




# B2 CHAPTER 1

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. talk about what someone <b>used to</b> or <b>would</b> do in the past.			
2. use the correct homophone.			
3. use relative clauses and the 3rd conditional to discuss home improvements.			
4. discuss helping at home using verbs + gerunds and the causative passive.			

## PROJECTS

### PROJECT 1 - WHAT DID YOU USE TO DO?

What did you use to do with your family or friends when you were younger? Choose **one** of these memories and create a presentation about it with pictures to help narrate your story.

#### Include in your presentation ...

- what you used to do
- with whom you used to do that
- how it made you feel
- what you enjoyed most about it
- what you would have done differently

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Buying a house that needs a lot of fixing and work is more fun and cheaper.
- Renting is better than buying a home.
- Teenagers shouldn't have any chores at home.
- Hiring help for your housework is a sign of weakness.
- Everyone should know how to fix things in his or her house instead of hiring professionals.
- Kids should be paid to do chores at home.
- Women should stay at home to raise children and do all the housework while men go to work.

# B2 CHAPTER 1

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 CHAPTER 2

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. discuss food using adjectives and quantifiers.			
2. confirm information using question tags.			
3. use past tenses correctly.			
4. conjugate verbs in complex sentences.			

## PROJECTS

### PROJECT 1 - COOKING SHOW

**Option 1:** Choose a recipe to make as if you are a chef on a television cooking show. Gather all the ingredients and cooking tools needed. Then, talk through the steps as you create it.

**Option 2:** Choose a recipe to make as if you are a chef on a television cooking show. Bring all the ingredients and cooking tools to class. Then, in front of the class, talk through the steps as you prepare the recipe. After you are finished making the recipe, give a sample to everyone in the class to enjoy.

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Diets don't work and are a waste of time and money.
- We should all stop eating meat to save the environment.
- Restaurants should give all their leftover food to homeless people or shelters.
- Schools need to change the food they serve their students.
- Eating out at a restaurant is so much better than cooking at home.

# B2 CHAPTER 2

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 CHAPTER 3

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. use and differentiate between the future tenses.			
2. discuss taking a trip using noun clauses.			
3. talk about other people's experiences using reported speech.			
4. form correct adjectives + dependent prepositions combinations.			
5. express events in the future with a past point of view.			
6. narrate stories using a variety of tenses.			

## PROJECTS

### PROJECT 1 - MY DREAM VACATION

You and a partner went on a trip to an English-speaking destination. As part of your presentation, you must have pictures of the sites you visited/toured, where you ate, and the places you stayed while on your vacation. You should only have key words on your presentation so you are not simply reading while presenting about your experiences there.

1. Include a map of the country with a star marking the location of the city you decided to visit.
2. Use as much Chapter 3 Vocabulary as possible. Be sure to explain:
  - how you got there
  - where you stayed
  - where and what you ate
  - what you saw (**three** points of interest/sights)
  - what you did (**two** freetime activities)
3. Mention at least **one** thing you or your travel partners did not like during the course of the trip.
4. Mention at least **one** thing you or your travel partners liked during the trip.
5. Include pictures of hotels, restaurants, and the things you did and saw.

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Vacationing should be about relaxing, not going on adventures and stressing out about the best pictures.
- Swimming with dolphins, riding elephants, and other wildlife vacations are cruel and harm the animals.
- Taking children out of school for a cheaper vacation is not acceptable.
- Camping is the best vacation for families.
- Ecotourism is nonsense.
- Mass tourism is destroying our planet.
- Dangerous selfies should be forbidden.

# B2 CHAPTER 3

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 CHAPTER 4

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. use articles correctly when talking about animals.			
2. form different types of sentences using <b>that</b> .			
3. ask embedded questions.			
4. express environmental opinions using comment and viewpoint adverbs.			
5. decide when to use the zero conditional or the other conditionals.			

## PROJECTS

### PROJECT 1 - ENVIRONMENTAL PROJECT

Go to [fridaysforfuture.org](https://www.fridaysforfuture.org) and read about the student climate activist, Greta Thunberg. One person's voice, no matter how young or old, can make a difference for our planet. An action as small as picking up garbage on the road is important for our environment.

With your group, do an action project for the environment. You will give a presentation at the end of the project. Your teacher will tell you what type of presentation it should be: slideshow, poster, video, etc.

#### Make sure to answer all of these questions:

- What did you decide to do and why?
- What did you have to do in order to make the project happen?
- Who did the project with you? (anyone outside of your group)
- How did the project go? (any obstacles you faced)
- What did you feel before, during, and after the project?
- What have you learned from this project?

# B2 CHAPTER 4

## PROJECTS (CONTINUED)

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Zoos should be closed and forbidden.
- Underground tours are so much better than regular sightseeing tours.
- Animal testing is necessary and better than human testing.
- Plastic bags and packaging should be banned by 2025.
- It's a waste of money and time to try to populate other planets.
- It should be our priority to find sustainable ways to use our resources.
- Swimming with dolphins, riding elephants, and other wildlife vacations are cruel and harm the animals.
- Private reserve safaris have many more benefits than national park safaris.



# B2 CHAPTER 4

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 CHAPTER 5

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. decide when to use an infinitive or gerund after a verb.			
2. express wishes about my health.			
3. differentiate between defining and non-defining relative clauses.			
4. join two ideas using logical connectors.			
5. use reported speech and verbs + dependent prepositions to discuss medical treatment.			

## PROJECTS

### PROJECT 1 - DISEASES

Research a disease with a partner and write a skit to educate the class about it. One of you will be the doctor and the other will be the patient.

#### Include:

- symptoms
- any treatments available
- seriousness of the disease
- ways to prevent the disease
- how to diagnose the disease
- duration of the disease
- ways to cure the disease (if any)
- fatality numbers of people with this disease (in your country, the U.S.A., and Britain)

# B2 CHAPTER 5

## PROJECTS (CONTINUED)

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Exercising is not necessary for losing weight and staying healthy.
- Homeopathy and alternative medicine are better than pharmaceutical drugs.
- Healthcare should be free for everyone.
- Vaccinations are dangerous and harmful.
- Cloning is our future.
- Genetic engineering should be forbidden.
- Pharmaceutical companies are increasing medicine prices in order to make a profit instead of helping people.
- Fast food should be banned.
- Everyone should have to donate their healthy organs upon death.

# B2 CHAPTER 5

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 CHAPTER 6

## SELF-EVALUATION

I CAN ...	How well do I understand the topic?		
			
1. talk about predictions and probabilities for a future job.			
2. differentiate between forms and meanings of adverbs.			
3. match dependent prepositions with certain nouns.			
4. use the future perfect when discussing careers.			
5. form reduced relative clauses.			
6. choose correct adjective placement in a sentence.			

## PROJECTS

### PROJECT 1 - INTERVIEW

In a group of four, two will be the interviewers, one will be an interviewee who does everything right, and the other will be an interviewee who does everything wrong. The two interviewers will take turns asking questions of each interviewee and that person will respond according to the role he/she is playing. The interviewers will have to play off of how each interviewee responds. Each interviewer should ask **five** questions.

### PROJECT 2 - DEBATE

You will be assigned a debate topic and team. Before the debate, research arguments and fill out the Debate Worksheet as a team. Read the Debate Overview resource at the end of this **Review & Assessment Category** to familiarize yourself with the debate process.

#### Debate ideas for this chapter:

- Robots are taking our jobs and will replace us soon.
- Salary should be based on performance only.
- All teenagers should be required to either have a job or volunteer at least five hours a week.
- Social media profiles shouldn't be examined for job interviews as it's private, not professional.
- There is no need for a minimum wage.
- Going to a university to get a good education and job isn't necessary.
- Students shouldn't have to take classes that aren't needed for their future profession.
- One parent should stay home to raise the children instead of working and sending kids to daycare.
- Unemployment is responsible for high crime rates.
- There are jobs that only men can do and others that only women can do.
- Schools and universities are not adequately preparing students to be career ready.

# B2 CHAPTER 6

## DEBATE WORKSHEET

Affirmative Statement or Negative Statement:

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1. First Argument:

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Examples/Details:

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2. Second Argument:

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Examples/Details:

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3. Third Argument:

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Examples/Details:

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Notes during the debate:

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# B2 DEBATE RESOURCE

## DEBATE OVERVIEW

A debate is a discussion about a specific topic during which two teams make arguments for or against an issue. The supporting team (affirmative team) is in favor of the given statement (pro) and the opposing team argues against (con) the statement. Often, there is also a third party, the judge(s). Points will be given to determine which side wins at the end.

The affirmative and opposing teams usually consist of three members each, while the judge can be the teacher, another group of students or the entire class. Any students not part of the debating teams or judges can be the audience.

### **Preparation:**

Before starting a debate, you have to agree on specific rules and regulations for your debate. The teacher may do this in advance or will assign you to do research to help come up with the debate rules. Once teams are assigned, each side needs to prepare their arguments prior to beginning the official debate using the "Debate Worksheet" in each chapter. Each side also has to keep in mind that they will have to counter the arguments made by the other side. Tip: don't just think about your own arguments. Think about what the other side might argue and how you can rebut that.

### **Topics:**

Pretty much everything can be a topic for a debate. In reality, many decisions are made based on a debate between the members of a committee.

### **Conducting a debate:**

Debates usually start with the affirmative team (they support the statement/debate topic), followed by a member of the opposing team. Then another member of the affirmative team is up again, then opposing, and so forth. After each side has presented their arguments, they each get a chance to rebut the arguments made by the other side. Judges and audience should take notes during this time, so they can assign points later. It's very important that the debate team members speak slowly, clearly, and loud enough so everyone can understand them.

### **Debate rule suggestions:**

1. Be respectful
2. Do your research and come prepared
3. Use appropriate language only
4. Don't interrupt others
5. Keep within your time frame
6. Speak only when it is your turn
7. Speak loud and clear
8. Support your arguments with evidence