product proposal</p>

Introduction to *Keynote*, Second Edition

What is *Keynote*?

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

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

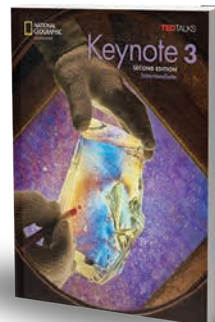
Key features in *Keynote*, Second Edition

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

How are units organized?

Opener:	Warm up
Lesson A:	Vocabulary, Listening, and Speaking
Lesson B:	Grammar
Lesson C:	Viewing
Lesson D:	Reading
Lesson E:	Communication
Lesson F:	Writing

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



Introduction to Future-Ready Skills

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

Interpersonal Skills

Active Listening: giving a speaker your full attention

- understanding and clarifying
- reflecting back and responding thoughtfully

Collaboration: working with others • effective communication

- cooperation
- respecting different perspectives
- resolving problems

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

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

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

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

Digital Literacies

Communicating Online: understanding different online mediums

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

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

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

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

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

- relatability

Visual Literacy: interpreting images

- creating and using effective visuals to communicate ideas
- visual storytelling



Future-Ready Skills

Thinking Skills

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

- applying what you learn in real-world contexts

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

Critical Thinking: analyzing information • making reasoned judgments • questioning assumptions • evaluating evidence

- drawing logical conclusions

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

- using logic and intuition

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

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

Self-Management

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

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

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

- maintaining balance

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

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

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

Unit Structure

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

Opener – Warm up

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

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

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



Fabiola, an art installation by Belgian artist Francis Alÿs

In this unit, you will ...

- explore different types of lies that people tell and motives for lying
- watch a TED Talk about how to spot a liar
- read an article about why we lie
- evaluate the reliability of information
- write an honest online review

Warm Up

Discuss the questions with a partner.

- 1 The photo shows an installation by Francis Alÿs featuring over 300 forged copies of a lost painting *Saint Fabiola*. Do you think it's easy to tell when a product is not real?
- 2 Have you ever copied someone else's work?
- 3 Do you think it's okay to copy someone else's work? Why, or why not?

Lesson A – Vocabulary, Listening, and Speaking

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

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

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

3A When do we lie?

Use vocabulary related to truth and lies • Understand an interview with a recruiter • Share opinions on lying

Vocabulary Truth and lies

A Read about the different ways people lie. Which types of lies do you think are the most common? Discuss your ideas with a partner.

Ways people tell lies

- 1 Pretending to be someone they are not**
They tell untrue stories about themselves to **impress** people.
- 2 Telling white lies**
They tell lies to be polite or so that they don't upset people.
- 3 Leaving out information**
They leave out important pieces of information to **mislead** people and cause them to draw wrong conclusions.
- 4 Minimizing**
They give information in a way that makes their actions look less bad.
- 5 Exaggerating**
They make something appear more exciting or important than it is, often to get attention.
- 6 Denying the truth**
They claim that something is false when it is actually true.
- 7 Telling half-truths**
They say things that are only partially true with the **intention** to mislead people.

B Write the correct form of the words and phrases in blue from Exercise A next to their definitions.

- 1 _____: to make something appear smaller or less important than it is
- 2 _____: to intentionally or unintentionally cause someone to get the wrong idea
- 3 _____: a false statement that is made to avoid hurting someone's feelings
- 4 _____: to make something appear larger or more important than it is
- 5 _____: to say that something is not true
- 6 _____: to get people's admiration or respect
- 7 _____: to not include something
- 8 _____: plan or aim

C Read the common lies people tell. Have you heard or told any of these lies before? Discuss your answers with a partner.

- Thanks, it's just what I've always wanted.
- I've asked you to put away your things a thousand times!
- It didn't cost that much.
- I'm on my way. *(while just leaving the house)*

Viewing

D ▶3.1 Watch an interview with recruiter Erin Wong about her experience with job applicants. According to Wong, why do people tend to lie in job interviews?

E ▶3.2 Watch and check (✓) the things Wong says people have lied to her about in job interviews.

- | | |
|---|--|
| <input type="checkbox"/> a age | <input type="checkbox"/> d certifications |
| <input type="checkbox"/> b previous salary | <input type="checkbox"/> e computer skills |
| <input type="checkbox"/> c reason for leaving a job | <input type="checkbox"/> f work experience |

F Do you think it's important to be completely honest in a job interview? What might be the results of not being honest, for both the candidate and the company? Discuss your ideas with a partner.

Speaking

G How would you act in the following scenarios? Would you lie or tell the truth? Discuss your answers with a partner.

- 1 Your grandmother gives you a sweater that she knitted for you. You don't like the color and design of the sweater. Your grandmother asks you if you like the sweater.
- 2 You are negotiating the salary for your new job offer. The hiring officer asks you about your current salary.
- 3 You arrive late for your final examination. The examiner asks you why you are late. The truth is that your bus broke down, but you were already late when you left your home.



SPEAKING SKILL Generalizing

To help listeners get a clear understanding of the big picture, we can summarize our ideas into broader, general statements. Be careful not to oversimplify things or say things that might not be accurate. Here are some phrases for introducing generalizations.

Generally, ... As a rule, ... In general, ... Most of the time, ... On the whole, ...

H In general, do you think it's okay to lie? Think of examples to support your ideas. Use your ideas from Exercise G and cases where you lied or were lied to. Discuss your ideas with a partner. Use the phrases in the Speaking Skill box to help you.

As a rule, I think it's okay if it doesn't hurt anyone. Once, I had no choice but to lie because ...

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

Lesson B – Grammar

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

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

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

Language Focus Talking about past habits

0 40.32 Listen to a conversation between Gabriel and Mia. How do you think Gabriel and Mia feel about their friend? Discuss your answers with a partner.

GRAMMAR 2 Used to and would

We use *used to* to describe an action or state that continued in the past.

I used to believe the story about the vanishing hitchhiker. Consumers didn't use to care much about sustainability.

We use *would* to describe an action that happened repeatedly in the past.

I used to donate to an animal shelter in my city. We would terrify each other with the most frightening urban legends.

H Read the sentences and look at the verbs in bold. Do they can they be used with *used to* or *would*, or both? Check (✓) the correct boxes.

	used to	would
1 Before social media, urban legends spread by word-of-mouth.	<input type="checkbox"/>	<input type="checkbox"/>
2 I liked reading scary stories when I was a teenager.	<input type="checkbox"/>	<input type="checkbox"/>
3 What was your favorite story as a child?	<input type="checkbox"/>	<input type="checkbox"/>
4 I didn't check if stories people told me were true.	<input type="checkbox"/>	<input type="checkbox"/>

I Write three sentences with *used to* or *would* using the ideas in the box. The sentences can be true or false. Then work in small groups and take turns reading your sentences out loud. Ask questions and decide which sentences are true.

buy / comics read / books	watch / TV shows use / social media	have / devices play / video games
---------------------------	-------------------------------------	-----------------------------------

- _____
- _____
- _____

Speaking Talking about what you trust

J Think about a person, company, or information source that you used to trust, but no longer do. Make notes using the questions below.

- What did you use to think about them?
- What made you change your mind?
- How do you feel about them now?

K Work in pairs. Take turns sharing your experiences and asking the questions from Exercise J.

I used to trust the news shared on this social media account. They seemed reliable. I'd never thought to check the source of their information before.

What made you change your mind?

38 Unit 3 Real or Fake?

3B What can we believe?

Analyze an infographic about greenwashing • Use past forms • Talk about what you trust

Language in Context

GREEN WASHING

Some companies use greenwashing to make themselves look more eco-friendly than they really are, making misleading or exaggerated claims about their products or company.

How to spot greenwashing?

- 1. Vague words** Look out for vague words. Is there supporting evidence? Or does the product just sound green?
- 2. Certifications** Look out for certifications. Are the products certified by trusted third-party organizations, such as USDA Organic (US), JAS (Japan), or the Forest Stewardship Council (FSC)?
- 3. Hidden information** Check for hidden information. Does the company provide information on its environmental impact, or does it hide information so as to present their product as environmentally friendly?

60% of environmental claims by major fashion companies were greenwashing.

A study in 2021 found that almost 60% of environmental claims by major fashion companies were greenwashing.

40% of international businesses had made misleading environmental claims.

A 2020 global study found that more than 40% of international businesses had made misleading environmental claims.

A Study the infographic. Look online and find some examples of eco-friendly ads. Are they examples of greenwashing? Discuss your ideas in small groups.

Language Focus Talking about past events

B 40.31 Listen to two people share their experiences with misleading information. What was the problem with the information they had? Discuss your answers with a partner.

36 Unit 3 Real or Fake?

C 40.31 Listen again. Complete the sentences from the conversation.

- Before that, _____ another brand for many years.
- _____ they used most of the donations to care for abandoned animals.

GRAMMAR 1 Past perfect and past perfect continuous

The past perfect tense describes an action or state that occurred before a certain time in the past.

I'd never thought to check for these things before.

The past perfect continuous tense describes an action, or repeated actions, that started in the past and continued until a certain time in the past. It is often used in sentences with *for* and *since*.

Until recently, I'd been donating to an animal shelter in my city for several years.

For more information and practice, see Grammar Reference.

D Choose the best options to complete the sentences.

- I was shocked when I found out that my sister **pretended / had been pretending** to be me online for months. She was chatting with my friend when I **caught / had caught** her.
- The company was **misleading / had been misleading** investors for years by exaggerating their profits. The investors **lost / had lost** millions by the time they found out.

E Complete the text using the past perfect or past perfect continuous form of the words in parentheses.

Among all the serious news stories during the early months of the COVID-19 pandemic, there were some heart-warming animal stories. One of them claimed that swans

_____ (return) to the canals of Venice where the lockdown

_____ (leave) the city streets and canals empty of tourists.

Unfortunately, the story wasn't true. In fact, swans often appear on those canals.

The woman who posted the story said that she'd _____ (not / expect) it to go viral. When she posted the photo, she also didn't know that swans

_____ (live) on those canals for years. "The tweet was just about sharing something that brought me joy," she explained.

F Work in pairs. Talk about a time when you trusted information on social media, but later realized it wasn't true. How did you find out that it was a lie? Why do you think the lie was told?



Swans swim in a canal in Burano, Italy.

Lesson B 37

UNIT 3

Past perfect simple

had + past participle

I had 'd met him before last night.
I had not / hadn't met him before last night.
Had you met him before last night?

We use the past perfect simple to:

- make it clear that an action or event happened before another event or time in the past.
When I arrived at work, I realized I'd left my phone at home.
- describe a state or situation that existed before another past event.
He felt very nervous at the airport. He'd never flown before.

It is often used with time expressions like *already*, *never*, *ever*, *just*, *yet*, *ask*, *before*, *by the time*, *when*, or *earlier*.

By the time the police arrived at our house, the burglar had already left.

Past perfect continuous

had + been + verb-ing

They had 'd been traveling for hours.
They had not / hadn't been traveling for hours.
Had they been traveling for hours?

We use the past perfect continuous to describe a repeated activity that was happening in the past before or up to another action or time.

I'd been studying for hours when I fell asleep at my desk.

We often use *for* and *since* with the past perfect continuous to emphasize duration.

He'd been living in our town for many years.
He'd been living in our town since 2005.

Remember! We don't normally use past perfect continuous with state verbs.

Exercise A

Used to

used to + base verb

I used to read more.
I did not / didn't use to read more.
Did you use to read more?

We use *used to* to describe past habits, repeated actions, situations, or states that don't exist now.

We can also use the past simple to describe past habits and states. We use the past simple, not *used to*, to describe:

- a period of time.
I used to study abroad for 8 years.
- a single action.
Last December, I went to go on vacation.

Would

would + base verb

I would 'd go out often.
I wouldn't / wouldn't go out often.
Would you go out often?

We can also use *would* to describe past habits, repeated actions, or situations. We don't use *would* to talk about past states.

When we were kids, we'd always play together.

I would've used to live in the city center.

Exercise B

A Choose the correct options.

March 31

I bumped into Elena today. She was really happy because she'd finally **finished / been finishing** the book she'd **been writing / written** for years. She said she'd already **been starting / started** writing when we first met in 2014 but then became too busy to finish it. Apparently, she'd **spent / been spending** every evening working on the final chapters for months before she managed to finish it. It could be so difficult that **had been being / been** for her because she looked tired. But her smile showed how proud she was of her accomplishment. She'd followed her dreams, no matter how long it took.

B Underline the mistakes and correct them.

- I used to meet Jane yesterday.
- Did you used to live in Hanoi?
- When I was younger, I'd think that friends were for life.
- They'd went for a hike every weekend when they lived in the countryside.

Grammar Reference 163

Grammar Reference

Students and teachers can turn to the back of the book to find more detailed explanations, examples, and practice.

Lesson C – Viewing

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


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

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

3C

The signs of a liar

Understand a talk about liars • Identify a speaker's stance • Begin a talk with a strong statement



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

Before Viewing

A Read the information in the box. Do you think you know when someone is lying? How? Discuss your ideas with a partner.

B Read the sentences. The words and phrases in **blue** are used in Pamela Meyer's TED Talk. Write them next to their definitions.

- There are **discrepancies** between what liars say and what they do.
- Too many ads today use **deception** as a strategy.
- Speaking from behind your hand is a **red flag** that you are lying.
- Constantly checking social media is a **prevalent** behavior among teenagers.
- When parents are too **lenient**, children don't learn to take responsibility for their actions.

- _____ , less strict and less likely to give strong punishment
- _____ , a sign that warns you there is a problem
- _____ , trying to make someone believe something that isn't true
- _____ , common
- _____ , differences between things that should be the same

C Discuss how true you think each sentence from Exercise B is with a partner.

TED TALKS

PAMELA MEYER is an author, entrepreneur, and a certified fraud examiner. She has researched lies for many years and reviewed work on lies from fields such as the military, psychology, and spying in her talk, *How to Spot a Liar*. Meyer discusses reasons people lie and ways to tell if someone is lying.

Lesson C 39

LISTENING SKILL Being aware of elision

Speakers don't always use full grammatical sentences. They may leave out—or elide—words or phrases when the context is clear. They may also use their spoken delivery to make their meaning clear—they could use gestures, facial expressions, and tone to express meaning. An example of when we use elipsis is leaving out linking words such as *and*, *or*, or *then*, to avoid repeating similar structures.

D 3.32 Read the text. Then listen to the excerpt from Meyer's TED Talk. Cross out the words she elides.

We wish we were better husbands or better wives. We wish we were smarter and more powerful, or taller and richer. The list goes on. Lying is an attempt to bridge that gap and to connect our wishes and our fantasies about who we wish we were, or how we wish we could be, with what we're really like.

Viewing

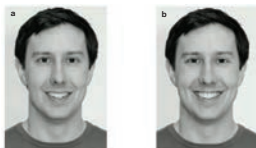
E 3.33 Choose the options you think are correct in the text below. Then watch Part 1 of Meyer's TED Talk and check your answers.

Even though people are against lying, **everyone lies / most people lie**. People lie because they want to **protect themselves / be better people**. We usually lie **once / three times** within the first ten minutes of meeting a stranger. Different groups of people—**co-workers, men, women, and married couples**—tell **similar / different** numbers of lies.

F 3.34 Read the sentences about body language. Then watch Part 2 of Meyer's TED Talk. Choose T for true or F for false.

- | | | |
|--|---|---|
| 1 Liars tend to make a lot of small movements. | T | F |
| 2 Liars often freeze their upper body. | T | F |
| 3 Liars usually avoid eye contact. | T | F |
| 4 Genuine smiles are expressed in a person's eyes. | T | F |

G Look at the photos below. Choose the photo that shows a true smile. Compare your answers with a partner and discuss your reasons.



H 3.35 Watch Part 3 of Meyer's TED Talk. Look at the notes. Underline five mistakes and correct them.

Honest person

- cooperative → show they're on your side
- enthusiastic but unwilling to brainstorm
- angry if wrongly accused
- will recommend lenient punishment

Deceptive person

- speaks with no pauses
- gives few details
- tells events of the story in the correct order

→ These indicators of lying are behaviors—they are proof of deception.

I Work in pairs. Play a game of two truths and a lie. Take turns giving three statements about yourself, one of which is a lie. Then have your partner identify the lie. Do you agree with Meyer that it's easy to spot a liar? Discuss your reasons.

Critical Thinking Identifying a speaker's stance

Identifying a speaker's stance—their position on or attitude towards a topic or issue—can help us to understand the speaker's intentions and emotions better. To identify a speaker's stance, observe how they develop their arguments and pay attention to their tone, posture, and facial expressions.

J 3.37 Watch the excerpt from Meyer's TED Talk. Pay attention to her tone, posture, and facial expression. Then discuss the questions with a partner.

- How does Meyer feel about lying?
- What does Meyer think should be done?

PRESENTING SKILL Beginning with a strong statement

The start of your talk is your opportunity to get the audience's attention and hold it. Your opening statement should get the audience curious and make them want to hear more.

K 3.37 Watch the excerpt from Meyer's TED Talk. Complete the opening sentence of the talk. Which of the techniques from the box does she use? Discuss your answer with a partner.

OK, now I don't want to alarm anybody in this room, but it's just come to my attention that _____

L Imagine you need to give a presentation on greenwashing. Prepare a strong opening statement for your presentation. Practice your statements with a partner. Which technique does your partner use?

- ✓ **Be surprising** Do something your audience won't expect.
- ✓ **Be controversial** Say something that people might not agree with.
- ✓ **Be challenging** Make your audience question themselves.

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

Lesson D – Reading

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

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

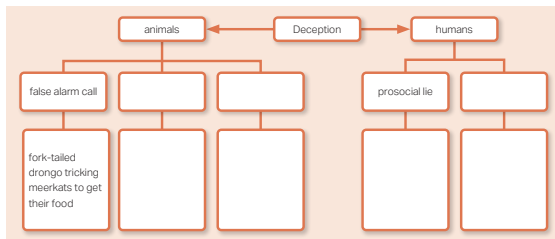
Reading passages cover a range of interesting topics and questions of real-world interest.

3D A survival instinct?

Understand an article about why we lie • Identify negative prefixes • Draw conclusions

Reading

- A** Read the title of the article. Predict what the article might say about deception. Discuss your ideas with a partner.
- B** Read the article. Check (✓) the sentences that are supported by it.
- a Being deceptive can lead to positive results for both humans and animals.
 - b Humans tell lies to make other people feel better and to make themselves look better.
 - c Lying in the workplace is different from lying in our social life.
- C** Read the article again. Find the types of deception in animals and humans mentioned. Then complete the chart with the terms and one example for each type.



- D** The words in the box are used in the article. Complete the sentences using the correct words.

dishonesty	impolite	untrue
distrust	unavoidable	

- How could you believe something that is so obviously _____?
- After stealing from the register, the cashier was fired for _____.
- Is it _____ of me to ask how old you are?
- Traffic delays are _____ during peak hours.
- I have a deep _____ of stories on social media.

Critical Thinking

- E** How do you feel about lies that are told with good intentions? Do you find them acceptable? Why, or why not? Discuss your answers with a partner.

42 Unit 3 Real or Fake?

TIP

Vocabulary Identifying negative prefixes

Negative prefixes at the beginning of adjectives and nouns give the word the opposite meaning. For example, *anti* + *social* = not social. Some common negative prefixes are *dis-*, *un-*, *im-*, and *in-*. Identifying negative prefixes can give us clues to the meanings of unfamiliar words.

critical thinking • empathy



An eastern screech owl camouflages in a tree.

DECEPTION: From White Lies to Survival

3.4

- A** There is a bird in the Kalahari desert called the fork-tailed drongo. It sits high in a tree looking out for predators, like eagles. When it spots one, it calls out a warning—meerkats and other animals then run for cover. But when the bird sees that meerkats have captured some food, it will sound a false alarm. After the meerkats run away, the drongo flies in to get an easy meal.
- B** The fork-tailed drongo’s behavior is just one example of deception in the natural world. Other examples include an octopus that camouflages itself to hide from predators by matching the appearance of its surroundings, or a harmless scarlet kingsnake that fools predators by mimicking the red, yellow, and black patterns of venomous eastern coral snakes. As deception appears to be closely connected to survival, it’s little wonder that we humans also do it, often without even noticing.
- C** We live in a world where we hear up to 200 lies every day from the people around us. Lying is the most common form of human deception, and it’s an unavoidable part of communication. According to Oxford University psychologist Robin Dunbar, there are two types of lies we tell: prosocial and antisocial. Prosocial lies help your relationships with the people around you. Antisocial lies, on the other hand, harm them.
- D** If you spend time on social media, you’ll likely encounter many lies. How often have you clicked “Like” on a post, not because you actually like the picture of your friend’s lunch or the cat video your cousin posted, but because you want to show your support? California State University psychology professor Larry Rosen says we do this to show our friends that we have sincere intentions. This white lie is an example of a prosocial lie. You’re lying not to hide a secret or to protect yourself, but to help build or maintain your relationships.
- E** The workplace is no exception. Surveys have shown that lying in the workplace is more common than we expect. An example of a prosocial workplace lie is complimenting someone about their presentation—even though it was only average—because you know they were nervous about it, and you don’t want to be impolite. In this case, your intention is simply to protect your colleague’s feelings.
- F** However, people sometimes tell bigger lies, saying things that are completely untrue. They might upload fake or highly edited pictures on social media to make others jealous. Or when their boss asks how a particular project is going, they say it’s going well when it isn’t. These antisocial lies don’t bring people closer but instead they can lead to distrust and damage relationships.
- G** We often hear “Honesty is the best policy,” and no one likes to be called a liar. But is dishonesty always wrong? Deception is an integral part of life and survival—from the fork-tailed drongo’s false alarm calls to the lies we tell our friends and colleagues—each type of deception serves a different purpose. For humans, they also play a significant role in maintaining relationships and promoting harmony. So perhaps, what really matters are our intentions: What are our true motivations for deception?
- ¹compliment (v.) to praise someone for something they have done
²integral (adj.) necessary or essential

Lesson D 43

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

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

Lesson E – Communication

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

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

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

3E Too good to be true?

Listen to an inquiry phone call • Use language for questioning others • Ask for and give information

Communication in Context

A Read the four promotional advertisements. Promotions often have terms and conditions—rules that you need to follow to claim the offer. What are the terms and conditions of these promotions? Discuss your answers with a partner.

<p>YEAR END SALE Subscribe now to get 2 MONTHS FREE And a special price of \$19.99 for the first year</p>	<p>SPECIAL OFFER FREE personal training sessions with your 1-year membership FOR NEW MEMBERS</p>
<p>Unlimited* 5G Data Plan Starting at \$80/month *First 30 GB on 5G and unlimited data at reduced speed</p>	<p>BIGGEST SALE OF THE YEAR up to 50% OFF ON SELECTED ITEMS</p>

B **403.5** Listen to a phone call between a man and an employee at a fitness center. Answer the questions.

- 1 What is the man calling about?
- 2 Is the man eligible for the promotion of free personal training sessions? Why, or why not?

C **403.5** Listen again. Discuss the questions with a partner.

- 1 Would the man be able to transfer his membership if he moves?
- 2 What additional charges are there on top of the membership fee?

D **403.6** Look at the Pronunciation Tip box. Then listen to the sentences from the phone call. Take turns saying the sentences with a partner.

- 1 If you sign up for a two-year basic membership, we'll give you an extra four months of membership for free.
- 2 But if you move more than 30 kilometers away, it shouldn't be a problem.
- 3 And if you'd like to use the lockers, it'll be an additional \$15 per month.

TIP
Pronunciation
Using intonation for conditional sentences
A rise-fall intonation is commonly used for conditional sentences. The tone rises in the first clause, then falls in the second clause.
If you sign up now, there's a 20% discount.

Communication Task Asking for more information

E Work in pairs. Read the ad for a car sharing service below. Imagine you want to sign up with Green City Cars and rent a car. Make notes on the additional details that you need about the summer sale.

F You are going to role-play a phone call to ask for more details about the ad below. Use your notes from Exercise E and the phrases in the box to help you.

Student A: You are interested in the promotion in the ad. You call the company to ask for more details.

Student B: You are an employee at Green City Cars. Answer Student A's questions politely and explain the terms and conditions on page 180.

GLOBAL ENGLISHES

Advertisements

Ads, adverts, and advertisements all refer to the same thing. Different speakers might favor one term over another, however, there is no difference among the three terms—you can use whichever you like.

ASKING PROBING QUESTIONS

Can you explain that in more detail?
What do you mean by that?
What, exactly, does that involve?
Can you tell me again why / what / how ...?
Are there any other ... that I should know?

DEALING WITH DIFFICULT QUESTIONS

Let me check on that for you.
Give me a moment to ...
I'm afraid I don't have that information right now.
I'm not entirely certain, but I'll find out and get back to you.

G Switch roles and role-play the phone call again.

GREEN CITY CARS
Your 24/7 car sharing service

SUMMER SALE
USE PROMO CODE
SUMMERFUN
and get up to 80% off
Rates start at \$12.99 per hour
Terms and conditions apply.

media literacy • negotiating

Lesson E 45

44 Unit 3 Real or Fake?

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

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

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

Lesson F – Writing

In each writing lesson, learners explore a different genre relevant in the workplace and relating to the unit theme.

A varied **sequence of tasks** helps learners explore the effect of purpose and audience on language choices and the structure of a written text. Learners are guided to identify the features of a particular text type.

Learners are given a meaningful **writing task** relevant to work or life, and have a clear understanding of the points and features they need to include. Peer feedback strengthens learners' communication and collaboration skills while also equipping them with the tools to effectively evaluate their own writing outside the classroom.

3F An online review

Analyze an online review • Write an honest online review • Evaluate another person's review

Preparing to Write

A Do you usually read reviews before you make a purchase? What do you look out for? Discuss your answers with a partner.

B Read the tips for writing a good review. Then think about an online review you have read. What was included in the review? Discuss your answers with a partner.

Good product and service reviews help future customers make a business improve. Here are some tips for writing good reviews:

- **Be specific.** Give details about your purchase and your experience or service.
- **Share your preferences.** Tell others what you liked or didn't like about the product or service.
- **Be honest and respectful.** Be truthful in your review, but be even if you didn't like the product or service.
- **Offer suggestions for improvement.** Give clear, realistic suggestions that the company can improve.

C Read the review. Do you think it is a useful and respectful review? Discuss your answers with a partner.

Comfortable stay at Seabreeze Resorts

Rating ★★★★★

My partner and I stayed at Seabreeze Resorts for 3 nights in August. I used to think there was nothing to do at beach resorts until I visited Seabreeze Resorts this summer. They offer a wide range of sea sports activities like kayaking and jet-skiing. Prices were reasonable and they paid great attention to safety.

Check-in was smooth and fast, and the staff were welcoming and helpful. However, to my surprise, when checked in I was informed that I had to pay an extra tourist tax of US\$50. I'd thought it was included in the amount I'd paid online because the website stated that tax and service charges were included. I thought this was a little dishonest of them.

Overall, it was still a great experience, and I definitely recommend visiting Seabreeze Resorts—just take note of the tourist tax!

D Write a review for a product or service you have used recently. Use the tips from Exercise B to make your review helpful and give feedback.

E Exchange reviews with a partner. Use the tips from Exercise B to evaluate your partner's review and give feedback.

46 Unit 3 Real or Fake?

7F A delegating email

Analyze a delegating email • Write an email to delegate tasks • Evaluate another person's email

Preparing to Write

A Read the email. What is the writer's purpose for writing?

To: Lee, Sun Mi

Subject: Help needed with our annual charity carnival poster and ads

Dear Sun Mi,

I hope you're doing well. I'm part of this year's annual charity carnival committee. We're looking for someone to design the poster and ads for this year's carnival. I'm reaching out because I remember you have a background in design, and I was wondering if you'd be interested to help us with this.

For more information, I've attached a document with details on this year's carnival and what we need. The carnival will be on July 17, so we'd like drafts of the poster and ads by April 30. This would give us time to share the designs with our sponsors. However, if this doesn't work out for you, that suits you better.

Look forward to hearing from you. Thank you.

B Read the email. What is the writer's purpose for writing?

Charity carnival_details.pdf X

Send

C Read the email. What is the writer's purpose for writing?

D Write a delegating email to a partner. Use the tips from Exercise B to make your email clear and helpful. Use the phrases in Exercise E to evaluate your partner's email.

28 Unit 2 Heroes and Influences

2F A social media marketing post

Analyze a social media marketing post • Write a social media post • Evaluate another person's post

Preparing to Write

A Read the social media post promoting a sunscreen product. What is special about this product? Would you buy it? Why, or why not? Discuss your answers with a partner.

InBeauty's new SunSafe sunscreen is here!

InBeauty

Made with 99% organic ingredients, SunSafe sunscreen is free of harmful chemicals and is safe for both your skin and our planet. Whether you're enjoying a day at the beach, exploring the great outdoors, or spending the day in the city, InBeauty's new SunSafe sunscreen is specially formulated to protect and nourish your skin at the same time. Keep your skin safe and our planet happy with SunSafe sunscreen this summer!

SunSafe sunscreen is now available in all major drugstores.

#SunSafe #SkinCare #UVProtection #Sunnier

B Write a social media post to promote the product from Lesson 2E. Exercise E. Include the following items in your post:

- a headline
- an image
- hashtags

C Exchange social media posts with a partner. Use the questions to evaluate your partner's post and give feedback.

- Is it short and easy to understand?
- Is the post engaging?
- Is there effective imagery?
- Is it suitable for the target audience?
- Are the hashtags suitable?
- Is there a call to action?

D Display your posts in the classroom or upload them online. Vote for the most interesting post.

28 Unit 2 Heroes and Influences

Writing: Model Answers

Lesson 1F

In the next year, I hope to get my first job in the entertainment industry as an assistant. My goal is to be working in film production within three years. To achieve this, I plan to start learning as much as I can about production roles and responsibilities. I am also going to find a mentor who is already working in production. As my skills and experience grow, I will keep looking for new job opportunities that will get me to my goal.

Lesson 2F

Tired of dry, damaged hair? Well, say hello to Gorgeous! Our Gorgeous! shampoo will turn your hair from dull to shining in no time. Its fast-acting formula leaves you feeling confident and beautiful straight out of the shower. Come home from a busy day and be ready for a night out in moments. You'll leave your house looking like you've just stepped out of the salon. And our shampoo is not just a gorgeous choice for you, it also keeps the environment gorgeous! It's a win-win! #GorgeousShampoo #SkinCare #HairGoals #Ecofriendly

Career Skills 1

Subject: Junior Data Analyst application

Dear Rachel,

I am writing to apply for the position of Junior Data Analyst at NowTech. I am excited about the opportunity to join your dynamic IT team and help the company continue to grow. I am a motivated worker with a positive attitude and strong problem-solving and analytical skills, and I believe I will fit right in at NowTech.

I understand that data analysis is key for company growth. As a recent graduate in computer science, I have good knowledge of data programming and experience working with data analytical tools to identify trends and patterns. I am confident that my skills and interest in data analysis will help me support NowTech's growth and success.

I believe I am the right fit for the Junior Data Analyst position and hope to speak to you in more detail. Please find my résumé attached. Thank you for reviewing my application. I look forward to hearing from you at your earliest convenience to discuss this opportunity more.

Sincerely,
Andy Chen

Lesson 3F

Tangy Water too sweet for me

Rating ★★☆☆☆

I was at the grocery store and noticed Tangy Lemon Water was on sale. I sometimes add a slice of lemon to my water, but it's extra work I don't have time for. So, I gave Tangy Lemon Water a try. The flavor isn't bad—it really is a tangy drink! But it is not water. The label says it's water, but it's more like a sweet lemon-orange drink. In fact, it was way too sweet for me. I just wanted flavored water, so I was disappointed. I won't buy this again when I want water, but I might buy it next time I want a sweet drink.

Lesson 4F

Ask an expert:

I'm currently working in sales for a big company. My salary is good, but I hate my job. I've decided that I want to go back to school to get certified as a counselor. It's my dream job. I've found a great program at a good college. I can finish the program full-time in two years, or I can do it part-time and continue to work at my sales job. I need some advice on which is the better option. Do I quit my job and use my savings to go back to school full-time? Or do I study part-time while working and making money? I hate my job, but I'm also scared of using all my savings. What do you think is the best thing to do?

Lesson 5F

Below are my recommendations for improving health and well-being:

1. Focus on building community for online students:

- There should be casual online social gatherings for online students, such as movie discussion clubs.
- An online student representative should be elected to be a part of event planning for all student events to make sure online students are included too.
- Online discussion boards should be created for non-academic topics, too.
- The school should host an online-only event, such as an escape room event that is for all students but only happening virtually.

Lesson 6F

How to set up your smart headphones

To set up your new smart headphones, first charge the battery. Then, after it's charged, press the power button and you see the light turn green. Next, go to your smartphone and open the Bluetooth icon in the settings. Make sure Bluetooth is turned on. Click to find new devices. Your headphones will appear as Smart Head 25. Put your headphones on. Then press to connect them to your smartphone. You will hear a sound in your headphones and the word "connected." You can now connect your headphones with any audio app on your smartphone.

163

Writing: Model Answers

Teachers can find level-appropriate model answers for writing tasks at the back of the Teacher's Book, which can be used in different ways to support students' writing skill development.

Career Skills Lessons


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

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

CAREER SKILLS 1

Effective Emailing

Learn about writing effective emails • Analyze a job application email • Write a persuasive job application email



Warm Up

- Do you think you are good at writing emails? Why, or why not? Discuss your answers with a partner.
- Listen to three people talking about emails. Are they good at writing emails? What do they focus on when writing emails? Take notes.

Speaker 1	Speaker 2	Speaker 3

- What do you have in common with the speakers? What things are different? Discuss your answers with a partner.

29

Exploring Career Skills

A Watch Part 1 of a video about emails. What is it mainly about?

- how to determine the tone of an email
- why email is such an important part of our lives
- ways to make emails more effective

B Watch Part 1 again. Complete the notes.

New Message

To: _____ Cc: Bcc: _____

Subject line

- include key information
- clearly convey the _____

Message

- short paragraphs of about _____ sentences
- tone and style that are suitable
- not too _____ → may be seen as rude
- visual elements to avoid _____ and _____
- make message clear
- emojis → _____ emails
- bullet points
- font style: bold, italics

Sign off

- most emails use _____ best, or Best regards
- formal: Yours sincerely or _____
- casual: Thanks for your help or Talk soon

C Watch Part 2 of the video. Check (✓) the objective(s) of a job application email according to the speaker.

- To provide a detailed list of your qualifications and experience
- To show the employer that you understand their company
- To convince the employer of the value you will bring to the company

D Watch Part 2 again. How does the speaker suggest you prepare a job application email? Complete the chart using your own words.

1. Research the company	2. Show you are a good fit
How? _____	How? _____
Why? _____	Why? _____

30 Career Skills 1 Effective Emailing

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

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

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

E Discuss the questions with a partner.

- Have you ever sent a job application email? How did your email compare with the ideas in the video?
- Which general email tips and suggestions do you think are most useful?

Career Skills in Action

F Read the job post for a junior data analyst role. What are the needs of the company? What skills are needed for this job? Discuss your ideas with a partner.

Junior Data Analyst

Join a young, rapidly growing company. You will be part of our dynamic IT team at NowTech, helping to manage and analyze data for the company. We are looking for someone who is driven, flexible, and good at solving problems. Previous work experience is not necessary.

Main responsibilities

- Collect data from various sources
- Support the data analytics team to maintain the database
- Assist in conducting data analysis to identify trends and patterns

Requirements

- Degree in mathematics, computer science, or a related field is preferred
- Proficiency in programming and data analytics tools
- Positive attitude and strong attention to detail
- Ability to work as part of a team and independently

G Read the job application email. Discuss the questions with a partner.

- Do you think Andy is qualified for the job? Why, or why not?
- Do you think Andy's email is clear and persuasive? Why, or why not?
- Does Andy use any of the ideas from the video? If so, which?

H Listen to a conversation between Andy and his friend Jun. Discuss the questions with a partner.

- What suggestions does Jun give Andy?
- What is your opinion of Jun's suggestions?

I YOUR TURN You are going to revise Andy's email to make it stronger and more persuasive. Look back at your notes on the email from Exercise G. Use the ideas in the video and Jun's ideas from Exercise H. Add your own ideas. Then write the revised email.

J Exchange emails with a partner. Use the following questions to evaluate your partner's email. Note down some suggestions for improvement.

- Does the subject line include key information clearly?
- Are the tone and style suitable?
- Are the sentences grouped into short paragraphs?
- Are the spelling and grammar correct?
- Does the email demonstrate how Andy can contribute to the company?

K Share your feedback and suggestions with your partner. Use the phrases in the box to help you.

GIVING FEEDBACK

I like the way you mentioned / described ...

It's really good that you ...

I think the ... is very clear.

SUGGESTING IMPROVEMENTS

One thing you could do is ...

If I were you, I'd consider ...

I think the email would be stronger if you ...

Reflect

- Complete these sentences with your own ideas.
 - The most helpful thing I learned about in this lesson is _____
 - One thing I found really interesting about writing an effective email for a job is _____
- Do you think you will change the way you write emails? Will you use any of the ideas or strategies you have learned about? Which ones? _____

32 Career Skills 1 Effective Emailing

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

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

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

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Teacher's Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ideas for discussions and opinions

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

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

Ideas for managing group work

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

notetaker	facilitator
timekeeper	reporter (who reports back)

Pacing Guides

How much material is in *Keynote*?

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

How should teachers approach the material?

Keynote is meant to be used flexibly. It allows teachers to take a mix of approaches depending on the length and frequency of the classes they teach, and what their students most need to focus on.

Teachers can reduce the time they need for a lesson by prioritizing certain activities and giving some tasks to students to do at home, or they can extend lesson time with the extra activities in the teaching notes and the online practice activities on the Spark platform.

Examples of pacing guides

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

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

Career Skills lessons

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

¹Full exploitation vs. streamlined exploitation

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

²Flipped learning

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

³Focus on particular aspects of language

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

Life Goals 1

Unit 1

Warm Up

ABOUT THE PHOTO

The photo shows a couple posing for a wedding photo at the Jade Dragon Snow Mountain National Scenic Spot in China. The groom is dressed as an astronaut.

Option: With books closed, show the photo. Have students work in pairs to discuss what they see and what they think is happening, then conduct feedback as a class. Ask prompt questions: *Who do you think these people are? Why are they dressed in these clothes?*

- Read the first question aloud. Discuss answers as a class.
- Have students work in pairs to discuss the next two questions. Discuss each answer briefly as a class.
- **Extension:** Elicit examples of life goals from students and write them on the board. Then have students rank the goals by importance.

Example answers

- 1 In my culture, people usually get married in their twenties.
- 2 I think a person becomes an adult when they turn 18.
- 3 A lot of people think buying a home is an important life goal.



A couple in front of Jade Dragon Snow Mountain, Lijiang, China

In this unit, you will ...

- explore different life goals and ways to achieve them
- watch a TED Talk about life changes
- read an article about sharing goals
- give career advice
- write a career goal statement

Warm Up

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

- 1 The photo shows a couple taking wedding photos. Think about your culture or one you know about. What's a typical age to get married?
- 2 At what age do you think a person becomes an "adult"?
- 3 What are some important life goals that people aim for?

1

Unit Overview

THEME: This unit focuses on life and career goals. Students will explore important milestones and ways to achieve their goals. They will also practice analyzing and giving career advice, as well as writing a career goal statement.

UNIT RESOURCES:

Grammar reference: Student's Book page 161

Editing checklist: Student's Book page 175

Writing: Model answer: Teacher's Book page 163

Audio-Video scripts: Teacher's Book page 165

OBJECTIVES:


- A** understand and use vocabulary related to life goals; practice listening and speaking about young adults
- B** understand and use future forms and qualifying expressions
- C** develop listening, critical thinking, and presenting skills through a TED Talk
- D** develop reading and critical thinking skills through an article about goal sharing
- E** develop speaking skills for offering career advice
- F** practice writing a career goal statement

1A: The journey to adulthood

Lesson Overview

In this lesson, students will ...

- understand and use **vocabulary** and engage with the topic of life milestones (Exercises A–C).
- develop **listening skills** through a video about young adults (Exercises D–F).
- develop **speaking skills** by comparing and contrasting life milestones (Exercises G–H).

 The video asks students to engage with the topic of milestones and **goal setting**. Students also develop **data literacy** skills as they compare and contrast information about individuals reaching milestones using a chart.

Audio-Video scripts: Teacher's Book page 165

Vocabulary

- A Option:** Have students read the heading of this section. Ask: *What is a milestone?* (an event that is an important marker of growth in your life)
- Have students work individually to read the text.
 - Write on the board: *What milestones have you completed?* Have students discuss in pairs.
 - **Option:** Have partners first discuss which ones are also milestones in their country or a country they know well.

Example answer

I graduated from high school, but I haven't completed any of the other milestones.

- B** Tell students that the form of some words or phrases may change from the text.
- Have students work individually, then check answers in pairs.



▲ A girl celebrates her quinceañera.

Vocabulary Milestones in life

- A** Read the text. Which of the milestones have you completed? Discuss your answers with a partner. **Answers will vary.**

In cultures around the world, people celebrate the arrival of "adulthood" at different ages. The quinceañera, for example—a celebration of a girl's 15th birthday—is a significant life event in Mexico. In North America, **graduating** from high school is a key moment on the road to adulthood. Although most people take on adult responsibilities like choosing a **life partner**, **moving out** of their parents' house, **starting a family**, finding **full-time employment**, or becoming **financially independent** at a much later age, events that mark the start of adulthood are important milestones. They signify that a person is now **mature** and ready to **take responsibility** for their own lives.

- B** Write the correct form of the words and phrases in **blue** from Exercise A next to their definitions.

- 1 **life partner**: someone you're in a long-term relationship with
- 2 **financially independent**: earning your own money
- 3 **take responsibility**: to take care of something or someone
- 4 **move out**: to leave your old home
- 5 **mature**: completely grown or developed
- 6 **start a family**: to have a child
- 7 **graduate**: to complete high school, college, or university
- 8 **full-time employment**: a job that requires around 40 work hours a week

- C** Create a timeline with the milestones from Exercise A. Add any other milestones you can think of. Compare your ideas with a partner.

2 Unit 1 Life Goals

LANGUAGE NOTE

The term *life partner* (or just *partner*) has grown in popularity in recent years. It signifies that a couple is in a serious long-term relationship that often exists outside of traditional marriage.

- C** Tell students that the timelines do not have to be about themselves, but their assessment about the age when each milestone is usually hit in their country or a country they know well.

- **Note:** Tell students to omit *mature* and *take responsibility* since neither are specific events.
- Have students work individually, then compare and discuss in pairs.
- **Extension:** Do the exercise together as a class. Draw a timeline on the board and elicit some ideas from students, discussing how milestones vary from place to place.

Example answer

[17] learn to drive; [18] graduate from high school; [22] graduate from university; [24] become financially independent; [27] find a life partner; [30] buy a home