StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Robyn Brinks Lockwood

StartUp 6

Teacher's Edition

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Contents

Acknowledgments	iv
Learning Objectives	vi
To the Teacher	x
Using the Teacher's Edition	xii
The Global Scale of English	xiv
Pearson Practice English App	xv
Pearson English Portal	xvi
ActiveTeach / Workbook	xvii
MyEnglishLab	xviii
Reproducibles	xix
Assessments	xx
Warm-Up Activity Bank	xxii
Teaching Notes	
Welcome Unit	2
Unit 1	T-5
Unit 2	T-17
Unit 3	T-29
Unit 4	T-41
Unit 5	T-53
Unit 6	T-65
Unit 7	T-77
Unit 8	T-89
Unit 9	T-101
Unit 10	T-113
Grammar and Vocabulary Practice	125
Write a Summary	155
References	157
The Writing Process	163
Presentation Self-Evaluation Rubric	165
Audio and Video Scripts	166
Credits	190
Pronunciation Table	192

Please visit the Pearson English Portal for a wealth of teacher's support material including the Ready to Teach StartUp–video series.

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Learning Objectives

WELCOME UNIT

page 2 | In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
1 What have you been watching? page 5	• Ways to describe movies or TV shows • Elements of a movie or TV show	• Present perfect continuous: Review and expand • *What* clauses for emphasis • *By* to explain how	• Describe what you've been watching • Summarize the plot of a movie or TV show • Discuss great movies **Skill** Express degrees of enthusiasm	• Listen to a talk about great movies **Skill** Listen for examples
2 What's your return policy? page 17	• Return policy language • Language for loans	• *As long as, providing (that), unless* • Past unreal conditional • Connectives to express contrast and surprise	• Ask about a return policy • Discuss taking out a loan • Talk about crowdfunding **Skill** Ask questions for clarification	• Listen to a talk about crowdfunding **Skill** Listen for the introduction and conclusion
3 Have you seen a doctor? page 29	• Flu symptoms • Injuries and treatments	• Giving and asking for advice: Review and expand • Reporting advice: Review and expand • *Not only...but also*	• Describe how you feel and ask for advice • Describe injuries and report advice • Talk about medical research **Skill** Respond to bad news	• Listen to a talk about medical research **Skill** Listen for topics
4 Are you doing anything special? page 41	• Park rules • Outdoor activities	• *Be supposed to* • Future continuous • Reduced restrictive relative clauses	• Talk about park rules • Talk about outdoor activities • Discuss how to help the environment **Skill** Maintain a conversation by asking questions	• Listen to a talk about how to help the environment **Skill** Listen for cause and effect
5 What seems to be the problem? page 53	• Technology problems • Technology solutions	• Past perfect continuous • *Need* with gerunds and passive infinitives • Infinitives as subject complements	• Describe technology problems • Talk about technology solutions • Discuss how technology affects us **Skill** Reassure someone	• Listen to a talk about how technology affects us **Skill** Listen for counterarguments

Pronunciation	Reading	Writing	Presentation
• *What* clauses	• Read about changes caused by technology **Skill** Recognize jargon	• Write about a movie or TV show **Skill** Write a strong topic sentence	• Give a presentation about your favorite kind of movie or TV show **Skill** Stay calm
• Blend past modals	• Read about the health benefits of giving **Skill** Identify sources of information	• Write an email to dispute a problem **Skill** Use polite language in a formal email	• Give a presentation about an interesting crowdfunding project **Skill** Speak with authority
• Link consonant and vowel sounds	• Read about the pros and cons of an issue **Skill** Identify pros and cons	• Write a summary **Skill** Write a good summary	• Give a presentation about an app or innovation that can improve people's health **Skill** Keep graphics simple
• *Supposed to*	• Read a travel website **Skill** Recognize hyperbole	• Write a persuasive argument **Skill** Introduce opposing arguments	• Give a presentation about a beautiful natural place **Skill** Give your audience an overview
• Link final consonants to beginning consonants	• Read an article about hacking **Skill** Identify contrasts	• Write a product review **Skill** Write relevant subheadings	• Give a presentation about an advance in technology **Skill** Speak slowly and clearly

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 Where was it made? page 65	• Materials and decorative objects • Musical terms and descriptions	• Simple present and simple past passive: Review • Restrictive and non-restrictive relative clauses: Review and expand • *You, they, can / can't, could / couldn't* for general truths	• Describe a decorative object • Describe music you like • Discuss traditional food **Skill** Express surprise	• Listen to a talk about traditional food **Skill** Listen for supporting details
7 When do you fly out? page 77	• Air travel terms • Train and car travel terms	• Comparisons with gerund and noun phrases • Past habits with *would / used to*: Review and expand • *It* + past passive	• Talk about air travel preferences • Talk about travel memories • Discuss past transportation predictions **Skill** Show strong agreement	• Listen to a talk about past transportation predictions **Skill** Listen for adverbs of degree
8 How have you been? page 89	• Ways of behaving • Self-improvement language	• Modals for past regrets and possibilities • *Wish* and *if only*: Review and expand • Comparisons between clauses	• Talk about interacting with people • Talk about self-improvement • Discuss your bucket list **Skill** Acknowledge a mistake	• Listen to a talk about bucket lists **Skill** Listen for explanations
9 Would you mind helping me? page 101	• Elements of the writing process • Employment terms	• *Would / Do you mind* for permission and requests • Modals with the passive • *Likely* and *certain* + infinitive	• Ask for help and show appreciation • Talk about possible changes at work • Discuss ways to solve problems **Skill** Express appreciation	• Listen to a talk about ways to solve problems **Skill** Listen for tone and intended audience
10 Has the city changed? page 113	• City features and changes • Verbs for getting around	• *Do* or *did* for emphasis • Past perfect with adverbial clauses of time: Review and expand • Non-restrictive relative clauses for comments	• Talk about how cities change • Talk about getting around a city • Discuss lost and found items **Skill** Introduce a popular opinion	• Listen to a talk about lost and found items **Skill** Listen for attitude

GRAMMAR PRACTICE / VOCABULARY PRACTICE ..... page 125
REFERENCES ..... page 157
THE WRITING PROCESS ..... page 163
PRESENTATION SELF-EVALUATION ..... page 165

Pronunciation	Reading	Writing	Presentation
• Pausing and intonation with relative clauses	• Read an article supporting a point of view **Skill** Identify supporting reasons	• Write about how to do something **Skill** Show the sequence of events	• Give a presentation about an interesting tradition **Skill** Vary your intonation
• Reduced pronunciation of *than*	• Read about unique transportation systems **Skill** Identify problems and solutions	• Write a thank-you email **Skill** Choose the right level of formality	• Give a presentation about an interesting place **Skill** Repeat your main ideas
• Link vowels within a word	• Read about overcoming rejection **Skill** Notice transitions between paragraphs	• Write a narrative **Skill** Use a variety of verb tenses	• Give a presentation about a goal you've achieved **Skill** Sound conversational
• Intonation in lists	• Read about finding a job **Skill** Emphasize ideas	• Write a letter of recommendation **Skill** Use transition words and phrases to add information	• Give a presentation about your dream job **Skill** Ignore distractions
• Emphasis of *do, does, did*	• Read about how a city has improved **Skill** Make inferences	• Write about a favorite place **Skill** Use a range of transition words to show comparison and contrast	• Give a presentation about a piece of public art **Skill** Explain terms that may be new to the audience

Key

audio · video · discussion · presentation self-evaluation · flashcards · ActiveTeach · web search

To the Teacher

Welcome to *StartUp*

StartUp is an innovative eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes students from CEFR A1 to C1 and enables teachers and students to track their progress in detail against the Global Scale of English (GSE) Learning Objectives.

StartUp Level	GSE Range	CEFR	Description
1	22–33	A1	Beginner
2	30–37	A2	High beginner
3	34–43	A2+	Low intermediate
4	41–51	B1	Intermediate

StartUp Level	GSE Range	CEFR	Description
5	49–58	B1+	High intermediate
6	56–66	B2	Upper intermediate
7	64–75	B2+	Low advanced
8	73–84	C1	Advanced

English for 21st century learners

StartUp helps your students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, you help students build the collaborative and critical thinking skills so essential for success in the 21st century. *StartUp* allows students to learn the language in ways that work for them: anytime, anywhere. The Pearson Practice English App allows students to access their English practice on the go. Additionally, students have all the audio and video files at their fingertips in the app and on the Pearson English Portal.

Personalized, flexible teaching

The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally or flip the learning. You can teach sections of the lesson in the order you prefer. And you can use the ideas in the Teacher's Edition to help you extend and differentiate instruction, particularly for mixed-ability and for large and small classes.

Motivating and relevant learning

StartUp creates an immersive learning experience with a rich blend of multimedia and interactive activities, including interactive flashcards for vocabulary practice; Grammar Coach and Pronunciation Coach videos; interactive grammar activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging videos with an international cast of characters for modeling conversations; high-interest video talks beginning at Level 5; media project videos in Levels 1–4 and presentation skills videos in Levels 5–6 for end-of-unit skills consolidation.

Access at your fingertips

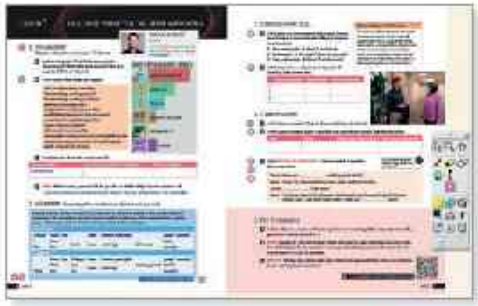
StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, grammar, listening, and conversation. Students can go to any lesson by scanning a QR code on their Student Book page or through the app menu. The app also provides students with access to all the audio and video files from the course.



Components

For the Teacher

StartUp provides everything you need to plan, teach, monitor progress, and assess learning.



The ***StartUp* ActiveTeach** front-of-class tool allows you to

- zoom in on the page to focus the class's attention
- launch the vocabulary flashcard decks from the page
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive grammar activities
- move easily to and from any cross-referenced pages



The interleaved **Teacher's Edition** includes

- an access code to the Pearson Practice English App and all digital resources
- language and culture notes
- teaching tips to help you improve your teaching practice
- *Look for* notes to help assess students' performance
- answer keys to all Student Book exercises on the facing page of the notes
- and more!

Teacher's Digital Resources, all available on the Pearson English Portal, include

- Teacher Methodology Handbook
- A unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- Teacher's notes for every Student Book page
- Rubrics for speaking and writing
- Hundreds of reproducible worksheets
- Answer keys for all practice
- Audio and video scripts
- The GSE Teacher Mapping Booklet
- The GSE Toolkit

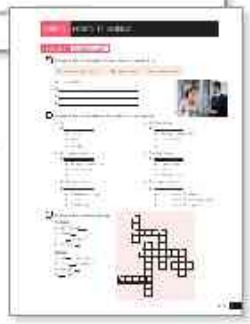


For the Student

StartUp provides students with everything they need to extend their learning.

The optional **MyEnglishLab for *StartUp*** gives students more formal online practice and provides immediate feedback, hints, and tips. It includes





- grammar practice with remedial activities and access to all the Grammar Coach videos
- vocabulary practice, including games and flashcards
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos
- listen-and-record practice that lets students record themselves and compare their recordings to models
- auto-graded reading and writing practice that reinforces skills taught in the Student Book
- summative assessments that measure students' mastery of listening, vocabulary, grammar, pronunciation, and reading
- a gradebook, which records scores on practice and assessments, that both students and you can use to help monitor progress and plan further practice

The optional ***StartUp* Workbook** provides practice of vocabulary, grammar, reading, and writing and includes self-assessments of grammar and vocabulary.

Using the Teacher's Edition

The *StartUp* Teacher's Edition (TE) is a way for you to learn more about getting the best results with *StartUp* and is your source for helpful teaching ideas. On the inside front cover, you'll find an access code, which you'll use for the Pearson Practice English App and the portal.

At the beginning of the TE you see:

- Information about *StartUp* and the Global Scale of English
- Information about
  - The Pearson Practice English App, which accompanies the Student Book
  - The Pearson English Portal, where you'll find all your *StartUp* teacher resources
  - The ActiveTeach teacher presentation tool
  - The Assessment program
  - Optional student practice: the Workbook, MyEnglishLab, and Reproducibles
- Bank of Warm-up Activities

At the back of the TE, you'll find the audio and video scripts for each unit.

Additional information can be found in the portal. This includes:

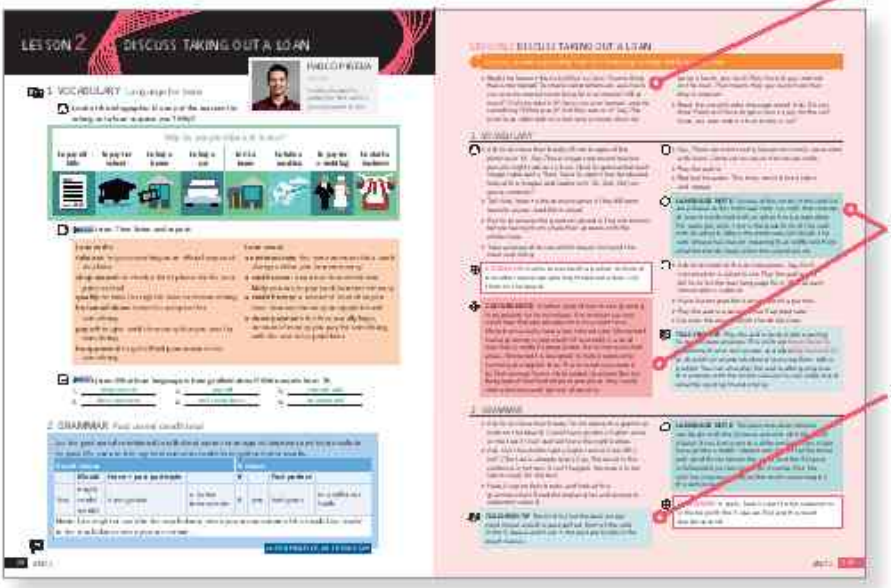
- How to use flipped learning
- How *StartUp* incorporates 21st century skills
- Using mobile phones in the classroom
- And more!

For each unit of *StartUp* the TE includes the Student Book pages with answers annotated in blue ink and corresponding teacher's notes on the facing pages.

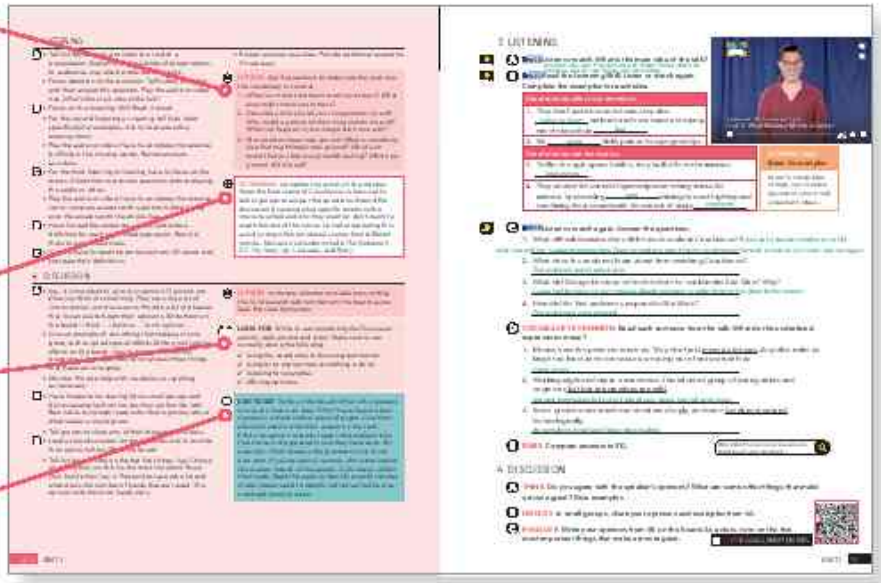
1. Each unit begins with a chart that lets you preview the unit and shows
   - the **Unit Title**, which is a GSE Learning Objective
   - the **Vocabulary**, **Grammar**, **Pronunciation**, and other skills in each lesson
   - the contents of the **Put It Together** page



2. Then there is a suggestion that you choose a **Warm-Up** to use at the beginning of the class.
3. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is the center of the unit.



1. **Step-by-Step** teaching notes help you give clear instructions and explanations for each activity. The notes use the abbreviation "Ss" for *students*.
2. **Language and Culture Notes** offer insightful and helpful information about English.
3. **Teaching Tips** give helpful teaching techniques and strategies.



1. **Options** give you ways to vary an activity and often suggest how you can modify an activity for students who are performing at higher or lower levels.
2. **Extensions** provide more practice with specific skills.
3. **Look For** notes help you assess your students' performance.
4. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.

The Global Scale of English

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the GSE, learners and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

The GSE was created to raise standards in teaching and learning English. It identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency–what progress they have made and what they need to learn next.

StartUp has been constructed using learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the eight levels of *StartUp*.

StartUp Level	GSE Range	CEFR	Description
1	22–33	A1	Beginner
2	30–37	A2	High beginner
3	34–43	A2+	Low intermediate
4	41–51	B1	Intermediate

StartUp Level	GSE Range	CEFR	Description
5	49–58	B1+	High intermediate
6	56–66	B2	Upper intermediate
7	64–75	B2+	Low advanced
8	73–84	C1	Advanced

StartUp provides a wide array of materials, for example, student book, mobile app, online practice, workbook, and reproducible worksheets. As learners work through the content, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the learning range. It does not mean that learners need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

Every unit opener of *StartUp* provides you with the GSE learning objectives for listening, speaking, reading, and writing. The same unit objectives are then used in the Reflect and Plan self-assessment activity at the end of the unit.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *StartUp* online on english.com/startup as well as in the portal. This booklet provides an overview of all the learning objectives covered in each unit of *StartUp*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support learners, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information about how using the GSE can support your planning and teaching, enhance the assessment of your learners, and supplement your core program, please go to english.com/gse.

Pearson Practice English App



What is the Pearson Practice English App?

The Pearson Practice English App comes with every *StartUp* Student Book and is for learners to use on their mobile phones. The app lets learners extend their English studies anytime, anywhere, with vocabulary, grammar, listening, and conversation activities on the go. All the activities are tied directly to the material in the Student Book. They have access to all the Student Book audio tracks and video clips whenever and wherever they want on the app.

How do you access the app?



First, download the app from the Google Play store or the App store.

When you open the app, you'll see a list of all the Pearson courses that are currently available.

Select *StartUp*. Once you've selected *StartUp*, you'll see a list of levels. Select the level you want, for example *StartUp 2*. When you pick a level, you can see its table of contents. From this moment, the product level you have selected becomes your default and will run automatically when you run the app again.

To start browsing content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can remove it so it doesn't use up space in your phone. By default, Unit 1 of each level is available without restrictions. To open other units, you need to unlock the content by providing an access code and signing in. The access code for teachers is in the inside front cover of this Teacher's Edition; if you already have an account for Pearson digital products, such as the portal or the MyEnglishLab, you can sign in with the same credentials. If you don't have an account yet, you'll need to create an account. This is just a few steps!

Once you have downloaded the content, you can get to it in two ways: either through the app table of contents or by scanning the QR code in the lower right corner of Lessons 1, 2, and 3. When you scan the QR code, you go directly to practice that's associated with that specific lesson.

What will you find in the app?



As mentioned, the app has **interactive activities** for all the listening and speaking lessons in *StartUp*. These include vocabulary, grammar, listening, speaking, and conversation activities.

Learners get immediate feedback on their practice and see how well they've done at the end of the activity.

In addition to the interactive activities, the app has **all the audio and video files** that go with each unit. The audio tracks and video clips can be played with or without the transcript. In addition, the audio can be played at a slower or faster speed.

Go to the portal for ideas about using mobile phones with *StartUp*.

Pearson English Portal

What is the Pearson English Portal?

The Pearson English Portal (the portal) contains the cloud-based resources you need to teach *StartUp*. Go online to get into the portal and download whatever you need.

How do you access the portal?

Go to https://english-dashboard.pearson.com. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. Use the same sign-in credentials for any Pearson products to which you have access.

You will be asked to type in your access code, found on the inside front cover of this Teacher's Edition. If you don't have an access code, please contact your Pearson sales rep.

Once you have typed in your access code, you'll be prompted to Go to Products to "add a product." Choose *StartUp*.

Finally, you'll be asked to choose your school or institution from a pull-down menu. If it's not on the list, please ask your Pearson sales rep.

You're now done! Look at your personal dashboard to see all your Pearson products.

What will you find in the portal?

The portal contains all the resources you need to teach and supplement *StartUp*. Explore the following to make teaching with *StartUp* easier, more efficient, and more effective.

- Student Book Audio Files
  - These include the vocabulary, listening lessons, audio versions of the videos, articles in the reading lessons, and listening activities in the grammar practice.
- Student Book Video Files
  - These include the Grammar Coach videos, the Pronunciation Coach videos, the Conversation videos, the Media Project videos in Levels 1–4, the Talk and Presentation videos in Levels 5–8.
- ActiveTeach
  - Click on the .exe file to download this software onto the computer you use in your classroom.
- Assessment Program (details on page xx)
  - ExamView Tests
    - Use the.exe file to download the software onto your computer to create tests.
    - Consult the Teacher's Guide in this folder for more information on how to use the the ExamView software
    - Optionally, use the pdfs of the tests (Forms A and B) if you don't choose to use the software.
  - Audio files for the tests
  - Optional Speaking Tests: all tests plus the rubric for assessing speaking
  - Optional Writing Tests: all tests plus the rubric for assessing writing
- Teacher Edition Notes
  - These are the same notes as this Teacher Edition, without the Student Book pages.
- Using *StartUp* – teacher training videos
  - Get the most out of *StartUp* by accessing short and simple teacher training videos. Each video is on one topic only.
  - See the list of topics in the portal.
- Reproducibles (details on page xix)
  - Unit review board games
  - Grammar worksheets
  - Inductive grammar practice
- Flashcards
- Answer keys
  - For the Student Book (also in the Teacher Edition, on the Student Book pages)
  - For the Workbook
  - For the Reproducibles
- Audio scripts for all audio
- Video scripts for all the conversation videos
- *StartUp* MyEnglishLab link
- The Global Scale of English (GSE) Mapping Booklet with each GSE Learning Objective in the course by unit and lesson.
- The GSE Toolkit link, which lets you explore the Learning Objectives in the GSE.

Note that there is also a portal for learners, with flashcards, audio files, and video files.

ActiveTeach

The ActiveTeach presentation tool is software that allows you to project a digital representation of the Student Book in your class.

How do you get the ActiveTeach?

As with all the resources and teacher support for *StartUp*, you get your ActiveTeach software from the Pearson English Portal. It is a downloadable executable (.exe) file. Download the ActiveTeach to the computer you will use in your classroom and then you can use it offline. (If you are on a Mac, please contact your Pearson sales rep.)

For more help and training with using ActiveTeach, please go to www.MyPearsonHelp.com.

What equipment do you need to use ActiveTeach?

You need a computer–with the ActiveTeach software downloaded on it–and a projector. You can use ActiveTeach with or without an interactive whiteboard (IWB), but the user experience and functionality will be enhanced with an IWB.

Why use ActiveTeach?

ActiveTeach makes it easy for you to use take advantage of the richness of *StartUp*. It lets you:

- **focus your students' attention** on specific parts of a page of the book by projecting the page and then zooming in
- **play all the audio and video texts from the page**, simply by clicking the play button on the page
- **pop up interactive grammar activities**, display them, and then show answers
- **pop up and do the interactive grammar** activities with the class, including showing answers
- **use tools from the toolbox** to make notes or marks on the digital page; for example, you can use the highlighter tool to draw attention to certain content or you can use the pen tool to draw a circle around something

Workbook

What is the *StartUp* Workbook?

The *StartUp* Workbook is an optional component. It provides extra out-of-class practice for the material presented in the Student Book. Each workbook unit includes grammar exercises, vocabulary exercises and puzzles, and reading and writing practice. The tasks are all closed-ended to make them easier to mark. The answer key is in your portal and is not available to learners.

Each unit of the workbook also includes a one-page Self-Quiz so learners can check their mastery of the vocabulary and grammar in the unit. The answer key for the Self-Quizzes is in the back of the workbook.

How should you check the workbook assignments?

Here are two ways you can check the work your learners have done:

1. In class, pair learners and have them compare answers, walking around the class while they work to answer questions. This approach encourages collaboration and peer-teaching.
2. Distribute the answer key ahead so learners can check their own work when they do it; in class, learners can ask you to help with anything they didn't understand. This approach encourages independent learning.

Ask learners how well they did on the Self-Quiz and answer their questions.

MyEnglishLab

This optional component provides outside-of-class practice. It reinforces the concepts and skills taught in the *StartUp* Student Book.

What is MyEnglishLab for *StartUp*?

MyEnglishLab for *StartUp* gives your learners online outside-of-class practice. All practice delivered in MyEnglishLab is automatically graded, and learners get immediate feedback on wrong answers.

To assign homework in MyEnglishLab, you can either tell your learners to do the practice as you would assign any homework assign or practice through MyEnglishLab itself. Note that although all *practice* activities are always available to your learners, *assessments* are only available to them if you assign them.

How do you access MyEnglishLab?

In your Pearson English Portal, you'll find a link to MyEnglishLab. To sign in, use the same name and password you used to create your portal account.

What will you find in MyEnglishLab?







StartUp's MyEnglishLab provides the following online practice:

- grammar practice and access to all the Grammar Coach videos
- vocabulary practice, including flash cards and games, plus listen-and-record practice that lets learners record themselves and compare their recordings to models
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos, along with listen-and-record practice
- reading and writing practice that reinforces the Student Book skills
- summative assessments that measure learners' mastery of listening, vocabulary, grammar, pronunciation, and reading. You need to assign these assessments.
- a gradebook, which records scores on practice tasks and assessments, that both you and your learners can use to help monitor progress and plan further practice

The Common Error report can be accessed for assignments and tests. It shows you the common errors your class is making so you can review specific concepts with your class.

- Time/Student shows the time each learner has spent on tasks in the course.
- Score/Skill shows the average score for each skill.
- Time/Sub-section shows the amount of time that has been spent.
- Score/Student shows the score of each learner.
- Attempt/Score shows the average number of attempts and scores.

Reproducibles

What are the *StartUp* Reproducibles?

Reproducibles are printable worksheets. They include grammar worksheets, ActiveTeach grammar activities, inductive grammar worksheets, and unit review board games. The reproducibles are in a folder in the portal.

What grammar practice is provided?

There are three different types of extra grammar practice.

1. **ActiveTeach grammar activities**

   What are these? The ActiveTeach includes two interactive grammar activities for every grammar point. Versions of these activities are available as handouts.

   How can you use these? In class, do the ActiveTeach interactive activities with the whole class and then hand out these reproducibles as a follow-up for students to do in class or for homework.

2. **Grammar worksheets**

   What are these? For each grammar point, there is a grammar worksheet that provides two or three additional grammar practice exercises.

   How can you use these?

   - In class, give the worksheet to learners who finish an activity ahead of others to keep them focused on English while they wait.
   - In class, pair a more-able learner with a learner who is having problems with that grammar point. Have them do a worksheet together, with the more-able learner helping his or her classmate understand.
   - As homework, give a worksheet to learners who need extra practice with a particular grammar point. Suggest they watch the Grammar Coach video first.

3. **Inductive grammar worksheets**

   What are these? For each grammar point, there is an inductive grammar worksheet that guides the learners to figure out the grammar rules. Specifically, the worksheet presents examples of the grammar point and then challenges the learners to use critical thinking. At the end of the activity, the learner will have a set of rules.

   How can you use these?

   - In class, use them with a whole class as an alternative to having your learners study the grammar chart on the Student Book page.
   - In class, have the learners study the grammar chart and follow up with the inductive grammar worksheet.
   - In class, use them to challenge more-able learners who feel that they've already learned a grammar point.
   - In class, give them to more-able learners who finish an activity ahead of others to keep them focused while they wait.
   - As homework, give them to learners who enjoy grammar.

What are the Unit Review Board Games?

For each unit of *StartUp*, there is a unit review board game. There are several variations of these games, but each one provides a way for learners to demonstrate understanding of the vocabulary, grammar, pronunciation, and speaking/conversation skills in the unit. The game reviews content taught only in the current unit; it does not include content from other units or introduce new content. The game is designed for in-class play. Learners are likely to make mistakes and should be encouraged to help each other in a supportive and relaxed way. The underlying reason for the review is to help learners see where they need to improve.

Each game is on one page. The reproducibles folder in the portal includes an answer key for each board game, as well as instructions on how to play the game.

How do you use the board games?

The board games must be done in class. Learners will play in pairs or in small groups, so you won't have to make copies for each learner, just for each pair or group.

Instructions for playing the board games are in the board games folder in the portal.

Assessments

Different ways to assess learners

StartUp has many assessments to help you and your learners monitor progress. The assessments are both *formative* and *summative*. Formative feedback–assessment *for* learning–gives learners an informal idea of how well they are doing and what they need to work on. Summative feedback–assessment *of* learning–helps you measure learners' progress for final grades.

Formative assessments/ Assessment for learning

What is assessment for learning?

Formative assessments provide feedback and help learners understand their progress. Formative assessment, or assessment for learning:

- provides effective feedback to learners
- involves learners in their own learning
- helps you adjust your teaching based on the results of formative assessments
- motivates and builds learners' self-esteem
- allows learners to assess themselves and understand how to improve

Using assessment for learning with *StartUp*

StartUp offers many opportunities for you to assess learners' mastery of the content and concepts of the course and provide support where they are having problems. Each lesson of *StartUp* ends with a *Try It Yourself* or *Make It Personal* activity, where learners show they've mastered a GSE learning objective.

The *Look for* notes in this Teacher Edition tells you what to look for when learners are doing *Try It Yourself* or *Make It Personal* activities. They help you assess learners' performance, give learners constructive feedback, and suggest additional practice. For example:

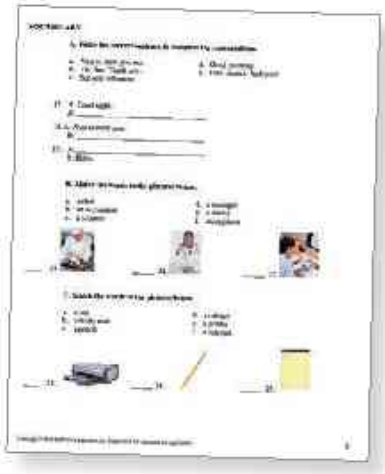
- in class, supply worksheets from the reproducibles in the portal and pair them with a more-able learner class
- for homework, suggest activities in their app or MyEnglishLab

Make learners more involved in their own learning and self-assessment. Encourage them to do the activities on their mobile app in the skill areas they are the weakest and to review any of the audio tracks or video clips outside of class to improve their listening and speaking skills. With the end-of-unit *Reflect and Plan* section, remind learners to focus on what they have learned in the unit and evaluate their own progress. Learners need to make a plan to improve those skills where they need more progress. Before you begin a new unit, ask how they have used the learning strategy at the end of the unit to improve their English.

Using summative assessment with *StartUp*

StartUp's assessment program provides unit tests, tests of Units 1-5 and 6-10, and a test of Units 1-10.

- Unit Tests have 33 items and take about 30 minutes of class time. Each item is worth 3 points for a total of 99 points; all learners get 1 bonus point, to make the total out of 100%.
- Units 1-5 and 6-10 tests have 50 items and take about 60 minutes of class time
- Units 1-10 tests have 50 items and take about 60 minutes of class time.
- Unit tests combine easy-to-grade multiple choice, fill-in, matching, and unscramble sentence items.
- All tests assess grammar, vocabulary, reading, writing, conversation, listening, and pronunciation; these last two with audio files.



Speaking and pronunciation are tested receptively. For example, learners will need to put lines of a dialog in the correct order. To test speaking and writing productively, use the optional writing and speaking tests and corresponding rubrics for grading these, included in the assessment program folder.

Finding and using the assessment program

Find the *StartUp* tests in the ExamView Assessment Suite and on MyEnglishLab, both of which are accessible from the assessment program folder in the portal. The tests in ExamView and in MyEnglishLab test the same content, but they are not identical tests. In other words, you can have learners do the tests in MyEnglishLab as practice, if you like, and then give them the ExamView tests in class.

ExamView Suite

All tests are on the ExamView Assessment Suite software. Print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3. Or you can scramble the answers on a test to create a second version. When you customize a test, ExamView creates a new matching answer key.

Instructions on how to use ExamView Assessment software are in the assessment folder on the portal.

In the assessment program folder, you'll also find Form A and Form B pdf versions of each test, with answer keys. These tests have the same questions, but the answer choices are scrambled.

The folder also contains downloadable audio files for ExamView and pdf tests.

MyEnglishLab

The MyEnglishLab has different versions of the ExamView. Learners do not have access to these tests until you assign them. The MyEnglishLab tests are automatically graded and reported to the grade book, so you can see at a glance the results of individual learners or whole class.

All test items are tagged with information that helps you differentiate and personalize instruction. For example, you can see learner progress on individual skills and GSE learning objectives. This information helps you assign extra work to individual learners and suggest ways they can improve.



Using alternative assessment with *StartUp*

Teachers often want to use alternative assessments instead of traditional tests; a popular alternative assessment is a *portfolio*: learners create a portfolio of their work over a semester to demonstrate their mastery of the skills, content, and objectives. Encourage learners to create a digital portfolio of all their media projects (Levels 1–4) and presentations (Levels 5–8) or to keep all the writing they've done in the course. Portfolio assessments help you and the learners see individual achievements.

Warm-Up Activity Bank

As you'll see in the notes for each unit, we suggest you do a warm-up activity before you start each unit. The purpose of the warm-up games is to:

- help students transition from their first language environment to an English-speaking one
- accommodate latecomers to class (and motivate students to be on time)
- add some fun to the start of class

Warm-ups recycle language studied in one or more previous units. They don't require any extra materials or special equipment.

Warm-ups should take only 2-3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper.

LEVELS 4–6

1. **Categories:** Write five categories on the board (e.g., *animals, foods, countries, furniture, sports*). In pairs, have students list the categories on a piece of paper. Choose a letter (A-Z) at random, and write it on the board. When you say *go*, pairs write down a word for each category beginning with the letter on the board. For example, if the letter is *C*, example answers are *cat, cake, Cambodia, chair, cricket*. The first pair with five correct answers wins.

2. **Shape share:** In pairs, have students take out a piece of paper and a pencil. Ask students to face away from the board. Draw a large vertical rectangle on the board. In the rectangle, draw 3–4 random shapes (e.g. lines, circles, triangles, squares). Then, tell Student A to face front while Student B stays facing away. When you say *go*, Student A has one minute to give Student B instructions on how to replicate the drawing on the board. For example, *In the top left corner, there is a large circle. In the middle, draw a short horizontal line.* Remind students they can use only words, no gestures. After one minute, call time. Have students turn around and compare their drawing with the drawing on the board.

3. **Story circle:** Write a sentence on the board to start a story. For example, *Yesterday, I bought two chocolate cakes.* In small groups, have students take turns adding one sentence to the story. For example, *Student 1: I walked home carefully carrying one cake in each hand. Student 2: I rang the doorbell for someone to open the door, but nobody answered. Student 3: Then out of nowhere, my dog jumped up and opened the door!* After two minutes, call time.

4. **Info questions:** In pairs, have students take turns sharing something they believe to be true and asking each other questions beginning with *Who, What, Where, When, Why,* and *How*. For example, *A: Too many people can't access clean water. B: Where is water polluted? What makes water dirty? Why is this problem so serious? How can we solve this problem?* If they can, students should answer. If not, suggest they say, *Good question. I don't know.*

5. **Taboo:** Arrange students in pairs. Student A sits facing the board, and Student B sits facing away. Write a word or phrase on the board (e.g., *graphic design*). When you say *go*, Student A has one minute to get Student B to guess the word or phrase using associated words as clues but not any part of the word or phrase itself. For example, Student A could say *job, visual, logo,* and *colors* as clues, but not *graphic* or *design*. After one minute, call time. Have students switch roles.

6. **What's different?:** Have a volunteer stand in front of the class for fifteen seconds while the other students notice what the person is wearing. Then, take the volunteer outside of the room, and change one thing about what he or she is wearing (e.g., move a hair clip, roll up a sleeve). Bring the volunteer back to the front, and elicit from the class declarative statements about what's different. Each student gets only one chance to guess. For example, *Your hair clip is now on the left. Your right sleeve is rolled up.* The volunteer responds with *yes* or *no*. The student who guesses correctly wins.

7. **Synonyms, antonyms:** Arrange students in groups of three. Have them individually draw three columns on a piece of paper. Give students thirty seconds to list three adjectives in the first column (e.g., *happy, tall, difficult*). After thirty seconds, ask students to pass their papers to the left. Have them write synonyms for their partner's adjectives in the second column (e.g., *glad, high, hard*). After thirty seconds, ask students to pass their papers to the left. Have them write down three antonyms to complete the table (e.g., *sad, short, easy*).

8. **Tongue twister:** Arrange students in pairs. Give each pair one or two sounds (e.g., /p/ and /b/). Have students create a tongue twister—a sentence with 8–10 words, five of which must begin with the sounds given (e.g. *Peter Piper picked a peck of pickled peppers*).

9. **Telephone:** Ask students to stand side by side in a straight line. Whisper an expression (e.g., *Take it easy!*) or a sentence (e.g., *I love to go hiking with friends.*) so only the first student in the line can hear you. This student then whispers the same expression or sentence to the next student. Students repeat until the message reaches the last player in line. This student says the expression or sentence aloud so the class can hear how much it has changed.

10. **Comparisons:** Arrange students in small groups. Write a category on the board (e.g., *cities, animals*). Say aloud a comparison of two objects from this category (e.g., *Monkeys are louder than snakes*). One student from each group then makes a new comparison starting with the second noun, *snakes* (e.g., *Snakes are scarier than bunnies*). Students continue to take turns making comparisons in this manner for two minutes.

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line.

Find someone who…

- has received good news this month _____
- had a hard time getting to class _____
- can recommend a funny TV show _____
- knows how they would spend $1 million _____
- broke a bone when they were a child _____
- solved a technology problem this week _____

B Ask for help

▶00-01 **Complete the conversations with sentences from the box. Then listen and check your answers.**

~~Can you repeat the instructions?~~	How do you pronounce this word?
What's the difference between "advice" and "advise"?	What's the English word for "barato"?
You're saying we should do this for homework?	Could you explain that a bit more?



C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

WELCOME UNIT

Welcome the Ss to class. Introduce the course name and say your name. Write them on the board. Allow time for a greeting exchange. Say, *My name is Sherry.* Then ask each student, *What's your name?* After each student says his or her name, say *It's nice to meet you.*

1 IN THE CLASSROOM

TEACHING TIP Teachers can make the most of the first day of class by establishing routines. Let Ss know where supplies are kept and familiarize Ss with schedules that will be the same every day. Complete the Welcome Unit so that everyone in the room can get to know each other. It is important to know the Ss by name and learn about their goals and motivations.

TEACHING TIP This textbook is for B2 level learners. B2 level learners are at the upper-intermediate level. They can usually understand main ideas, even those for abstract topics. They can also use technical vocabulary within their field of expertise. B2 learners can speak with some fluency about topics that are familiar to them as well as more spontaneously. Their discourse is more extended and includes being able to explain their opinion or give advantages and disadvantages of a topic. Communcating with native speakers is usually easier and presents little problem for either party.

- Have Ss get their textbooks out. Say, *This is* StartUp. *We will use this book for our English class.* Have Ss look at the cover of the book. Ask, *Where do you think this is? Why do you think so?* Accept general or specific examples. Give an example. Say, *I think this is a big city because there are some tall buildings on both sides of the street.* Or, *I think this is San Francisco, California because I visited there once and saw buildings like this.* Give Ss time to share their answers.

TEACHING TIP Remember that B2 learners are usually able to offer ideas and support them. However, if Ss are reserved or nervous since this is the first day of class, write the sentence frame for them on the board: *I think this is _____ because _____.*

LANGUAGE NOTE *Start up* by definition means to start something, such as a journey. Explain that the title means that they will be starting on a journey to learn more English. It has other meanings as well. When used as a noun, a *startup* commonly refers to a new, small company or business. *Start-up* can also be used as an adjective. *The start-up costs of a new business can be expensive.*

- Tell Ss to turn to page 2. Ask, *Do you know anyone else in the class?* Say, *English can be more fun when we get to know each other. Getting to know other people is a skill we all need to have.*
- Draw attention to the first activity in the book. Tell Ss they will play a game called *Find Someone Who….* Explain that this game will help them learn everyone's names and get to know their classmates.
- Write *Did you … ?, Do you … ?, Have you … ?,* and *Can you … ?* on the board. Then draw attention to the bulleted list of activities in the book. Ask, *Which words do you use before* received good news this month? (Have you) Model the complete question. *Have you received good news this month?* Have Ss write the other questions. (Did you have a hard time getting to class today? Can you recommend a funny TV show? Do you know how you would spend $1 million? Did you break a bone when you were a child? Have you solved a problem with technology this week?)
- Model the activity asking random Ss if they love to read. When one says yes, ask, *What is your name?* Explain that Ss should write the name on the lines.
- Give Ss time to find someone for each item.

OPTION Depending on time, challenge Ss to find a different person for each item rather than letting them write the same person's name for more than one activity.

EXTENSION When Ss complete the activity, ask extension questions. Say, *Who has received good news this month?* Solicit volunteers to share what the good news was and why it was good. Give an example: *I received the news that my sister had a baby. This is good because it is the first new baby in our family! My parents are very excited to be grandparents.* Other extension questions might be *Why did you have a hard time getting to class? What TV shows do you think are funny and why? How would you spend $1 million? What bone did you break? How? What problem did you solve? How did you solve it?*

TEACHING TIP There are many other questions that could be included as part of *Find Someone Who ...*. On subsequent days, have Ss review names and/or use these to introduce new Ss when they join the class. Other items can include: *has a big family, likes to drink fruit juice, goes jogging for exercise, studies late at night, likes to talk on the phone.*

TEACHING TIP It is important to create a community within the classroom, a place where it is okay to give opinions, take risks, and make mistakes without the fear of being criticized or humiliated if an answer is wrong. Promote an environment where Ss feel comfortable and help each other. One of the best ways to do this is to play *Find Someone Who ...* or play other icebreakers so Ss get to know each other.

B
- Teach Ss the saying *There is no such thing as a stupid question*. Encourage Ss to always ask questions and try all the activities. Say, *You should always ask for help. There are some questions that you can use all the time.*
- Have Ss look at the phrases in the box. Solicit a volunteer to read them aloud.
- Make sure Ss understand by having them complete the exercise in the book. Give them time to look at the photos and complete the conversations.

EXTENSION Pair Ss to practice reading the conversations with each other. Give them enough time to exchange roles so both Ss practice the target language.

C
- Say, *Now we will check our answers.* Play the audio.

OPTION Play the audio again if necessary and have Ss repeat the conversations.

D
- Read the directions. Tell Ss to pick one of the conversations to rewrite using other language. Give an example.

  What's the English word for perro?

  Dog.

  Oh, right. Thanks.

EXTENSION Have Ss rewrite more than one conversation. Schedule time for Ss to present their role plays to the rest of the class.

2 LEARN ABOUT YOUR BOOK

- Read the activity title aloud. Draw attention to the picture and say *This is our book. It is important to know about this book since we will use it every day in class.*
- Give Ss time to answer the questions.
- Go over the answers.

OPTION For lower-level Ss, have them complete the activity in pairs.

LANGUAGE NOTE This book includes QR codes. *QR* stands for *Quick Response*. QR codes were first designed in 1994 in the automotive industry in Japan.

3 LEARN ABOUT YOUR APP

A
- Read the activity title aloud. Draw attention to the picture. Ask, *What is an app?* (an application downloaded by the user for a mobile device) Extend the discussion by asking *Who has apps on their phone? What is your favorite app?* Make a list of favorite apps on the board.
- Say, *Our book has an app. Let's learn more about it.*
- Give Ss time to answer the questions.
- Go over the answers.

LANGUAGE NOTE *App* is short for *application*. *An application* is a software program for a computer or phone.

TEACHING TIP Familiarize yourself with the app before class. Review the section on using the app included in this manual.

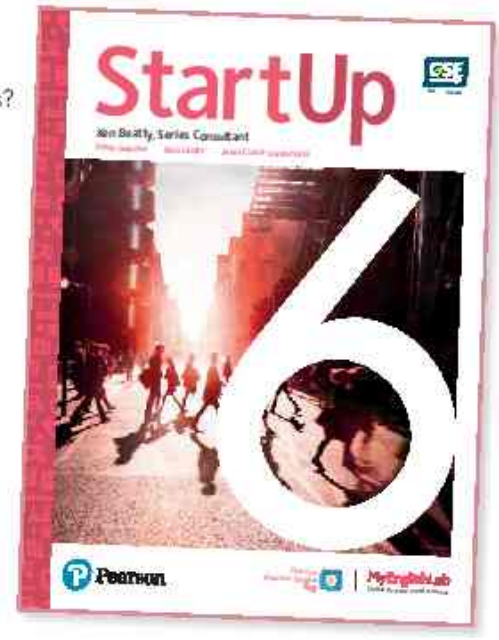
OPTION For lower-level Ss, have them complete the activity in pairs.

EXTENSION Have Ss download the app onto their phones in class. Let Ss explore and find examples of the items in Questions 4, 5, and 6. Give them time to register the app. If your school has one, schedule time for IT or the computer lab assistants to be available for any technical issues that arise as Ss download and register the Pearson Practice English app.

TEACHING TIP If wi-fi is not available at school, assign downloading the app as a homework assignment. Challenge Ss to download by the next class period. Tell Ss you will ask how many people downloaded the app in the next class and see who has already done the most activities. Consider having prizes or candy as rewards.

OPTION Have Ss practice scanning QR codes in the book and/or on other websites.

2 LEARN ABOUT YOUR BOOK



1. Look at pages iv-vii. What information is on those pages?
   The Learning Objectives
2. How many units are in the book? 10
3. How many lessons are in each unit? 5
4. Where is the grammar practice? in the back / on pages 125–154
5. Look at the QR code. Find the icon on page 7. What does it mean?
   There's practice in the mobile app.
6. Look at the I CAN STATEMENT. Find it on page 11. What does it tell you?
   the goal of the lesson
7. Look at this icon. Find it on page 13. What does it mean?
   Internet search activity

3 LEARN ABOUT YOUR APP



1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? to the Apple store and the Google Play store
2. Where are the instructions for registering for the app?
   in the app and on the website: pearsonELT.com/startup
3. Look at the picture of the app. What do you see?
   the Table of Contents for Unit 1
4. Look at the picture again. Fill in the blanks with the numbers 1-3.
   a. Number 1 shows the practice activities.
   b. Number 3 shows the video files.
   c. Number 2 shows the audio files.
5. Look at the picture again. What does this mean? download the files
6. Look at the QR code on page 7 again. What happens when you scan the code?
   You go to the practice activities for the lesson.

MEET THE PEOPLE OF TSW MEDIA

To find out more, watch the videos!

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



OSCAR BLANCO

Sound and video editor

▶00-02 I'm Oscar Blanco, and I'm a native of Bogota, Colombia. I'm a sound and video editor.



GINA CARK

Human resources specialist

▶00-05 Hi, there. I'm Gina Cark, and I'm a human resources specialist from New York City.



HANA LEE

Marketing and sales rep

▶00-03 Annyeong haseyo! I'm Hana Lee, and I'm a marketing and sales rep from Seoul, South Korea.



MICHAEL STEWART

Project manager

▶00-06 Hey, everybody. I'm Michael Stewart, and I'm a project manager in the Toronto office.



PABLO PIÑEDA

Digital artist, animator, and illustrator

▶00-04 Hi! I'm Pablo Piñeda. I was born in Costa Rica, but I moved to New York City in my teens. Now, I'm a digital artist, animator, and illustrator.



ELENA RUBIO

Market research specialist

▶00-07 Hello, I'm Elena Rubio. I live in Lima, Peru. I'm a market research specialist for Latin America.

Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



ADRIANA LOPEZ

▶00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



KENDRICK SCOTT

▶00-09 Hey! I'm Kendrick Scott and I'm a designer in the Vancouver office.



DAVID CRUZ

▶00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.

MEET THE PEOPLE OF TSW MEDIA

- TSW Media is a big company that has locations around the world. Oscar, Pablo, Hana, Gina, Michael, and Elena all work for TSW Media. These characters will appear throughout the book and each unit features at least one of the characters. Each unit includes conversations between two characters and features some of the language and vocabulary used in the unit, so Ss can hear the language in context. Sometimes the conversations include another character that does not work at TSW Media. The conversations are often fun and sometimes humorous.
- Draw attention to page 4. Say, *Our textbook includes conversations with these people. Let's read more about them and the company they work for.*
- Read the introduction to TSW Media aloud. Ask, *Do you know any other companies that have offices around the world like TSW Media? Do you know any other companies that do the same job as TSW Media?* Accept any reasonable answers.
- Say, *Let's meet the characters now.* Play each clip.

OPTION Test comprehension by asking questions.

1. *Where did Elena go last year?* (the Atacama Desert in Chile)
2. *What did she like about it?* (The sunsets were beautiful.)
3. *What does Gina like about her job?* (recruiting new people and helping them get settled)
4. *What does she do in her free time?* (play tennis with her sister)
5. *What does Michael's job require him to do?* (talk to people all over the world)
6. *What languages does Michael speak?* (French, English, Russian, Swahili, and Japanese)
7. *What does Hana like about traveling to the New York office?* (hanging out with the people there)
8. *What is Hana's hobby?* (rock climbing)
9. *What did Oscar work on when he was younger?* (Colombian TV shows)
10. *Who did he meet?* (famous actors, directors, and musicians)
11. *What does Pablo do in his free time?* (make animated short films)
12. *What happened last year?* (One of his films went viral.)

- Ask follow-up questions such as *Which job would you want to have? Who comes from one of the places where these people work? Does anyone like to do the same things as these characters? Does anyone have or want the same kind of job as these characters?*

EXTENSION Have Ss take notes while listening and then close their books. Ask harder questions for Ss who are higher in level.

1. *When did Pablo move to America?* (when he was in his teens)
2. *What language is Hana speaking?* (Korean)
3. *What do you think* annyeong haseyo *means?* (hello)
4. *What region of the world does Elena work in?* (Latin America)

LANGUAGE NOTE Han says *annyeong haseyo*. This means *hello* in Korean. It is a formal way to say hello and is usually used when meeting someone new or someone who is older.

TEACHING TIP Throughout the units, Ss might need help with some of the humor or vocabulary used in the videos. Allow time in each unit to address questions.

- Draw attention to the bottom of page 4. Say, *TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills.*
- Make sure Ss know what mentoring and coaching means. (helping and giving advice from someone who is more experienced at a job or skill)
- Say, *Let's meet the winners now.* Play each clip. Ask questions to test comprehension.
  1. *Where are the three winners from?* (Quito, Vancouver, Singapore)
  2. *Why do each of the winners want mentoring?* (build their confidence, advance their career, get more comfortable with an audience)
- Ask follow-up questions such as *Which person do you most relate to? Do you like public speaking? Why or why not? If you won this competition, what public speaking skill would you want your mentor or coach to help you with? What other skills would you like to have a mentor or coach help you with?*

TEACHING TIP Teachers should be familiar with their Ss and their goals. Knowing what Ss hope to achieve can help with lesson planning. Take notes as Ss share their ideas to see what Ss hope to achieve and assist with lesson planning throughout the course.

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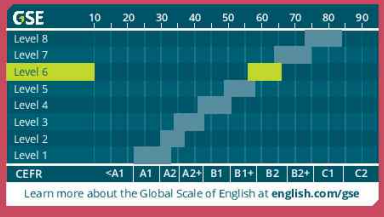
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1 WHAT HAVE YOU BEEN WATCHING?

PREVIEW THE UNIT

LESSON 1	**Describe what you've been watching**	
	Vocabulary	Ways to describe movies or TV shows
	Grammar	Present perfect continuous: Review and expand
	Conversation skill	Express degrees of enthusiasm
LESSON 2	**Summarize the plot of a movie or TV show**	
	Vocabulary	Elements of a movie or TV show
	Grammar	*What* clauses for emphasis
	Pronunciation	*What* clauses
LESSON 3	**Discuss great movies**	
	Grammar	*By* to explain how
	Listening skill	Listen for examples
LESSON 4	**Read about changes caused by technology**	
	Reading skill	Recognize jargon
LESSON 5	**Write about a movie or TV show**	
	Writing skill	Write a strong topic sentence
	Writing process tip	Replaying things in your mind
PUT IT TOGETHER		
	Presentation project	Your favorite kind of movie or TV show
	Presentation skill	Stay calm

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Say, *Raise your hand if you like to watch movies.* Ask, *What is your favorite movie?* Elicit answers. Say, *Raise your hand if you like to watch TV.* Ask, *What is your favorite TV show?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *friends watching a TV show or a movie, people laughing, people eating popcorn.*
- Explore the context. Ask, *What do you think they are watching?* (something funny, a comedy) Extend the discussion by asking *What television show or movie makes you laugh?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Oscar Blanco) Have them read what Oscar says on page 4 or play the video of Oscar. Ask, *What do you know about Oscar?* (For example, He's a sound and video editor.)
- Read Oscar's social media message aloud. Ask, *What did Oscar do last night?* (He watched TV.) *Where was he?* (at a hotel) *What does he have to do this morning?* (go to a meeting) *Why is he tired?* (He stayed up late.)

1 WHAT HAVE YOU BEEN WATCHING?

LEARNING GOALS

In this unit, you

- describe what you've been watching
- summarize the plot of a movie or TV show
- discuss great movies
- read about changes caused by technology
- write about a movie or TV show



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Oscar's message. How does he feel? Why?



OSCAR BLANCO

@Oscar8

Arrived at the hotel last night. Stayed up late watching TV. So tired for my meeting this morning.

LESSON 1 DESCRIBE WHAT YOU'VE BEEN WATCHING



OSCAR BLANCO

@OscarB

I can't stop thinking about my new favorite TV show. How am I going to focus today?

1 VOCABULARY
Ways to describe movies or TV shows

A Look at the graph. What's the most popular movie genre? What's the least popular? Are you surprised? Why or why not? Most popular movie genre: action / adventure Least popular movie genre: documentary



B 01-01 Listen. Then listen and repeat.

dull: not interesting or exciting
heartbreaking: making you sad
heartwarming: making you happy
hilarious: extremely funny
imaginative: containing new ideas
predictable: happening how you expect
romantic: showing feelings of love
scary: making you afraid
silly: stupid or not sensible
suspenseful: making you nervous about the future
violent: showing actions that hurt or kill people
weird: unusual and strange

C Complete the chart with words from 1B. Answers may vary. Possible answer:

Always positive	Sometimes positive or negative	Always negative
heartwarming hilarious, imaginative, romantic, suspenseful	heartbreaking, scary, silly, weird	dull, predictable, violent

D PAIRS Which movie genres in 1A do you like or dislike? Why? Use the words in 1B.

I don't like action and adventure movies because they are always violent and predictable.

2 GRAMMAR Present perfect continuous: Review and expand

Use the present perfect continuous to describe actions that started in the past and are still continuing. We sometimes use the present perfect continuous with adverbs of time such as *lately* and *recently* to show that something started in the recent past.

Statements

Subject	*Have / has*	*(Not)*	*Been*	Present participle		*Lately / recently*
I	have	(not)	been	watching	old movies	lately.
She	has					recently.

Questions

	Have / has	Subject	*Been*	Present participle		*Lately / recently?*
	Have	you	been	watching	anything good	lately?
What	has	he				recently?

>> FOR PRACTICE, GO TO PAGE 125

LESSON 1 DESCRIBE WHAT YOU'VE BEEN WATCHING

- Read the lesson title and the social media message aloud. Ask, *What does it mean* to focus *on something?* (pay attention)
- Ask, *Why is Oscar not going to be able to focus today?* (He's thinking about his new favorite TV show.) Ask, *Have you ever felt the same way as Oscar? What TV show can make you lose focus?*

1 VOCABULARY

A
- Ask, *What do you see in each of the pictures in the graph?* Have Ss describe the pictures without using the vocabulary words. (For example, The first picture shows a man jumping off a building.)
- Ask, *What is a* genre? (a category or type) Say, *Listen to the words and phrases that are commonly used to talk about movie genres.* Read the labels in the bar graph. Explain how a bar graph works (the longest bar is the most popular).

TEACHING TIP Pair Ss to answer the questions about the bar graph. Have them share answers with other pairs or with the whole class.

OPTION Bring a bar graph from a newspaper and ask Ss similar questions about the bar graph. For example, *What's the most popular? What's the least popular? Are you surprised? Why or why not?*

B
- Say, *You will hear a list of words that people use to describe movies.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

EXTENSION Pair Ss. Have them decide which words can be used to describe each genre in the chart. Say, *For example, some dramas are heartbreaking.* Remind them that some of the words could be used to describe more than one genre. Say, *For example, comedies and dramas can both be romantic.*

C
- In pairs, have Ss use the words from 1B to complete the chart. Tell them that they can use only the words in one category.
- Encourage Ss to give answers based on their personal opinions. Invite volunteers to share their ideas with the class.
- Discuss any differences. For example, some Ss might feel *predictable* is always positive because they don't like surprises, while others may think it is always negative because that makes movies less interesting. Remind Ss that it is okay if everyone has different opinions about the words.

TEACHING TIP Keep in mind that some Ss may not have seen a lot of movies or have money to see movies in theaters. Allow them to talk about movies they watch on TV or using online sources.

D
- In pairs, have Ss discuss the question. Encourage them to use the words in 1B in their answers.
- Allow time for Ss to share their answers with another pair.

EXTENSION Take a class poll asking Ss which of the movie genres are their favorites. Write the numbers on the board. Put Ss in small groups to create a bar graph that represents the most popular movie genres for the class.

2 GRAMMAR

- Write on the board: *What have you been watching on television lately?* Read the question aloud. Ask, *What is the purpose of using* have *and* been *with the* -ing *form of the verb?* (to describe something that started in the past but continues into the present)
- Ask Ss to look at the grammar chart. Read the statements aloud. Ask, *Why do we use the words* lately *or* recently? Say, *We use those words to show that something started in the recent past and not a long time ago.*
- Ask Ss to look at the second part of the grammar chart. Read the questions aloud. Ask, *What is different about the questions?* (The word order is different. The subject comes after the *have* and before the *been*.)
- Draw attention to the second question. Point out that this question begins with *What*, but that the rest of the word order is the same as the first question.

LANGUAGE NOTE When a question using the present perfect continuous begins with *What*, it is more open-ended. You cannot say *What has he been watching anything good recently?* You can only say *What has he been watching recently?*

EXTENSION Have Ss write a sentence saying what they have been watching lately. Then have them ask a partner *What have you been watching lately?* Ss can use the sentence they wrote to answer the question.

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the example words. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses B gives.* Play the audio.
- In pairs, have Ss practice the responses. Time permitting, have them swap roles and practice again.

B
- Tell Ss, *Listen to the speakers talk about three different movies. Decide how enthusiastic Speaker B is in each conversation. Put a check in the correct box.*
- Play the audio and pause after number 1. Check answers.
- Play the rest of the audio. Have Ss complete the other two individually and then compare their answers in pairs.
- Review answers as a class.

EXTENSION Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. Higher-level Ss can make longer conversations or change the details in the conversations. Have volunteers role-play their conversations in front of the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Oscar and Hana) *What is their relationship?* (co-workers) *Where are they?* (in their office)
- Ask, *What is Oscar's job?* (He's a sound and video editor.) If necessary, have them read what Oscar's job is in *Meet the People of TSW Media* on page 4 or play the video of Oscar. Ask the same question about Hana. (She's a sales and marketing rep.) Ss can read about Hana in *Meet the People of TSW Media* or watch her video.
- Ask, *What do you think Oscar and Hana are talking about?* (what Oscar is watching on his tablet)
- Have Ss listen or watch. Ask, *Were your predictions correct?* Elicit a list of words that Ss are unfamiliar with and define them. For example, if Ss ask about *alien*, explain that an alien is a creature or being from outer space (someplace other than Earth).

LANGUAGE NOTE Oscar says he has been binge-watching. *Binge-watching* is watching many episodes of a TV show at one time on DVDs or by digitally streaming them. Another vocabulary item Ss might not be familiar with is *blockbuster*. The term is often used to describe a movie or a book that is a great commercial success.

EXTENSION Ask Ss to write down three adjectives Hana uses to describe *Titanic*. (any three of: romantic, heartbreaking, sad, great)

B
- Tell Ss to listen or watch again, and complete the chart about *Doctor Who*, which is Oscar's new favorite show.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, draw the chart on the board. Have volunteers write answers on the board.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *How much enthusiasm did Oscar show? What verb tense did Oscar use?*
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct degree of enthusiasm. Have Ss swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share what they think Hana will do and explain why.

5 TRY IT YOURSELF

A
- Have Ss think of a television series they have been watching. Encourage them to take notes that include the title of the show, its genre, and ways to describe it. Have them include descriptive details. Complete an example by writing notes for a series you have been watching on the board.
- Say, *Raise your hand if you have seen the series on the board.* If so, ask Ss how they would describe it.

B
- Pair Ss to discuss their notes with a partner.
- Challenge Ss to show degrees of enthusiasm. Remind them to use the conversation in 4C as a model.
- Monitor. Provide help with vocabulary as necessary.

C
- Ask each pair to share what their partner shared with the class or a small group and see if anyone else in the group has been watching the same thing.
- Make a list of Ss' recent TV series on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about movie genres
- ✓ using the present perfect continuous
- ✓ expressing degrees of enthusiasm

EXIT TICKET Ask, *What are people binge-watching lately around your house?* Elicit ideas about what kind of movies or televisions shows have been popular lately Ss'. Give Ss a few minutes to write down their ideas. Then ask them to take turns reporting their ideas to a partner or small group. As Ss discuss, listen and take notes on areas for review and extra practice.

3 CONVERSATION SKILL

A ▶01-02 Read the conversation skill. Listen. Notice how Speaker B responds with different degrees of enthusiasm.

1. Not enthusiastic B: Hmm. I don't know.
2. Enthusiastic B: Oh, yeah? What did you see?
3. Very enthusiastic B: Wow! That's fantastic!

B ▶01-03 Listen. How enthusiastic is Speaker B? Check (✓) the correct box.

	Not enthusiastic	Enthusiastic	Very enthusiastic
1		✓	
2			✓
3	✓		

Express degrees of enthusiasm

To show a lot of enthusiasm, use words like *wow* and *great*. Words like *really* and phrases like *oh, yeah* show some enthusiasm, and words like *oh* and *hmm* show less enthusiasm. You can also add more stress and a sharper rise-fall intonation to show more enthusiasm. A flat voice shows a lack of enthusiasm.



4 CONVERSATION

A ▶01-04 Listen or watch. What do Oscar and Hana talk about?
Answers may vary. Possible answer: They talk about what they've been watching lately.

B ▶01-05 Listen or watch again. Complete the chart about Oscar's new favorite show.

Title	Genre	Ways Oscar describes it	Ways Hana describes it
Doctor Who	sci-fi	creative, clever, imaginative	a little weird, kind of interesting

C ▶01-06 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Do you think Hana will watch *Doctor Who*? Why or why not?

Oscar: Have you ___been watching___ anything good lately?

Hana: I have. I've been watching some really great old movies.

Oscar: ___Oh, yeah___ ? Like what?

Hana: You know, the old blockbusters like *Citizen Kane*, *Gone with the Wind*, and *Casablanca*. Last night I saw *Titanic*. What a(n) ___romantic___ story!

5 TRY IT YOURSELF

A THINK Choose a TV series you've been watching. Take notes about the title, genre, and ways to describe it.

B PAIRS Student A: Tell your partner about what you've been watching. Use your notes from 5A. Student B: Ask questions and respond with degrees of enthusiasm. Use the conversation in 4C as an example.

C REPORT Tell the class about what your partner has been watching. Have any students been watching the same series?

☐ I CAN DESCRIBE WHAT I'VE BEEN WATCHING

LESSON 2 SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW



OSCAR BLANCO
@Oscar9

Anybody know why the movie *Titanic* was so popular? Am I the only person in the world who has never seen it?

1 VOCABULARY
Elements of a movie or TV show

A Look at the photo and read the caption. What information is new to you?



The movie *Titanic* cost **$200 million** to make. Filming the movie was **more expensive than building the original ship,** which cost **$7.5 million** in **1912.** The movie **earned $2.18 billion,** making it one of the **most successful** movies in history.

B 01-07 Listen. Then listen and repeat.

a narrator: the person who tells a story
a plot: the story that is told in a book, movie, TV show, or play
a setting: the place and time a story happens
a role: a character in a story
a scene: a short part of a movie, TV show, or play
dialog: the conversation between characters in a story
a soundtrack: the music that is played during a movie or TV show
a special effect: an unusual image or sound that occurs in a movie or TV show
cinematography: the skill or art of movie photography

C 01-08 Listen. Which movie element is each speaker describing? Use words from 1B.

1. soundtrack
2. special effects
3. plot
4. cinematography
5. dialog
6. setting

D PAIRS Name a movie or TV show for each category. Say why you chose it.

Best Soundtrack	**Most Beautiful Cinematography**	**Scariest Setting**
Most Imaginative Plot	**Most Romantic Dialog**	**Most Interesting Special Effects**

2 GRAMMAR *What* clauses for emphasis

Start sentences with *what* clauses to emphasize the topic or main point.

***What* clause**	***Be***	**Topic or main point**
What I like best	is	the dialog.
What amazes me		
What she didn't love	was	
What impressed them		

Note: The noun or pronoun in the *what* clause can be the subject or object:
Subject: *What **Mary** likes best is the acting.* **Object:** *What amazed **Mary** was the acting.*

>> FOR PRACTICE, GO TO PAGE 126

LESSON 2 SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is a plot?* (the main events in a story) To check comprehension, ask, *What are some other words that mean the same thing as* plot? Accept any reasonable answer. Possible answers include story, storyline, actions, outline, scenes.
- Read the social media message aloud. Ask, *Have you seen the movie* Titanic? Ask Ss who have seen it, *Why was it so popular?* Ask Ss who have not seen it, *Why didn't you see it? Do you want to see it?*

1 VOCABULARY

A
- Draw attention to the video still from the movie *Titanic*. Ask, *Do you know who these actors are?* (Kate Winslet and Leonardo DiCaprio) Explain that this is a famous scene from the movie *Titanic*.
- Solicit a volunteer to read the caption. Pair Ss to discuss what information is new to them.
- Circulate to address any vocabulary or questions Ss have about the caption.

B
- Tell Ss to listen to the pronunciation of the vocabulary items in 1B. Play the audio, and pause after the word *narrator*. Explain that these items are all elements of a movie or TV show. Say, *Now, you will hear other elements of a movie or TV show.* Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.
- To review, have Ss close their books. Pair Ss. Read a word aloud or project the word on the screen and ask the pairs to repeat the definition. **For higher-level Ss,** have Ss give examples of some elements from a movie or TV show they are familiar with.

C
- Ask Ss to work individually to identify the movie elements. Tell Ss each answer is a word from 1B.
- Have Ss compare answers with a partner before going over the answers with the whole class.

OPTION Ask Ss to name another movie to describe each of the elements in 1C.

EXTENSION Tell Ss that the first conversation in 1C is about a movie called *Guardians of the Galaxy*. Challenge Ss to see if they can guess what movie the other conversations are about. (2. *The Jungle Book*, 3. *Jaws*, 4. *The Revenant*, 5. *Star Wars*, 6. *Midnight in Paris*)

D
- Tell Ss there are a lot of awards for movies and TV shows. Tell them they are going to decide who wins the awards for each category listed in 1D.
- Pair Ss to make decisions.
- Have pairs present their winners. Make a list on the board and see if there are any movies or TV shows that receive more than one vote.

CULTURE NOTE The Academy Awards are also known as the Oscars. The awards are given every year by the Academy of Motion Picture Arts and Sciences to honor achievements in movies. The awards include those for best picture, best performances by an actor and actress in leading roles and supporting roles, animated feature films, cinematography, costumes, documentary, editing, directing, foreign film, makeup, writing, music, and production. The Emmy Awards are similar, but the Emmy Awards are for achievements in television.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *A: I like the dialogue best. B: What I like best is the dialogue.*
- Ask, *What's the difference between sentences A and B?* (Sentence B includes the word *what* at the beginning and changes the word order.) Ask, *What is the difference in meaning between sentences A and B?* (Sentence B shows emphasis.) Give Ss time to discuss in pairs.
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Point out that these sentences can be present or past tense depending on the form of the *be* verb.
- Draw attention to the Note. Say, *A person can be the subject or the object in the* what *clause*. Read the examples.

EXTENSION In pairs, have Ss take turns reading the sentences in the grammar chart. Then have them say sentences about a movie they have seen recently. For example, A: *I just saw the movie* Ralph Breaks the Internet. *What I liked best was the plot.* B: *Yeah, I saw that movie, too. What amazed me was the setting. I liked how the movie turned the internet into a place.*

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *We usually pause after a* what *clause. We also stress the topic of the* what *clause.* Play the audio.
- Write the sample sentence on the board. As the audio plays, point to the place where the speaker pauses and then point to the topic when it is stressed.

OPTION Review word stress in pronunciation. Remind Ss that speakers tend to stress content words: nouns, verbs, adjectives, and adverbs.

B
- Read the instructions aloud. Play the audio. Have Ss listen, and then listen and repeat.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
- Solicit volunteers to write their answers on the board. Check to make sure everyone has the correct answer.
- Then have Ss listen again, check answers, and repeat. Correct any errors by writing the answers on the board.

D
- Pair Ss to read the sentences in 3C to each other. Circulate to monitor pronunciation.
- Challenge Ss to write new sentences about a festival, movie, or concert they have seen recently. Tell them it is okay to use something they saw on television if they were not able to attend in real life.
- Solicit volunteers to share their answers with the whole class. Ask Ss if anyone else attended or saw the same event or movie.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 1?* (Oscar and Hana) *What are they doing?* (talking while they eat lunch)
- Give Ss time to preview the exercise items. Ask, *What do you think Hana is going to summarize for Oscar?* (the movie *Titanic*)
- Play the audio. Ask, *Were your predictions correct?*

B
- Have Ss listen or watch again and complete the exercise. Review answers.

EXTENSION Ask additional comprehension questions about the audio.
1. *What scene can't Hana forget?* (the last scene when Jack dies)
2. *What genre is the movie?* (a love story)
3. *How old is Rose at the beginning of the movie?* (over a hundred years old)
4. *Why was Rose unhappy?* (She was being forced to marry someone she didn't love.)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
- Take a class survey to see what elements Ss feel are important to include when summarizing a movie.

5 TRY IT YOURSELF

A
- Write the elements from the box on the board. Model note-taking as you complete each item. For example:
  title: Star Wars
  stars: Harrison Ford, Mark Hamill, Carrie Fisher
  setting: space (a galaxy far, far away)
  plot: a civil war between the rebels and the Empire
  favorite scene: the big battle at the end
  soundtrack: composed by John Williams
  what I like best: the special effects
- Tell Ss to take their own notes on any movie or TV show they think other people should watch.

B
- In pairs, have Ss take turns summarizing their movies or TV shows while their partner asks questions.
- Remind Ss to use the conversation in 4C as a model.

C
- As Ss answer, make a list of the movies and TV shows they selected. Then ask Ss which are the most popular, and which are the least popular.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about elements of a movie or TV show
- ✓ using the *what* clause to show emphasis
- ✓ pausing after the *what* clause and stressing the topic of the *what* clause

EXIT TICKET Have Ss write the name of a movie or TV show on an index card and what they liked best about it. For example, *What I liked best about Serendipity was the dialogue.* As they give answers, listen to make sure the pause and stress is correct.

3 PRONUNCIATION

What clauses

There is usually a pause after a *what* clause that begins a sentence. The topic following the *what* clause usually has the main stress. *What I liked best/ was the plot.*

A ▶01-09 Read and listen to the pronunciation note.

B ▶01-10 Listen. Notice the pause and main stress in each sentence. Then listen and repeat.

1. What I like best/ is the soundtrack.
2. What amazed me/ was the dialog.
3. What confused me/ was the plot.
4. What impressed me/ was the narrator's voice.

C ▶01-11 Listen. Place a slash (/) where you hear a pause. Place a large dot over the topic.

1. What I liked best/ was the food.
2. What impressed Marco/ was the band.
3. What surprised Nora/ was the setting.
4. What she didn't like/ was the music.

D PAIRS Practice the sentences in 3C. Then describe what you liked most or least about a festival, movie, or concert you saw recently.

What I liked most about the movie/ was the acting.



4 CONVERSATION

A ▶01-12 Listen or watch. What do Hana and Oscar talk about?

Answers may vary. Possible answer: Hana and Oscar talk abou the movie *Titanic*.

B ▶01-13 Listen or watch again. Answer the questions.

1. What movie has Oscar never seen before?
   Oscar has never seen *Titanic* before.
2. What does Hana like best about the movie?
   Hana says she likes the dialog best.
3. Why does Hana like the movie's two stars?
   She likes the movie's two stars because they have great chemistry, and you really believe they are in love.
4. How do Oscar and Hana summarize the movie?
   They summarize the movie by saying a girl meets a boy, the girl and boy fall in love, the girl loses the boy, and the girl never forgets what happened.

Do you think Hana did a good job summarizing the movie? Why or why not? Think about the elements in 1B that are important to include when you summarize a movie.

C ▶01-14 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: The ___setting___ of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary—it's a love story.

Oscar: Oh.

Hana: ___What I find so interesting___ is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the ___narrator___ of the story and one of the last living survivors of the *Titanic*.

5 TRY IT YOURSELF

A THINK What movie or TV show do you think other people should watch? Why? Take notes about each of the elements of the movie or TV show in the box.

title	stars	setting	plot	soundtrack	favorite scene	what I like best about it

B PAIRS Student A: Summarize the movie or TV show from 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C TAKE A POLL List the movies and TV shows from 5A. Which are the most popular in the class? Least popular?

☐ I CAN SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW.

LESSON 3 DISCUSS GREAT MOVIES



OSCAR BLANCO
@OscarB
The first feature-length film was made in 1906. Can you guess how many movies have been made since then?

1 BEFORE YOU LISTEN

A When was the last time you saw a great movie? What did you like about it?

B 01-15 VOCABULARY Listen. Then listen and repeat.

a classic: considered important or high quality, with a value that lasts for a long time
an emotion: a strong feeling, such as love, hate, or sadness
an achievement: something difficult that is done successfully
touch: to affect someone's emotions, especially for sympathy or sadness
innovative: using or inventing good new ideas and methods
a vision: an idea of what you think something should be like
inspire: to make someone have a particular feeling or act in a certain way
engage: to make someone stay interested in something



C Complete the sentences with words from 1B.

1. The movie didn't ___engage___ me at all. I was bored the whole time.
2. The goal of our nature documentary is to ___inspire___ people to love and protect endangered animals.
3. The director used a(n) ___innovative___ camera technique to film the movie. It had never been tried before.
4. Filming a movie on Mars would be a big ___achievement___.
5. I tried not to show any ___emotion___, but I was crying by the end of the movie.
6. Movies about people helping other people ___touch___ us deeply and make us all feel more connected.
7. It was a good movie, but I don't think it's a(n) ___classic___. Ten years from now, nobody will remember it.
8. The actor didn't agree with the director's ___vision___ for his character.

2 GRAMMAR *By* to explain how

Use *by* with gerunds to explain how something is done.

Main clause	***By***	**Gerund**	
The director created the sounds	by	recording	angry elephants.
By	**Gerund**		**Main clause**
By	experimenting	with new techniques,	this team pushed technology to new limits.

Notes
- Do not use a comma before the *by* phrase when it comes after the main clause.
- Use a comma after the *by* phrase when it comes before the main clause.

>> FOR PRACTICE, GO TO PAGE 127

LESSON 3 DISCUSS GREAT MOVIES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What does* feature-length *mean?* (how long a movie is, typically between 80 and 180 minutes) Say, *Oscar is asking us if we can guess how many movies have been made since 1906. What would you guess?* Make a list of answers on the board. Tell Ss they will hear the answer in the script. (over 500,000)

1 BEFORE YOU LISTEN

A
- Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to use vocabulary from Lessons 1 and 2 during their conversations.

EXTENSION Ask Ss to talk about what they didn't like about the movie they talked about in 1A. Make a T-chart on the board. Label one side as *Like* and one as *Didn't Like*. Have Ss complete the T-chart for the movies they talked about.

TEACHING TIP Use a T-chart to examine and compare two sides of an object, situation, or event. To organize the information, draw a large *T* to make two columns and write headings above each (for example, *pros/cons, advantages/disadvantages*).

EXTENSION In small groups, have Ss research the greatest movies of all time. Let them use any factors they want to determine what the best movies are. For example, they can list the movies that made the most money or won the most Academy Awards.

B
- Draw attention to the picture. Ask, *What do you think these people are watching? Do they like it?*
- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Arrange Ss in groups of four. Have Ss find a movie title to address each of these statements. Allow them to use their phones or go to the computer lab if they want to do additional research. Have Ss compare answers with another group.

1. *Name a famous classic film.*
2. *Name an emotional movie, for example, a movie that made a lot of people cry.*
3. *Name a movie that you think is an outstanding achievement.*
4. *Name a touching movie. What emotions did people show?*
5. *Name a movie that used innovative special effects.*
6. *Name a movie that gave us a vision of what the world should be like.*
7. *Name a movie that inspired a lot of people.*
8. *Name a movie that was very engaging.*

2 GRAMMAR

- Write on the board: *I teach grammar by using the grammar charts in our textbook.* Underline *by using*.
- Have Ss open their book to page 10 and look at the grammar chart. Read the explanation aloud. Point out the sample sentence. Ask, *What is the main clause in the sentence I wrote on the board?* (I teach grammar)
- Draw attention to the second half of the grammar chart. Say, *The main clause can come at the end of a sentence.* Read the sample sentence aloud. Then ask, *How can I rewrite the sentence I wrote on the board?* (By using the grammar charts in our textbook, I teach grammar.)
- Point out the punctuation in the examples. Explain that Ss need a comma only when the *by* phrase comes before the main clause.

LANGUAGE NOTE When the *by* phrase is first, it receives the emphasis. When it is used second, the main clause receives the emphasis.

EXTENSION Have Ss add commas (if necessary) and complete these sentences.

1. *By studying longer* _____.
2. _____ *by reading several books.*
3. *By working after school* _____.
4. _____ *by working with my English teacher.*
5. _____ *by saving money.*
6. *By joining a sports team* _____.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences may also be referred to as *talks*.
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for examples. Ask Ss to preview the exercise items.
- Play the audio or video. Have Ss complete the exercise by filling in the missing words. Review answers as a class.

C
- For the third listening or viewing, have Ss focus on the topics. Allow them to preview questions before playing the audio or video.
- Play the audio or video. Have Ss complete the exercise. Let Ss compare answers with a partner before going over the answers with the whole class.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences from 3D aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION Ask Ss questions to make sure they can use the vocabulary in context.

1. *What is a movie that has moved you to tears? What else might move you to tears?*
2. *Describe a time you let your imagination run wild. Why might a person let their imagination run wild? What can happen if your imagination runs wild?*
3. *Movies often break new ground. What is something else that might break new ground? What is an event that you feel was groundbreaking? What new ground did it break?*

EXTENSION Complete the activity in the sidebar. Show the final scene of *Casablanca* in class. Let Ss talk in groups to answer the questions. Extend the discussion by asking what specific emotions the movie touched and why they want (or don't want) to watch the rest of the movie. Consider repeating this activity using other emotional scenes from different movies. Movies to consider include *The Notebook, E.T., Toy Story, Up, Castaway,* and *Rudy*.

4 DISCUSSION

A
- Say, *It is important to give your opinion. Opinions are what you think of something. They are a big part of conversations and discussions.* Provide a list of phrases that Ss can use to begin their opinions. Write them on the board: *I think…, I believe…, In my opinion…*
- Give an example of something that makes a movie great, such as good special effects. Write *good special effects* on the board. Give Ss time to discuss the questions. Challenge them to list at least three things that make a movie great.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss take turns sharing lists in small groups and discuss examples from movies they are familiar with. Remind Ss to include reasons for their opinions about what makes a movie great.
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion on great movies. Ask Ss to write their opinions from 4B on the board.
- Tell Ss they will vote on the top five things. Say, *Choose one thing that you think is the most important. Raise your hand when I say it.* Proceed to say each one and write down the number of hands that are raised. The opinion with the most hands wins.

OPTION Invite two volunteers to take turns writing the Ss' ideas and tally numbers on the board as you lead the class discussion.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to discuss great movies
✓ using *by* to explain how something is done
✓ listening for examples
✓ offering opinions

EXIT TICKET Write on the board: *What is the greatest movie you have ever seen? Why?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Elicit one opinion and one reason that explains why that movie is the greatest movie they have seen. For example, *I think* Avatar *is the greatest movie I have ever seen. By using special cameras, the actors looked like avatars instead of like people.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING



A 01-16 Listen or watch. What is the main idea of the talk?

Answers may vary. Possible answer: Great movies affect our emotions and do new things with technology.

B 01-17 Read the Listening Skill. Listen or watch again. Complete the examples for each idea.

Great movies affect our emotions.
1. They don't just move us to tears–they also ___make us laugh___ out loud, and even cause us to jump out of our seats in ___fear___.
2. We ___share___ Rick's pain as he says good-bye.
Great movies are innovative.
3. To film the epic space battles, they built a fleet of miniature ___spaceships___.
4. They created the sound of spaceships screeching across the universe by recording ___cars___ driving on a wet highway and combining these sounds with the sounds of angry ___elephants___.

LISTENING SKILL
Listen for examples

Listen for examples to help you visualize (picture in your mind) a speaker's ideas.

C 01-18 Listen or watch again. Answer the questions.

1. What difficult decision does Rick have to make in *Casablanca*? Rick has to decide whether or not to help Lisa and her husband escape from German soldiers even though he still loves her and knows he will never see her again.
2. What does the audience learn about from watching *Casablanca*?
   The audience learns about love.
3. What did George Lucas need to do before he could make *Star Wars*? Why?
   Lucas had to make his own special effects company in order to bring his ideas to the screen.
4. How did the first audiences respond to *Star Wars*?
   The audiences were amazed.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Movies have the power to touch us. They don't just move us to tears–they also make us laugh out loud, and even cause us to jump out of our seats in fear.
   make us cry
2. Working night and day in a warehouse, this talented group of young artists and engineers let their imaginations run wild.
   allowed themselves to think of lots of new ideas, even strange ones
3. Some great movies touch our emotions deeply, and some break new ground technologically.
   do something that hasn't been done before

E PAIRS Compare answers in 3D.

Watch the final scene of *Casablanca*. Did it touch your emotions?

4 DISCUSSION

A THINK Do you agree with the speaker's opinions? What are some other things that make a movie great? Give examples.

B DISCUSS In small groups, share your opinions and examples from 4A.

C EVALUATE Write your opinions from 4B on the board. As a class, vote on the five most important things that make a movie great.

☐ I CAN DISCUSS GREAT MOVIES.

LESSON 4 READ ABOUT CHANGES CAUSED BY TECHNOLOGY



OSCAR BLANCO

@OscarB

Just read this interview about how much film technology has changed. I wonder what movies will be like five or ten years from now?

1 BEFORE YOU READ

A PAIRS Has technology changed films during your lifetime? How?

B 01-19 VOCABULARY Listen. Then listen and repeat. Do you know these words?

a transition adapt disastrous an extra virtual reality an impact

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 127

2 READ

A PREVIEW Read the title and look at the photos. What do you think the interview will be about?

B 01-20 Read and listen to the interview. Was your prediction correct?

Technology Changed Everything About How We Watch Movies

Film historian Lois Clark has written a new book about the history of film technology. She agreed to talk with us about how technology has changed the film industry and the lives of the people who work in it.



Raymond Griffith, a star from the Silent Era

Interviewer: What do you consider the most important change in the 20th century?

Lois Clark: Without a doubt, the introduction of full-length "talkies" in 1927. Before then, audiences would watch silent films. In these films, they could see the actors' lips moving, but they couldn't hear any words. Dialog cards appeared on the screen after the lines were spoken.

I: So theaters were totally silent back then?

LC: Actually, most theaters hired musicians who sat below the screen and played music that matched the mood of each scene—fast, loud music during the action and slow, soft music for romantic scenes. The film *The Jazz Singer* changed all that. It featured the first words ever spoken in a film, "Wait a minute. Wait a minute. You ain't heard nothing yet!" Audiences were astonished.

I: Wow. That must have really been a game changer.

LC: Totally. Only two years later, almost all Hollywood films were talkies. Not only did this change the way we watch movies, but it also had a major impact on the industry. Some stars like Joan Crawford and Laurel and Hardy made successful transitions from the Silent Era to the talkies. But for others, the introduction of sound was disastrous. Some of these actors couldn't adapt well to expressing themselves with words instead of facial expressions and motions. Others struggled because of their voices. Raymond Griffith had been a famous actor during the Silent Era. However, he had lost his voice when he was young and could only speak quietly. When the talkies took over, Griffith's career as an actor came to an end, and he is almost completely forgotten today.

I: Aside from the introduction of sound, what else most changed movies?

LC: The biggest visual innovation has been the development of CGI, computer-generated imagery.

I: How so?

LC: Before, what audiences saw was in some way real. For example, films advertised as having a cast of thousands really had thousands of extras. The 1982 movie *Gandhi* holds the record for using more than 300,000 extras in the funeral scene shot in Delhi. Today, it would be inconceivable to use so many people. Even in 2000, *Gladiator* was using CGI instead of extras. The crowd in the fight scenes included more than 30,000 CGI spectators instead of real people.

>>

LESSON 4 READ ABOUT CHANGES CAUSED BY TECHNOLOGY

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Write on the board: *Do you think technology has changed the way we live? How?* Have Ss discuss in pairs. Then elicit answers from the class. Accept any reasonable answer. Encourage them to use the opinion phrases and *by* phrases from Lesson 3 (I think technology has changed the way we communicate by making it easier and cheaper to talk to my family in Mexico. OR, I believe technology has made life unsafe in some ways by enabling people to use their cell phones when they drive.).
- Read the social media message aloud. Ask, *How do you think technology has changed films?* Invite volunteers to share their opinions with the class.

EXTENSION Put Ss in small groups and ask them to make predictions about what films will be like five or ten years from now. Ask groups to write their ideas on the board.

1 BEFORE YOU READ

A
- Draw a timeline on the board and mark the past five years. Ask Ss if they can think of a movie from about five years ago. Write the title at the beginning of the timeline. See if they can list movies for each of the other years. Then draw attention to the question in the book. Have Ss talk about how technology has changed films during their lifetime.

EXTENSION Have Ss draw a timeline for their life and mark the films they remember from their childhood through the present time. Broaden this activity by asking them to complete timelines with major technological inventions in their life along the timeline. Give them time to use their phones to go online to do research.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any words they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
  1. *Was it hard to make the transition from school to further study or to work?*
  2. *How did you adapt to a major change in your life? For example, how did you adapt when you moved to a new town or a new country?*
  3. *Can technology ever be disastrous? Give an example.*
  4. *Would you ever want to be an extra in a movie?*
  5. *What do you think about virtual reality? Is it good or bad for society?*
  6. *What is something or who is someone that has made an impact on your life?*
- Remind Ss they can go to page 127 for further clarification and practice.

2 READ

A
- Bring Ss' attention to the sidebar and picture. Read the title, blurb, and caption in the sidebar aloud. Ask, *Do you know who Raymond Griffith was?*
- Ask Ss to cover up the article. Read the blurb about the article again. Ask, *What do you think this text is about? What do you think Lois Clark is going to say about how technology has changed the film industry?* Have Ss make predictions with a partner. Give Ss time to share their answers with another pair.
- Ask Ss to analyze the format of the text. Ask, *What do the text headings in purple have in common?* (They are interview questions.) *What does the format of the text tell you?* (It's an interview.)

B
- Tell Ss they are going to listen to an interview with the author of a new book about the history of film technology.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask Ss comprehension questions to make sure they have understood the content:
  1. *What does Lois Clark feel is the most important change?* (the introduction of full-length "talkies")
  2. *When were "talkies" introduced?* (1927)
  3. *What did audiences do before that?* (watched silent films)
  4. *How did audiences know what was being said?* (dialog cards appeared on the screen after the lines were spoken)
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B and circle any unfamiliar words.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use a dictionary.

OPTION Arrange Ss in mixed-level pairs. Ask lower-level Ss to read the questions and higher-level Ss to read the answers. Bring the class back together to review vocabulary.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the interview?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the interview again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on the board or turn them in anonymously on a piece of paper. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the interview one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you think what happened to Raymond Griffith was sad? What do you think he could have done after his movie career ended?* Have Ss share their opinions in pairs. Remind them to use examples in their answers so they can practice the conversation skill as they discuss.

C
- Ask a volunteer to read the lines aloud for the class: *Actually, most theaters hired musicians who sat below the screen and played music that matched the mood of each scene–fast, loud music during the action and slow, soft music for romantic scenes. The film* The Jazz Singer *changed all that.*
- Elicit the meaning of the phrase *It refers to.* (it means the same thing as)
- Have Ss complete the exercise. Review the answer as a class.

D
- Read the Reading Skill aloud. Say, *A lot of writing contains jargon. This is true even when the readers might not be part of the professional group being addressed.* Explain to Ss that jargon can sometimes be difficult to understand, but they can use context clues to help them.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the main ideas and call on Ss to respond with the correct questions.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the interview in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

EXTENSION Ask, *What questions do you still have about how technology has changed the way we watch movies?* Have Ss write down 1–2 other questions they would want to ask Lois Clark and share them in pairs. For homework, have Ss research the answer to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

EXTENSION Include the sidebar as an extra activity. Give Ss time to research today's top three movies. Have them determine how much each of those films depends on CGI. Schedule time for Ss to report back to the class.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *The interview talked about the way technology has changed the movie industry. Now let's talk about how technology has changed the industry you work in or want to work in.*
- Give an example. Write *teaching* on the board. Say, *Technology has changed the way I teach English.* Ask Ss to suggest ideas and list them on the board. Expect answers such as *PowerPoint slides, using the internet to find answers,* or *computer-based activities.*
- Have Ss work individually to answer the questions about their own jobs. Encourage them to take notes that they can use in a discussion.

B
- Have Ss compare their answers in pairs and discuss the questions.
- Solicit volunteers to share their notes with the whole class. Invite volunteers to ask questions.

OPTION Ask Ss what job they have or want and list the jobs on the board. Have Ss guess how technology has changed each job and let the Ss who have that job use their notes to add anything the other Ss don't guess.

OPTION Let Ss who work in the same industry work together to create answers. Or simply let Ss work in groups to help each other, even if they are not in the same industry, as they can ask questions or make suggestions that might help lower-level Ss think of items for their notes.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask them to make a list numbered 1–6. Using the interviewer's questions and statement from the interview, develop each into a question in the third person. For example, *What does Lois Clark think is the most important change in the twentieth century? Does she say theaters were totally silent back then? How does she explain that this was a game changer? What else does she say most changed movies? How does she say this changed movies? What changes does she say we can expect in the future?* Pause after each question to give Ss time to write a short answer. Collect cards as Ss leave to identify written areas for review.



3-D movies have never really caught on.

I: What changes can we expect in the future?

LC: Who knows? One hundred years ago, few people could imagine hearing actors' voices in a film. Since then, there have been a lot of successes and failures. Drones have completely changed the way aerial shots are filmed. 3-D movies, on the other hand, have never really become as popular as expected, despite the early success of *Avatar*. They are just too expensive for film studios to make, and many viewers don't enjoy wearing 3-D glasses. Nowadays, everyone is wondering if virtual reality can be the next big thing. I'm sure in the future, there will be ways to experience films that we can't even imagine right now. All I know is that it's exciting to think about what the next breakthrough will be and how it could change movies forever.

3 CHECK YOUR UNDERSTANDING

A Read the interview again. What is the main idea? Answers may vary. Possible answer: The main idea is that advances in technology have greatly changed the movie industry.

B Answer the questions, according to the interview.

1. How did audiences know what the actors were saying when the movies were silent?
   Dialog cards appeared on the screen after the actors said their lines.
2. What happened to the actors from the Silent Era after most Hollywood films became talkies? Some actors successfully transitioned from silent films to the new talkies. Others couldn't adapt well and lost their acting careers.
3. How did the introduction of CGI change movies?
   What we see no longer has to be real. It could be created by computers.
4. How do you think Lois Clark feels about technological changes in the future?
   They are hard to get right but fun to think about.

C CLOSE READING Reread lines 7–10 in the interview. Then circle the correct answer.

In line 10, what does the word *that* refer to?

a. musicians playing live music in movie theaters
b. the moods of the films
c. where the musicians sat in the theaters

READING SKILL Recognize jargon

Jargon refers to the words and phrases that are used mainly by people who belong to the same professional group and that are difficult for others to understand.

D Read the Reading Skill. Use your own words to explain the meaning of the jargon used in the interview. Complete the chart.

Jargon	Meaning in your own words
1. talkies	films with sound and spoken words
2. a game changer	something that completely changes the way something is done
3. the Silent Era	the time before talkies were introduced when movies didn't have sound or spoken words
4. a cast of thousands	the use of a very large number of extras in a film

E PAIRS What is the interview about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

Research today's top three movies. How much does each depend on CGI?

A THINK How has technology changed the industry you work in now or want to work in? What changes would you like to see in the future? Take notes.

B PAIRS Share your ideas.

☐ I CAN READ ABOUT CHANGES CAUSED BY TECHNOLOGY

LESSON 5 WRITE ABOUT A MOVIE OR TV SHOW



OSCAR BLANCO
@OscarB
I used to work on TV shows. Now I watch...a lot of them! I want to tell you about my favorite show of all time.

1 BEFORE YOU WRITE

A What kinds of movies or TV shows do you enjoy watching the most?

B Complete the sentences with the words in the box.

believable compelling

1. This show takes place in a neighborhood just like mine. It's really ___believable___.
2. The movie was so ___compelling___ that I forgot to eat my popcorn.

C Read Oscar's blog. What TV show does Oscar describe? Does he make you want to watch it?

See page T-14 for possible answers.

Blog | About | Contact

Search

Reasons to Love *The Big Bang Theory*!

For a long time, my favorite TV show has been *The Big Bang Theory*. It's a comedy program about a group of friends who live and work in California. The characters are all super-smart scientists except for one, Penny, who's a waitress and an actress. Amazingly, she's the one who usually makes the best decisions. Most of the characters live in apartments in the same building. The setting of the show is usually in one of these apartments, but sometimes we also see the characters in other places, such as in their university offices.

The main reason I love this show is the imaginative characters. Some of them are married, some are single, and there's a mix of men and women. What I like about them is that even though they have completely different personalities, they're all equals. There isn't one main character. Most of all, I like that they seem very believable, with real joys and problems. Plus, they're all hilarious!

Another reason this show is my favorite is the compelling story. Although the characters, their jobs, and their homes have stayed the same, each episode is totally different. One might be about Penny's acting career, the next might be about a visit from a character's annoying mother, and another might be about all the funny problems with planning a wedding. Whatever the plot of an episode is, I know it will entertain me and make me laugh.

If you're not already a huge fan of *The Big Bang Theory*, I'm sure you'll enjoy watching it. With its interesting characters and story, it will definitely become one of your favorite shows.

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*

Leave a Reply

Enter your comment here...

D Read the blog again. Take notes in the chart.

Main idea of blog
My favorite TV show is *The Big Bang Theory*.

Supporting reason 1
The main reason I love this show is the imaginative characters.

Supporting reason 2
Another reason this show is my favorite is the compelling story.

Conclusion
I'm sure you'll enjoy watching *The Big Bang Theory*.

LESSON 5 WRITE ABOUT A MOVIE OR TV SHOW

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What did Oscar used to do?* (work on TV shows)
- Ask, *What kinds of jobs can you think of for working on TV shows?* (writers, actors, costume designers, directors, camera operators, etc.). *What do you think Oscar did? Do you think you would like to work on a TV show? What would you like to do?* Elicit ideas from the class.

1 BEFORE YOU WRITE

A
- Say, *I enjoy watching comedies the most on TV. I enjoy watching documentaries the most when I watch movies.* Read the questions aloud. Have Ss share their own opinions in pairs or small groups.
- Have volunteers share their answers with the class.

EXTENSION If possible, show movie trailers or websites for the movies and TV shows that the Ss mention. Ask other Ss, *Do you think you would also like this movie or TV show? What makes you want to watch this?*

B
- Draw attention to the word box. Have Ss repeat the words after you.
- Give Ss time to complete the sentences with the words in the box. Have them compare answers with a partner.
- Have volunteers share their answers with the class.

C
- Tell Ss to look at the text. Ask, *What is it?* (a blog) Ask, *Who wrote it?* (Oscar) *Who did he write it for?* (people who read the blog) *What is the purpose of it?* (to talk about why this TV show is so good)
- Ask, *Based on Oscar's social media message, what do you think this blog is about?* (his favorite show of all time)
- Ask Ss to look at the title. Ask, *Are you familiar with this TV show?* Invite volunteers to say whether they like the show or not.
- Have Ss follow along in their books as you read Oscar's blog aloud for the class. For **higher-level Ss**, have them read silently and then answer any questions.
- Ask Ss to underline any instances in the blog where Oscar gives a reason why he likes the show. Have Ss compare answers. Make a list on the board to make sure everyone has the correct answer.

Answers may vary. Possible answer: Oscar describes his favorite TV show, *The Big Bang Theory*. His description makes me want to watch this show. It sounds interesting and funny.

- Ask Ss to answer the question posed in the instructions about whether Oscar's blog makes them want to watch it or not. Take a class vote. Say, *Raise your hand if Oscar made you want to watch the show.*

CULTURE NOTE *The Big Bang Theory* was a popular comedy television show in the United States. It is called *The Big Bang Theory* because the two main characters are physicists and the Big Bang Theory is a scientific theory about the origin of the universe. The show ran for 12 seasons and is still popular, as the show went into syndication, so the episodes are shown on several TV stations.

OPTION In pairs, have Ss take turns reading the TV blog aloud. Ask them to take turns reading each sentence or paragraph.

EXTENSION In pairs, have Ss underline vocabulary items and jargon from Lessons 1–4 that they see in the blog. Make a list of jargon on the board. Define it if necessary. You could have **lower-level Ss** identify vocabulary items while **higher-level Ss** identify jargon.

D
- Say, *It is important to recognize main ideas, supporting reasons, and conclusions in reading texts.* Tell Ss to reread the blog and take notes in the chart. Circulate to help as needed.
- As Ss work, draw a blank chart on the board. Solicit volunteers to fill in the different sections of the chart.

2 FOCUS ON WRITING

A
- Ask, *What is a main idea?* (the point of a paragraph or piece of writing) Say, *It is important that your reader know the main idea of whatever you are writing. How do writers do that?*
- Ask Ss to open their books. Say, *The answer to my question about how writers let readers know the main idea is in the Writing Skill box.* Read the Writing Skill aloud. Go over the example in the box.
- Tell Ss to individually reread the text in 1C. Say, *Find the topic sentence for each paragraph. Underline it.*
- Have Ss compare their underlining in pairs. Go over answers with the whole class.

B
- Have Ss analyze each topic sentence. As an example, write on the board the sentence from the Writing Skill box. Use the markings suggested in the book. Say, *Use these same marks to analyze each topic sentence in Oscar's blog.*
- Monitor Ss' work.
- Go over the answers as a whole class.
- Put Ss in pairs or small groups to discuss the fourth question. Then ask Ss to share their opinions about whether or not these are strong topic sentences.

3 PLAN YOUR WRITING

A
- Bring Ss' attention back to 1C. Ask, *What transition words does Oscar use in his topic sentences?* (the first reason, the second reason) Remind Ss to use transition words when they work on their own writing.
- Tell Ss to draw a chart like the one in 1D. Draw a sample chart on the board and complete it for your own favorite show as an example.

B
- Before Ss begin their own chart, put them in pairs for discussion. Remind them to take notes or make a list of why this is their favorite movie or TV show. They can add these details to their blogs.
- **Higher-level Ss** should write longer blogs. Challenge them to have three supporting reasons. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.
- Direct Ss' attention to the Pre-writing tip. Read the information aloud. Ask, *What does it mean to replay something in your mind?* (remember what happened; a replay of a movie but only in your head) *Why is this a good strategy?* Invite volunteers to share their ideas.

4 WRITE

- Give Ss time to write their blogs. Remind them to use details from their discussions to add support for their reasons. Tell them to use the chart in 1D to help with the planning and to use Oscar's blog in 1C as a model.
- Tell them that each paragraph should have a strong topic sentence that contains the three parts: transition words, the main idea, and the controlling idea.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's blogs. Have them underline the topic sentences. Then have them respond to the second question.

B
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to help their partner add more reasons or make their topic sentences clearer.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

6 PROOFREAD

- Give Ss time to review their partners' feedback.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their blog.

EXIT TICKET Ask, *What is your favorite book, singer, or actor?* Have Ss choose one category and write their names on a blank card. Encourage them to use a chart similar to the one in 1D. Then give them 5 minutes to list why they chose their answer. Collect cards as Ss leave. Read the cards to identify areas for review and additional practice.

2 FOCUS ON WRITING

A Read the Writing Skill. Then reread Oscar's blog. Underline the topic sentence in each paragraph.

B Analyze each topic sentence.

1. Circle the transition words.
2. Put a box around the main ideas.
3. Check (✓) the controlling ideas.
4. Are these strong topic sentences? Why or why not?

Answers may vary. Possible answer: These are strong topic sentences because they include transition words, main ideas, and controlling ideas.

WRITING SKILL Write a strong topic sentence

Topic sentences help readers understand the main idea of a paragraph. A *strong* topic sentence usually refers back to the main idea of the entire text. It also:

- uses transition words to make connections between paragraphs.
- includes the main idea of the paragraph.
- has a controlling idea, which is the idea you want to explain in more detail in the paragraph.

For example:

transition words | main idea | controlling idea

The first reason I like the movie is because the acting is great.

3 PLAN YOUR WRITING

A THINK What is your favorite movie or TV show? What do you like about it? Draw a chart like the one in 1D.

B PAIRS Explain why this movie or TV show is your favorite.

My favorite movie of all time is Love Actually. I've probably watched it more than twenty times already. One of the things that I love about this movie is...

Pre-writing tip

Try replaying what you've seen and heard in your mind. This will help you remember what happened.

4 WRITE

Write a blog about your favorite movie or TV show. Be sure to include two or three reasons why it is your favorite. Remember to use a strong topic sentence for each main paragraph. Use the blog in 1C as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner use a strong topic sentence for each main paragraph? Underline each topic sentence.
2. Did your partner include two or three reasons why it was his or her favorite movie or TV show? List them.

B PAIRS Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A MOVIE OR TV SHOW.

PUT IT TOGETHER



1 PRESENTATION PROJECT

A ▶01-21 Listen or watch. What is the presentation about?

Answers may vary. Possible answer: The presentation is about favorite kinds of movies and/or TV shows.

B ▶01-22 Listen or watch again. Answer the questions.

1. What kind of movies and TV shows does Junio like best?
   Junio likes documentaries best.
2. What three reasons does Junio give?
   He says that documentaries are an interesting way to learn about different people, subjects, and places.

C Read the presentation skill. Why do you think this skill is important?

PRESENTATION SKILL

Stay calm
Before you begin speaking, relax by pausing, making eye contact with your audience, and taking a deep breath.

D Make your own presentation.

Step 1 Lesson 1 is about kinds of movies and TV shows. Think about your favorite kind of movie or TV show. Why do you prefer this kind?

Step 2 Prepare a two-minute presentation about your favorite kind of movie or TV show. Include several reasons why you like it. Bring an item or picture that is related to your presentation.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe what you've been watching
- ☐ Summarize the plot of a movie or TV show
- ☐ Discuss great movies

Vocabulary
- ☐ Ways to describe movies or TV shows
- ☐ Elements of a movie or TV show

Conversation
- ☐ Express degrees of enthusiasm

Pronunciation
- ☐ *What* clauses

Listening
- ☐ Listen for examples

Grammar
- ☐ Present perfect continuous
- ☐ *What* clauses for emphasis
- ☐ *By* to explain how

Reading
- ☐ Recognize jargon

Writing
- ☐ Write a strong topic sentence

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *What kind of place is this?* (a movie theater)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the presentation about?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What is something surprising and new you learned about documentaries? Does this make you want to watch more documentaries? Why or why not?* Invite volunteers to share their answers with the class.

OPTION If desired, review main ideas as studied in Lesson 5. Pause after each paragraph in the script and ask Ss to write the topic sentences. Give Ss time to analyze each topic sentence for transition words, main ideas, and controlling ideas.

C
- Read the Presentation Skill aloud. Demonstrate these actions for the Ss. Show them how long an appropriate pause is, make eye contact with each of them individually (if the class size is not too big), and take a deep breath.
- Have Ss find a partner and demonstrate the actions to each other.

D
- Tell them they will make their own presentation about their own favorite kind of movie or TV show. Review the vocabulary in Lesson 1.
- Give Ss time to list ideas for their presentations. Remind them about the writing model in Lesson 4. Say, *This model can also be useful as you plan your presentation.*
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the genre and use vocabulary from Lessons 1–3.*
  - ☐ *Include a main idea.*
  - ☐ *Present 2–3 reasons or examples to support the main idea.*
  - ☐ *Make sure each reason has a clear topic sentence that includes transition words, the main idea, and a controlling idea.*
  - ☐ *Add a conclusion.*
  - ☐ *Use* what *clauses and express degrees of enthusiasm.*
  - ☐ *Speak loudly and clearly.*
  - ☐ *Stay calm!*
- Remind Ss to bring in an item or picture related to their genre to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

2 WHAT'S YOUR RETURN POLICY?

PREVIEW THE UNIT

LESSON 1	**Ask about a return policy**	
	Vocabulary	Return policy language
	Grammar	*As long as, providing (that), unless*
	Conversation skill	Ask questions for clarification
LESSON 2	**Discuss taking out a loan**	
	Vocabulary	Language for loans
	Grammar	Past unreal conditional
	Pronunciation	Blend past modals
LESSON 3	**Talk about crowdfunding**	
	Grammar	Connectives to express contrast and surprise
	Listening skill	Listen for the introduction and conclusion
LESSON 4	**Read about the health benefits of giving**	
	Reading skill	Identify sources of information
LESSON 5	**Write an email to dispute a problem**	
	Writing skill	Use polite language in a formal email
	Writing process tip	Revise your writing
PUT IT TOGETHER		
	Presentation project	A crowdfunding project
	Presentation skill	Speak with authority

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask the class, *Who has returned something after buying it? What did you return? Was it easy or hard to return?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *a store, shopping, buying, selling, drone.*
- Explore the context. Ask, *Where do you go shopping? Do you do more shopping online or in stores? Have you ever been to a store like the one in the picture?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Pablo Pineda) Have Ss read what Pablo says on page 4 or play the video of Pablo. Then ask, *What do you know about Pablo?* (For example, He's a digital artist.)
- Read Pablo's social media message aloud. Say, *There is a famous proverb in English: Money can't buy happiness. What does that mean?* (Money can buy material items (things you can touch), but true happiness comes from inside you, such as love or other feelings.) *Does Pablo believe this?* (no) *How do you know?* (He likes shopping and buying things.) *Do you believe money can't buy happiness? Why or why not?*

2 WHAT'S YOUR RETURN POLICY?

LEARNING GOALS

In this unit, you

- ask about a return policy
- discuss taking out a loan
- talk about crowdfunding
- read about the health benefits of giving
- write an email to dispute a problem



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Pablo's message. How does he feel about shopping?



PABLO PIÑEDA

@PabloP

People who say money can't buy happiness just don't know where to go shopping.

LESSON 1 ASK ABOUT A RETURN POLICY



PABLO PIÑEDA
@PabloP
My friend just took some amazing pictures with his drone. Now I want one for myself.

1 VOCABULARY Return policy language

A Look at the reasons why people return things. Which do you think is the most common? Why? What other reasons do people have for returning things?

Answers may vary. Possible answer: I think most people return products because they don't want them anymore. People also return products because they are gifts that they don't really like.

Five Reasons for Returning Products



B 02-01 Listen. Then listen and repeat.

The item must be returned...


in its original packaging


in new condition



within thirty days

I had to provide...


the receipt


the packing slip

They gave me...


a full refund



store credit


a replacement

I had to pay...


a restocking fee



the return shipping cost

C PAIRS Talk about a time when you returned something. What did you have to do? Did you get your money back? Did you have to pay any extra costs or fees? Use the words in 1B.

2 GRAMMAR *As long as, providing (that), unless*

We can use the conjunctions *as long as*, *providing (that)*, and *unless* in conditional clauses.

Result clause			Conditional clause			
Subject	**Future verb or Modal + verb**		**Conjunction**		**Simple present**	
You	can return	it	providing (that)	you	have	the packing slip.
We	will give	you a refund	as long as			
They	can't return	it	unless	they		

Notes

- Use *unless* to mean *if...not* or *except...if*. Use it about something that could happen if something else does not happen.
- Use *as long as* and *providing (that)* to show that something will only be possible if something else happens or is done first.

>> FOR PRACTICE, GO TO PAGE 128

LESSON 1 ASK ABOUT A RETURN POLICY

- Read the lesson title and the social media message aloud. Ask, *What is a drone?* (a pilotless aircraft that flies by remote control)
- Ask, *Why does Pablo want a drone?* (His friend has one and it took amazing pictures.) *Do you think this is a good reason to buy something? Does this make you want to buy a drone? Why or why not?*

1 VOCABULARY

A
- With books closed, ask, *What are some reasons to return an item to the store?* Accept any reasonable answers and list them on the board. Have Ss open their books and draw attention to the pictures.
- Give Ss time to answer the questions posed with a partner. Make a list of their answers on the board.
- Ask, *Have you ever returned an item for one of these reasons? What item was it?*

B
- Say, *Listen to the words and phrases that are commonly used in return policies that stores and websites have.* Before each set of vocabulary items, read the beginning of the sentence at the top of each section of the box. For example, say, *The item must be returned...* and then play the audio for the relevant items.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Replay the audio if appropriate.
- To review, have Ss read the sentences with a partner after playing the audio.

EXTENSION Clarify the meaning of difficult words using visual aids you bring in from home. **Lower-level Ss** might get clarity from visuals. For example: a box or package from something you recently purchased, something new with the tags still on it, a sample receipt, a sample packing slip.

TEACHING TIP Realia consists of objects or content from daily life: authentic material that Ss will see outside of the classroom. Using realia improves Ss' understanding and helps them make connections between words for objects or concepts to the objects or concepts themselves. For example, you could ask Ss to find and discuss a return policy for a store where they like to shop.

C
- In pairs, have Ss describe their experiences returning something. Tell them to use the words from 1B.
- Have Ss discuss ways to prepare in advance of returning something to the store. Ask, *Is returning something you bought online the same as returning it to the store?*
- Encourage Ss to give suggestions for making returns easier based on their personal experiences. Invite volunteers to share their ideas with the class.

TEACHING TIP Keep in mind that some Ss may have had problems when they tried to return something. Possible reasons for this include communication issues based on their language level or lack of return policy language, the employee's customer service, or cultural differences. They may feel uncomfortable sharing their experience. In this case, allow Ss to listen and perhaps give suggestions rather than share stories.

2 GRAMMAR

- Write on the board: *You can return the shirt if you have the packing slip.* Say it aloud. Ask, *What is the purpose of the word* if *in this sentence?* (to express a condition) Say, *This sentence means you can do something on condition that something else is true.*
- Cross out *if* in the sentence on the board. Write *as long as* above it. Say, *There are other conjunctions that mean the same thing as* if. Cross out *as long as* and write *providing that* above it. Say, *This is another conjunction you can use to say the same thing.* Explain that you can also use *provided that* instead of *providing that.*
- Ask Ss to look at the grammar chart. Read the explanations and examples aloud. Ask, *Why is the word* that *in parentheses?* Elicit answers and confirm that the word *that* is optional.
- Draw attention to the third result clause and conditional clause. Ask, *How is this sentence different?* Elicit that *can't* is negative and the conjunction is *unless*. Say, *When a result clause is negative, the conjunction to use is* unless.
- Go over the Notes at the bottom of the chart. Point out that *unless* means *if...not* or *except...if.* Say, *We use this only when we are talking about something that could happen if something else does not happen.*
- Read the second note aloud. Bring Ss' attention back to the first two examples using these conjunctions. Ask, *Which thing needs to happen first in time?* (the conditional clause) Ask, *Which thing can happen second in time?* (the result clause)

LANGUAGE NOTE Ss should be familiar with *if...then* clauses that are used when the time is now or always and the situation is real and possible. This is called the zero conditional and it is used to refer to general truths. The zero conditional can be used in return policies: *If you have the receipt, then you can return the item.*

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the sample sentence frames. Have Ss repeat.
- Say, *Clarification questions usually use rising intonation. Rising intonation is when the voice goes up at the end of the question.* Model rising intonation for the Ss using the sample sentences in the box and have them repeat after you.
- Direct Ss' attention to 3A. Say, *Notice that Speaker B needs to clarify or make clear what Speaker A says.* Play the audio.
- Ask Ss to underline the words Speaker B uses to start the clarification question in each conversation.

⊕ **EXTENSION** Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. **Higher-level Ss** can make longer conversations by asking and answering more questions. Have volunteers role-play their conversations for the class.

B
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Pablo and a store assistant) *What is their relationship?* (shopper and employee) *Where are they?* (a store)
- Ask, *What do we know about Pablo?* If necessary, have them read what Pablo says on page 4 or play the video of Pablo. Ask, *Have you ever shopped at a store like this? Can you guess what Pablo is doing there?* Ss may remember from the social media message on page 18 that Pablo wanted to buy a drone.
- Ask, *What do you think Pablo is talking about?* The most common predictions will be *buying something* or *returning something*. Take a vote on the number of Ss predicting each option.
- Have Ss listen or watch. Ask, *Was our class vote correct?*

B
- Tell Ss to listen or watch again to answer the questions. Give them time to preview the exercise items.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, go over the answers with the whole class.

⊕ **EXTENSION** Ask additional questions to test comprehension:
1. *What does Pablo want his drone to be able to do?* (take great pictures and videos)
2. *Where does Pablo need to buy the drone?* (online)
3. *How soon will it ship?* (the same day if he orders it by 5:00)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *What phrases does Pablo use to clarify the return policy?*
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct intonation of the clarification question. Have Ss swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share how they feel about the store's return policy and why.

5 TRY IT YOURSELF

A
- Ask, *If you owned your own store, what would you sell?* Elicit answers and extend the discussion by asking why. Tell Ss they will now pretend they own the type of store they want. Use yourself as an example. Say, *I would own a [jewelry store] because [I like to buy and wear rings].*
- Draw the chart in the textbook on the board. Complete it using your example.
- Give Ss time to complete the chart. If they can't think of a return policy, allow them to reference other return policies online.
- Monitor. Provide help with vocabulary and spelling as necessary.

B
- Have Ss compare their charts in pairs. Suggest that they have a conversation about the return policy rather than simply asking and answering questions. Remind them to use the conversation from 4C as a model.
- Encourage Ss to use clarification questions to make sure they understand the policy. Challenge them to use the proper intonation.

C
- Ask Ss to share their policies with the class. Hold a class discussion about which policies are the fairest.
- Take a class survey to see whose store offers the best return policy.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about return policies
- ✓ using conjunctions in conditional clauses
- ✓ asking clarification questions

EXIT TICKET Ask, *What kinds of things cannot be returned to the store you created in 5A? Why not?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and explain this using a sentence such as *You can't return something that is damaged unless it was damaged when you bought it.* As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A 02-02 Read the conversation skill. Listen. Notice that Speaker A makes a statement and Speaker B asks a question for clarification.

1. A: You have to return the shirt within thirty days to get a full refund.
   B: Do you mean that I won't get all my money back after thirty days?
2. A: You're responsible for the return shipping cost if you return the item.
   B: So I'll have to pay to send it back to you?

B PAIRS Practice the conversations.

Ask questions for clarification

You can ask questions to clarify (or make clear) what someone else is saying. The questions often repeat what the speaker said in a different way. You can start these questions by saying things like:

Do you mean...?
You mean...?
What you're saying is...?
So...?



4 CONVERSATION

A 02-03 Listen or watch. What is the conversation about?
Answers may vary. Possible answer: The conversation is about the kind of drone Pablo wants to buy and the store's online return policy.

B 02-04 Listen or watch again. Then answer the questions.

1. What is Pablo trying to buy? Pablo is trying to buy a drone.
2. Why is the AirEye 2100 a good choice? The AirEye 2100 is a good choice because it has the best camera on the market.
3. Why can't Pablo buy it at the store? The store is out of stock right now.

Does the store's return policy seem fair? Why or why not?

C 02-05 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Pablo:	What's your return policy if I buy something online?
Store assistant:	Well, you can either return it here or to one of our other stores, or you can ship it back. Just remember to keep your ___packing slip___.
Pablo:	And I can get a full refund?
Store assistant:	That's correct. ___As long as___ you return it within thirty days and it's in its original packaging, you can get your money back.
Pablo:	___So___ you're saying that if I want to return it, I need to return the box as well?
Store assistant:	Right.

5 TRY IT YOURSELF

A THINK Imagine you own a store. Create a return policy for the store. Complete the chart.

What can customers buy at your store?	
What rules do customers have to follow to return an item?	
Do customers have to pay any extra fees?	

B ROLE PLAY Student A: Ask about the return policy for Student B's store. Ask questions for clarification. Use the conversation in 4C as an example.

C COMPARE Share your return policies with the class. Are some fairer than others? Why?

☐ I CAN ASK ABOUT A RETURN POLICY

LESSON 2 DISCUSS TAKING OUT A LOAN



PABLO PIÑEDA
@PabloP
Looking forward to getting my first car! So much research to do!

1 VOCABULARY Language for loans

A Look at the infographic. Do any of the reasons for taking out a loan surprise you? Why?



B 02-06 Listen. Then listen and repeat.

Loan verbs

take out: to get something in an official way, such as a loan
shop around: to check a lot of places for the best price or deal
qualify: to have the right to have or do something
be turned down: to not be accepted for something
pay off: to give back the money that you owe for something
be approved: to get official permission to do something

Loan nouns

an interest rate: the extra amount that a bank charges when you borrow money
a credit score: a number that shows how likely you are to pay back borrowed money
a credit history: a record of how often you have borrowed money and paid it back
a down payment: the first, usually large, amount of money you pay for something, with the rest to be paid later

C 02-07 Listen. What loan language is being talked about? Write words from 1B.

1. shop around
2. down payment
3. pay off
4. be turned down
5. interest rate
6. be approved

2 GRAMMAR Past unreal conditional

Use the past unreal conditional to talk about untrue or imagined situations and their results in the past. We can use it to say how someone could have gotten better results.

Result clause				*If*-clause			
	Modal	***Have* + past participle**		***If***		**Past perfect**	
You	might could would	have gotten	a better interest rate	if	you	had gone	to a different bank.

Note: Use *might* or *could* in the result clause when you are uncertain of the result. Use *would* in the result clause when you are certain.

>> FOR PRACTICE, GO TO PAGE 129

LESSON 2 DISCUSS TAKING OUT A LOAN

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is a loan?* (something that is borrowed) To check comprehension, ask, *Have you ever borrowed something from someone? What was it? Did you return it? Have you ever loaned anyone something? What was it? Did they return it?* Say, *The word* loan *often refers to borrowing money that the person has to pay back. They have to pay interest on the loan. That means they pay back more than they borrowed.*
- Read the social media message aloud. Ask, *Do you think Pablo will have to get a loan to pay for the car? Have you ever taken a loan to buy a car?*

1 VOCABULARY

A

- Ask Ss to close their books. Show images of the pictures in 1A. Say, *These images represent reasons people might take out a loan.* Have Ss guess what each image represents. Then, have Ss open their books and look at the images and captions in 1A. Ask, *Did you guess correctly?*
- Tell Ss to listen to the pronunciation of the different reasons as you read them aloud.
- Pair Ss to answer the question posed in the instructions before having them share their answers with the whole class.
- Take a class poll to see which reason Ss found the most surprising.

EXTENSION Ask Ss to work with a partner to think of one other reason people might take out a loan. List them on the board.

CULTURE NOTE Another type of loan that is growing in popularity is the microloan. A microloan is a very small loan that people take for only a short time. Microloans usually have a low interest rate. Microcredit is also growing in popularity. Microcredit is a small loan that is made to people who live in impoverished areas. Microcredit is designed to help people who cannot get a regular loan. The concept was started by Muhammad Yunus. He founded Grameen Bank in Bangladesh that funded poor people so they could start a business and get out of poverty.

B

- Say, *There are words and phrases commonly associated with loans. Some are nouns and some are verbs.*
- Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

LANGUAGE NOTE Several of the verbs in the verb list are phrasal verbs. A phrasal verb is a verb that consists of a verb combined with an adverb or a preposition. For example, *take* + *out* is the base form of the verb with an adverb. When the words are combined, the verb phrase has its own meaning that is different from what the words mean when they stand alone.

C

- Ask Ss to listen to the conversations. Say, *Each conversation is about loans.* Play the audio and tell Ss to list the loan language from 1B that each conversation is about.
- Have Ss compare their answers with a partner.
- Play the audio a second time if appropriate.
- Go over the answers with the whole class.

TEACHING TIP Play the audio twice before pairing Ss to compare answers. This will help lower-level Ss determine the correct answer and allow higher-level Ss to check their answers before discussing them with a partner. You can also play the audio after going over the answers with the whole class so Ss can understand what they got right and wrong.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *I could have gotten a higher score on the test if I had studied more the night before.*
- Ask, *Can this student get a higher score?* (no) *Why not?* (The test is already over.) Say, *The result in this sentence is not real. It can't happen because it is too late to study for the test.*
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud.

TEACHING TIP Remind Ss that the past unreal conditional uses the past perfect form of the verb in the *if*-clause and *have* + the past participle in the result clause.

LANGUAGE NOTE The past unreal conditional can begin with the *if*-clause and end with the result clause: *If you had gone to a different bank, you might have gotten a better interest rate.* Note that the tense and word forms remain the same, but the *if*-clause is followed by a comma when it comes first. No comma is necessary when the result clause begins the sentence.

EXTENSION In pairs, have Ss rewrite the statements in the box with the *if*-clauses first and the result clauses second.

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *We sometimes reduce words when they are linked to another word.* Reduce *means to leave certain sounds out of the word.* Play the audio.
- Write /əv/ on the board. Pronounce the sound and have Ss repeat.
- Write on the board: *could have (could've), would have (would've), might have (might've).* Say, *When you say these phrases, the sound is reduced.* Say them aloud. Have Ss repeat them.

B
- Read the instructions. Play the audio. Have Ss listen, and then listen and repeat.

OPTION Ask Ss to say the phrases aloud to a partner. Circulate to offer feedback on pronunciation as they practice.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
- Write the sentences on the board. Invite volunteers to add their answers.
- Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Pablo and Gina) *What are they doing?* (Pablo is looking at something on his laptop.)
- Give Ss time to preview the exercise items. Ask, *What do you think Pablo and Gina are talking about?*
- Have Ss listen or watch. Ask, *Was your prediction correct?* Then have Ss answer the question about what Pablo is having trouble with. Go over the answers as a class.

B
- Say, *We are going to watch again.* Read the questions aloud. Tell Ss to listen for the answers to these questions.
- Have Ss listen or watch again and complete the exercise. Review answers.

EXTENSION Ask additional comprehension questions:
1. *How long has Pablo been thinking about getting a car?* (for a while)
2. *Does Pablo really need a car in the city?* (no)
3. *How many lenders did Gina's sister talk to?* (five)
4. *How does Gina respond when Pablo tells her he is buying a car?* (She asks if he really needs a car in the city.)
5. *Why does Pablo want to buy a car?* (tired of taking public transportation, renting cars and ride-sharing is expensive, he wants to be able to go wherever he wants whenever he wants)
6. *What might Pablo have to do because he doesn't qualify for a lower interest rate?* (make a big down payment)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.

5 TRY IT YOURSELF

A
- Read the example loans aloud with a **higher-level S**.
- Give Ss time to choose which they think is best. Remind them to support their answer with a reason.

B
- Pair Ss to discuss their ideas. Encourage them to ask each other questions to keep the conversation going.

C
- Say, *Which choice do the most people think is best?* Take a poll by counting hands for each loan choice. Write the results on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about loans
- ✓ using the past unreal conditional
- ✓ blending past modal verbs

EXIT TICKET Write on the board: *If I had to take out a loan, I would use it to...* Have Ss write their names on a blank card. Ask them to list the top three things they would use the money for. Pair Ss and ask them to ask each other, *What would you have done if you had taken out a loan?* Listen and take notes on areas for review and extra practice.

3 PRONUNCIATION

A ▶02-08 Read and listen to the pronunciation note.

B ▶02-09 Listen. Notice the reduction of *have* to /əv/ and the blending and stress in past modals. Then listen and repeat.

1. I would have gotten a loan if my credit score had been better.
2. Pablo might have bought that car if the price had been lower.
3. Lisa couldn't have taken out a loan.

C ▶02-10 Listen and complete the sentences. Then listen again and repeat.

1. I ___couldn't have afforded___ the down payment without my parents' help.
2. Pablo ___would've continued___ to take the bus if he hadn't bought a car.
3. The bank ___might not have approved___ the loan if you hadn't had a full-time job.
4. If Nora had qualified for a loan, she ___could've started___ her own business.

Blend past modals

The auxiliary *have* is reduced to /əv/ and is linked to the preceding past modal like *could*, *would*, and *might*. When the past modal is affirmative, stress the past participle and reduce *have* to /əv/. When the past modal is negative, stress the past participle and the modal and reduce *have* to /əv/.

4 CONVERSATION



A ▶02-11 Listen or watch. What is Pablo having trouble with?

Answers may vary. Possible answer: Pablo is having trouble getting a car loan.

B ▶02-12 Listen or watch again. Answer the questions.

1. Why does Pablo want to buy a used car?
   Pablo has gotten tired of taking public transportation and the cost of renting cars and using ride sharing services has gotten too high.
2. What advice does Gina give Pablo?
   Gina tells Pablo to shop around and talk to other lenders.
3. What does Pablo plan to do this weekend?
   Pablo is going to do some more research on getting a loan.

C ▶02-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Pablo: I'm having a little trouble getting a loan.

Gina: Oh, that's too bad.

Pablo: It turns out I have a great credit score, but I don't have much ___credit history___. I've only had a credit card for a few years, and I've never needed to borrow a lot of money before.

Gina: So they ___turned you down___ for the loan?

Pablo: Well, no. But the guy at the car dealership said that if my overall credit had been better, I ___could have___ qualified for a lower interest rate.

Do you think Pablo will get a better deal on his car loan? Why or why not?

5 TRY IT YOURSELF

A THINK Which of these loans would be the best for Pablo? Why?

Loan 1	Loan 2	Loan 3
Down payment: $1,000	Down payment: $3,000	Down payment: $2,000
Interest rate: 6 percent	Interest rate: 4 percent	Interest rate: 8 percent
Length of loan: 5 years	Length of loan: 4 years	Length of loan: 3 years

B PAIRS Discuss your ideas. Do you have the same opinion?

C TAKE A POLL What do most people think? Why?

☐ I CAN DISCUSS TAKING OUT A LOAN.

LESSON 3 TALK ABOUT CROWDFUNDING



PABLO PIÑEDA
@PabloP
Just watched a talk about crowdfunding. Did you know that even Mozart used it?

1 BEFORE YOU LISTEN

A What do you think of when you hear the word *crowdfunding*?

B 02-14 VOCABULARY Listen. Then listen and repeat.

finance: to provide money, especially a large amount of money, to pay for something
raise: to collect money to help people
viral: spreading very quickly to many people, especially through the internet
a phenomenon: something in society or nature that happens or exists
a donation: money that you give to help a person or an organization
invest: to give money in order to get a profit later
a scam: a dishonest plan to get money by tricking people
a risk: the chance that something bad may happen
a fundraising campaign: an activity done to collect money for a charity, school, or something else

C Complete the sentences with words from 1B.

1. Every year I make a ___donation___ to help poor children in my city.
2. Crowdfunding is not a new ___phenomenon___.
3. For our ___fundraising campaign___ we sold candy to raise money for the football team.
4. Tom has a great idea for a product, and he's looking for someone to ___finance___ it.
5. Many people ___invest___ money in their home so that its value will increase.
6. Jim wants to borrow money from me, but I don't want to take the ___risk___. He might not pay me back.
7. Don't believe that ad you found online. It's a ___scam___.
8. My cousin's cat video went ___viral___ last week. It got over 500,000 views!
9. She's trying to ___raise___ money for her co-worker. He was hurt and can't work.

2 GRAMMAR Connectives to express contrast and surprise

We use connectives such as *despite, however, although, even though, on the other hand,* and *while* to contrast two different aspects of the same person, thing, or situation. These words introduce an opposing idea, especially one that the listener or reader does not expect.

He meant the campaign as a joke. **However**, the request went viral and he raised a lot of money.
People feel like they're making a difference **even though** they're giving small amounts.
Despite some risks to investors, the popularity of crowdfunding has exploded.

Notes

- Connectives like *however* and *on the other hand* are used to connect a sentence to the previous sentence. They are followed immediately by a comma.
- *While, although,* and *even though* connect clauses within a sentence. When these words begin a sentence, add a comma between the clauses.
- *Despite* and *in spite of* are followed by a noun phrase. When they begin a sentence, add a comma at the end of the noun phrase.

>> FOR PRACTICE, GO TO PAGE 130

LESSON 3 TALK ABOUT CROWDFUNDING

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Do you know who Mozart is?*

CULTURE NOTE Wolfgang Amadeus Mozart was a music composer who lived between 1757 and 1791. Some of his most famous operas are *The Marriage of Figaro* and *Don Giovanni*.

1 BEFORE YOU LISTEN

A
- Read the question aloud. In small groups, have Ss discuss the answer. Encourage them to take notes. (Crowdfunding is the process of raising money online.)
- Ask, *What do you know about crowdfunding?* Put Ss in small groups to discuss. Accept any reasonable answer. Answers may include funds projects, collects small amounts of money from a large number of people, is sometimes used to fund art projects or pay for medical expenses.
- Ask, *What do you think would be a good crowdfunding project?* Invite volunteers to share their ideas.

TEACHING TIP Use a Venn diagram to compare and contrast two ideas. Draw a sample Venn diagram on the board and explain that one circle is used to describe one thing and the other circle is used to describe the other. The space where the two circles overlap is used for characteristics that both items share.

EXTENSION Put Ss in groups. Have Ss compare taking out a loan to crowdfunding on a Venn diagram. Leave enough time for Ss to present their Venn diagrams on the board. Or, draw one Venn diagram on the board and complete it as a class. Make sure Ss include advantages and disadvantages.

B
- Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

OPTION Have Ss use each word in a sentence. Ask Ss to write their sentences on the board. Turn it into a game by having Ss write their sentences on the board and leaving a line for the vocabulary word. Let Ss figure out the missing word.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns saying the answers aloud.

EXTENSION Arrange Ss in groups of four. Have each group answer one of the questions, and then share their answers with the other groups. If appropriate, allow Ss to use their phones or class computers for research.

1. *What items do you think families usually finance?*
2. *What are some good charities we should raise funds for?*
3. *What videos have gone viral on the internet?*
4. *What is another example of an internet phenomenon?*
5. *What kind of donation would you like to make to your charity?*
6. *What are some good business ideas to invest in?*
7. *What scams have people lost money in?*
8. *What risks are you willing to take?*
9. *What do you think are some good things our school should have a fundraising campaign for?*

2 GRAMMAR

- Ask, *What is a* connective? (a word or phrase used to combine two sentences that are related or two parts of one sentence that are related; they show the relationship of the two ideas) Say, *Connectives let us know how the two ideas or two sentences are related.* Read the explanation aloud.
- Say, *These connectives show opposites or things that are different from one another. They warn the listener or reader that the next part might be surprising!* Read the examples aloud. Explain that the connectives are used in different ways. Say, *For example, the word* though *can be used instead of* although *in less formal settings and conversations.*
- Point out the punctuation in the examples. Draw attention to the first example. The first sentence ends in a period and the connective *however* begins the next sentence and is followed by a comma.
- In the second example the connective (*even though*) combines two clauses into a single sentence.
- The last example shows a connective followed by a noun phrase. When the noun phrase comes at the beginning of the sentence, use a comma.
- Read the Notes aloud.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences may also be referred to as *talks*. Read the presentation title aloud: *Crowdfunding: Here to stay?*
- Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically to the introduction and conclusion. Read the questions.
- Play the audio or video. Give Ss time to discuss their ideas.
- Solicit volunteers to share their thoughts with the whole class.

C
- Tell Ss they will now focus on the details. Ask Ss to preview the exercise items. Explain that they will write a short answer to each of the questions.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

D
- Have Ss focus on the vocabulary.
- Play the audio or video again if need be. Have Ss complete the exercise individually.

OPTION On the board, write *1. mainstream, 2. exploded,* and *3. in on the ground floor.* Circle each expression. Read the first sentence in 3D aloud. Ask, *What does it mean if something has become* mainstream? Draw lines out from circle 1 and write Ss' ideas at the end of the lines. Repeat for each sentence. Then, have Ss work in pairs to define each expression based on the information on the board.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

EXTENSION Have Ss choose one example from the audio or video (Zack Brown, Mozart, Shyam Benegal, Marillion) and find another interesting fact or statistic about the person they chose. Group Ss by who they chose to find out a fact about and have the group make a list of facts. Then have groups share their lists with the other groups.

4 DISCUSSION

A
- Say, *We are going to have a discussion about crowdfunding.* Draw attention to the questions in 4A.
- Give Ss time to think about the questions. Encourage them to take notes to use during the discussion.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss work with a partner to share opinions and reasons for taking part in crowdfunding.
- Tell Ss to take notes on their partner's ideas because they will have to report on those to the rest of the class.

C
- Give Ss time to summarize their partners' experiences and opinions to the rest of the class.
- Encourage **higher-level Ss** to begin their report with an introduction and conclusion as studied in the Listening Skill box.

OPTION Challenge other Ss to take notes on the reports, including the introductions and conclusions.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to discuss crowdfunding
✓ using *despite, however, although, even though, on the other hand,* and *while* to connect different aspects of the same person, thing, or situation
✓ using introductions and conclusions

EXIT TICKET Have Ss write their names on the paper on which they took notes for the discussion. Give them a few minutes to write an introduction and conclusion about their opinions and reasons. As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING



A ▶02-15 Listen or watch. What is the main idea of the talk?

Answers may vary. Possible answer: It's about crowdfunding, how it has become extremely popular, and how it is expected to remain popular in the future.

B ▶02-16 Read the Listening Skill. Listen or watch again.

How does the introduction catch the listeners' interest?

The introduction catches the listeners' interest by asking questions about two unusual crowdfunding campaigns. The conclusion connects the topic to the listener.

How does the conclusion connect the topic to the listener?

by personalizing it and asking the listener to think of a new crowdfunding idea

C ▶02-17 Listen or watch again. Answer the questions.

1. What was the most famous bizarre crowdfunding campaign?
   It was a campaign to make some potato salad.
2. How did Mozart use crowdfunding?
   Mozart asked for donations in advance so he could perform a concert.
3. What kinds of campaigns is crowdfunding used for now?
   Crowdfunding is used to raise money for charity, artists, writers, musicians, and new products.
4. Why do creators like crowdfunding?
   Creators can raise money without much risk and test the popularity of their new ideas.
5. Why do investors like crowdfunding?
   Investors can give small amounts of money and still feel like they are making a difference. They can also feel closer to the creative people they admire and get involved in new products from the very beginning.

LISTENING SKILL

Listen for the introduction and conclusion

In most talks, a speaker begins with an introduction and ends with a conclusion to help focus the listener on the topic or main idea.

The introduction may ask also questions or tell stories to catch the listeners' interest.

The conclusion may connect the topic to the listener or invite the listener to think about the future.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Since 2010, crowdfunding has become <u>mainstream</u>, bringing in billions of dollars every year.
   very common
2. But despite some risk to investors, the popularity of crowdfunding has <u>exploded</u>.
   increased very rapidly
3. And, in terms of products, people love being <u>in on the ground floor</u> of exciting new business ideas.
   at the beginning of something

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK Have you ever taken part in crowdfunding? If so, what was your experience? If not, would you want to try it? Why or why not?

B DISCUSS In pairs, share your experiences and opinions from 4A.

C REPORT Tell the class about your partner's experiences and opinions.

☐ I CAN TALK ABOUT CROWDFUNDING.

LESSON 4 READ ABOUT THE HEALTH BENEFITS OF GIVING



PABLO PIÑEDA
@PabloP
Did you know that giving can make you healthier? I didn't.

1 BEFORE YOU READ

A PAIRS How often do you help other people? What kinds of things do you do?

B 02-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

a shelter	a mood	make a difference	generous
blood pressure	a perspective		

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 130

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B 02-19 Read and listen to the article. Was your prediction correct?

GIVING REALLY IS GOOD FOR YOU



For weeks after Leslie lost the job she loved, she felt terrible. Then, one day after another disappointing job interview, she passed a homeless shelter and decided on the spot to volunteer there. Just making the decision made her feel good, and since then, her mood has improved a lot.

"I started volunteering because I wanted to make a difference in people's lives," she said, "but since I've started working here, I feel much better. I think volunteering is helping me more than it's helping them."

Leslie's situation isn't really that unusual. People often feel good when they give their time, money, or things to a good cause. What is more surprising, though, is that there is a lot of scientific research that proves giving really is good for our mental and physical health.

Better Mental Health

When researchers at the University of Oregon studied the brains of nineteen women, they discovered something interesting. The pleasure areas in the women's brains lit up, or became more active, when these women chose to donate some money to charity. When we give, our brain chemistry actually changes. Our brains release chemicals, such as serotonin and oxycodone, that make us feel happier.

Giving doesn't just make us happier. It also reduces our stress. Researchers at Yale University and UCLA (University of California, Los Angeles) figured this out by studying the lives of seventy-seven adults. They asked the adults to keep track of two things: how many times each day they felt stressed out and how often they did kind things for others. The people who were kind to others more often were less affected by stress.

Better Physical Health

Being generous doesn't just affect how we feel. Researchers at the University of California and the University of British Columbia have learned that it can also lower people's blood pressure. The researchers gave some money to seventy-three adults with high blood pressure. They told half the adults to spend the money on themselves and the other half to spend the money on other people. After six weeks, the people who had spent the money on other people had lower blood pressure than the people who had spent the money on themselves. Being generous can not only lower our blood pressure, but it can also help us live longer. Researchers at the University of Michigan determined this by studying 423 elderly couples for five years. They discovered that the elderly people who helped others were more than 50 percent more likely to live longer than those who didn't.

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LESSON 4 READ ABOUT THE HEALTH BENEFITS OF GIVING

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Elicit the meaning of *health benefits* in this context (something that produces good effects). Write on the board, *What are some activities that provide health benefits?* Have Ss discuss in pairs. Then elicit answers from the class. If Ss have trouble getting started, provide some sample answers, such as *eating healthy food, doing exercise,* or *drinking a lot of water.*
- Read the social media message aloud. Ask, *Did you know the answer to Pablo's question? Do you agree that giving can make you healthier? Why or why not?* Invite volunteers to share their opinions with the class. Take a class poll. Ask, *How many of you think giving can make you healthier?* Write the results on the board.

EXTENSION Take a class poll on how many Ss think giving is important. Record the results on the board. Have Ss research ways to give in their community. Suggest they conduct a quick online search for volunteering, charity, or giving opportunities. Write the following questions on the board:

1. *What is the name of the project or organization that you would give your time or money to?*
2. *What kind of help can you provide (or do they need)?*
3. *Why would you want to give your time or money here?*
4. *What health benefits do you think you could gain from giving your time or money?*

Have Ss present their giving opportunity in small groups. Ask each group to choose the most interesting opportunity and share it with the class. Finally, repeat the class poll on how many Ss think giving is important. Compare the two results for any change.

1 BEFORE YOU READ

A
- Say, *Giving doesn't have to be volunteering or giving money or time to people you don't know. There are other ways to help people.* Put Ss in small groups to discuss how often they help other people and share what kinds of things they do. Help get the conversation started by giving an example. Say, *I help my parents by doing their grocery shopping for them.* Ask groups to share their answers with the rest of the class.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
  1. *What types of shelters have you heard of?*
  2. *What kind of mood are you in today?*
  3. *How can you make a difference to someone else?*
  4. *Are you generous? Who are you most generous with?*
  5. *Do you know what your blood pressure is? What is a normal blood pressure measurement?* (120/80)
  6. *What is your perspective on the idea that giving makes you healthier?*
- Remind Ss they can go to page 130 for further clarification and practice.

2 READ

A
- Bring Ss' attention to the picture. Ask, *Who do you think these people are? What is the young woman helping the older woman do?* Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think are some of the details you will read about in this article?* Have Ss discuss in pairs.
- Ask Ss to analyze the format of the text. Ask, *What do these subheadings tell you about the organization of the article? What are some details you think you might read about in each section?*

B
- Tell Ss they are going to read and listen to an article about the health benefits of giving.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask, *What is a homeless shelter? Would you want to volunteer at a homeless shelter?*
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

CULTURE NOTE A homeless shelter is a service that provides a temporary home for people who do not have a home. Homeless shelters provide a place for homeless individuals to go to when the weather is bad or when they need food. Some homeless shelters also provide services to help residents find jobs or get medical care in an effort to help them live on their own.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?* Have Ss write down their answer.
- Have Ss discuss their answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask Ss to explain why other options that were suggested are not correct, such as information or a detail is included, but not a main idea, or the idea was not explained.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *What do you think is the best way to give?* Have Ss share their opinions in pairs.

C
- Ask a volunteer to read lines 58-62 aloud for the class. Elicit the answer to how the second sentence is connected to the first. Read the answer choices aloud.
- Have Ss complete the exercise. Let Ss compare answers in pairs. Review the answer as a class.

⊕ EXTENSION Ask Ss to find another article online and find an example of two sentences that are connected. Have them write the sentences on the board. Challenge Ss to think about how the two sentences are related.

D
- Read the Reading Skill aloud. Ask, *Do you ever wonder where writers find the information they write about?* Explain to Ss that writers find a lot of information from other sources. Say, *If writers use good sources, the quality of the information is better.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, hold a class discussion. Ask, *Do you think these are good sources of information?*

⊕ EXTENSION Ask Ss to make a list of what they consider to be good sources that would provide quality information. Write the list on the board. Extend the discussion by asking them for any sources that might not be as good. To help get Ss started, suggest a few good sources: universities or education sources, encyclopedias, or experts. Suggest a few sources that are not as good, such as blogs or friends who are not experts on the topic.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

⊕ EXTENSION Ask, *What questions do you still have about the article?* Have Ss write down 1-2 other questions they would want to ask one of the sources quoted in the article and share them in pairs. For homework, have Ss research the answers to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

4 MAKE IT PERSONAL

A
- Read the instructions and say, *I want you to think about these questions.* Give an example for yourself. For example, *The last time I helped a stranger was yesterday. I gave some money to a homeless person. I think the person was happy to get it because he thanked me. It made me feel good because I made a difference to this person.*
- Have Ss write down their ideas on a piece of paper. Remind them they can use these notes when they share their experiences.

B
- Have Ss share their notes in pairs.
- Make a list of how people helped a stranger on the board. Lead a discussion asking Ss if they would help a stranger in the same way that the other Ss in class did.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board: *I want to give because… I want to give… However,…* Have Ss write a short answer to each of the questions. Remind Ss to use the vocabulary and grammar studied in this unit. Collect cards as Ss leave to identify written areas for review.

Giving Can Take Many Forms

Overall, the research showed that it doesn't really matter how or what you give. Whether you donate millions of dollars to medical research or spend an hour a week talking to a lonely person, you can get the same health benefits.

Now, Leslie is still looking for a new job, but volunteering has given her a whole new perspective on life. "The experience has taught me so much," she said. "I'm starting to realize that it really is better to give than receive."



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

Answers may vary. Possible answer: The main idea is that giving is good for your physical and mental health.

B Answer the questions, according to the article.

1. How did Leslie's mood change after she started volunteering?
   Leslie's mood improved a lot.
2. What happens to people's brain chemistry when they give?
   People's brain chemistry changes. Their brains produce chemicals that make them happier.
3. How does giving affect people's blood pressure?
   Giving lowers people's blood pressure.
4. Does it matter how or what we give? Why or why not?
   There is no best way to give. Any kind of giving can be good for you.

C CLOSE READING Reread lines 58–62 in the article. Then circle the correct answer.

How is the second sentence connected to the first sentence?

a. It provides a counterargument.
b. It give examples to support an argument.
c. It asks readers to give their opinion about an argument.

D Read the Reading Skill. Then reread the article and complete the chart.

The information	The source of the information
Giving changes people's brain chemistry.	researchers at the University of Oregon
Giving reduces people's stress.	researchers at Yale University and UCLA
Giving lowers people's blood pressure.	researchers at the University of California and the University of British Columbia
Giving makes people live longer.	researchers at the University of Michigan

READING SKILL
Identify sources of information

Think about where the information in an article is coming from. This will help you judge the quality of the information.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

What other ways can giving improve your health?

A THINK When was the last time you helped a stranger? What did you do? How did the person feel? How did you feel? Why did you feel this way?

B PAIRS Share your experiences.

☐ I CAN READ ABOUT THE HEALTH BENEFITS OF GIVING

LESSON 5 WRITE AN EMAIL TO DISPUTE A PROBLEM



PABLO PIÑEDA
@PabloP
I was really mad at my bank, but I think I've solved the problem.

1 BEFORE YOU WRITE

A What problems have you had with a store or bank? How did you resolve them?

B Complete the sentences with the words in the box.

debit	credit

1. The bank will ___credit___ the money to your account as soon as you put it in.
2. The bank will ___debit___ the money from your account when you spend it.

C Read Pablo's email. Why did he write it? Answers may vary. Possible answer: Pablo wrote the email to dispute a late payment charge on his loan.

Subject: Loan #521847936

From: Pablo Piñeda To: customerservice@mybank

Dear Sir or Madam:

I am writing in regard to my loan #521847936. My loan payment of $165 is automatically taken out of my checking account every month, but on April 25 I received a late payment email from you. I confirmed, however, that my checking account was debited on that date for that amount.

I called Customer Service and spoke to Ms. Sara Johnston. She acknowledged that there was a banking error and promised to take care of the problem, stating that the payment would appear on my loan account within 10 business days. However, it is now 14 business days since that phone call, and the payment has still not been credited to my account. In addition, I was charged interest and a late fee.

Would you kindly credit my account and remove the late fee and interest charge? I would also appreciate it if you would send me an email confirmation or have a representative phone me when the error is corrected. Please take care of this as soon as possible. Until now, my loan payments were always credited on time, and I have a good credit history. I'm concerned that this error may affect my credit score.

Thank you for your attention to this matter. Please let me know if any further information is required.

Sincerely,

Pablo Piñeda

D Read the email again. Take notes in the chart.

General problem	Pablo received a late payment email even though an automatic loan payment had been taken out of his account.
More detailed explanation of the problem	Pablo called Customer Service to solve the problem. After 14 days, however, the problem was not solved and Pablo was charged interest and a late fee.
Request	Pablo asked the company to credit his loan account and remove the additional charges as soon as possible. He also wants the company to call or send an email as soon as the problem is resolved.

LESSON 5 WRITE AN EMAIL TO DISPUTE A PROBLEM

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Elicit the meaning of the verb *dispute*. (disagree with someone about something) Read the social media message aloud. Ask, *Who was Pablo mad at?* (his bank) *Is he still mad?* (No, he solved the problem.)
- Ask, *Have you ever been mad at your bank? Why? Have you ever been mad at another business? What made you mad?* Elicit ideas from the class.

1 BEFORE YOU WRITE

A
- Say, *I once had a problem at the grocery store. The check-out clerk charged me too much for the items I bought. I took the receipt to the customer service desk and showed them the wrong price. The store refunded me the difference in the price.* Read the questions aloud. Have Ss share their experiences in pairs or small groups.
- Have volunteers share their answers with the class. Ask Ss if they have ever used the stores or banks that the Ss mention when they share their answers.

B
- Say, *There is a big difference between credit and debit. Does anyone know the difference?*
- Have Ss read the two sentences and choose the correct word.
- Go over the answers.

C
- Tell Ss to look at the text. Ask, *What is it?* (an email message) Ask, *Who wrote it?* (Pablo) *Who did he write it to?* (customer service at his bank) *What is the subject?* (his loan)
- Ask, *Based on Pablo's social media message, what do you think he will write about? What do you think the problem was?* Have Ss make predictions in pairs.
- Have Ss follow along in their books as you read Pablo's email message aloud for the class. Remind them to determine why he wrote the email message. Give Ss time to discuss the answer in small groups.
- Ask Ss to underline any instances in the email where Pablo used a connective to express contrast or surprise. (*but, however, However*) Let Ss compare answers. Ask, *Did Pablo use connectives the right way? What were the contrasting ideas?*
- Clarify the meaning of any words Ss have questions about.

OPTION In pairs, have Ss take turns reading the email message aloud. Ask them to take turns reading every 4–5 lines.

EXTENSION In pairs, have Ss rewrite the sentences using *however* with different connectives that show contrast or surprise.

D
- Tell Ss to look at the text again and complete the chart. Tell them to identify the general problem, the details, and the request.
- Circulate to help Ss as needed.
- Draw a blank chart on the board. Solicit volunteers to write their answers to the chart on the board.

OPTION Have Ss highlight the information in the email message that helped them determine the answers for the chart.

2 FOCUS ON WRITING

- Ask Ss to close their books. Copy the chart on the board without headings. Include just the first row of sample answers. Ask, *Can you guess what the headings of these columns should say?* Elicit answers.
- Ask Ss to open their books. Read the Writing Skill aloud. Make sure Ss can tell the difference between the polite versus less polite examples. Above the headings in the chart write the words *Less polite language* and *Polite language*.
- Tell Ss to individually reread the text in 1C. Say, *Find examples of polite language that we can use to complete the second column of this chart.*
- Have Ss complete the exercise individually and then compare their charts in pairs. Invite volunteers to add their answers to the chart on the board.

3 PLAN YOUR WRITING

A
- Say, *You are going to write an email message disputing a problem you had with a business.* Have Ss write notes answering the questions.
- Have them draw a chart like the one in 1D. Have them transfer their notes into the chart.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if they want. Make sure they include the company's name, the general problem, some of the details of the problem, and how they wanted the company to resolve the problem.

B
- Solicit a volunteer to read the sample sentence. Then put Ss in pairs to take turns describing their dispute.
- Monitor Ss' conversations to make sure they are including relevant details.

⊕ **EXTENSION** Have pairs form groups of four. Ask each pair to share the details about their dispute. **Lower-level Ss** can look at their classmates' chart while presenting. Challenge **higher-level Ss** to complete the activity without looking at their notes.

4 WRITE

- Bring Ss' attention back to 1D. Say, *You can see how Pablo used this chart to organize his email message.*
- Tell Ss to use the notes in their chart to write their email. Remind them to use 1C as a model and include 3-4 sentences in each paragraph.
- **Higher-level Ss** should write longer email messages and add more detail where possible. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing to help them use connectives and organize their writing.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's email messages. Have them underline all of the connectives and identify the problem, details, and request. Then have them respond to the second question.

B
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to help their partner add more polite language words or fix any errors with connectives or the past unreal conditional.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.
- Direct Ss' attention to the Revising tip. Read the information aloud. Ask, *How can being angry when you write affect the outcome of your letter?* (When you are angry when you write, your language might not be as polite as it could be. When that happens, you might not get the result you want or the dispute might remain unsolved.) *How long do you think you should wait for?* Invite volunteers to share their ideas.

6 PROOFREAD

- Give Ss time to review their partners' feedback.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their email.

EXIT TICKET Ask, *What would have made you feel better about a dispute you had in the past?* Have Ss write their names on a blank card. Encourage them to use the grammar from this unit to answer the question. Give an example: *I might have felt better if the store had refunded my money.* Collect cards as Ss leave to identify areas for review and additional practice.

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Pablo's email. Find the examples of polite language in the email that have the same meaning as the less polite language below. Complete the chart.

Less polite language	Polite language
You have to credit my account...	Would you kindly credit my account...
You have to send me an email...	I would (also) appreciate it if you would send me an email...
Do this right away.	Please take care of this as soon as possible.
Thanks for taking care of this.	Thank you for your attention to this matter.
Tell me if you need anything else.	Please let me know if any further information is required.

WRITING SKILL

Use polite language in a formal email

Use polite language in a formal email when writing to complain or dispute a problem. It is more effective than using language that demands action. Polite requests usually help you get the results you want. Notice the difference between *Could you please find out how the problem happened?* and *I insist you tell me what happened!*

3 PLAN YOUR WRITING

A THINK When did you have a dispute with a company? What was the general problem, what were the details of the problem, and how did you want them to resolve the problem? Draw a chart like the one in 1D.

B PAIRS Talk about the dispute.

I disputed a charge from my credit card company because they charged me a late fee twice.

4 WRITE

Write an email about a financial charge from a company that you thought was incorrect. Describe the problem and how you want them to resolve it. Include polite language. Use the email in 1C as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read each other's writing.

1. Did your partner clearly state the problem and what he or she wanted done about it? Underline the problem and circle the request.
2. Did your partner use polite language? Check (✓) the examples of polite language.

Revising tip

Take a walk and think about the language in your email. If you're writing about a dispute, it's a good idea to step away and calm down before you revise it and send it.

B PAIRS Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE AN EMAIL TO DISPUTE A PROBLEM.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶02-20 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: The topic of the presentation is an interesting crowdfunding project.

B ▶02-21 Listen or watch again. Answer the questions.

1. Why was Misaki excited by the project?
   Misaki was excited by the project because it's for a foldable kayak.
2. Who is this product good for? The product is good for people who like kayaking but don't have enough space to store a regular kayak.
3. What did the creator offer to investors?
   The creator offered T-shirts, waterproof bags, and water bottles to investors.

C Read the presentation skill. How can you get better at this skill?

PRESENTATION SKILL

Speak with authority
Your audience expects you to be an authority on your topic–so, even if you don't feel confident, pretend that you are.

D Make your own presentation.

Step 1 Search the internet for a crowdfunding project that would interest you. Search "**crowdfunding**" plus a hobby or subject that you're interested in.

Step 2 Prepare a two-minute presentation about the crowdfunding project. Include information about why the product is special and what the creator offers to investors. Bring an item or picture that relates to your project.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Ask about a return policy
- ☐ Discuss taking out a loan
- ☐ Talk about crowdfunding

Vocabulary
- ☐ Return policy language
- ☐ Language for loans

Conversation
- ☐ Ask questions for clarification

Pronunciation
- ☐ Blend past modals

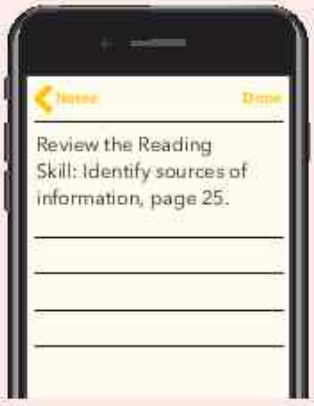
Listening
- ☐ Listen for the introduction and conclusion

Grammar
- ☐ *As long as, providing (that), unless*
- ☐ Past unreal conditional
- ☐ Connectives to express contrast and surprise

Reading
- ☐ Identify sources of information

Writing
- ☐ Use polite language in a formal email

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (a woman paddling or rowing a kayak)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *What is something surprising and new you learned about kayaking? What is something surprising or new you learned about crowdfunding?* Invite volunteers to share their answers with the class.

OPTION If appropriate, pause the video, and ask Ss to predict what is coming up next. For example, pause after the phrase *I'm excited about a crowdfunding project that raised money for...* Ask, *What do you think the crowdfunding was raising money for?* Elicit ideas from the class before moving on.

C
- Read the Presentation Skill aloud. Ask, *What actions can you use to show or pretend that you are confident?* Elicit answers, such as *speak loudly, make eye contact,* or *stand up straight.*

D
- Read the three steps aloud for the class. Tell Ss they can present on any crowdfunding project they are interested in. Have them look for several and then choose one.
- Have them take notes about the crowdfunding project that they found and explain how it is related to their hobby or a subject they are interested in. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Remind Ss to think about a good introduction and conclusion for their presentation. Walk around as Ss work and offer feedback on the introductions and conclusions as well as the organization. Provide help with pronunciation as necessary.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce a crowdfunding project.*
  - ☐ *Include an introduction and conclusion.*
  - ☐ *Talk about the reasons for the topic selection.*
  - ☐ *Identify any sources of information.*
  - ☐ *Speak loudly and clearly.*
- Remind Ss to bring in an item or picture related to their crowdfunding source or their hobby to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

3 HAVE YOU SEEN A DOCTOR?

PREVIEW THE UNIT

LESSON 1	**Describe how you feel and ask for advice**	
	Vocabulary	Flu symptoms
	Grammar	Giving and asking for advice: Review and expand
	Pronunciation	Link consonant and vowel sounds
LESSON 2	**Describe injuries and report advice**	
	Vocabulary	Injuries and treatments
	Grammar	Reporting advice: Review and expand
	Conversation skill	Respond to bad news
LESSON 3	**Talk about medical research**	
	Grammar	*Not only…but also*
	Listening skill	Listen for topics
LESSON 4	**Read about the pros and cons of an issue**	
	Reading skill	Identify pros and cons
LESSON 5	**Write a summary**	
	Writing skill	Write a good summary
	Writing process tip	Compare your summary to the original text
PUT IT TOGETHER		
	Presentation project	An app or innovation designed to help people improve their health
	Presentation skill	Keep graphics simple

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Say, *Raise your hand if you have seen a doctor in his or her office.* Call on volunteers to answer questions such as: *What did you see the doctor for? What did the doctor tell you to do to make you feel better?*
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *woman on crutches, woman filling out forms, doctor helping a patient, a hospital or doctor's office, a waiting room.*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Gina Clark) Have them read what Gina says on page 4 or play the video of Gina. Then ask, *What do you know about Gina?* (She's a human resources specialist.)
- Read Gina's social media message aloud. Ask, *What is she worried about?* (getting the flu) *Why is she worried about this?* (a lot of people at her office are sick) *Why doesn't she want to get sick?* (She has a lot of work right now.)

3 HAVE YOU SEEN A DOCTOR?

LEARNING GOALS

In this unit, you

- describe how you feel and ask for advice
- describe injuries and report advice
- talk about medical research
- read about the pros and cons of an issue
- write a summary



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Gina's message. What is she worried about? Why?



GINA CLARK

@GinaC

A lot of people in my office have the flu. I have so much work to do I can't get sick now.

LESSON 1 DESCRIBE HOW YOU FEEL AND ASK FOR ADVICE



GINA CLARK
@GinaC
Not feeling well today. Woke up with a sore throat and a headache.

1 VOCABULARY Flu symptoms

A Look at the poster. What are some common flu symptoms? What advice does the poster give?

B 03-01 Listen. Then listen and repeat.

Know Your Flu Symptoms How do you know if you have the flu?

Do you feel...









Do you have...









Other common symptoms include a cough, a sore throat, and a headache. If you have some or all of these symptoms, talk to your doctor right away. Don't go back to work or school until you are better!

C 03-02 Listen. Which flu symptom does each speaker have? Write words from 1B.

1. a runny nose
2. nauseous
3. muscle aches and pains
4. fatigued
5. dizzy
6. a fever
7. stuffed up
8. the chills

D PAIRS Brainstorm the best ways to treat the symptoms in 1B.

2 GRAMMAR Giving and asking for advice: Review and expand

Use the modal verbs *should*, *had better*, and *ought to* to give direct advice. Use the structure *if I were (someone else)* to give less direct advice.

Giving Advice: Modals			Giving Advice: *If I were (someone else)*		
Subject	**Modal**	**Advice**	***If I were***	***(someone else)***	**Result clause**
You	should (not)	stay home.	If I were	you,	I'd stay home.
Linda	had better (not)			Linda,	I wouldn't stay home.
Those kids	ought to			those kids,	
Asking for Advice: Modals			**Asking for Advice: *If you were me***		
Should I stay home?			Would you stay home if you were me?		
What should I do?			What would you do if you were me?		

Notes
- *Should* and *had better* are more common than *ought to*.
- Do not use *ought to* or *had better* for questions.

>> FOR PRACTICE, GO TO PAGE 131

LESSON 1 DESCRIBE HOW YOU FEEL AND ASK FOR ADVICE

- Read the lesson title and the social media message aloud. Ask, *What is advice?* (recommendations about what you should do) Ask, *What do you ask advice for?* Accept any reasonable answers.
- Ask, *How is Gina feeling?* (not well) Ask, *What is wrong with her?* (sore throat and headache) *Have you ever felt the same way as Gina? Have you ever missed work or school when you were not feeling well?*

1 VOCABULARY

A

- Ask, *What do you see in each of the pictures in the poster?* Have Ss describe the pictures without using the vocabulary words. For example, *The first picture shows a woman who is very tired.*
- Ask, *What is a* symptom? (a sign that you have a disease or illness) Say, *These are all symptoms of the flu. Have you ever felt any of these symptoms? Have you ever had the flu?* Ask, *What advice does the poster give?*

TEACHING TIP Pair Ss to answer the questions. Have them share answers with other pairs or with the whole class.

⊕ **EXTENSION** Play a game of charades. Put Ss in small groups or play as a whole class. Have Ss demonstrate or act out one of the symptoms. Challenge the other Ss to guess which symptom it is. Include the other symptoms that are not pictured: cough, sore throat, and headache.

B

- Say, *You will hear a list of symptoms that let you know if you have the flu.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Pair Ss. Have them decide which words are symptoms of other illnesses. Remind them that some of the words could be used to describe more than one condition. Say, *For example, a runny nose can be a symptom of a cold or an allergy.* Let Ss search online if they need help.

C

- In pairs, have Ss listen to the audio and use the words from 1B to complete the answers. Tell them that each speaker has only one symptom. Check that they understand the meaning of *throw up*.
- Encourage Ss to give answers based on what they hear. Review answers as a class. Invite volunteers to share their experiences of when they have felt the same way.

TEACHING TIP Keep in mind that some Ss may not want to share personal information about their medical conditions. Allow them to volunteer the information but do not force anyone to participate.

D

- In pairs, have Ss discuss the question. Encourage them to use the words in 1B in their answers. Give an example: *When I feel extremely fatigued, I stay home from work and sleep as much as I can.*
- Allow time for Ss to share their answers with another pair.

⊕ **EXTENSION** Give Ss time to search online to find medical advice about treating each of the symptoms. Or, assign pairs one of the symptoms and then have each pair report what they found back to the rest of the class.

2 GRAMMAR

- Write on the board: *Who do you ask for advice when you don't feel well?* Then write: *You should ask a doctor for advice when you don't feel well.* Explain that the statement is advice you are giving them for what to do when they don't feel well.
- Underline the word *should*. Say, *This is a modal verb. When you give advice, use a modal verb.* Ask, *What other modal verbs can you use?* Let Ss guess. To answer, read the information at the top of the grammar chart. Explain to Ss that *direct* is more serious or strong while *less direct* is less forceful.
- Ask Ss to look at the grammar chart. Read the statements from the Giving Advice section aloud. Ask, *What is the difference between using modal verbs and using* if I were? (The first is direct, the second is less direct.)
- Ask Ss to look at the Asking for Advice section of the grammar chart. Read the questions aloud.
- Draw attention to the Notes. Point out that *ought to* is not very common in spoken English and cannot be used with questions. Say, *You cannot use* had better *for questions either.*

LANGUAGE NOTE *Should* and *ought to* mean the same thing. *Ought to* is often used to describe actions that are moral obligations or responsibilities rather than to give general advice. Compare:
She ought to take better care of her elderly grandmother.
We should study more modal verbs in this class.

⊕ **EXTENSION** Have Ss write a sentence offering advice about how to learn English. Then have them ask a partner, *What do you think I can do to learn more English?* Ss can use the sentence they wrote to answer the question.

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Ask, *What does it mean to link?* (to connect to something else) Say, *There are different sounds that link together in English.*
- Write the sample sentence on the board. As the audio plays, point to the place where the speaker links the words.
- Review or teach the difference between consonants and vowels. The vowels in English are *a*, *e*, *i*, *o*, and *u*. Tell Ss that it is the sounds and not just the letters that determine when words are linked.

B
- Read the directions. Play the audio. Have Ss listen, and then listen and repeat.

OPTION Have Ss point to or follow the linking marks when the audio is played.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually. Play the audio again if appropriate.
- Put Ss in pairs to compare answers.
- Invite volunteers to write their answers on the board. Check to make sure everyone has the correct answer.
- Then have Ss listen again, check answers, and repeat. Correct any mistakes on the board.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Gina and Michael) *What is their relationship?* (co-workers) *Where are they?* (at the office)
- Ask, *What is Gina's job?* (She's a human resources specialist.) Ask the same question about Michael. (He's a project manager.) Ss can read about Michael on page 4 or watch his video.
- Ask, *What do you think is wrong with Gina? What do you think they are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

LANGUAGE NOTE *To come down with something* means to get sick. Tell Ss this is an example of a phrasal verb. Remind Ss that a phrasal verb includes a base verb plus a preposition or adverb and usually means something different than if the words are used separately.

B
- Tell Ss to listen or watch again, and answer the questions about Gina.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Have volunteers give their answers.

OPTION Let Ss review the questions before playing the audio.

EXTENSION Have Ss diagnose Gina's condition. Let them search online to see if there are other possible conditions she might have other than the flu. Then have them discuss whether they agree or disagree with Michael's advice.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers as a class.
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct linking as Ss practice. Have Ss swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share what they think of Michael, with reasons.

5 TRY IT YOURSELF

A
- Tell Ss to imagine they are sick. Alternatively, tell them to think about a time they were sick. Have them take notes about their symptoms.

B
- Ask, *Have you ever talked to a friend or co-worker about feeling sick?* Have Ss role-play talking as co-workers using their notes to help. **For lower-level Ss**, let them write a script rather than just role-playing. Remind them to use the conversation in 4C as a model.
- Monitor. Provide help with vocabulary as necessary.

C
- Ask each pair to share their partner's symptoms and the advice they gave. Have Ss ask, *Do you think I gave good advice?* Give Ss time to share other advice.
- Make a list of advice on the board for each condition Ss discuss.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to talk about symptoms
✓ giving and asking for advice
✓ linking consonant sounds at the end of words to vowel sounds at the beginning of words

EXIT TICKET Ask, *What kind of advice would you give me about our class?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and take turns reporting their ideas to a partner or small group. As Ss discuss, listen and take notes on areas for review.

3 PRONUNCIATION

Link consonant and vowel sounds

Link a word that ends in a consonant sound to a word that begins with a vowel sound:
I feel a bit nauseous.
Final consonants linked to vowels are easier to hear.

A 03-03 Read and listen to the pronunciation note.

B 03-04 Listen. Notice the linking between final consonants and beginning vowels. Then listen and repeat.

1. You'd better take it easy for a few days.
2. I'd stay home if I were you.
3. Elena's back aches and she feels a bit nauseous.
4. If I were you, I'd make an appointment with an eye doctor.

C 03-05 Listen. Underline the linking between final consonants and beginning vowels. Then listen again and repeat.

1. Michael looks a little under the weather.
2. When Ana woke up, she had a sore throat and felt exhausted.
3. Ask Elena to pick Alex up as soon as she can.
4. Forget about going out tonight. You have a bad cough.



4 CONVERSATION

A 03-06 Listen or watch. What are Michael and Gina talking about?

Answers may vary. Possible answer: Michael and Gina are talking about Gina's health.

B 03-07 Listen or watch again. Answer the questions.

1. Why hasn't Gina seen a doctor yet? Gina hasn't seen a doctor yet because she doesn't feel that bad.
2. Why does Michael think Gina should see a doctor?
   Michael says Gina should see a doctor if she feels worse because the flu is serious this year.
3. How is Gina going to get home? Gina's sister is giving her a ride home.
4. Why is Gina concerned at the end of the conversation?
   Gina is concerned at the end of the conversation because she has a lot of work to do and can't afford to get sick.

Does Michael seem like a good co-worker? Why or why not?

C 03-08 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: Hey, Gina. How's it going? Oh, are you all right?

Gina: Not really. For a second there, I felt a little ___dizzy___.

Michael: Uh-oh. Maybe ___you'd better___ take it easy for a few minutes. Is there anything I can get you? Water?

Gina: No, that's OK. I think I'm just coming down with something. This morning, I had a sore throat and a headache, and now, I'm feeling weak and a bit ___nauseous___.

5 TRY IT YOURSELF

A THINK Imagine that you're sick. Take notes about your symptoms.

B ROLE PLAY Student A: You notice that your co-worker looks sick. Ask what's wrong and give advice. Student B: Respond. Use the conversation in 4C as an example.

C EVALUATE Tell the class about your partner's symptoms and the advice you gave. Do your classmates think you gave good advice?

☐ I CAN DESCRIBE HOW I FEEL AND ASK FOR ADVICE

LESSON 2 DESCRIBE INJURIES AND REPORT ADVICE



GINA CLARK
@GinaC
You won't believe this. Now I'm at the hospital with my sister. What a day!

1 VOCABULARY Injuries and treatments

A ▶03-09 Listen. Then listen and repeat.

Injuries



pull a muscle



sprain an ankle



dislocate a shoulder



fracture an arm

Treatments



put ice on it



apply compression to it



elevate it



rest it



wear a cast



wear a sling



wear a brace



use crutches

B PAIRS Which of these injuries have you or someone you know had? How did you or someone you know treat them? Use words from 1A.

2 GRAMMAR Reporting advice: Review and expand

Common verbs for reporting advice include *say*, *tell*, *recommend*, and *suggest*.

***Say* and *tell* can be followed by an infinitive.**

Subject	Verb	Object	(*Not*)	Infinitive	
The doctor	said		(not)	to take	medicine.
	told	me		to go	to work.

***Say* and *tell* can also be followed by a *that* clause.**

Subject 1	Verb	Object	(*That*)	Subject 2	
The doctor	said		(that)	I	shouldn't go to work.
	told	me			

Note: Do not use an object after *said*, but always use an object after *told*.

***Suggest* and *recommend* can be followed by a *that* clause.**

Subject 1	Verb	(*That*)	Subject 2	Base form of the verb	
The doctor	suggested	(that)	I	take	some medicine.

Note: With *suggest* and *recommend*, use the base form of the verb in the *that* clause for all subjects: *The doctor suggested/recommended that he/she (not)* ***take*** *the medicine.*

***Suggest* and *recommend* can also be followed by a gerund.**

Subject	Verb	(*Not*)	Gerund	
The doctor	recommended	(not)	going	to work.

>> FOR PRACTICE, GO TO PAGE 132

LESSON 2 DESCRIBE INJURIES AND REPORT ADVICE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is an injury?* (being hurt in some way) To check comprehension, ask, *What are some types of injuries?* Accept any reasonable answer. Possible answers include *bruise, cut, scratch, broken bone, sprain, fracture*.
- Read the social media message aloud. Ask, *Have you ever been to the hospital for yourself or with someone else?* Ask Ss who they were with or who was with them and why they were there.

1 VOCABULARY

A
- Draw attention to the pictures for injuries and treatments. Take a class poll to see how many Ss have had each injury. For each picture say, *Raise your hand if you have ever [pulled a muscle]*. Write the totals on the board.
- Call on volunteers to say how they got their injuries. Give an example for yourself: *I sprained my ankle one time when I was playing baseball with my friends.*
- Tell Ss to listen to the pronunciation of the vocabulary items in 1A. Play the audio, and pause after the injuries are given. Explain that the rest of the audio is for treatments for those injuries. Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.
- To review, have Ss close their books. Pair Ss. Project the images one at a time on the screen and ask the pairs to say which injury or treatment is pictured.

B
- Ask Ss to discuss the questions with a partner. Remind them to use the words from 1A. Give an example: *I pulled a muscle moving a chair. I put ice on it and rested it.*
- Circulate to help Ss as necessary.

OPTION Have Ss work in larger groups to get more ideas.

EXTENSION Ask Ss to name other injuries that could be treated with each treatment. Also have them name other injuries and then suggest treatments for those.

LANGUAGE NOTE There are many types of doctors. Ss might be interested in learning what types of doctors treat different injuries or conditions. Suggested vocabulary includes:
dermatologist: skin
ophthalmologist: eyes
neurologist: brain, spine, or nerves
podiatrist: feet
orthopedist: bones

CULTURE NOTE The education path to becoming a doctor depends on the type of medicine the student wants to practice and varies by country.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, ask, *What is an infinitive?* (the base form of the verb usually preceded by *to*) Give an example such as *to take, to go, to rest.*
- Say, *There are four common verbs for reporting advice.* Write on the board: *say, tell, recommend, suggest.* Ask, *Which of these can be followed by an infinitive?* To help, write: *The doctor said to rest. The doctor recommended to rest.* Ask, *Which of these sentences is correct?* (the first one) Have Ss open their books and look at the grammar chart. Present the first part of the grammar chart. Explain that not all the verbs can be followed by an infinitive.
- Read the explanation and example statements aloud. Point out that *say* and *tell* can also be followed by a *that* clause. Read the example statements in the chart.
- Ask, *Why are the words* not *and* that *in parentheses?* (The word *not* is only used when forming a negative sentence. The word *that* is optional.)
- Draw attention to the Note. Make sure Ss understand that the second sentence has an object while the first does not.

TEACHING TIP Review what an object is (the thing in the sentence that is receiving the action).

- Say, *Now let's study the other two verbs*—suggest *and* recommend. Have Ss follow along in the grammar chart. Say, *These two verbs can also be followed by a* that *clause.*
- Read the explanation and example statements aloud. Give an example using *recommend* since this is not included in the chart: *The doctor recommended that I take some medicine.*
- Say, *These two verbs can also be followed by a gerund phrase.* Ask, *What is a gerund?* (the *-ing* form of the verb that functions as a noun)

EXTENSION Have higher-level Ss write four sentences, one for each section of the grammar chart. Have lower-level Ss write two sentences, one using *say* or *tell* and one using *suggest* or *recommend*. Ask volunteers to write their sentences on the board.

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the example phrases. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses Speaker B gives.* Play the audio.

B
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

EXTENSION Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. **Higher-level Ss** can make longer conversations or change the details in the conversations. Have volunteers role-play their conversations in front of the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 2?* (Michael and Gina) *What are they doing?* (talking on the phone) *Where are they?* (Michael is in the office, and Gina is in a waiting room at the hospital.)
- Give Ss time to preview the question. Ask, *Why do you think Gina is calling Michael?*
- Play the audio. Ask, *Were your predictions correct?*

B
- Draw attention to the questions.
- Have Ss listen or watch again and complete the exercise. Review answers.

EXTENSION Ask additional comprehension questions about the audio.

1. *Who is injured?* (Rachel, Gina's sister)
2. *How was she injured?* (She fell on the stairs of Gina's house and hurt her ankle.)
3. *What did the doctor recommend?* (resting the ankle, keeping it elevated, putting ice on it)
4. *How will Rachel get around for a week?* (by using crutches)
5. *What did Gina do to feel better?* (took some flu medicine)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
- Take a class survey to see if Ss agree with the advice that has been given. Ask, *Would you add anything else to the advice?*

5 TRY IT YOURSELF

A
- Draw a copy of the chart on the board. Model note-taking as you complete each item using an example from someone you know. For example:

Who was injured?	my father
What was the injury?	a sprained ankle
How did the injury happen?	He slipped while running.
What did the doctor say?	The doctor said he needed to rest, and shouldn't go jogging for two weeks.

- Tell Ss to take their own notes on any person or any injury they want. Circulate to help. **For lower-level Ss,** pair them with someone who has selected the same injury and let them complete the activity together.

B
- In pairs, have Ss take turns telling each other about the injury, reacting to the bad news, and asking about the doctor's advice.
- Remind Ss to use the conversation in 4C as a model.

C
- Allow time for Ss to report back to the class. Tell them to include the injury and the advice their partners shared with them.

EXTENSION Extend the discussion by putting Ss in small groups to discuss other advice they can offer for the injury.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about injuries and treatments
- ✓ reporting advice
- ✓ responding to bad news

EXIT TICKET Have Ss write the name of an injury on an index card and collect the cards. For **higher-level Ss,** tell them the injury does not need to be included in the book. For each card, read the injury aloud and have Ss give advice. Encourage them to mention other treatments they can think of and not restrict themselves to only the ones included in the book. As they give answers, listen to make sure the pronunciation and intonation is correct.

3 CONVERSATION SKILL

Respond to bad news

Respond to bad news by showing concern and asking for more information.

Showing concern	Asking for more information
Oh, no.	*What happened?*
That's terrible.	*Is everyone OK?*
I'm sorry to hear that.	*What did the doctor say?*
Uh-oh.	*Did anyone get hurt?*

A 03-10 Read the conversation skill. Listen. Notice that Speaker B responds to bad news by showing concern and asking a question.

1. A: John was just taken to the hospital.
   B: Oh, no. What happened?
2. A: There was a big accident today.
   B: That's terrible. Did anyone get hurt?

B PAIRS Practice the conversations.

4 CONVERSATION



A 03-11 Listen or watch. Why does Gina call Michael?

Answers may vary. Possible answer: Gina calls Michael to tell him that she is at the hospital with her sister, who hurt her ankle.

B 03-12 Listen or watch again. Answer the questions.

1. What injury did Michael have a couple of years ago?
   Michael fractured his ankle.
2. What was the treatment for Michael's injury?
   Michael had to wear a cast for nearly two months.
3. How is Gina feeling now? Gina is feeling a little better.
4. Is Gina going to go to work tomorrow? Why or why not?
   Gina isn't going to work tomorrow. She wants to make sure she feels better and be around in case her sister needs anything.

What can Gina do to help her sister right now and tomorrow?

C 03-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: What happened to your sister?

Gina: She fell on the stairs going up to my house and hurt her ankle. It looked really bad, so I brought her to the hospital right away.

Michael: ___That's terrible___ ! Has she seen a doctor yet?

Gina: Yeah, she had X-rays, and the doctor told her it's just ___sprained___ . It's not fractured or broken.

Michael: That's good.

Gina: He just ___said___ that she needs to stay off it as much as possible.

5 TRY IT YOURSELF

A THINK What injury have you or someone you know had that resulted in a visit to the doctor? Complete the chart.

Who was injured?	
What was the injury?	
How did the injury happen?	
What did the doctor say?	

B ROLE PLAY Student A: Tell your partner about the injury. Student B: Respond to the bad news and ask about the doctor's advice. Use the conversation in 4C as an example.

C REPORT Tell the class about the injury and advice your partner talked about.

☐ I CAN DESCRIBE INJURIES AND REPORT ADVICE.

LESSON 3 TALK ABOUT MEDICAL RESEARCH



GINA CLARK
@GinaC
I just saw a talk about microbes. Did you know that some of them might actually be good for us?

1 BEFORE YOU LISTEN

A What do you know about microbes, such as viruses and bacteria?

B 03-14 VOCABULARY Listen. Then listen and repeat.

a microbe: an extremely small living creature that cannot be seen without a microscope
a cell: the smallest part of a living thing
existence: being present or real
an antiseptic: a chemical substance that prevents a wound from becoming infected
a vaccine: a medicine that stops you from getting a disease
the gut: the tube in your body through which food passes
digest: to change food in the stomach to a form your body can use
an immune system: the system by which your body protects itself from disease
bloodstream: blood as it flows around the body
sterile: completely clean and not containing any bacteria

C Complete the sentences with words from 1B.

1. Donuts are not good for you because it takes a long time to ___digest___ them.
2. The operating room in the hospital needs to be completely ___sterile___.
3. Your body is made of millions of ___cells___.
4. Every year, many people get a(n) ___vaccine___ to prevent the flu.
5. We used a microscope to look at the ___microbes___ living in pond water.
6. I never get sick. I think I have a strong ___immune system___.
7. You should put some ___antiseptic___ on that wound so it doesn't get infected.
8. They use a needle to put medicine directly into your ___bloodstream___.
9. We didn't know about the ___existence___ of microbes until we built microscopes.
10. Eating good food is important for the health of your ___gut___.

2 GRAMMAR *Not only...but also*

We use *not only...but also* to emphasize that two things are true. The same grammatical form should follow each phrase.

		Noun		**Noun**
Our bodies contain	not only	viruses	but also	bacteria.
		Prepositional phrase		**Prepositional phrase**
Microbes interact	not only	with our human cells	but also	with each other.
		Adjective		**Adjective**
They are	not only	helpful	but also	necessary.

Notes
- We sometimes leave out *also*: *They are not only helpful but necessary.*
- We don't use a comma to separate *not only* and *but also* unless they connect two independent clauses.

>> FOR PRACTICE, GO TO PAGE 133

LESSON 3 TALK ABOUT MEDICAL RESEARCH

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- With books closed, ask, *What is a microbe?* (a very small living creature that cannot be seen without a microscope) *Do you think microbes are good or bad for us?* Take a class vote.
- Read the lesson title and the social media message aloud.

1 BEFORE YOU LISTEN

A
- Read the question aloud. In small groups, have Ss discuss the answer.

EXTENSION Give Ss time to search online to find different examples of microbes. Tell them there are five main types of microbes: bacteria, fungi, algae, protozoa, and viruses.

TEACHING TIP Schedule time in the computer lab or let Ss use their phones to search for images of science terms such as *bacteria, fungi, algae, protozoa,* and *viruses*. Ss often understand the term when they see a photograph of it, which eases their mind and builds their confidence when studying science terms.

EXTENSION In small groups, have Ss talk about which fields of study would research microbes. Accept any reasonable answers (biology, medicine, science, nursing).

B
- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

OPTION Project some images of the vocabulary words that you find online. Ask Ss to match the images to the words in 1B.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Write the numbers 1–10 on small pieces of paper. Divide Ss into pairs and randomly choose one of the numbers from a bag. Have them write a sentence using the vocabulary word used in that number sentence in 1C. Have Ss write their sentence on the board. Tell them to leave a blank line where the word is supposed to be. Let the other Ss figure out the missing word.

2 GRAMMAR

- Write on the board: *I teach <u>not only</u> vocabulary <u>but also</u> grammar.* Underline *not only* and *but also*. Ask, *What grammatical form are the words* vocabulary *and* grammar? (nouns)
- Have Ss open their book to page 34 and look at the grammar chart. Read the explanation aloud. Point out the sample sentence. Ask, *Is it true that I teach vocabulary and grammar?* When Ss reply affirmatively, explain that this is why you can use the structure *not only…but also*. Point out that the two words (*vocabulary* and *grammar*) are also the same grammatical form, which is required to use this structure.
- Ask, *Why would I use* not only…but also *instead of* both? Elicit that *not only…but also* is more formal and emphasizes that it is surprising that both facts are true.
- Draw attention to the example sentences in the chart. Read them aloud. Say, *You can see that these examples include nouns, prepositional phrases, and adjectives. You can use any part of speech, but they have to be the same in the same sentence.*
- Point out the Notes. Say, *You can sometimes leave out the word* also. Write another example on the board: *Speaking English is not only important but also fun.* Then cross out the word *also*.
- Read the second note aloud. Write on the board: *The doctor not only treated me, she also inspired me to study medicine.* Draw attention to the comma and circle the subjects (*doctor* and *she*) and verbs (*treated* and *inspired*) so Ss can see these are two independent clauses and therefore a comma is needed.

LANGUAGE NOTE Independent clauses can stand alone as sentences. An independent clause has a subject and a verb. When combining independent clauses, a connective and some form of punctuation is required.

EXTENSION Write the sentences below on the board, omitting any commas. Have Ss identify which of these contain independent clauses. Have them add commas where necessary.

1. *The doctor not only treated my sprained ankle, but he also checked my pulled muscle.*
2. *I want to study not only biology but also chemistry.*

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences may also be referred to as *talks*.
- Read the title of the talk: *The Microbes Within.*
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for the sections. Ask Ss to decide what the topic is for each section.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

OPTION Consider projecting the script or printing it for **lower-level Ss**. Have them draw a line between sections and write the main idea in the margin.

C
- For the third listening or viewing, have Ss focus on the details. Allow them to preview the questions before playing the audio. Ask Ss to preview the exercise items. Explain that they should try to write complete sentences or phrases to answer the questions.
- Play the audio or video. Have Ss complete the exercise. Let Ss compare answers with a partner before going over the answers with the whole class.

EXTENSION Ask similar questions about the other scientists mentioned in the passage:
1. *Can you name the other two scientists that were mentioned?* (Louis Pasteur, Joseph Lister)
2. *What did Louis Pasteur do?* (developed a process for keeping milk safe by killing bacteria)
3. *What did Joseph Lister do?* (pioneered the use of antiseptics in surgery)

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION **For higher-level Ss**, ask additional questions to make sure they can use the vocabulary in context.
1. *What is another scientific breakthrough you have heard of?*
2. *What is another antimicrobial product you can find at a store?*
3. *Can you think of something for which we don't yet have a definitive answer?*

EXTENSION Have Ss do a report on a scientific breakthrough they are interested in. Give them time to search online and find three interesting things to say about the breakthrough. Schedule time for reports in class.

4 DISCUSSION

A
- Say, *It is important to protect yourself from harmful microbes. Let's think of as many ways as we can to do this.* On the board, draw a chart like the one in the book. Include the two ideas for food. Ask, *Can we think of anything else to add to this row of the chart?* Accept any reasonable answer. Add one of your own (throw away rotten food or do not eat rotten food).
- Give Ss time to work individually to complete the rest of the chart.
- Monitor. Provide help with vocabulary or spelling as necessary.

TEACHING TIP If this is challenging, consider having **higher-level Ss** pair up with **lower-level Ss** or make it a small group activity.

B
- Have Ss take turns sharing lists in small groups. They can discuss their lists as well as the other questions.
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion in which groups report on what they discussed in 4B. Consider making one large chart on the board and having groups write all of their examples for 4A in the chart on the board.

OPTION Bring in poster paper or poster board. Give one piece to each group and have them write their charts. Hang the charts around the room and let Ss visit each board to see what other groups thought of.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss microbes
- ✓ using *not only…but also*
- ✓ listening for sections or topics

EXIT TICKET Write on the board: *What are two things you are going to do to protect yourself from harmful microbes?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Explain that they should use the grammar from this lesson in their answer. For example, *To avoid getting a cold I will not only wash my hands but also avoid sick people.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

Answers may vary. Possible answer: Microbes are everywhere and can be harmful or helpful.



A 03-15 Listen or watch. What is the main idea of the talk?

B 03-16 Read the Listening Skill. Listen or watch again. There are three main sections between the introduction and conclusion. What is the topic of each of those sections?

Section 1: the history of our knowledge of microbes
Section 2: how some microbes are good for us
Section 3: how microbes can be good or bad for us

C 03-17 Listen or watch again. Answer the questions.

1. How many cells in the human body are actually microbes?
   More than half the cells in the human body are microbes.
2. What did Edward Jenner do?
   Edward Jenner developed the smallpox vaccine.
3. How do microbes help babies?
   Microbes help babies digest milk.
4. When can helpful bacteria become harmful?
   Helpful bacteria can become harmful when they are in the wrong environment.
5. What do scientists still want to learn about microbes?
   Scientists still want to learn how microbes interact with human cells and with each other and how we can improve our microbial populations with diet or medicine.

LISTENING SKILL Listen for topics

Most talks are organized into sections that focus on a particular topic. This helps the listener follow along and understand the speaker's main idea.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. About two hundred years later, scientists began to make <u>breakthroughs</u> in understanding how microbes cause diseases and used these discoveries to fight them.
   important new discoveries
2. We use <u>antimicrobial</u> sprays to clean our kitchens and antimicrobial soap to wash our skin.
   something that kills microbes
3. These are early days in this exciting field, and we don't have a lot of <u>definitive answers</u> yet.
   answers that are final and proven

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK How do people protect themselves from harmful microbes? Complete the chart.

food	cook meat, wash vegetables,
water	
home	
wounds/skin care	
flu/cold viruses	
insect-borne diseases	

B DISCUSS In groups, share your ideas from 4A. Are there areas where you think people may be *too* careful about microbes? Do you know of anything people can do to try to increase the number of "good" microbes in their bodies?

C REPORT Tell the class about what you and your group discussed.

☐ I CAN TALK ABOUT MEDICAL RESEARCH.

LESSON 4 READ ABOUT THE PROS AND CONS OF AN ISSUE



GINA CLARK
@GinaC
Did you know that dogs can detect cancer? You'll be amazed by what else they can do!

1 BEFORE YOU READ

A PAIRS How do dogs help people?

B 03-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

cancer detect a seizure a sensor identify a ward a device

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 133

2 READ

A PREVIEW Read the title and look at the photo. What do you think the article will be about?

B 03-19 Read and listen to the article. Was your prediction correct?

Could a Dog **Save Your Life?**

If a dog could talk, what would it say? Besides asking you for food and walks, it might also suggest that you visit your doctor, maybe just in time to save your life!

This was the case for one woman in England in 1989. Her dog kept sniffing a mole, or brown spot, on her leg. The dog even tried to bite the mole off. Concerned, the woman went to see her doctor, who removed the mole and discovered that it was a melanoma, a deadly type of skin cancer.

Since then, researchers have determined that dogs can detect medical problems other than cancer, too. For example, dogs are able to notice changes in the blood sugar of people who have diabetes, giving these people more time to treat themselves before they have a seizure. Dogs can also locate dangerous bacteria in hospitals so that staff members have the chance to get rid of the bacteria before patients get sick.

Dogs clearly have an amazing ability to detect things, so what's their secret? It's their incredible sense of smell. Dogs have around 300 million smelling sensors, while we have just five or six million. This means that dogs can smell much better than we can, enabling them to notice small changes in our bodies and health that we can't.

Because of this remarkable ability, researchers are eager to find out just how good dogs can be at detecting medical problems. So far, they have learned that there are several advantages to using dogs instead of other detection methods and devices. To begin with, dogs don't make a lot of mistakes. In a study in England, a dog was able to identify cancer 95% of the time. Second, dogs work fast. A dog in the Netherlands checked an entire hospital ward for dangerous bacteria in just ten minutes. It would have taken scientists three to five days to do the same thing. Finally, dogs can make the detection process easier and less painful for patients. Who wouldn't want to be checked by a friendly dog instead of going through a complicated and possibly painful test?

However, there are still some disadvantages to using medical detection dogs. For one thing, they are very expensive to train. It can cost tens of thousands of dollars to train just one dog. In addition, it takes a long time to train them. It took two years to train dogs that were used to detect cancer during a study in Japan. Furthermore, dogs aren't always easy to work with. They aren't machines, so they sometimes get tired and distracted, and they need rewards and breaks to keep them focused.

Because of these drawbacks, we might not see dogs in every hospital in the near future, but they could still help us improve our medical detection processes. Right now, researchers are trying to determine exactly how dogs can detect things like cancer and bacteria. If they can figure this out, they might be able to make an electronic device that could work just like a dog's nose. Then we would still have dogs to thank when doctors warn us about a serious medical problem in advance.



LESSON 4 READ ABOUT THE PROS AND CONS OF AN ISSUE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What is a pro?* (a positive factor or characteristic for or in support of something) *What is a con?* (a negative factor or characteristic against or not supporting something)
- Write on the board: *Do you like dogs?* Invite volunteers to share their dog's name, breed, and age. Have Ss discuss in pairs why they like or dislike dogs. Then elicit stories from the class. Say, *There are pros and cons to having a dog. Let's think about them.* Have Ss discuss in pairs or small groups.

TEACHING TIP A graphic organizer is a visual display that shows relationships between two facts, concepts, objects, or ideas. Graphic organizers develop critical thinking and are appealing to visual learners. They are flexible for use individually, in pairs, or with groups.

OPTION Draw a pro/con graphic organizer on the board. Have Ss copy it and complete it in a discussion about dogs.

Owning a Dog: Pros and Cons	
Pros	Cons

- Read the social media message aloud. Ask, *Did you know that dogs can detect cancer?*

1 BEFORE YOU READ

A
- Ask, *What else do you think dogs can do to help people?* Invite volunteers to share their ideas with the class.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any words they are unfamiliar with. In pairs, have them share and compare their previous knowledge about the words they do know.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, play a categories game. Put Ss in groups and have them think of as many items as they can for each category. Then have Ss write their lists on the board. Teams earn a point for every original item they have on their list that the other teams do not have. Possible categories include:
  Devices
  Things to Use to Identify Yourself
  Places with Wards
- Remind Ss they can go to page 133 for further clarification and practice.

2 READ

A
- Bring Ss' attention to the picture. Read the title aloud. Ask, *What kind of dog is this? What is the dog doing?* Have Ss discuss in pairs. Make sure they notice what the dog is wearing. Elicit answers. (For example, It is a medical detection dog. The dog is taking part in a scientific experiment. The dog is helping to detect medical problems.)
- Ask Ss to cover up the article. Read the title of the article again. Ask, *What do you think? Can a dog save lives? How?* Have Ss make predictions with a partner. Give Ss time to share their answers with another pair.

TEACHING TIP This article does not have an outwardly evident format and there are no subheadings. This might seem challenging for lower-level Ss. Consider scaffolding the reading by providing the following subheadings mixed up and asking Ss to order them: *Dogs can save lives. Dogs can detect cancer. Dogs can detect other medical problems too. Dogs' sense of smell enables them to detect problems. The advantages of using dogs to detect problems. The disadvantages of using dogs to detect problems. Researchers are trying to understand more about how dogs detect problems.*

B
- Tell Ss they are going to listen to the article about how dogs can save lives.
- Have Ss listen to and read the article. Play the audio and pause after the second paragraph. Ask Ss comprehension questions to make sure they understand the content:
  1. *Where did this woman live?* (England)
  2. *What did the dog keep smelling?* (a mole on her leg)
  3. *What was wrong with the mole?* (It was a type of cancer.)
  4. *What did the doctor do?* (removed the mole)
- Say, *We will now hear about some other things dogs can detect.* Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with, such as *diabetes, distracted, drawbacks.*
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on an index card or piece of paper and turn them in anonymously. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you think researchers will make an electronic device that could work like a dog's nose in the future? Why or why not?* Have Ss share their opinions in pairs.

C
- Ask a volunteer to read lines 20–23 aloud for the class. Elicit the meaning of the word *just* in this context (only). Give other examples using the word *just*. Write them on the board: *just interested in fun and not studying, just a child.*
- Have Ss complete the exercise. Review the answer as a class.

D
- Read the Reading Skill aloud. Say, *Listing pros and cons is a good way for writers to organize their writing. There are some common words and phrases that writers use to let their readers know that things are pros and cons.* Write the pairs of words on the board.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the pros and call on Ss to respond with the cons.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the interview in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.
- Read the question in the sidebar aloud. Ask Ss to research this as an extra activity.

EXTENSION Ask, *What questions do you still have about how dogs can save lives?* Have Ss write down 1–2 other questions they would want to learn about and share them in pairs. For homework, have Ss research the answers to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *Not everyone agrees that dogs or other animals should be used to help people.*
- Give an example. Say, *For example, passengers on airplanes have sometimes been upset when other passengers have service animals on the airplane and those animals are large or loud.*
- Have Ss work individually to list pros and cons. Encourage them to take notes that they can use in a discussion.

EXTENSION Project articles about service animals on planes and ask Ss if they agree or disagree with the outcome (whether or not the passenger should have been asked to leave).

B
- Have Ss compare their answers in small groups and discuss the pros and cons of animals helping people. Ask them to combine their charts into one big chart for the group.
- Let each group report back to the class to say whether most people in their group agree that animals should be used to help people despite the drawbacks.

OPTION Have groups copy their charts on the board. Hold a whole-class discussion.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Have Ss make a chart of the pros and cons of having a pet. Tell them to list at least one pro and one con. Collect the cards as Ss leave to identify written areas for review.

3 CHECK YOUR UNDERSTANDING

Answers may vary. Possible answer: The article is about how dogs can detect medical problems.

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. What medical problems can dogs detect?
   Dogs can detect cancer, changes in blood sugar, and harmful bacteria.
2. How can they detect these problems?
   Dogs can detect these problems because they have an amazing sense of smell.
3. What are researchers trying to learn about medical detection dogs?
   Researchers want to learn exactly how dogs detect medical problems.
4. What kind of device would researchers like to make?
   Researchers would like to make an electronic device that can work just like a dog's nose.

C CLOSE READING Reread lines 20–23 in the article. Then circle the correct answers.

1. In line 21, why does the writer use the word *just*?
   a. to emphasize that people have a lot of smelling sensors
   b. to emphasize that dogs have more smelling sensors than people
   c. to emphasize that we might get more smelling sensors in the future
2. How is the second sentence connected to the first?
   a. It introduces a counterargument.
   b. It gives a list of examples.
   c. It shows a result.

D Read the Reading Skill. Complete the sentences with the words from the article. Then complete the chart with the pros and cons.

Pros	Cons
So far, they have learned that there are several ___advantages___ to using dogs instead of other detection methods and devices.	However, there are still some ___disadvantages___ to using medical detection dogs.
1. Dogs don't make a lot of mistakes. 2. Dogs work fast. 3. Dogs make the process easier and less painful for patients.	1. Dogs are expensive to train. 2. Dogs take a long time to train. 3. Dogs are not always easy to work with.

READING SKILL
Identify pros and cons

Writers often use key words to introduce the pros and cons of something. Look for pairs of words like *advantages / disadvantages*, *benefits / drawbacks*, and *upsides / downsides*.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

How are dogs helping people near to you?

4 MAKE IT PERSONAL

A THINK Do you think that dogs or other animals should be used to help people despite the drawbacks? Complete the chart.

Pros of animals helping people	Cons of animals helping people

B DISCUSS In small groups, share your ideas. Do most people agree?

☐ I CAN READ ABOUT THE PROS AND CONS OF AN ISSUE

LESSON 5 WRITE A SUMMARY



GINA CLARK

@GinaC

Can't get that article about medical detection dogs out of my mind!

1 BEFORE YOU WRITE

A What do you remember about the article "Could a Dog Save Your Life?" on page 36?

B Read the summary of the article. Did you remember everything correctly?

Summary of "Could a Dog Save Your Life?"

According to researchers, dogs have an amazing ability to detect many medical problems, including cancer. Dogs can identify these problems because of their fantastic sense of smell. Researchers have learned that medical detection dogs are accurate, fast, and make the experience smoother for patients. However, medical detection dogs take a lot of time and money to train, and they are not always as reliable as machines. In the future, medical detection dogs might not work in hospitals, but they could still help us to get better at detecting medical problems.

2 FOCUS ON WRITING

A Read the Writing Skill. Then reread the full article and the summary. Is the summary good? Check (✓) the items in the writing skill box that make the summary good.

WRITING SKILL Write a good summary

A summary is a short text that provides the main ideas of a longer text. A good summary:

- ☑ is written in your own words
- ☑ has only information found in the original text
- ☑ includes only the original author's point of view
- ☑ has only the main ideas from the original text
- ☑ includes expressions for reporting the text's ideas, such as *According to…* and *As the article explains…*

B In the full article, find and underline the main idea that matches each of these sentences from the summary.

Summary sentences
1. According to researchers, dogs have an amazing ability to detect many medical problems, including cancer.
2. Dogs can identify these problems because of their fantastic sense of smell.
3. Researchers have learned that medical detection dogs are accurate, fast, and make the experience smoother for patients.
4. However, medical detection dogs take a lot of time and money to train, and they are not always as reliable as machines.
5. In the future, medical detection dogs might not work in hospitals, but they could still help us to get better at detecting medical problems.

C Match the wording in the original article with the wording in the summary that expresses the same idea.

Dogs:

c	1. have around 300 million smelling sensors	a. are not always as reliable
d	2. make the process easier and less painful	b. are accurate
a	3. sometimes get tired and distracted	c. have a fantastic sense of smell
b	4. don't make mistakes	d. make the experience smoother

LESSON 5 WRITE A SUMMARY

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What does it mean to have something on your mind?* (You are thinking about it.) *Have you ever felt like Gina? What is something you haven't been able to get out of your mind or stop thinking about?* Give Ss time to share answers in small groups.

1 BEFORE YOU WRITE

A
- Ask, *What is something about the article about medical detection dogs that you remember from our last lesson?* Elicit answers from the class.
- Make a list of their answers on the board.

OPTION If necessary, allow time for Ss to skim the article to refresh their memories.

B
- Draw attention to the summary.
- Give Ss time to read the summary. **For higher-level Ss,** let them read individually and silently. **For lower-level Ss,** read the summary aloud or ask a volunteer to read aloud. Go over any vocabulary as necessary.
- Have volunteers share if they remembered everything correctly.

2 FOCUS ON WRITING

A
- Tell Ss to keep their books closed. Ask, *What is a summary?* (a shorter version of a text that contains the main ideas) Ask, *Does this summary contain the main ideas?* (yes) *Are there any details?* (no, not many) *What is the purpose of a summary?* (to give an overview of the author's point of view)
- Ask Ss to open their books. Read the Writing Skill aloud. Say, *Use this checklist to decide if this is a good summary.*
- Tell Ss to individually reread the article in Lesson 4 if they need to. Then have them reread the summary and check the items in the checklist.
- Circulate to help as needed.
- Have Ss complete the exercise individually and then compare their checked items in pairs. Go over answers with the whole class.

EXTENSION Using the readings from Units 1 and 2, have Ss highlight which content they would include if they had to write a summary of those readings.

B
- Read the instructions. Call on **higher-level Ss** to read each of the summary sentences aloud before Ss begin to work.
- Say, *Each of these sentences summarizes a main idea from the article on page 36. Find the main ideas and underline them.*
- Give Ss time to work. If necessary, have Ss find the answer to the first summary statement. Make sure everyone has it correct and then let everyone work individually to find the other four main ideas. Circulate to help as needed.
- Have Ss compare answers in pairs before going over the answers with the whole class.

OPTION Pair **higher-level Ss** with **lower-level Ss** to complete 2B in pairs rather than as individuals.

C
- Say, *It is important that summaries are accurate and this can be challenging when you are using your own words.* Tell Ss to match the original wording with the writer's own words that express the same idea. Circulate to help as needed.
- To review, call on volunteers to share their answers.

3 PLAN YOUR WRITING

A
- Say, *Summarizing is an important skill. You will have to summarize for studying, but you may also have to summarize at your jobs.*
- Draw attention to the article "Reaching the Peak" on page 155. Have Ss underline the main ideas in the article. Tell them to find the main idea for each of the five paragraphs.
- Walk around the class as Ss work to make sure Ss are underlining the main ideas. Give Ss time to write their main ideas in their charts. Remind them to use their own words.

OPTION Have Ss work in pairs if they are struggling to find the main ideas, especially **lower-level Ss**. Or, have Ss compare their underlining with a partner before completing the chart on page 39.

LANGUAGE NOTE Teach Ss that the word *paraphrase* means to express someone else's words using different words. Synonyms for paraphrase are *reword, rephrase, rewrite, restate.*

B
- Pair Ss to compare their charts. Ask them to discuss any differences to make sure they have the correct main idea.
- Go over the answers as a whole class.
- To review, draw a blank chart on the board. Invite volunteers to write their main ideas in the boxes. Check answers.

OPTION Have several volunteers write main ideas for each paragraph. Let Ss discuss which is the most accurate.

EXTENSION Teach strategies for paraphrasing:
- Use synonyms or words that mean the same thing as the words in the original (*happy → glad*).
- Change the word forms (*happy → happiness*).
- Rearrange clauses, phrases, and word order.
- Change active to passive.
- Combine shorter sentences into one or divide longer sentences into two.
- Shorten phrases (*average age for people to mature → maturity age*) or lengthen phrases (*summarizing → rewriting the main ideas*).

4 WRITE

- Give Ss time to write their summaries. Remind them to use their charts and to review the reading on page 155 as necessary. Draw attention to the Revising tip and let Ss know it is okay to review the article. Remind them to use the summary in 1B as a model for their own writing.
- Review the checklist on page 38 and tell Ss these are the characteristics that will be used to evaluate their summaries.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's summaries. Have them answer the five questions about their partner's writing.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to use the five questions as a guide to help offer feedback.
- Encourage Ss to suggest expressions their partner can use to report the article's ideas and offer ways to use more of their own words if there are too many copied from the original.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their summary.

EXIT TICKET Ask, *What did we learn in this unit?* Have Ss write their names on a blank card or piece of paper. Ask them to write a short summary of what they learned from Unit 3 in this textbook. They can include any information they learned from classmates or the teacher as well. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional writing practice.

3 PLAN YOUR WRITING

A THINK Read the article "Reaching the Peak" on page 155. Underline the main ideas in the article. Then complete the chart using your own words. For answers, see page 155.

Main idea in the first paragraph	Main idea in the second paragraph	Main idea in the third paragraph	Main idea in the fourth paragraph	Main idea in the last paragraph
Athletes need more than just practice to be the best.	Elite athletes are very careful about what they eat and drink.	Athletes need more sleep than most people.	How athletes think can affect how they perform.	Everything that elite athletes do can affect how they perform.

B PAIRS Compare your chart with your partner's. Discuss any differences.

We both have written the same thing about paragraph 1, but we have different information for paragraph 2...

4 WRITE

Write a summary of the article "Reaching the Peak." Remember to use only your own words and the information from the original article. Include expressions for reporting the article's ideas. Use the summary in 1B as a model.

5 REVISE YOUR WRITING

Revising tip
Compare your summary to the original text line by line and paragraph by paragraph. This way you can confirm that you included all the main ideas.

A PAIRS Exchange summaries and read each other's writing.

1. Did your partner clearly summarize the article in his or her own words?
2. Does the summary have only information found in the original article?
3. Does the summary include only the original author's point of view?
4. Does the summary have only the main ideas from the original article?
5. Does the summary include expressions for reporting the article's ideas?

B PAIRS Can your partner improve his or her summary? Make suggestions.

6 PROOFREAD

Read your summary again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A SUMMARY.

PUT IT TOGETHER

1 PRESENTATION PROJECT

Answers may vary. Possible answer: The presentation is about an app that can improve your health by developing better sleep habits.



A 03-20 Listen or watch. What is the topic of the presentation?

B 03-21 Listen or watch again. Answer the questions.

1. What is the name of the app?
   The app is called GoToSleepNow.
2. How does the app improve people's health?
   It helps people sleep better.
3. What three features does the app have?
   The app has a bedtime reminder, an alarm clock, and a record of how much sleep you're getting.

C Read the presentation skill. Did you know about this skill?

D Make your own presentation.

Step 1 Choose an app or innovation that has been designed to help people improve their health. Create a graph or chart related to the app or innovation. Remember to use the presentation skill.

PRESENTATION SKILL

Keep graphics simple
Do not distract audience members with unnecessary words on your visual aids.

Step 2 Prepare a two-minute presentation about the app or innovation. Include information about what the app or innovation does and how it works. Bring the chart or graph that is related to it.

Step 3 Give your presentation to the class. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe how you feel and ask for advice
- ☐ Describe injuries and report advice
- ☐ Talk about medical research

Vocabulary
- ☐ Flu symptoms
- ☐ Injuries and treatments

Conversation
- ☐ Respond to bad news

Pronunciation
- ☐ Link consonant and vowel sounds

Listening
- ☐ Listen for topics

Grammar
- ☐ Giving and asking for advice
- ☐ Reporting advice
- ☐ *Not only…but also*

Reading
- ☐ Identify pros and cons

Writing
- ☐ Write a good summary

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *What do the small images in the picture represent?* (health-related items) *What are some of the items pictured?* (first aid kit, pills, the American Red Cross symbol, heart, microscope, DNA, heart rate graph, stethoscope, tooth, lungs, ambulance, brain, blood drop) Draw attention to the phone in the picture. Let Ss guess what the presentation is about.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *What is something surprising and new you learned about this app? How does the app work? Would you like an app like this? Why or why not?* Invite volunteers to share their answers with the class.

⊕ **EXTENSION** Have Ss write a summary of the presentation to review the skill from Lesson 5.

C
- Read the Presentation Skill aloud. Check that Ss understand that *graphics* refers to graphs, charts, or images.

D
- Tell them they will make their own presentation about an app or innovation that has been designed to help people improve their health.
- Give Ss time to list ideas for their presentations. Remind them that they might want to include pros and cons in their presentation.
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Use vocabulary from Lessons 1–3.*
  - ☐ *Summarize the app or innovation.*
  - ☐ *Offer advice about using it.*
  - ☐ *Discuss pros and cons.*
  - ☐ *Keep graphics simple.*
- Remind Ss to bring in the chart or graph related to how their app or innovation works to show during their presentation.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

⊕ **EXTENSION** Ask Ss what their favorite app is and why. Make a list on the board. Ask, *What apps would you want to try after hearing about them today?* Have Ss discuss potential problems with technology companies having access to people's medical data through apps.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

4 ARE YOU DOING ANYTHING SPECIAL?

PREVIEW THE UNIT

LESSON 1	**Talk about park rules**	
	Vocabulary	Park rules
	Grammar	*Be supposed to*
	Pronunciation	*Supposed to*
LESSON 2	**Talk about outdoor activities**	
	Vocabulary	Outdoor activities
	Grammar	Future continuous
	Conversation skill	Maintain a conversation by asking questions
LESSON 3	**Discuss how to help the environment**	
	Grammar	Reduced restrictive relative clauses
	Listening skill	Listen for cause and effect
LESSON 4	**Read a travel website**	
	Reading skill	Recognize hyperbole
LESSON 5	**Write a persuasive argument**	
	Writing skill	Introduce opposing arguments
	Writing process tip	Research opposing arguments
PUT IT TOGETHER		
	Presentation project	A naturally beautiful place
	Presentation skill	Give your audience an overview

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask, *What does the word* special *mean?* Solicit volunteers to answer. (better or different from what is usual) Ask, *Are you doing anything special this weekend?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *friends hiking, a forest or national park, a lake or river, friends on vacation, trees and mountains, a sunny day.*
- Explore the context. Ask, *Do you think this is something that these women do every weekend or are they doing something special? Why do you think so?* Extend the discussion by asking Ss if this would be something special or something usual for them.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Oscar Blanco) Read the social media message aloud. Ask, *Where do you think Oscar went?* Accept any reasonable answer, but suggest he was in a national park. Ask, *What do you think he means when he says* time spent among the trees is never wasted? (Special time like this is good for a person.)

4 ARE YOU DOING ANYTHING SPECIAL?

LEARNING GOALS

In this unit, you

- talk about park rules
- talk about outdoor activities
- discuss how to help the environment
- read a travel website
- write a persuasive argument



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Oscar's message. How does he feel about hiking?



OSCAR BLANCO

@Oscar8

Went hiking in the mountains last weekend. Time spent among the trees is never time wasted.

LESSON 1 TALK ABOUT PARK RULES



OSCAR BLANCO
@OscarB
I got really mad at these other hikers on the trail. Some people just have no respect for nature.

1 VOCABULARY *Park rules*

A ▶04-01 Listen. Then listen and repeat.


Do not litter.


Do not leave fires unattended.


Do not make excessive noise.


Do not feed the wildlife.


Keep pets on a leash.


Stay on the trails.


Store food in animal-proof containers.


Leave the park before dark.

B ▶04-02 Listen. Circle the rule that is being broken.

1. Stay on the trails. / Leave the park before dark.
2. Keep pets on a leash. / Do not make excessive noise.
3. Stay on the trails. / Store food in animal-proof containers.
4. Leave the park before dark. / Do not make excessive noise.
5. Do not litter. / Do not feed the wildlife.
6. Store food in animal-proof containers. / Keep pets on a leash.
7. Do not feed the wildlife. / Do not leave fires unattended.
8. Do not leave fires unattended. / Do not litter.

C PAIRS What could happen if people don't follow the rules in 1A?

2 GRAMMAR *Be supposed to*

We use *be supposed to* and the base form of the verb to talk about rules and expectations.

Subject	*Be*	(*Not*)	*Supposed to*	Base form of the verb	
I	am / was	(not)	supposed to	stay	on the trails.
You	are / were				
She	is / was				

Notes

- Use *be supposed to* only with the simple present or simple past.
- Affirmative statements in the past suggest that something didn't happen:
  She was supposed to stay on the trails. (But she didn't.)
- Negative statements in the past suggest that something did happen:
  She wasn't supposed to feed the animals. (But she did.)

>> FOR PRACTICE, GO TO PAGE 134

LESSON 1 TALK ABOUT PARK RULES

- Read the lesson title and the social media message aloud. Ask, *What are some national parks that you have heard of?* Let Ss search online for answers if they can't think of any. Say, *Oscar went hiking in a park.* Ask, *What other activities can you do in a park?* Accept any reasonable answers.
- Ask, *How is Oscar feeling?* (He is angry.) Ask, *Why is he feeling this way?* (Other hikers were not taking care of nature.) *Have you ever felt the same way as Oscar? Do you feel park rules should be followed?*

CULTURE NOTE The most visited national parks in the United States include the Great Smoky Mountains, the Grand Canyon, Zion, the Rocky Mountains, Yosemite, Yellowstone, Acadia, Olympic, Grand Teton, and Glacier. National parks in the United States are maintained by the National Park Service. Park rangers are the people who work to care for the parks and make sure park rules are being followed.

EXTENSION Have Ss find photos of famous national parks and hold a discussion to see if Ss have visited or want to visit any of them.

1 VOCABULARY

A

- Ask, *What do you see in the pictures in 1A?* Have Ss describe the pictures without using the vocabulary words. For example, *The first picture shows someone throwing trash on the ground.*
- Ask, *What is a rule?* (an instruction about how you should behave at a particular place) Say, *These are all rules that people need to follow at parks.* Ask, *What is the difference between the top row with the red circles and the bottom row with the green circles?* (The top row shows things people cannot do; the bottom row shows things people must do.)
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

EXTENSION Have Ss make a list of rules that the school, their home, or their job has. Pair them to talk about their list. Another suggestion is to play a game of charades. Put Ss in small groups or play as a whole class. Have Ss act out one of the park rules. Challenge the other Ss to guess which rule it is.

B

- Tell Ss they will hear some short conversations. Say, *In each conversation, a rule is being broken.* Ask, *What does it mean to break a rule?* (not follow it) Tell them to choose the rule that is being broken.
- Play the audio. Invite volunteers to share their answers.

TEACHING TIP For lower-level Ss, play the audio more than once or pause after each conversation to make the exercise more manageable.

C

- Pair Ss to discuss the question. Give a few examples. Say, *A forest fire could start if people leave a fire unattended. You can get lost if you do not stay on the trails.*
- Have Ss write their ideas on the board.

EXTENSION Give Ss time to look up a local, state, regional, or national park and find a list of rules for that park. Ask, *Do they include the rules that are in our book? What other rules do the parks have?* Schedule time for Ss to report on their park and the rules they found.

2 GRAMMAR

- Write on the board: *I <u>am supposed to</u> start class at 9:00 a.m.* Then write: *You <u>are supposed to</u> be in class at 9:00 a.m.* Underline *am supposed to* and *are supposed to*. Say, *We use* be supposed to *plus a verb to talk about rules and expectations.*
- Ask Ss to look at the grammar chart. Read the statements in the chart aloud using the present tense *am, are, is*. Do not read the *not* column aloud at this time. Make sure Ss understand that the *be* verb changes. Read the sample statements again using *was* or *were*. Point out that these statements always use the base form of the verb.
- Ask Ss to look at the column labeled *(Not)*. Ask, *Why is* not *in parentheses?* (If the sentence isn't negative, the *not* is not included.) Read the statements again including the *not*. Read them in both the present and past tenses.
- Draw attention to the first explanation in the Notes. Say, *Only simple present or simple past can be used with this grammar form.*
- Focus on the last two Notes. Read the examples.
- Revisit the sentences on the board. Rewrite the first sentence to show that this didn't happen. Have Ss determine what these mean before you add the parenthetical explanation to the board. *I was supposed to start class at 9:00 A.M. (But I didn't; I started early!)* Then write a new sentence to make a negative statement. *You weren't supposed to be in class at 8:30 A.M. (But you were! I like it when you're early!)*

EXTENSION Have Ss write their own sentences about rules of the classroom. Then have them ask a partner, *Did this happen or not?*

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Ask, *What is a blend in pronunciation?* (when two words sound like one word) Say, *The expression we studied, supposed to, can be pronounced in two ways.* Copy the two possible pronunciations on the board.
- Play the audio and point to the different pronunciations when each is said.

EXTENSION Review or teach other common blends in English, for example: *going to = gonna; want to = wanna; have to = hafta; has to = hasta.*

B
- Read the instructions.
- Play the audio. Have Ss listen, and then listen and repeat.

OPTION Have Ss read the statements from 3B aloud with a partner. Circulate to check their pronunciation.

C
- Read the instructions aloud. Pair Ss to talk about the rules at home, school, or work. Require them to use *be supposed to* in their answers.
- Call on volunteers to say their rules aloud.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Oscar and Elena) *What is their relationship?* (co-workers) *Where are they?* (at the office) If necessary, have them review Elena's information on page 4 or play her video again.
- Ask, *Can you tell how Oscar is feeling from his facial expression or body language?* (Yes, he is upset.) *How does his face or body convey this message?* (His mouth is turned down and he is frowning.)
- Ask, *What do you think they are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

LANGUAGE NOTE In the conversation, Oscar says, *Well, the mountains were really beautiful, but some of the people there really made me mad.* He emphasizes or stresses the second *really* more than the first. When a word is stressed, it shows the speaker feels this word is more important and it can also convey emotion.

B
- Tell Ss to listen or watch again, and answer the questions about the video. Give them time to preview the questions.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Have volunteers give their answers.
- Direct Ss' attention to the Discuss sidebar. Read the question aloud. In small groups, have Ss share their opinion about whether Oscar will go hiking again. Challenge them to support their answer with a reason.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Review answers as a class.
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct pronunciation of *supposed to* as Ss practice. Have Ss swap roles and practice again.

TEACHING TIP Have Ss mark where they think words could be stressed in the conversation to show emphasis or emotion. Encourage them to read it aloud.

5 TRY IT YOURSELF

A
- Tell Ss to think about a time when they saw a person break the rules in a park or another outdoor area. Make a list of other types of outdoor areas: swimming pools, playgrounds, barbeque areas, school grounds, etc. Tell them to take notes on what the person did.

B
- Ask, *Have you ever talked to a friend when you saw someone else breaking a rule?* In pairs, have Ss role-play talking as friends and use their notes from 5A. Student B should ask questions of Student A. **For lower-level Ss,** let them write a script rather than just role-playing. Remind them to use the conversation in 4C as a model.
- Monitor. Provide help with vocabulary as necessary.

C
- Ask each pair to summarize their partner's stories.
- Make a list of experiences on the board. Take a class vote to see which S had the worst experience. Tally up which rules were broken most often.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about park rules
- ✓ using *be supposed to* to talk about rules and expectations
- ✓ blending the two words *supposed to*

EXIT TICKET Ask, *What rules do you think we should have for our English class?* Give Ss time to write down their ideas. Then ask them to take turns sharing their rules. Give two examples: *I think students are supposed to come to class on time. I think we should study grammar every day.* As Ss discuss, listen and take notes on areas for review and extra practice.

3 PRONUNCIATION

A ▶04-03 Read and listen to the pronunciation note.

> **Supposed to**
>
> *Supposed to* is pronounced /səpoʊstə/. Informally, it can also be pronounced as a blend: /spoʊstə/. The first vowel is dropped and the verb sounds like a one-syllable word: /spoʊz/.

B ▶04-04 Listen. Notice how *supposed to* is pronounced. Then listen and repeat.

/səpoʊstə/	/spoʊstə/
You're supposed to stay on the trails.	You're supposed to leave before dark.
You're not supposed to litter.	You're not supposed to feed the animals.

C PAIRS Talk about rules at home, school, or work. Use *supposed to*.

4 CONVERSATION



Do you think Oscar will go hiking again?

A ▶04-05 Listen or watch. What are Oscar and Elena talking about?

Answers may vary. Possible answer: Oscar and Elena are talking about Oscar's hiking trip.

B ▶04-06 Listen or watch again. Answer the questions.

1. Where did some hikers leave their trash?
   Some hikers left their trash on the mountain.
2. What are hikers supposed to do with their trash?
   Hikers are supposed to carry their trash out of the park with them.
3. What did Oscar see at the end of the trail?
   Oscar saw a huge lake.
4. What made the whole trip worthwhile for Oscar?
   Swimming and hanging out at the lake made the whole trip worthwhile for Oscar.

C ▶04-07 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Elena: Hey, Oscar. I heard you went hiking last weekend. How was it?

Oscar: Well, the mountains were really beautiful, but some of the people there really made me mad.

Elena: What do you mean?

Oscar: Well, this other group of hikers went off into a conservation area to take selfies. You're ___supposed___ to stay on the ___trails___.

Elena: I guess they weren't aware of the rules.

Oscar: Yeah, or they just didn't care. There were signs everywhere telling people to keep out, but they went in anyway.

5 TRY IT YOURSELF

A THINK Think of a time when someone broke the rules in a park or other outdoor area. What did the person do? Take notes.

B PAIRS Student A: Tell your story about someone who broke the rules. Use the information in 5A. Student B: Ask questions. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's story. Who had the worst experience? What rules were broken more often than others?

☐ I CAN TALK ABOUT PARK RULES.

LESSON 2 TALK ABOUT OUTDOOR ACTIVITIES



OSCAR BLANCO
@OscarB

Some of my co-workers take such adventurous vacations. I need to make time for things like that.

1 VOCABULARY Outdoor activities

A 04-08 Listen. Then listen and repeat.


soak in a hot spring


bike along mountain cliffs


raft on the rapids


paddleboard along the shore


zipline through a rain forest


snorkel along a coral reef


ride horseback on the beach


take a boat to a waterfall

B 04-09 Listen. Which activity is the speaker describing? Write words from 1A.

1. snorkel along a coral reef
2. ride horseback on the beach
3. raft on the rapids
4. paddleboard along the shore
5. soak in a hot spring
6. take a boat to a waterfall
7. bike along mountain cliffs
8. zipline through a rain forest

C PAIRS Which activities in 1A would you try? Which wouldn't you try? Why?

2 GRAMMAR Future continuous

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

Statements

Time phrase	Subject	*Will / won't*	*Be*	Present participle	
Next week,	I	will / won't	be	soaking	in a hot spring.
	they	will / won't			

Questions

	Will	Subject	*Be*	Present participle		Time phrase
	Will	you	be	soaking	in a hot spring	next week?
What	will	she		doing		next week?

Notes

- The future continuous is often used to talk about future plans and intentions.
- Only action verbs can be used as the present participle in the future continuous: *walking, running, snorkeling, riding,* etc. NOT: *be, know, sound, belong, like,* etc.

>> FOR PRACTICE, GO TO PAGE 135

LESSON 2 TALK ABOUT OUTDOOR ACTIVITIES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Then have Ss close their books. Draw a T-chart on the board. At the top of the left column, write *Outdoor activities*. On the right side, write *Indoor activities*. Ask, *What are some things we can put in each column?* Write *go hiking* in the left column and *watch television* in the right column. Say, *Going hiking is something I do outdoors, but watching television is an indoor activity.* Put Ss in groups to list as many activities as they can. Have a volunteer from each group write their lists on a T-chart on the board. Ask, *Do you prefer outdoor or indoor activities?*
- Read the social media message aloud. Ask, *Do you know anyone who takes adventurous vacations? Do you want to make more time for adventure?* Encourage Ss to share why they do or do not like adventurous vacations.

1 VOCABULARY

A
- Draw attention to the pictures of outdoor activities. For each picture say, *Raise your hand if you have ever [soaked in a hot spring].* Take a tally and write the totals on the board.
- Invite volunteers to say where they did these things or if they enjoyed them. Give an example for yourself: *I have taken a boat to a waterfall. It was at Niagara Falls. I really loved it!*
- Tell Ss to listen to the pronunciation of the vocabulary items in 1A. Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.
- To review, have Ss close their books. Pair Ss. Project the images one at a time on the screen and ask the pairs to say which outdoor activity is pictured. Check that they understand the meaning of *the rapids*. (the fast-flowing parts of a river)

B
- Tell Ss to listen to the speakers describing outdoor activities. Remind them to use the words from 1A.
- Have Ss compare answers with a partner.
- To check answers, play the audio, stopping after each item and asking a volunteer to give the answer.

OPTION Have Ss work with a partner for this activity, especially lower-level Ss who might need more time.

EXTENSION Go back to the T-chart that the class created at the beginning of this lesson. Have Ss work with a partner or small group to write an activity description like those in the audio. Have each pair or group read their description for the other Ss to guess which activity is being described.

C
- Pair Ss. Ask them to discuss the questions, giving reasons for their answers.
- Have pairs compare answers with another pair.
- Solicit volunteers to summarize what the pairs said.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, hold up or project an image of this month's calendar. Mark an X on today's date to indicate the present. Say, *Anything that happened before this X happened in the past. Anything that happens after this X will happen in the future.*
- Say, *Sometimes there is an action that will start at a specific time in the future and continue for a period of time.* Write on the board: *I will be flying to Rio next Tuesday.* Point to these weeks and days as you explain. Say, *I will not start this activity until next Tuesday, but it will last for many hours.* Say, *Activities like this use the future continuous tense.* Underline *will be flying* in the sentence on the board.
- Have Ss open their books and look at the grammar chart. Read the example statements in the first part of the grammar chart. Explain that speakers can use *will* (affirmative) or *won't* (negative) when using the future continuous.
- Read the example questions in the grammar chart. Point out this is the format to ask someone what they will be doing at some specific point in the future.
- Draw attention to the Notes. Make sure Ss understand that this grammar form is used to talk about future plans and future intentions. Stress that the speaker believes it to be true, even if it never happens.
- Read the second Note aloud. Read the list of action verbs that are listed. Compare those to the list of non-action verbs. Have Ss make a list of other examples of action verbs. Write the list on the board.

LANGUAGE NOTE Verbs that do not show action are called stative verbs. Stative verbs express a state rather than an action. A partial list of non-action or stative verbs includes: *agree, appear, appreciate, be, believe, belong, contain, deserve, dislike, feel, hate, have, hear, imagine, include, involve, know, like, look, love, mean, mind, need, own, promise, remember, see, seem, smell, sound, suppose, surprise, taste, think, understand, want, wish*. Note that some of these verbs can be used to express a state or an action.

EXTENSION Have Ss write two sentences using the future continuous, one with *will* and one with *won't*. Then have Ss write one question using this grammar form. Ask volunteers to write their sentences on the board.

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Write examples of *yes/no* questions and information questions (also called *wh-* questions) on the board:
  1. *Are you going to soak in a hot spring?*
  2. *Have you taken a boat to a waterfall?*
  3. *What are you going to do in New York?*
  4. *Who are you going to New York with?*
  5. *When will you be going to New York?*
  6. *Where will you be staying in New York?*
  7. *Why are you going to New York?*
  8. *How will you be getting to New York?*
- Direct Ss' attention to 3A. Tell them, *Pay attention to the ways Speaker B keeps the conversation going.* Play the audio.
- Have Ss read the conversations aloud with a partner.

⊕ **EXTENSION** Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. **Higher-level Ss** can make longer conversations or change the details. Have volunteers role-play their conversations in front of the class.

B
- Tell Ss they will hear two more conversations. Read the instructions. Have Ss circle the question they hear.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 2?* (Oscar and Elena) *Where are they?* (in the hallway at their office) *Can you tell how Elena is feeling from her facial expression?* (excited)
- Ask, *What do you think Elena is telling Oscar about?*
- Play the audio. Ask, *Were your predictions correct?*

B
- Have Ss listen or watch again and complete the exercise. Review answers.

⊕ **EXTENSION** Ask additional comprehension questions about the audio:
1. *How does Elena describe her friends?* (adventurous)
2. *Where will they NOT hang out?* (at the hotel)
3. *Where will they go hiking?* (rain forest)
4. *What does Elena want to see on the hike?* (wildlife, specifically howler monkeys and sloths)
5. *Where can they see wild crocodiles?* (from the bridge)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
- Take a class survey to see how many Ss would like to travel with Elena and how many would prefer to travel with someone less adventurous.

5 TRY IT YOURSELF

A
- Draw a copy of the chart on the board. Model note-taking as you complete each item. For example:

Where I'll be going	Disneyland
What I'll be doing	riding on roller coasters, eating at Cinderella's Castle, taking pictures

- Tell Ss to take their own notes on any vacation they hope to take. Circulate to help.

B
- In pairs, have Ss take turns telling each other about their vacation plans and asking their partner questions to maintain the conversation.
- Remind Ss to use the conversation in 4C as a model.

C
- Allow time for Ss to report back to the class. Tell them to include the plans and some of the details their partners shared. Take a vote to see who Ss think is planning the most interesting vacation.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about activities
- ✓ using the future continuous
- ✓ maintaining a conversation by asking questions

EXIT TICKET Have Ss write the name of their favorite outdoor activity and when they plan to do it again on an index card or piece of paper. For higher-level Ss, tell them the activity does not need to be included in the book. Collect the cards. Take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

Maintain a conversation by asking questions

You can keep a conversation going by asking *yes/no* questions and information questions to make the speaker give more details. Information questions often ask *who, what, when, where, why,* or *how.*

A 04-10 Read the conversation skill. Listen. Notice how Speaker B keeps the conversation going by asking a question.

1. A: I'm thinking about taking a long trip next year.
   B: Where do you want to go?
2. A: We hiked up to the top of the volcano.
   B: Did it take a long time?

B 04-11 Listen. Circle the question you hear.

1. a. Where are you going?
   b. Will you be going to Machu Picchu?
2. a. Are you excited?
   b. Where are they going to take you?



4 CONVERSATION

A 04-12 Listen or watch. What does Elena tell Oscar about?

Answers may vary. Possible answer: Elena tells Oscar about her vacation plans in Costa Rica.

B 04-13 Listen or watch again. Answer the questions.

1. How long will Elena be in Costa Rica?
   Elena will be in Costa Rica for two weeks.
2. Who is Elena going to Costa Rica with?
   She is going to Costa Rica with some friends.
3. What will Elena be doing during her vacation?
   She will be ziplining, snorkeling, hiking, seeing wildlife, rafting, relaxing, and walking along the beach.
4. What do Elena and Oscar agree about at the end of the conversation?
   They agree that sometimes the best things in life are unplanned.

Does Elena sound like a fun person to travel with? Why or why not?

C 04-14 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Oscar: I saw your email about taking some time off. Are you going anywhere special?

Elena: Haven't you heard? By this time next week, my friends and I will be ziplining through the rain forest, or maybe snorkeling along a(n) coral reef.

Oscar: Whoa, where are you going to do all those things?

Elena: Costa Rica. We're flying in to the capital and then driving out to the coast.

Oscar: Cool!

5 TRY IT YOURSELF

A THINK Imagine you are taking a vacation next month. Complete the chart.

Where I'll be going	What I'll be doing

B PAIRS Student A: Talk about your vacation plans. Student B: Maintain the conversation by asking questions. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's plans. Who is planning the most interesting vacation?

☐ I CAN TALK ABOUT OUTDOOR ACTIVITIES.

LESSON 3 DISCUSS HOW TO HELP THE ENVIRONMENT



OSCAR BLANCO
@OscarB

So much bad news about the environment. The problems seem so big. Watching this talk showed me how one person can make a difference.

1 BEFORE YOU LISTEN

A Have you ever done something to help the environment? What did you do?

B 04-15 VOCABULARY Listen. Then listen and repeat.

climate change: important changes to worldwide weather
contaminated: containing dangerous or harmful things
a sample: a small amount of something that shows what the rest is like
a glacier: a large mass of ice that moves slowly over an area of land
urban: relating to a town or city
filter: to clean a liquid or gas by passing it through something
content: happy and satisfied

C Complete the sentences with words from 1B.

1. They decided to move from the countryside to a more ___urban___ area, where they could have more opportunities for work and education.
2. When a ___glacier___ melts, it causes sea levels to rise.
3. After cleaning up all the trash on the beach, he went home tired but ___content___.
4. The scientists collected a ___sample___ of the water to check for pollution.
5. The earth can get warmer or colder because of ___climate change___.
6. Hikers need to ___filter___ river water to make it clean and safe to drink.
7. It is not safe to drink ___contaminated___ water.

2 GRAMMAR Reduced restrictive relative clauses

In restrictive relative clauses, the relative pronoun can be left out when it is the object of the relative clause.

Main clause	Restrictive relative clause			
	Object pronoun	Subject	Verb	
Scientists developed special fins	(that)	surfers	can attach	to their surfboards.
The scientist	(who)	we	met	at the conference won an award.

Notes

- The relative pronoun is often left out in speech and informal writing.
- The relative pronoun cannot be left out when it is the subject of the clause:
  Divers who study the underwater environment are called scientific divers.

>> FOR PRACTICE, GO TO PAGE 136

LESSON 3 DISCUSS HOW TO HELP THE ENVIRONMENT

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- With books closed, ask, *Are you worried about the environment?* Take a class vote. Extend the discussion by asking *What specific concerns do you have about the environment?* List concerns on the board.
- Read the lesson title and the social media message aloud.

1 BEFORE YOU LISTEN

A
- Read the questions aloud. In small groups, have Ss discuss their experiences. Allow them to research vocabulary in a dictionary or online if desired. Ask, *Do you think one person can make a difference like Oscar says? Why or why not?*

EXTENSION Give Ss time to search online to find suggestions about ways people can help the environment. Start the list by writing *recycling* on the board. See how many other ideas Ss can find online or think of on their own.

TEACHING TIP Ss retain information when they are able to connect the content to something in their own lives. In this case, have Ss think about how the local environment is affected by their actions or research how government rules might affect the environment of a city or nation.

B
- Have Ss preview the terms and definitions before listening. Ask, *Which of these words or phrases have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the words and definitions aloud. Review any words that are still confusing to Ss. Note that although glaciers do move, the movement is so slow that it cannot be seen by anyone watching.

OPTION Project some images of the vocabulary words that you find online. Ask Ss to match the images to the words in 1B.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Have Ss improve comprehension and use the words in context by asking additional questions for discussion:

1. *What happens to something if it is contaminated?* (It can cause harm.)
2. *What is a feature of climate change?* (temperature of the Earth is getting warmer; global warming)
3. *How can you test a water sample to see if it is safe to drink?* (own ideas)
4. *Where can you find glaciers?* (in Antarctica, Greenland, and high mountainous regions)
5. *What do you like or dislike about urban areas?* (own ideas)
6. *What kinds of filters might you find in a house or car?* (water filter, air filter, etc.)
7. *What makes you feel content?* (own ideas)

2 GRAMMAR

- Ask, *What does it mean to reduce something?* (make smaller in amount or size) *What does it mean if we reduce a clause in English?* (make it shorter by taking words out)
- Have Ss open their book to page 46 and look at the grammar chart. Read the explanation aloud. Point out the first sample sentence. Say, *The word* that *is in parentheses because we can leave* that *out since it is the object of the relative clause. We then have a reduced restrictive relative clause.*
- Read the second sample sentence aloud.
- Point out the Notes. Explain that we often leave out the relative pronoun in spoken English and in informal writing.
- Read the second Note aloud. Tell Ss that they cannot leave out the relative pronoun when it is the subject of a clause. Write this sentence on the board: *Scientists developed special fins <u>that are attachable</u>.* You cannot leave out *that* here.

LANGUAGE NOTE A restrictive relative clause is a clause that is necessary for the sentence to make sense. A non-restrictive relative clause contains extra information so if it is left out of a sentence, the rest of the sentence still makes sense. Non-restrictive relative clauses usually have a comma before or around the clause. Compare:

Restrictive: *Scientists developed special fins <u>that surfers can attach to their surfboards</u>.*

Non-restrictive: *Scientists developed special fins for surfboards, which can help surfers stay balanced.*

3 LISTENING

A
- Tell Ss they are going to listen to or watch a talk. Explain that this talk is titled *Making a Difference*.
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for the words the speaker uses to identify causes and effects.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

OPTION Give Ss a copy of a cause and effect graphic organizer. After the listening, have them write the causes on one side and the effects on the other.

C
- For the third listening or viewing, have Ss focus on the details. Allow them to preview the questions before playing the audio. Explain that they should try to write complete sentences or phrases to answer the questions.
- Play the audio or video. Have Ss complete the exercise. Let Ss compare answers with a partner before going over the answers with the whole class.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION Ask higher-level Ss additional questions to make sure they can use the vocabulary in context.

1. *What is something we need to face?*
2. *What are the benefits to teaming up?*
3. *How have you pitched in to help at home?*

4 DISCUSSION

A
- Say, *The environment is an important topic and one that scientists, politicians, and many citizens talk about.* On the board, draw a chart like the one in the book. Say, *Let's think about environmental problems here where we live or others that we know about and ways that we can help solve them.* Start by adding one idea to each column of the chart drawn on the board. Under *Environmental problems*, write *air pollution*. Under *Solutions* write *electric cars*.
- Give Ss time to work individually to complete the rest of the chart.
- Monitor. Provide help with vocabulary or spelling as necessary.

TEACHING TIP If this is challenging, consider having higher-level Ss pair up with lower-level Ss or make it a small group activity.

B
- Have Ss take turns to share their charts in small groups and discuss them.
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion in which groups report on what they discussed in 4B. Consider making one large chart on the board and having groups write all of their examples for 4A in the chart on the board.

OPTION Bring in poster paper or poster board. Write each problem Ss think of on a piece of poster paper or poster board. Hang them around the room. Then have the different groups go to the different problems and write any ideas they can think of.

EXIT TICKET Write on the board: *What is one thing you are going to do to help the environment? What will the effect of your action be?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Explain that they should use some cause and effect terms from this lesson in their answer. For example, *I will recycle all my aluminum cans so that I don't add more trash to the landfill.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING



A 04-16 Listen or watch. What is the main idea of the talk?

Answers may vary. Possible answer: The main idea of the talk is that ordinary people can make a difference to help the environment.

B 04-17 Read the Listening Skill. Listen or watch again. Complete the sentences with the words and phrases that identify causes and effects.

1. Climate change is causing the earth to get warmer.
2. Our air and water are becoming contaminated because of pollution.
3. Others are monitoring and restoring coral reefs that have been damaged as a result of rising ocean temperatures.

LISTENING SKILL

Listen for cause and effect

Listen for words and phrases like *due to, cause, effect, because of, as a result of, in turn, since, thus,* and *so* to identify causes and effects.

C 04-18 Listen or watch again. Answer the questions.

1. How is Jill working with scientists?
   Jill is collecting information from the special fin on her surfboard about ocean water and sending it to scientists all over the world.
2. What else is Jill doing to help the environment?
   Jill is giving presentations to students and community members to explain what she's doing and to encourage other people to get involved.
3. What is Tim doing to help the environment?
   Tim is participating in urban gardening. He planted a garden on the top of his apartment building.
4. How can other people get involved in helping the environment?
   Other people can find organizations online and talk to volunteers.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Let's face it–our planet is in trouble.
   we need to admit
2. Lots of people like Jill are teaming up with scientists to help the environment.
   joining
3. They're ordinary people, just like you and me. But they're pitching in to make the world a better place.
   helping as a member of a group

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK What are some environmental problems where you live or that you know about? How could you or other people help to solve them? Complete the chart.

Environmental problems	Solutions

B PAIRS Discuss the problems and solutions.

C COMPARE Share the problems and solutions with the class. Which problems are the biggest? Are there any problems that everyone could help with?

☐ I CAN DISCUSS HOW TO HELP THE ENVIRONMENT.

LESSON 4 READ A TRAVEL WEBSITE



OSCAR BLANCO
@OscarB
Can't wait to plan my next vacation! So hard to choose where to go.

1 BEFORE YOU READ

A PAIRS Where do you like to go on vacation? What do you like to do there?

B 04-19 VOCABULARY Listen. Then listen and repeat. Do you know these words?

exotic luxury gourmet world-class cuisine stroll rugged

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 136

2 READ

A PREVIEW Read the title and look at the pictures. What do you think the website is about?

B 04-20 Read and listen to the information on the website. Was your prediction correct?

CALL NOW: 1 800 555 5555 LOCATION SEARCH

ADVENTURES ONLY TRAVEL



HAVE THE ADVENTURE OF A LIFETIME IN SOUTH AMERICA

Tired of the same old guided bus tours that take you from one crowded tourist attraction to another? Want more excitement and adventure from your trips? Then let Adventures Only Travel plan your next vacation. We offer exotic adventures, not just tours. Each of our adventures is designed to give you an experience you'll never forget.

OUR ADVENTURE OPTIONS

In addition to our Classic Beach Adventure and Latin Food Adventure, we are pleased to offer you two new South American adventures this year.



THE CITY ADVENTURE: BUENOS AIRES

Discover the beauty of Buenos Aires, the capital and heart of Argentina, and travel in comfort and style on this ten-day city adventure. Enjoy five-star, luxury accommodations and gourmet food as you get to know the "Paris of the South."

Highlights of this adventure include:

- Tasting world-class cuisine at a *parrilla*–one of the barbecue restaurants famous for their steaks and other grilled meats
- Watching a musical performance at the historic Teatro Colón opera house, considered one of the top ten opera houses in the world
- Strolling down the world's widest avenue, Avenida 9 de Julio, to see the incredible architecture in Buenos Aires
- Shopping on the Calle Florida, a street full of cafés and fantastic shops–take a break to watch the tango dancers and other street performers!

THE EXTREME OUTDOOR ADVENTURE: PATAGONIA

Journey off the beaten path and explore the wild side of Patagonia in this ten-day extreme outdoor adventure. Sleep under the stars and eat and travel like the locals do as you journey to the end of the world and back.

Highlights of this adventure include:

- Climbing to the top of the 2,652-meter-tall active Osorno volcano in Chile
- Hiking across the endless Perito Moreno Glacier in Los Glaciares National Park in southern Argentina
- Rafting the world-famous rapids on the Futaleufú River in Chile, surrounded by the rugged peaks of the Andes Mountains
- Camping overnight in Torres del Paine National Park in Chile–home to a wide range of wild animals, including pumas and foxes



>>

LESSON 4 READ A TRAVEL WEBSITE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What is a travel website that you like?* Begin a list on the board with a website that Ss will know, for example *KAYAK*. Write any suggestions Ss have on the board. Ask, *What do you like about these websites? What kind of information do they have?*
- Write on the board: *Do you use travel websites to help you plan? Why or why not?* Invite volunteers to share their stories.
- Read the social media message aloud. Ask, *Do you have a hard time choosing where to go on vacation? Why or why not? Do you like planning the vacation or do you let someone else do the planning?*

TEACHING TIP Using technology in the classroom has many benefits, including improved student engagement and attendance, and better knowledge retention and comprehension. It also promotes individual learning, collaboration and teamwork, and twenty-first-century skills. When applicable, have Ss look at websites (in this case, travel websites) to support the content being taught.

1 BEFORE YOU READ

A

- Put Ss in pairs to discuss the questions about where they like to go on vacation and what they like to do when they are there. Invite volunteers to share their ideas with the class.

OPTION Encourage Ss to share photos from their last vacation to show the places they like to go and the activities they like to do there.

B

- Have Ss preview the vocabulary before listening. Tell them to guess what the words mean. In pairs, have them share and compare their previous knowledge about the words they do know.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and have Ss use their dictionaries to look up the definitions. Write Ss' definitions on the board. They can check their definitions against the definitions on page 136.

EXTENSION Hold a class discussion by posing questions using the words in other contexts:

1. *What is an exotic location you wish you could visit?*
2. *What is a luxury item you wish you could own?*
3. *Do you know of any gourmet restaurants? Name one.*
4. *What is a world-class hotel that you have heard of or can find online?*
5. *What country or countries make your favorite cuisine?*
6. *Where do you like to stroll?*
7. *What would you do if you were on vacation in a rugged location?*

- Remind Ss they can go to page 136 for further clarification and practice.

2 READ

A

- Bring Ss' attention to the top picture. Ask, *What outdoor activity are these people doing? Where do you think they are?* Have Ss discuss in pairs. Accept any reasonable answers.
- Have Ss cover the actual article. Focus Ss' attention on the two pictures on either side of the website article. Ask, *Where were these photos taken?* (left: Buenos Aires in Argentina; right: Patagonia, a region shared by Argentina and Chile) *Would you like to go to either of these places? What looks interesting about each place in the two pictures?*
- Read the title aloud. Ask, *What kinds of adventures do you think this website article might be about?*

B

- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Give Ss time to answer the questions posed in the first paragraph: *Tired of the same old guided bus tours that take you from one crowded tourist attraction to another? Want more excitement and adventure from your trips?*
- Say, *We will now hear about an organization that plans adventure vacations.* Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

LANGUAGE NOTE The first paragraph of the reading refers to the *same old guided tours*. *Same old* means boring, annoying, or repetitive.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is this website advertising?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary. Remind them that the article continues on the top of page 49.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Write all the Ss' answers on the board. Talk about why each is correct or incorrect. Point out that some answers might be too detailed (a specific highlight or adventure) while others might be too broad (vacations).

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.

C
- Ask a volunteer to read lines 4-6 aloud for the class.
- Have Ss complete the exercise. Review the answer as a class.

D
- Ask, *What is a hyperbole?* (a statement or claim that is exaggerated and not to be taken literally) Teach Ss how to pronounce the word *hyperbole*. (haɪˈpɜːbəli) Give an example on the board: *I am so hungry that I could eat a horse.* Read the Reading Skill aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, draw a chart on the board and ask volunteers to write the possible meanings on the board.

EXTENSION Ask, *Do you think hyperboles are misleading? Why do you think advertisements and websites use them?* Have Ss find a website and highlight or list the hyperboles they can find. Schedule time for them to share their findings with small groups or report to the whole class.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the interview in complete sentences. Remind them to use their own words as they summarize. Review summary writing from Unit 3.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.
- Draw attention to the sidebar. Give Ss time to search online to find out what other things tourists can do when they visit Buenos Aires and Patagonia. Schedule time for Ss to report their findings in small groups.

OPTION For lower-level Ss, let them review the reading as many times as necessary in order to write their summaries.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *Not everyone likes to do the same things on vacation. Which of the adventures on the website would you prefer to go on?* Remind Ss to support their answers by stating why they chose that adventure.
- Give an example. Write on the board: *I would prefer the city adventure. I would like to taste world-class cuisine at a parrilla because I love barbeque and eating food that is native to the place I am visiting.*
- Have Ss work individually to think of their answer. Encourage them to take notes because they will share their answer with a partner.

EXTENSION For whatever adventure Ss choose, have them search online to find another location at which they could have the same or a similar adventure. Have them include that in their discussions.

B
- Have Ss compare their answers in pairs. Ask them if they had the same interests as their partner.
- Take a class poll to see which adventure was chosen by the most people.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Have Ss write what the vacation of their dreams would be and why. Collect cards as Ss leave to identify written areas for review.

> So what are you waiting for? Contact one of our specialists and start your adventure today! We're looking forward to helping you have
so the vacation of your dreams!

3 CHECK YOUR UNDERSTANDING

A Read the website again. What is it advertising?

Answers may vary. Possible answer: The website is advertising different travel packages to South America.

B Answer the questions, according to the website.

1. What is special about Adventures Only Travel?
   The company offers exotic adventures, not tours.
2. What two new adventures is Adventures Only Travel offering this year?
   Adventures Only Travel is offering a city adventure to Buenos Aires and an extreme outdoor adventure to Patagonia.
3. How are the two new adventures different?

The Buenos Aires adventure offers comfort and style with luxury accommodations and transportation and gourmet food. The Patagonia adventure offers an extreme outdoor adventure with sleeping under the stars and eating and traveling like the locals.

4. What kind of travelers do you think each new adventure is for? Why?
   The Buenos Aires adventure is for people who like luxurious city tours. The Patagonia adventure is for people who like extreme outdoor adventures.

C CLOSE READING Reread lines 4-6 on the website. Then circle the correct answers.

1. In line 5, why does the writer use the word *just*?
   a. to emphasize that the adventures are the same as other tours
   b. to emphasize that the adventures are more special than tours
   c. to emphasize that the adventures include many kinds of tours
2. How is the second sentence connected to the first sentence?
   a. It explains how the adventures are more special than other tours.
   b. It gives some examples of the different kinds of tours you can take.
   c. It provides some reasons why people no longer like to take tours.

D Read the Reading Skill. Then read the examples of hyperbole. Write what you think each one means.

Hyperbole	Possible meaning
an experience you'll never forget	an experience you'll remember for a long time
journey to the end of the world and back	a trip to a new and exotic place that is far from other places
the endless Perito Moreno Glacier	the huge Perito Moreno Glacier
the vacation of your dreams	an amazing vacation

READING SKILL Recognize hyperbole

Writers sometimes use exaggerated statements to emphasize something or add humor. They do not expect readers to believe every word in these statements.

E PAIRS What is the website about? Retell the most important ideas. Use your own words.

The website is about adventures in South America...

What other things can you do in Buenos Aires and Patagonia?

4 MAKE IT PERSONAL

A THINK Which of the adventures on the website would you prefer to take? Why?

B PAIRS Compare answers. Do you have the same interests in traveling?

☐ I CAN READ A TRAVEL WEBSITE.

LESSON 5 WRITE A PERSUASIVE ARGUMENT



OSCAR BLANCO
@OscarB
Started a campaign to stop energy companies from ruining the environment. Read my blog to find out more!

1 BEFORE YOU WRITE

A What energy sources do you know about? How do they affect the environment?

B Complete the sentences with the words in the box.

release claim leak

1. Some people ___claim___ they can remove all the plastic from the ocean, but we're not sure.
2. Oil continued to ___leak___ from the broken pipe into the river for days.
3. Cars ___release___ harmful chemicals into the air.

C Read Oscar's blog. Does he support fracking? Why or why not? Answers may vary. Possible answer: No, Oscar does not support fracking. He thinks it's very bad for the environment and people. He mentions studies that support both claims.

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Fracking: An Environmental Danger

In the future, we could run out of traditional sources of energy, such as oil and gas, so people are looking for other ways to get fuel. One of the newest options is a process called fracking. During this process, fracking liquid is used to break open rocks deep underground and release gas and oil into special wells. Supporters of fracking claim that it is necessary because it will provide us with the fuel we need for the future. They also say that it is safe for people and the environment. However, the truth is that fracking is extremely dangerous for the environment and people living and working near fracking sites.

Supporters of fracking argue that fracking doesn't harm the environment as long as it's done properly, but that just isn't true. Fracking liquid contains harmful chemicals. They often leak into the water under the ground during the fracking process. A study by Duke University showed that fracking contaminates water. According to the study, water wells near fracking sites were seventeen times more polluted than other wells.

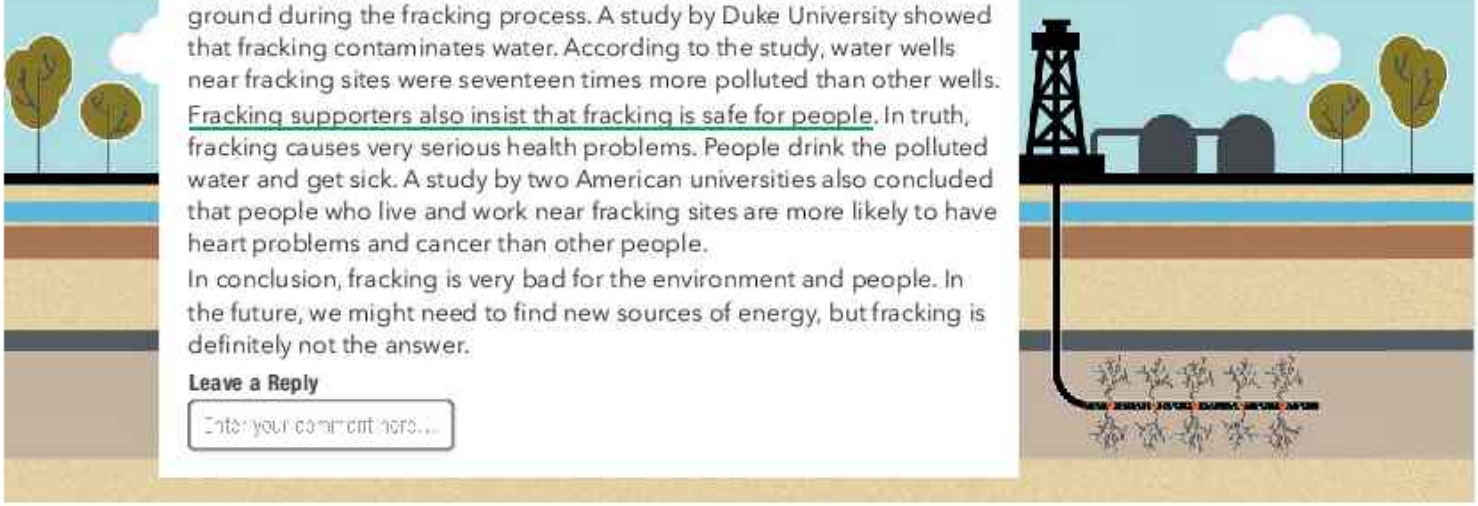
Fracking supporters also insist that fracking is safe for people. In truth, fracking causes very serious health problems. People drink the polluted water and get sick. A study by two American universities also concluded that people who live and work near fracking sites are more likely to have heart problems and cancer than other people.

In conclusion, fracking is very bad for the environment and people. In the future, we might need to find new sources of energy, but fracking is definitely not the answer.

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D Read the blog again. Did it persuade you that fracking is dangerous? Why or why not?

LESSON 5 WRITE A PERSUASIVE ARGUMENT

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does it mean to be persuasive?* (convincing someone to believe or do something using reason or temptation) Say, *Think about the article we read in Lesson 4.* Have Ss look back at the reading to refresh their memory. Ask, *Was this article persuasive? Did it make you want to visit Argentina or Patagonia, or take an adventure vacation? What made it persuasive to some people?* Give Ss time to share answers in small groups.
- Read the social media message. Ask, *Do you think Oscar's blog will be persuasive?* What is a *campaign*? (action that is planned and organized to achieve a particular goal) Ask, *What are some synonyms for the word* campaign? Accept any reasonable answers, such as *crusade, battle, fight, movement.*

1 BEFORE YOU WRITE

A
- Say, *Oscar is talking about energy in his blog.* Focus attention on the questions. Give Ss time to talk about what energy sources they are familiar with and how those might affect the environment. Elicit answers from the class.
- Make a list of their answers on the board. Ss might find the categories *renewable* and *non-renewable* useful in this discussion.

OPTION If necessary, allow time for Ss to search for answers online.

B
- Draw attention to the word box.
- Give Ss time to read the three sentences and complete each with a word from the word box.
- To review, have volunteers read their answers aloud.

C
- Say, *Now we are going to read Oscar's blog. Do you remember what a blog is from Unit 1?* (a website run by an individual, written in an informal or conversational style)
- Draw attention to the title. Assure Ss that the blog will let them know what fracking is if they don't already know.
- Give Ss time to read and then answer the questions posed in the instruction: *Does he support fracking? Why or why not?*

EXTENSION Have Ss look for adjectives and adverbs that show Oscar's opinions, for example, *extremely dangerous, harmful, very serious, very bad, definitely.* Point out that sometimes Oscar adds strength by adding words such as *extremely* before *dangerous* and *very* before *serious* or *bad.* Challenge higher-level Ss to add other words if they think doing so will strengthen Oscar's opinions.

OPTION Read the blog as a class by having higher-level Ss read a few sentences at a time. Answer vocabulary questions as they arise, for example: a *well* is a hole sunk into the ground to obtain water, oil or gas. Or, let Ss read silently and mark any vocabulary they don't know. Hold a general vocabulary session after Ss finish to address any questions.

D
- Give Ss time to reread the blog. Then hold a class discussion. Elicit from Ss if the blog was persuasive. Take a poll to see how many Ss were persuaded that fracking is dangerous. List reasons why they were or were not persuaded on the board.

2 FOCUS ON WRITING

- Ask, *What does* opposing *mean?* (the opposite or conflicting side of a situation or issue) Say, *There is an opposing view to Oscar's about fracking.*
- Read the Writing Skill aloud. Say, *Writers introduce opposing arguments by identifying their opponents and using words or phrases like* say, think, claim, believe, insist *and* argue that.
- Ask, *How does Oscar identify his opponents in the blog?* (He uses the phrases *supporters of fracking* and *fracking supporters*.)
- Say, *Reread the blog in 1C. Underline the words and phrases used to introduce an opposing argument.*
- Tell Ss to complete the chart with the main and opposing arguments.
- Have Ss complete the exercise individually and then compare their charts in pairs. Go over answers with the whole class by drawing a chart on the board and having volunteers complete the missing boxes.

3 PLAN YOUR WRITING

A
- Say, *Remember that we discussed pros and cons in Unit 3.* Review page 37 if necessary. Tell Ss they will look at the pros and cons of wind turbines. Make sure Ss know that a wind turbine is a machine with a large wheel or propeller that turns in the wind and produces electricity. Project a picture of a wind turbine.
- Read the pros and cons in the chart. Make sure Ss understand each pro and con. Address any vocabulary issues.
- Have them draw a chart like the one in 2. They should include a main argument, opposing arguments, and counterarguments. The main argument should state whether wind turbines are a good way to produce energy or not. If the main argument supports wind turbines, then the opposing arguments will give the cons, and the counterarguments will give the pros.
- Give Ss time to complete their charts.

B
- Pair Ss to compare their charts. Ask them to explain why they think wind turbines are a good or bad way to produce energy.
- Solicit answers from each pair about their opinions.

4 WRITE

- Tell Ss they are going to write a blog either for or against the use of wind turbines to produce energy. Draw attention to the Pre-writing tip. Explain that research is important to writing persuasive arguments. If possible, give Ss time to research by conducting an online search or visiting the school's computer lab.
- Give Ss time to write their blogs. Remind them to use their charts and their research notes. Remind them to use the blog in 1C as a model for their own writing.
- Require them to include their own opinion in the introduction, two opposing arguments, and two counterarguments. Remind them to support their arguments with facts.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to read each other's blogs. Have them answer the two questions about their partner's writing.

OPTION Have the partners highlight the opposing arguments in one color and the counterarguments in a second color so Ss can more easily see what is included and what is missing from their writing.

B
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to suggest words they can use to report the opposing arguments and offer places where they can add more supporting facts to be more persuasive.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their summary.

EXIT TICKET Ask, *What do you think is the biggest environmental concern our world is facing today?* Have Ss write their names on a blank card. Ask them to write the biggest concern and persuade you that you should care about this issue. Collect cards as Ss leave. Read the cards to identify areas for review and additional writing practice.

2 FOCUS ON WRITING

WRITING SKILL Introduce opposing arguments

Writers introduce opposing arguments by identifying their opponents and using words or phrases like *say, think, claim, believe, insist,* and *argue that.*

Read the Writing Skill. Then reread Oscar's blog. Underline the ways that Oscar introduces opposing arguments. Then complete the chart.

Fracking liquid contains harmful chemicals. They often leak into the water under the ground during the fracking process. A study by Duke University showed that fracking contaminates water. According to the study, water wells near fracking sites were seventeen times more polluted than other wells.

Main Argument	
Fracking is extremely dangerous for the environment and people living or working near fracking sites.	
Opposing Argument 1	**Counterargument 1**
Fracking doesn't hurt the environment.	
Opposing Argument 2	**Counterargument 2**
Fracking is safe for people.	
Conclusion	
Fracking is very bad for the environment and people.	

In truth, fracking causes very serious health problems. People drink the polluted water and get sick. A study by two American universities also concluded that people who live and work near fracking sites are more likely to have heart problems and cancer than other people.

3 PLAN YOUR WRITING

A THINK Read the pros and cons of wind turbines. Do you think they are a good way to produce energy? Draw a chart like the one in 2. Include a main argument, opposing arguments, and counterarguments.

Wind Turbines: Pros and Cons	
Pros	**Cons**
better for the environment because they are cleaner than other sources of energy	can harm birds, bats, and other wildlife
cheaper than other sources of energy	cost a lot to make and install

B PAIRS Explain why you think wind turbines are a good or bad way to produce energy.

4 WRITE

Write a blog either for or against using wind turbines to produce energy. Use the blog in 1C as a model.

Pre-writing tip
Research opposing arguments thoroughly. This way you can argue against them clearly and strongly.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner include opposing arguments?
2. Did your partner provide counterarguments with supporting facts?

B PAIRS Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A PERSUASIVE ARGUMENT.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A 04-21 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: This presentation is about a beautiful place in nature.

B 04-22 Listen or watch again. Answer the questions.

1. Where is Zhangjiajie National Forest Park?
   The park is in Hunan Province in China.
2. What does Misaki say is unusual in the park?
   Misaki says that the rock formations in the park are unusual.
3. What three things can you do there?
   In the park, you can ride a cable car to see the rock formations, hike on the trails, and cross the canyon on a glass bridge.

C Read the presentation skill. Why is this skill a good idea?

D Make your own presentation.

Step 1 Think of a place that is naturally beautiful.

Step 2 Prepare a two-minute presentation about this place. Include where it is, what makes it special or unusual, and what you can do there. Remember to use the presentation skill. Bring a picture that is related to it.

PRESENTATION SKILL

Give your audience an overview
At the beginning of your presentation, list your main points to let audience members know what to expect so that they can follow along better.

Step 3 Give your presentation to the class. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about park rules
- ☐ Talk about outdoor activities
- ☐ Discuss how to help the environment

Vocabulary
- ☐ Park rules
- ☐ Outdoor activities

Conversation
- ☐ Maintain a conversation by asking questions

Pronunciation
- ☐ *Supposed to*

Listening
- ☐ Listen for cause and effect

Grammar
- ☐ *Be supposed to*
- ☐ Future continuous
- ☐ Reduced restrictive relative clauses

Reading
- ☐ Recognize hyperbole

Writing
- ☐ Introduce opposing arguments

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *Where do you think this is?* Accept any reasonable answer, but then let them know that it is Zhangjiajie National Forest Park. Ask, *Does this picture persuade you that this is a beautiful place? Why or why not?* Let Ss guess what the presentation is about.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *What is something surprising and new you learned about this place? What is most appealing to you about this place? Was this a persuasive presentation–would you like to visit this place now? Why or why not?* Invite volunteers to share their answers with the class.

⊕ **EXTENSION** Have Ss identify words or phrases that they found particularly persuasive.

C
- Read the Presentation Skill aloud. Read the presentation introduction aloud for Ss so they can see how it gives the audience an overview.

D
- Tell them they will make their own presentation about a place that is naturally beautiful. Have them take notes to include in their presentation. Write some sample questions on the board for Ss to consider as they make their selection and conduct research.
  1. *Where is this place?*
  2. *What makes it special?*
  3. *What can you do there?*
- Give Ss time to list ideas for their presentations. Remind them that they want to try to persuade the audience to agree with them that this place is special.
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Give the audience an overview.*
  - ☐ *Be persuasive.*
  - ☐ *Use vocabulary from the unit.*
  - ☐ *Discuss opposing arguments.*
  - ☐ *Speak slowly and clearly.*
- Remind Ss to bring in a picture related to the place to show during their presentation.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

5 WHAT SEEMS TO BE THE PROBLEM?

PREVIEW THE UNIT

LESSON 1	**Describe technology problems**	
	Vocabulary	Technology problems
	Grammar	Past perfect continuous
	Pronunciation	Link final consonants to beginning consonants
LESSON 2	**Talk about technology solutions**	
	Vocabulary	Technology solutions
	Grammar	*Need* with gerunds and passive infinitives
	Conversation skill	Reassure someone
LESSON 3	**Discuss how technology affects us**	
	Grammar	Infinitives as subject complements
	Listening skill	Listen for counterarguments
LESSON 4	**Read an article about hacking**	
	Reading skill	Identify contrasts
LESSON 5	**Write a product review**	
	Writing skill	Write relevant subheads
	Writing process tip	Think about your readers
PUT IT TOGETHER		
	Presentation project	An advance in technology
	Presentation skill	Speak slowly and clearly

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask the class, *Have you ever asked anyone this question? What was their answer?* Elicit answers. Ask, *Has anyone asked you this question? What was your answer?*
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *an office, people looking at a computer, papers or files on a desk.*
- Explore the context. Ask, *What is going on? What seems to be the problem for these people? Have you ever felt the way these people do? What was the situation for you?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Michael Stewart) Have Ss read what Michael says on page 4 or play the video of Michael. Then ask, *What do you know about Michael?* (He's a project manager.)
- Read Michael's social media message aloud. Ask, *Where is Michael going?* (to the New York office) *Why is he going there?* (to give an important presentation)

5 WHAT SEEMS TO BE THE PROBLEM?

LEARNING GOALS

In this unit, you

- describe technology problems
- talk about technology solutions
- discuss how technology affects us
- read an article about hacking
- write a product review



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Michael's message. Where is he going? Why?



MICHAEL STEWART
@MichaelS

Headed to the New York office for a big meeting. Giving an important presentation.

LESSON 1 DESCRIBE TECHNOLOGY PROBLEMS



MICHAEL STEWART
@MichaelS
My presentation is about to start. Hope everything goes smoothly! Fingers crossed!

1 VOCABULARY Technology problems

A Read the ad for computer support. How much time do people waste with technology problems?
More than 20 minutes a day.

B 05-01 Listen. Then listen and repeat.

DID YOU KNOW? **On average, people deal with technology problems for more than twenty minutes each day. Are you having frustrating tech problems at work, home, or school?**

Has your



hard drive crashed?



log-in failed?



battery died?



screen frozen?

Have you gotten



an error message?



a virus?



spyware?



disconnected from the internet?

If so, we are here to help! Just give us a call or talk to one of our online support staff members.
We can help you solve all these problems and many more!

C 05-02 Listen. Which technology problem is the speaker describing? Write a word or phrase from 1B.

1. log-in failed
2. disconnected from the internet
3. an error message
4. screen frozen
5. battery died
6. a virus

D TAKE A POLL Who in the class has had these problems? How much time do you think you spend on technology problems every day?

2 GRAMMAR Past perfect continuous

We use the past perfect continuous to show that an activity started in the past and continued up until another point in the past.

Statements

Subject	*Had (not) + been*	Present participle	
I / They	had been	loading	my presentation files when the screen froze.

Questions

	Had	Subject	*Been*	Present participle	
	Had	you	been	loading	your files when the screen froze?
What	had	you	been	doing	when the screen froze?

>> FOR PRACTICE, GO TO PAGE 137

LESSON 1 DESCRIBE TECHNOLOGY PROBLEMS

- Read the lesson title and the social media message aloud. Ask, *What does* about to start *mean?* (will start soon) *What does* smoothly *mean?* (without problems)
- Ask, *What do crossed fingers look like?* Demonstrate by holding up your hand with your index (first) finger crossed over the middle finger. *What do crossed fingers mean?* (a wish for good luck)

CULTURE NOTE Crossed fingers is a gesture usually used to wish for luck in the United States and some other Western cultures. However, the same gesture is vulgar or insulting in other cultures. Good luck may be conveyed by other gestures in different countries. For example, *to press your thumbs for someone* in Germany means you are wishing someone good luck. Germans raise their fists with their thumb tucked in to show someone they are pressing their thumbs for the other person.

1 VOCABULARY

A
- With books closed, ask, *Have you ever had a problem with your computer, tablet, or phone? How much time did it take you to fix that problem?* Have Ss open their books and draw attention to the question.
- Give Ss time to answer the question with a partner or small group.
- Ask, *What is the longest time you ever had to spend fixing a technology problem?* Take a class survey to see whose problem took the longest to solve. *Did you feel it was a waste of time? Why or why not?*

B
- Solicit a volunteer to read the *Did you know* introductory statement and question. Draw attention to the pictures. Say, *Listen to the words and phrases that are commonly used to describe technology problems.* Before each vocabulary item, read the beginning of the question at the top of each section of the box. For example, say, *Has your…* and then play the audio for the relevant items.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Replay the audio if appropriate.
- To review, have Ss read the questions with a partner after playing the audio.
- Close the discussion by asking Ss to offer guesses about what are some of the "many more" problems the company can solve.

OPTION Clarify the meaning of these technology problems by showing an authentic picture of what these technology problems look like. Or, have Ss find images and share them in small groups.

EXTENSION Bring in samples of authentic technology help ads such as the one pictured. Ask, *Do you like this ad for computer support? Would you use this company? Why or why not?*

C
- Tell Ss they will hear several conversations that mention a technology problem. Read the instructions.
- Play the audio. Repeat the audio if appropriate.
- To review, let Ss compare answers with a partner. Then go over the answers with the whole class.

TEACHING TIP Keep in mind that some Ss may be able to afford technology equipment at home, but others may not. Consider using school equipment when possible to avoid any conflicts.

D
- Take a poll by asking, for each of the eight types of problems, who has had this problem. Count responses when Ss raise their hand.
- Extend the discussion by letting Ss share stories in small groups or with the whole class that explain what their technology problem was, how much time it took to fix, and if they used an ad like the one pictured in 1B to help them fix the problem.

2 GRAMMAR

- Write on the board: *We had been studying vocabulary when I said it was time to study grammar.* Say it aloud. Ask, *What happened first in this sentence?* (studying vocabulary) Ask, *Is studying vocabulary finished?* (Yes, it started and finished in the past.) Ask, *When did it finish?* (when something else also in the past started) Say, *We are going to study the past perfect continuous.* Mention that this tense is easily confused with the past continuous. Make sure Ss understand how the tenses are different. Say, *The past perfect continuous is different from the past continuous because it places more emphasis on the duration of or repetition of the earlier action.*
- Ask Ss to look at the grammar chart. Read the explanation and example statements aloud. Ask, *Why is the word* not *in parentheses?* (It is used only to make the sentence negative.) Write a sentence on the board using the word *not: I had not been working very long when the screen froze.*
- Draw attention to the second half of the grammar chart with the questions. Solicit volunteers to read the sample questions aloud. Then ask the second question and tell Ss to answer with any activity they were doing last night. Give an example: *What had you been doing when the screen froze? I had been studying my grammar when the screen froze.*

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *When speaking English, some words are linked. This means they are said together rather than sounding like they are two different words.* Play the audio.
- Write on the board: *pink blanket*. Say, *This is an example of a final consonant sound linking to a different beginning consonant sound.* Pronounce it and have Ss repeat.
- Write on the board: *big game*. Say, *This is an example of a final consonant linking to the same beginning consonant sound.* Pronounce it and have Ss repeat.
- Write on the board: *first car*. Say, *This is an example of the final consonant sound /st/ linking to another beginning consonant sound.* Pronounce it and have Ss repeat.

B
- Read the instructions. Play the audio. Have Ss listen, and then listen and repeat.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
- Write the sentences on the board. Ask two **higher-level Ss** to read the conversation aloud with their answers.
- Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Michael and Pablo) *What are they doing?* (Michael is working on his laptop; Pablo is looking at Michael's laptop screen.)
- Give Ss time to preview the exercise items. Ask, *What do you think Michael and Pablo are talking about?*
- Have Ss listen or watch. Ask, *Was your prediction correct?* Go over the answers as a class.

B
- Say, *We are going to watch again.* Read the questions aloud. Tell Ss to listen for the answers to these questions.
- Have Ss listen or watch again and complete the exercise. Review answers.
- Check Ss' understanding of vocabulary items such as *approval, to display, settings.*
- Read the question in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.

EXTENSION Ask additional comprehension questions:

1. *Where are they?* (the New York office)
2. *What is keeping Pablo really busy?* (a new ad campaign)
3. *Pablo says it is never _____.* (boring)
4. *What does Pablo say also happened to him a few weeks ago?* (his screen froze)
5. *Pablo says Michael might have a problem with his _____.* (settings)

LANGUAGE NOTE Michael says there is a lot *riding on* his presentation. *Ride on* is a phrasal verb used as an idiom to mean *depend on to be successful.*

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.

5 TRY IT YOURSELF

A
- Read the instructions aloud.
- Answer any questions and then give Ss time to take notes. Remind them to be as detailed as they can.

B
- Pair Ss to discuss their problems. Tell them to take turns being Student A and Student B. Remind them to use the conversation in 4C as an example.

C
- Schedule time for reports.
- Poll the class. After each report, see how many Ss have had the same problem. Keep a tally on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about technology problems
- ✓ using the past perfect continuous
- ✓ linking final consonants to beginning consonants

EXIT TICKET Write on the board: *Think of a time when you had an accident or made a mistake. What had you been doing when it happened?* Have Ss write their names on a blank card. Put them in pairs to ask and answer the question. Model an answer: *I had been talking to my friend when I sent a chat message to the wrong person.* Ask them to think of three examples. Listen and take notes on areas for review and extra practice.

3 PRONUNCIATION

A ▶05-03 Read and listen to the pronunciation note.

B ▶05-04 Listen. Notice how the final consonants are pronounced. Then listen and repeat.

Final consonant + Different beginning consonant
blank page, laptop, password, tech support
Final consonant + Same beginning consonant
support team, hard drive, half-finished, big game
Final /st/ + Different beginning consonant
last night, next problem, first computer

C ▶05-05 Listen. Complete the dialog. Then listen and repeat.

A: Oh, no! My laptop just shut down. And my report is only half-finished .
B: I'll call tech support. They have a(n) great guy there.
A: This isn't the first time. It happened twice last night .
B: Don't worry. If he can't fix it, you can use mine.

Link final consonants to beginning consonants

In English, final consonants are usually shorter than beginning consonants, especially when they are followed by words beginning with a consonant.

1. **Final consonant + Different beginning consonant**
   Pronounce both consonant sounds. Keep the final consonant short and say the next word immediately.
2. **Final consonant + Same beginning consonant**
   Pronounce one long consonant. Do not say the consonant twice.
3. **Final /st/ + Different beginning consonant**
   Final /st/ is often simplified to /s/ in common words when the next word begins with a consonant. This makes the phrase easier to say.



4 CONVERSATION

A ▶05-06 Listen or watch. What do Michael and Pablo mainly talk about?
Answers may vary. Possible answer: Michael and Pablo mainly talk about the problems with Michael's laptop.

B ▶05-07 Listen or watch again. Answer the questions.

1. Why is Michael giving a presentation?
   Michael is giving a presentation so he can get approval for a new project.
2. What four problems does Michael have with his laptop?
   He gets an error message, the screen has frozen, his log-in failed, and his presentation won't display.
3. What does Pablo first suggest trying as a solution?
   Pablo suggests trying to restart the computer.
4. Who does Pablo go to get for help?
   Pablo goes to get tech support.

How would you describe Michael and Pablo's work relationship?

C ▶05-08 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: Hmm...that's strange. I thought I had this all set up and now I'm getting a(n) error message .
Pablo: Error message? That's not good. Was it working OK earlier?
Michael: Yeah, there were no problems. I'd been looking at my presentation and everything seemed fine, and now the screen is frozen .
Pablo: Hmm...the same thing happened to me a few weeks ago.

5 TRY IT YOURSELF

A THINK When did you last have a technology problem? What was the problem? What had you been doing when the problem happened? Take notes.

B PAIRS Student A: Describe the technology problem you had. Use the information in 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C REPORT Present your technology problems to the class. Which is the most common problem experienced by your classmates?

☐ I CAN DESCRIBE TECHNOLOGY PROBLEMS.

LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS



MICHAEL STEWART
@MichaelS
Ugh. Technology. Is it me or does it always go wrong at the worst time? Sometimes I think we'd be better off without it.

1 VOCABULARY Technology solutions

A 05-09 Listen. Then listen and repeat.

reset: to change something like a password or control so that it is ready to use again
recharge: to put a new supply of electricity into a battery
reboot: to start a computer after it has stopped working
install: to add software to a computer so it is ready to use
restore: to return a control setting to its original state
replace: to get something new to put in place of something old or broken
reconnect: to establish a connection to something like a server again
uninstall: to remove a software program from a computer

B Label the pictures with words from 1A.



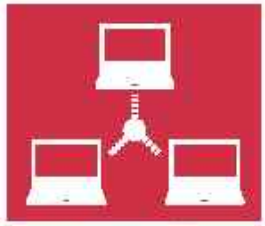
1. restore a setting



3. reboot a device



5. uninstall a program



7. reconnect to a network



2. recharge a battery



4. install antivirus software



6. replace a power cord



8. reset a password

C PAIRS Compare answers.

2 GRAMMAR *Need* with gerunds and passive infinitives

Need can be followed by a gerund or a passive infinitive. The meaning is the same in both cases.

***Need* + gerund**			***Need* + passive infinitive**		
Subject	***Need***	**Gerund**	**Subject**	***Need***	**Passive infinitive**
The battery	needs	charging.	The battery	needs	to be charged.
Our employees	need	training.	Our employees	need	to be trained.

>> FOR PRACTICE, GO TO PAGE 138

LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is a solution?* (a way to fix a problem) To check comprehension, ask, *What kinds of things do you try to find solutions for?* Accept any reasonable answer. Start the list with a few suggestions: *technology problems, relationship problems, health issues.*
- Read the social media message aloud. Ask, *Have you ever had something go wrong with your technology at the worst time? Tell us about it. Do you agree with Michael that we'd be better off without it? Why or why not?*

1 VOCABULARY

A
- Draw attention to the words in 1A. Say, *These words are all related to technology solutions.* Have Ss cover the definitions with a piece of paper and ask them to guess what the words mean. Then, have Ss look at the definitions in 1A. Ask, *Did you guess correctly?*
- Tell Ss to listen to the pronunciation of the vocabulary words as you read them aloud.
- Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

LANGUAGE NOTE Six of the vocabulary words begin with the prefix *re-*. *Re-* originally was found in words with Latin roots and means *again* to indicate repetition. It can also have the meaning *back* or *backward* to indicate withdrawing or moving backward.

EXTENSION Put Ss into mixed-level teams to make a list of other words with the *re-* prefix. After a set time limit, have the teams write their lists on the board. Check the lists for accuracy. The team with the most words that no other team has on their lists is declared the winner. Go over the definitions of the new *re-* words. If Ss need a few examples to help them get started, review the list in 1A or provide some new words, such as *retreat, revert, repeat,* or *regenerate.*

B
- Say, *These are pictures showing the verbs listed in 1A.* Read the instructions.
- Have Ss work individually. Circulate to help as needed.

EXTENSION Have Ss use a search engine to do an online search for images for each of the words. Ask, *Were the images you found similar to the ones in our textbook? What other images did you find?*

C
- Pair Ss to compare their answers.
- Go over the answers with the whole class.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *gerund* and *infinitive.* Also write: *tidying* and *to tidy.* Ask, *Which of these is a gerund?* (tidying) *Which is an infinitive?* (to tidy) *What is a gerund?* (a word that ends in *-ing*; it looks like a verb, but it functions as a noun) Give an example on the board: *We were tidying for two hours. I hate tidying.* Say, *In the first sentence,* tidying *is part of the verb. In the second sentence,* tidying *is the noun.* Ask, *What is an infinitive?* (the basic form of the verb that begins with *to*)
- Say, *The verb need can be used with a gerund or passive infinitive to discuss necessity.* Write on the board: *The house needs tidying up. The house needs to be tidied.*
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Ask, *Is there any difference in meaning between the two sentences?* (no)

LANGUAGE NOTE Ss may need to know how to form the passive infinitive. It is especially common after modal verbs such as *may, should,* or *could.* The passive infinitive indicates what is possible or correct. To form the passive infinitive, use the verb *be* and the past participle, for example, *He is hoping to be elected to the student council. The house needs to be tidied up. She could be awarded first prize for her science project. The doors should be locked before you go to bed.*

EXTENSION Remind Ss that not all verbs can be followed by both infinitives and gerunds. Write the following sentences on the board, and have Ss complete them with gerunds or infinitives. Sample answers are in parentheses:

1. *I usually go _____ on Saturdays.* (shopping)
2. *When I finish _____, I will meet you for dinner.* (studying)
3. *She wants _____ a new place for vacation.* (to visit)
4. *Jose avoids _____ because it isn't good for him.* (eating candy)
5. *Linjia promised _____ me on Friday.* (to meet)

3 CONVERSATION SKILL

A
- With books closed, ask, *Have you ever tried to make someone feel better when they were worried? There are certain expressions you can use to make someone feel better.*
- Have Ss open their books. Read the conversation skill aloud. Model the sample expressions. Have Ss repeat.
- Say, *It is important that you use an appropriate tone of voice to help the person feel better. You don't want to sound angry or upset.*
- Direct Ss' attention to 3A. Say, *Notice that Speaker B reassures Speaker A.* Play the audio.
- Ask Ss to underline the words Speaker B uses to reassure Speaker A in each conversation.

B
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Michael and Amy) *What is Amy's job?* (She works in tech support.) *Where are they?* (in Michael's presentation room)
- Ask, *What do we remember from the previous lesson about Michael's technology problems? What problems do you think Michael will report to Amy?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

B
- Tell Ss to listen or watch again to answer the questions. Give them time to preview the exercise items.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, go over the answers with the whole class.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share how they feel about Amy's helpfulness. Point out that in the video, Michael calls Amy a *lifesaver*. *A lifesaver* is an idiom that means someone or something that saves someone from a serious problem.

EXTENSION Ask additional questions to test comprehension:
1. *How is Michael feeling at the beginning?* (frustrated)
2. *What words does Amy use to reassure Michael after she greets him?* (no problem)
3. *What was Michael worried his computer had?* (a virus)
4. *Where is Amy's office?* (right down the hall)
5. *What solutions does Amy offer?* (restoring settings, updating, rebooting the system)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *What phrases does Amy use to reassure Michael?* (this shouldn't be a big deal; it'll only take a few minutes)
- In pairs, have Ss practice the conversation. Monitor. Listen for the expressions of reassurance and offer feedback on intonation. Have Ss swap roles.

5 TRY IT YOURSELF

A
- Say, *Imagine you have a technology problem with your phone. You can also use a problem you had in the past.* Use yourself as an example. Say, *My phone sometimes drops calls when I am talking to someone.*
- Draw the chart in the textbook on the board. Complete it using your example. Ask, *What are some solutions to my problem?* Write answers in the chart.
- Ask the class to think about their own problem.
- Give Ss time to complete the chart.
- Monitor. Provide help with vocabulary and spelling as necessary.

B
- Have Ss use their charts to role-play a conversation. Have Student A report his or her technology problem first and have Student B offer a solution after reassuring him or her. Remind Ss to use the conversation from 4C as a model. Then have Ss swap roles.

C
- Ask Ss to share their partner's problem and solution with the class. Hold a class discussion about whether the proposed solution is the best one.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about technology solutions
- ✓ using *need* with gerunds or passive infinitives
- ✓ reassuring each other

EXIT TICKET Ask, *What problem do you think we should try to fix in our city?* Say, *I think one problem our city has is traffic!* Give Ss a few minutes to write down their ideas. Write the list on the board. Give each S a blank card and have them write their name. Tell them to pick one problem and offer one solution. Give an example solution: *The traffic needs to be monitored by more police officers.* Collect the cards and make notes about what should be reviewed in future classes.

3 CONVERSATION SKILL

Reassure someone

When someone has a problem or is feeling worried, you can use expressions like these to help them feel better:

Don't worry. *It's not a big deal.*
It's nothing to stress over. *This shouldn't be a problem.*
I've seen worse. *Not a problem!*

A 05-10 Read the conversation skill. Listen. Notice how Speaker B reassures Speaker A.

1. A: My computer screen has frozen, and I haven't saved my files. I may have lost everything.
   B: It shouldn't be a problem. We can recover your files.
2. A: I think my computer might have a virus.
   B: Don't worry. I can get rid of it for you.

B PAIRS Practice the conversations.



4 CONVERSATION

Answers may vary. Possible answer: Michael tells Amy that he got an error message when he was looking at his presentation. Then the screen froze and his presentation wouldn't load.

A 05-11 Listen or watch. What problems does Michael report to Amy?

B 05-12 Listen or watch again. Answer the questions.

1. How does Michael feel when he sees Amy? Michael feels happy and relieved to see Amy.
2. Why doesn't Amy think that the computer has a virus? Amy doesn't think that the computer has a virus because Michael has installed the latest antivirus software.
3. What is the last step Amy recommends to Michael? Amy tells Michael to open his presentation.
4. How does Michael feel when Amy leaves? Why? Michael feels happy and relieved when Amy leaves because his laptop is working properly again.

Does Amy seem helpful? What does she do to show she knows what she is doing?

C 05-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm...Let me take a look.

Michael: Sure.

Amy: Well, this shouldn't be a big deal. Some of your settings just need to be restored. It'll only take a few minutes.

5 TRY IT YOURSELF

A THINK Imagine you have a technology problem with your phone. What is the best solution for it? Complete the chart.

Problem	Solution

B ROLE PLAY Student A: Report your technology problem to Student B. Student B: Tell Student A what needs to be done. Make sure you reassure Student A first. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's problem and solution. Does anyone else have any advice?

☐ I CAN TALK ABOUT TECHNOLOGY SOLUTIONS.

LESSON 3 DISCUSS HOW TECHNOLOGY AFFECTS US



MICHAEL STEWART
@MichaelS
Watched this talk about technology making us lazier. Interesting, but I'm not sure I agree.

1 BEFORE YOU LISTEN

A What kinds of technology do you use that make your life easier? How often do you use them?

B 05-14 VOCABULARY Listen. Then listen and repeat.

depict: to show someone or something using language or pictures
entertain: to do something that interests people
exaggerate: to make something seem bigger, better, or worse than it really is
a digital assistant: a device that understands spoken language and allows you to control networked items in your home
a remote / a remote control: a thing you use to control a device, such as a television
convenience: the quality of being good or useful because it makes things easier
retain: to keep information in your memory, such as numbers, dates, or facts
critical thinking: the ability to make a careful judgment about something
media: the organizations that provide news and information

C Complete the sentences with words from 1B.

1. I can tell my digital assistant to play music, change the TV channel, and turn on the lights.
2. I'm glad I can use my phone to remember all of the information I can't retain.
3. Nowadays if you're bored, you always have the internet to entertain you.
4. I have one remote / remote control for my TV and another for the audio. It's very annoying!
5. In the old days, there were a few TV channels and a lot of newspapers, but now the most important media source is the internet.
6. Getting food delivered is expensive, but you're paying for the convenience.
7. The new movie will depict the life of a famous politician.
8. Paying attention to both sides of an argument can help you improve your critical thinking.
9. Companies often exaggerate the importance of their new technology. It's not usually very different from what we already have.

2 GRAMMAR Infinitives as subject complements

We sometimes use infinitives after the verb *be* to describe or identify a subject. These sentences often introduce a goal, purpose, or plan.

Subject	*Be*	Infinitive	
Our goal	is	to move	as little as possible.
The purpose of technology	has been	to make	life easier.
Their plan	was	to develop	a safer car.

Note: *Be* + infinitive usually appears after an **abstract noun**:
*His **advice** was to... My **dream** is to... Their **intention** was to... The **effect** will be to...*

>> FOR PRACTICE, GO TO PAGE 139

LESSON 3 DISCUSS HOW TECHNOLOGY AFFECTS US

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Say, *Michael says he watched a talk that said technology is making us lazier. He isn't sure he agrees. What about you? Do you agree? Why or why not?*

1 BEFORE YOU LISTEN

A

- Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to take notes.
- Ask each group to write their lists and the total time the Ss use that technology a day as a group. For example, if Ss list *mobile phone* and each of the four Ss in the group uses their phone for one hour a day, then they would write *four hours* next to it. See which groups use which technologies the most.
- Ask, *Do you think we should use any technology more? Less?* Invite volunteers to share their ideas.

TEACHING TIP Talk about or review causes and effects. Draw a cause and effect graphic organizer on the board. Tell Ss this graphic organizer is a good way for Ss to organize their ideas about how something is affected by something else.



EXTENSION Put Ss in groups. Have Ss write *mobile phone* or some other piece of technology in the Cause box. Give them time to think of as many effects of mobile phones as they can. Leave enough time for Ss to present their cause and effect graphic organizers on the board. Or, draw one Cause box and many Effect boxes on the board and complete it as a class.

B

- Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

OPTION Have Ss use each word or phrase in a sentence. Ask Ss to write their sentences on the board. Turn it into a game by having Ss write their sentences on the board and leaving a line for the vocabulary term. Let Ss figure out the missing term.

C

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns saying the answers aloud.

EXTENSION Arrange Ss in small groups to discuss the questions using the vocabulary items.

1. *How does the media depict your country or town?*
2. *What do you do to entertain yourself?*
3. *Have you ever exaggerated a story? What did you say?*
4. *Do you have a digital assistant like Echo or Alexa? What might be good about these? What might be bad about these?*
5. *Can you imagine life without remote controls? How have remote controls affected us?*
6. *Which innovation do you think has brought the most convenience: online shopping or online streaming?*
7. *What study tips do you have for how to retain important information?*
8. *Do you think technology prevents people from critical thinking?*
9. *What are your favorite media sources for news or information?*

2 GRAMMAR

- Ask, *Do you remember what an infinitive is from Lesson 2?* (the base form of the verb usually used with the word *to*) Say, *We can use infinitives as part of subject complements. What is a subject complement?* (a word or phrase that follows a linking verb and describes the subject of a sentence)
- Draw attention to the grammar chart. Read the explanation aloud. Write *Our goal is to speak English as best we can.* Point out the different parts of the sentence: subject, *be* verb (linking verb), and *to* + infinitive phrase.
- Read the examples aloud. Make sure Ss understand that they all follow the same structure.
- Read the Note aloud. Read the sample phrases with abstract nouns. Review the three sample sentences as well so Ss can see the abstract nouns.

LANGUAGE NOTE An abstract noun is a word that is an idea, quality, or state. You cannot experience abstract nouns with any of your senses, such as sight, smell, taste, touch, or hearing. For example, *love* is an abstract noun.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences may also be referred to as *persuasive speeches*. Read the presentation title aloud: *Our Lazy, Dumb Future*.
- Play the audio or video. Ask, *What is the speaker's intention?*

CULTURE NOTE *WALL-E* is an American movie produced by Pixar for Walt Disney. The film is computer-animated and its genre is science fiction. In the movie, Earth is a wasteland and there are no humans left. WALL-E is the only thing left behind to pick up trash, but he falls in love with a probe sent to the planet to look for plant life.

B
- Focus on the Listening Skill. Read it aloud. Have Ss repeat the sentence frames after you. Say, *Pointing out counterarguments before your own opinions can make your ideas more persuasive*. Remind Ss that Unit 4's Writing Skill looked at how to introduce opposing arguments in persuasive writing.
- For the second listening or viewing, tell Ss to listen specifically for the counterarguments and to check them when they hear them. Give Ss time to read the list before listening.
- Play the audio or video. Give Ss time to compare ideas.
- To review, read each item and ask Ss to raise their hand if they think this is a counterargument. Keep a tally on the board. Check if the highest votes were indeed the counterarguments.

C
- Tell Ss they will now focus on the details. Ask Ss to preview the exercise items. Explain that they will circle the things the speaker feels are making us lazier and / or less intelligent.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

D
- Have Ss focus on the vocabulary.
- Play the audio or video again if appropriate. Have Ss complete the exercise individually.

EXTENSION On the board, write this expression in a circle: *well on the way to…* Ask, *What are you* well on the way *to?* Draw four lines out from the circle and write Ss' ideas at the end of the lines. Complete the first line for an imaginary student. Say, *This student is well on his way to buying a car.* Write *buying a car* at the end of one of the lines. Complete the lines with a few other examples. Have Ss complete a circle for themselves. Then repeat this process for the expression *to tune (something or someone) out.*

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

4 DISCUSSION

A
- Say, *We are going to have a discussion about modern technology. This might be challenging because we are going to talk about modern technology that was NOT mentioned in the talk.* Draw attention to the questions in 4A.
- Give Ss time to think about the questions. Encourage them to take notes to use during the discussion. Give an example on the board: *Self-driving cars. Purpose: To save people time and make driving safer; Effect: One effect is to reduce the number of people who own a car.*
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss work with a partner to share opinions and examples about modern technology, its purpose, and its effect on people.

EXTENSION Tell Ss to take notes on their partner's ideas because they will have to report on those to the rest of the class. Schedule time for Ss to report back on what they discussed with their partners.

C
- Give Ss time to analyze what the speaker says in the talk. Have Ss report to the class about whether they agree with the speaker and give a suggestion about what we should do to prevent ourselves from becoming lazier and less intelligent.
- Encourage **higher-level Ss** to begin their report with an introduction and conclusion as studied in the Listening Skill box in Unit 2.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss how technology affects us
- ✓ using *to* + infinitives as subject complements
- ✓ using abstract nouns
- ✓ including counterarguments

EXIT TICKET Have Ss write their names on a blank card. Have them write a counterargument to support one of their ideas from 4C. Give an example. *Some people say that technology makes us less intelligent, but I disagree. I think technology makes us smarter because we have to learn how to use it and that takes critical thinking!* As Ss leave, collect their cards. Read the cards to identify areas for review and additional practice.

3 LISTENING



A 05-15 Listen or watch. What is the speaker's intention?

a. to explain how we need to improve technology
b. to warn that technology could have a negative effect
c. to convince us to stop using technology

B 05-16 Read the Listening Skill. Listen or watch again. Check (✓) the ideas that are introduced as counterarguments.

- [x] a. The vision of the future in *Wall-E* is wildly exaggerated.
- [ ] b. Some people no longer leave the house to buy things.
- [x] c. Digital assistants are a wonderful convenience.
- [ ] d. It's easy to ignore other people's opinions.
- [x] e. I'm being unreasonable about technology. It makes life better.

LISTENING SKILL
Listen for counterarguments

Speakers often present counterarguments—ideas they don't agree with—before they explain their own opinions. They may introduce counterarguments with expressions like:
You may think...
Some people say...
Many people believe...

C 05-17 Listen or watch again. According to the speaker, which things could be making us lazier and / or less intelligent? Circle the items.

(a.) shopping online
b. movies
(c.) social media
(d.) digital assistants
e. self-driving cars
(f.) internet-connected refrigerators
(g.) hundreds of TV channels
(h.) washing machines

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. You may think this vision of the future is wildly exaggerated, but I've got bad news for you, folks. I think we're <u>well on the way</u> there.
   making a lot of progress toward
2. <u>Brick-and-mortar stores</u> are closing all over the world as more and more of us decide not to leave the house to buy things.
   stores that are in buildings, not online
3. If a TV newsperson or a writer or my uncle on social media presents ideas that I don't like, I can just <u>tune them out</u> by changing the channel, or putting the book down, or clicking "unfollow."
   stop paying attention to them

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK List three examples of modern technology not mentioned in the talk. What is the purpose of each one? How does it affect people? Take notes.

B DISCUSS In small groups, share your examples and opinions from 4A.

C ANALYZE Report to the class. Do you agree with what the speaker says about technology? What can we do, if anything, to prevent ourselves from becoming lazier and less intelligent?

☐ I CAN DISCUSS HOW TECHNOLOGY AFFECTS US.

LESSON 4 READ AN ARTICLE ABOUT HACKING



MICHAEL STEWART
@MichaelS
I just read an article that made me rethink how I feel about hacking. Is it always such a terrible thing?

1 BEFORE YOU READ

A PAIRS Has anyone you know ever been hacked? What happened?

B 05-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

justified	expose	corruption	confidential	outweigh
privacy	jeopardize			

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 139

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B 05-19 Read and listen to the article. Was your prediction correct?



IS HACKING EVER JUSTIFIED?

Hacking has become a big part of modern life. Every day, governments, organizations, businesses, and individuals are at risk of having their private information stolen and revealed. In fact, a University of Maryland study has shown that one hacking attempt takes place about every 39 seconds. Everyone can probably agree that most kinds of hacking are wrong, such as stealing customers' financial data or removing photos from celebrities' phones. But what about when hacking reveals that something illegal has taken place? Or when it exposes corruption? Are there any situations where hacking is actually justified?

HACKING AND BUSINESSES

Take these cases for example. In recent years, major international law firms have been hacked. Information from the firms, which included millions of personal documents, was passed on to journalists who published some of it on their news sites. Through these hacks, the public learned how some of the world's richest, most powerful people were spending and managing their money, in some cases even to avoid paying taxes.

When this information was revealed, a lot of people were surprised and angry. They felt that the hacks were justified because they showed how the rich and powerful have access to systems that other people don't. They strongly believed that the public had the right to know this kind of information. Not everyone, however, agreed that the ends justified the means. They thought that even the rich and powerful deserved to keep their information private. They also worried that if it was OK to hack these people, what could protect other people?

HACKING AND GOVERNMENTS

Other situations have involved individuals and organizations that have attempted to hack into governments, either their own or foreign ones. Sometimes, these hackers manage to get sensitive information that they hand over to journalists or publish on their own websites for the whole world to see. This information often contains personal details about government officials and confidential documents about government programs and operations.

People have very different opinions about this kind of hacking. On the one hand, some people believe that it is helpful to show what governments and government officials are doing. They claim that this enables citizens to be more aware of their leaders' actions, in order to prevent things like corruption. On the other hand, critics say that these hackers go too far and are doing something potentially dangerous. They are concerned that this kind of hacking could reveal national secrets, jeopardize people's careers, or even endanger their lives.

>>

LESSON 4 READ AN ARTICLE ABOUT HACKING

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Elicit the meaning of *debate* (a formal discussion on a specific topic, often held in public or on television; debates discuss both sides of an issue). Ask, *Has anyone ever participated in or watched a debate? What are some common types of debates?* Have Ss discuss in pairs, then elicit answers from the class. If Ss have trouble getting started, provide some sample answers such as *presidential debates, debate teams in high school or college.*
- Point out that *debate* can also be a verb meaning to argue about a specific topic, usually in a formal manner and in public.
- Read the social media message aloud. Ask, *What is hacking?* (accessing data on a computer system illegally) Say, *How does Michael feel about hacking?* (He used to think it was bad, now he is unsure.) Invite volunteers to share their opinions with the class about whether hacking is bad. Take a class poll. Ask, *How many of you think hacking might not always be a terrible thing?* Write the results on the board.

⊕ EXTENSION Challenge Ss to make a list of popular debating topics. Start the list for Ss by suggesting school uniforms or universal healthcare as topics. Put Ss in groups to make lists. Then have them write lists on the board. Allow Ss to search online if desired.

1 BEFORE YOU READ

A
- Say, *In this lesson, we are going to talk about hacking.* Draw attention to the questions posed in the instructions.
- Pair Ss to discuss the questions. Invite volunteers to share stories.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any words they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the vocabulary words on the board and ask Ss what each word means. Write Ss' ideas on the board.
- To gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
  1. *Share a story about a time that someone you knew justified something they did that others felt was not the right thing to do.*
  2. *What would you do if private information was exposed to others?*
  3. *Give an example of corruption.*
  4. *What kind of information should be kept confidential?*
  5. *Discuss [school uniforms]. Do the pros outweigh the cons or vice versa?*
  6. *Privacy is a big issue in the United States. What privacy rights do you think people should have?*
  7. *What do you think could jeopardize your privacy online?*
- Remind Ss they can go to page 139 for further clarification and practice.

2 READ

A
- Say, *Hacking is a topic that has become a big part of modern life.* Draw attention to the pictures in the reading. Ask, *Who do you think the pictures show?* (hackers; people who hack computer systems)
- Focus Ss on the title. Take a class vote before Ss read. Write how many Ss think hacking is justified and how many think hacking is not justified on the board.
- Ask Ss to analyze the format of the text. Put Ss in groups. Ask, *What do these subheadings tell you about the organization of the article? What are some details you think you might read about in each section?* Remind them that the reading is continued on page 61.

B
- Tell Ss they are going to read and listen to an article about whether or not hacking is ever justified.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Repeat the poll to see if Ss think that hacking is justified. Write any new totals on the board next to the first tallies. Say, *Let's finish reading to see if the numbers change after we learn more.*
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.
- Take a final class poll to see if the tally changed.

⊖ OPTION Arrange Ss by similar level. Ask lower-level Ss to take turns reading paragraphs aloud. Have higher-level Ss read silently and then write comprehension questions. Have the higher-level Ss pair with lower-level Ss to ask them the comprehension questions and show them where the answers are in the text.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?* Have Ss write down their answer.
- Have Ss discuss their answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask Ss to explain why other options that were suggested are not correct, such as information or detail is included, but not a main idea, or the idea was not explained.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you think the hacking debate is going to continue in the future?* Have Ss share their opinions in pairs.

C
- Ask a volunteer to read lines 6–10 aloud for the class. First have Ss figure out how *probably* is used. Read the answer choices and then let Ss find the sentence in the reading before they circle their choice.
- Then focus attention on the second item. Elicit the answer as to how the second sentence is connected to the first. Read the answer choices aloud.
- Have Ss complete the exercise. Let Ss compare answers in pairs. Review the answer as a class.

⊕ **EXTENSION** Ask Ss to find another article online and find an example of two sentences that are connected. Have them write them on the board. Challenge Ss to think about how the two sentences are related.

D
- Read the Reading Skill aloud. Say, *Contrasting is a common way writers organize or describe information in a reading.* Explain to Ss that writers use certain words or phrases to signal contrasts. Read the list provided in the box.
- Have Ss complete the exercise individually and then compare their answers in mixed-level pairs. Have **higher-level Ss** partner with **lower-level Ss** to compare answers.
- To review, make sure Ss have underlined all the examples.

⊕ **EXTENSION** Have Ss think of other words or phrases to signal contrasts. Some other words include *while, despite, in spite of, in contrast, yet, differ, difference, on the contrary, conversely, otherwise.* For an extra challenge review language that is used to identify comparisons or challenge Ss to make a list. Common comparison words and phrases include *like, likewise, in like manner, in the same way, alike, similarly, just as.*

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

TEACHING TIP Review summarizing as taught in Lesson 5 in Unit 3.

⊕ **EXTENSION** Ask, *What questions do you still have about the article?* Have Ss write down 1–2 other questions they would want to know about the topic and share them in pairs. For homework, have Ss research the answer to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

⊕ **EXTENSION** Draw attention to the Discuss sidebar. Give Ss time to research a recent case of hacking and report back to the class.

4 MAKE IT PERSONAL

A
- Read the instructions and say, *I want you to think about whether hacking is ever justified.* Draw a chart like the one on page 61 on the board. Share one of your own opinions for each column. For example, *Hacking is justified when it protects national security. Hacking isn't justified when it steals credit card information.*
- Have Ss copy the chart from page 61 and add their ideas. Remind them they can use these notes when they share their experiences.

B
- Have Ss share their notes in pairs.
- Present a sample conversation that Ss can use as a model.

  A: I think hacking can be justified when…

  B: I disagree. Hacking is never justified because…

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board: *Hacking is/is not justified when…* Have Ss write a sentence to complete each of these options. Remind Ss to use the vocabulary and grammar studied in this unit. Collect cards as Ss leave to identify areas for review.

> LOOKING AHEAD TO THE FUTURE



In all these situations there are strong arguments for and against hacking and revealing private information to the public. Now that everyone is so connected to technology, cases like these are very likely to happen again. In the future, will people agree that hacking can ever be justified? Will the public's right to know information ever outweigh individual privacy and national security? These questions remain to be answered, but everyone can agree on at least one thing: This debate about hacking is going to come up again.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is it about?

Answers may vary. Possible answer: It will be about hacking and whether it is ever justified.

B Answer the questions, according to the article.

1. What kinds of hacking are usually considered wrong?
   Stealing customers' financial data and removing photos from celebrities' phones are kinds of hacking that are usually considered wrong.
2. What did the public learn when major international law firms were hacked?
   The public learned how rich and powerful people were spending and managing their money, sometimes even to avoid paying taxes.
3. What did the public learn when governments were hacked?
   The public learned personal details about government officials and confidential information about government programs and operations.
4. Why is the hacking debate going to continue in the future?
   The hacking debate is going to continue because everyone is connected to technology and hacking cases are very likely to happen again.

C CLOSE READING Reread lines 6–10 in the article. Then circle the correct answers.

1. In line 6, the writer uses *probably* to show that ___.
   a. it is possible that some people don't agree
   b. there are kinds of hacking that are not wrong
   c. most people usually like to agree with each other
2. The next two sentences are connected to the first sentence because they provide ___.
   a. more examples of when hacking is definitely wrong
   b. examples of when hacking might be OK
   c. examples of things that hackers are not able to do

D Read the Reading Skill. Then reread the article. Underline the words and phrases that are used to show contrasts.

READING SKILL Identify contrasts

Writers often use specific words and phrases to signal contrasts. They include *but, however, although, on the one hand,* and *on the other hand.*

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

What is a recent case of hacking that caught the public's attention?

4 MAKE IT PERSONAL

A THINK Do you think hacking is ever justified? Give reasons for each opinion.

Hacking is justified when:	Hacking isn't justified when:

B PAIRS Share your ideas from 4A.

☐ I CAN READ AN ARTICLE ABOUT HACKING

LESSON 5 WRITE A PRODUCT REVIEW



MICHAEL STEWART
@MichaelS
I just got a new camera that takes 360-degree videos and images. Check out the photo I took and read my review!

1 BEFORE YOU WRITE

A How do you decide to buy something new, especially something expensive like a camera?

B Complete the sentences with the words in the box.

playback	upgrade	compact

1. Nina's new phone is definitely a(n) ___upgrade___ from her old one. It has so many cool new features.
2. The ___playback___ feature on the video camera lets us watch and listen to what we had just recorded right away.
3. This new phone has all the same features, but it is smaller and more ___compact___.

C Read the review. What is Michael's purpose in writing this review? Answers may vary. Possible answer: Michael wants to review this product so that people know the pros and cons before they buy it.

Review: The GV500 360-Degree Video Camera

My greatest passions are ice hockey, windsurfing, and digital media. So I was really excited when the new GV500 360-degree camera came out. Not only does it have many new features, but the videos and pictures I shoot with it make me feel like I'm in the middle of the action again.

BEST FEATURES



First of all, the GV500 is the easiest to use of all the 360-degree cameras in its price range. It's light and compact, which is very important for me when I'm carrying other equipment. Its design is also really attractive, but it is sturdy enough for me to use in the middle of fast-paced sports action. And, when I am shooting windsurfers, it's good to know that the GV500 is waterproof to 12 meters, which is up from 4 meters for the GV400. In addition, some of the GV500's technical qualities are especially important for my digital design work. The audio quality is great and uploading to social media is very simple.

ROOM FOR IMPROVEMENT

However, there are still some ways the GV500 could be improved. For example, even though they've made using it as simple as possible, there is still a lot to learn. If you are not very technical, this could be a problem. I also found that the image quality is not as good as it could be. It's fine for posting things on social media, but when I do business presentations, the playback is not good enough on large computer or TV screens. Then there's the price. At about $200, I had to ask myself whether this new model was that much better than the old one.

TO BUY, OR NOT TO BUY

Obviously, my answer was "Yes," and I am very happy I bought it. If you are buying your first 360-degree camera, or want an upgrade from your current one, I recommend the GV500. As for some of its drawbacks, I hope they'll be solved when the GV600 comes out!

LESSON 5 WRITE A PRODUCT REVIEW

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Elicit the meaning of the verb *review* in this context (a report that gives an opinion). Read the social media message aloud. Ask, *What is special about Michael's new camera?* (It takes 360-degree videos and images; 360-degree images are panoramic and show what the photographer saw to the left and right, and up and down.) *Do you think Michael's review will be positive or negative?* Take a class vote and write the tally on the board.
- Ask, *Have you ever bought a camera? If you have, did you read the reviews people wrote about it? If you are planning to buy a camera, will you read the reviews people write about it? Why or why not?* Elicit ideas from the class.

1 BEFORE YOU WRITE

A
- Say, *I like to make sure I am spending my money on something that is good quality, especially if I am buying something very expensive. There are always a few things I do before making an expensive purchase.* Read the question aloud. Have Ss share their opinions in pairs or small groups.
- Have volunteers share their answers with the class.

B
- Draw attention to the word box. Tell Ss these three words complete the sentences in the exercise.
- Have Ss read the three sentences and choose the correct word.
- Go over the answers.

C
- Tell Ss to look at the text. Ask, *What is it?* (a product review) Ask, *Who wrote it?* (Michael) *Where do you think he posted this review?* (the camera company's website, but accept any reasonable answer, such as a store's website or a general review site) *What is the subject?* (his new camera)
- Ask, *What do you think Michael's purpose was in writing the review?* Have Ss discuss with a partner before reading the review. You can remind them of the structure: *His purpose was to* + infinitive.
- Have Ss follow along in their books as you read Michael's review aloud for the class. Remind them to determine why he wrote it. Give Ss time to discuss the answer in small groups. Consider having **higher-level Ss** read sections aloud for the rest of the class.
- Ask Ss to underline any instances in the review where Michael used a connective to express contrasts. (Its design is also really attractive, <u>but</u> it is sturdy enough for me to use in the middle of fast-paced sports action. <u>However</u>, there are still some ways the GV500 could be improved. For example, <u>even though</u> they've made using it as simple as possible, there is still a lot to learn. It's fine for posting things on social media, <u>but</u> when I do business presentations, the playback is not good enough on large computer or TV screens.) Review the language taught on page 61 if necessary. Let Ss compare answers. Ask, *Did Michael use the contrasts correctly? What were the contrasting ideas?*
- Clarify the meaning of any words Ss have questions about.

OPTION In pairs, have Ss take turns reading the product review aloud. Ask them to take turns reading every 4–5 lines.

EXTENSION Ask Ss to discuss in pairs what websites they use to find reviews for items they are interested in buying. Ask them to discuss whether they have ever written their own product reviews on social media.

EXTENSION Have Ss find a product review online to share with the rest of the class. Ask them to report on what product was reviewed, what the person liked or disliked about it, and if the writer used contrast language.

D
- Tell Ss to look at the text again and complete the chart. Tell them to identify the pros and cons. Review pros and cons as studied in Lesson 3 in Unit 3 on page 37.
- Circulate to help Ss as needed.
- Draw a blank chart on the board. Solicit volunteers to write their answers in the chart.

OPTION Have Ss highlight the information in the product review that helped them determine the answers for the chart.

2 FOCUS ON WRITING

- Ask Ss to close their books. Write *synonyms* on the board. Ask, *What is a synonym?* (a word or phrase that means exactly or nearly the same thing as another word or phrase) Say, *Sometimes a person might not use the words* pros *or* cons, *but uses words that let you know they are talking about pros and cons.*
- Ask Ss to open their books. Read the Writing Skill aloud. Make sure Ss identify the subheads in the product review on page 62.
- Tell Ss to individually reread the text in 1C. Have them identify which subhead introduces the pros, which discusses the cons, and which is the conclusion. Remind them that the words *pros, cons,* and *conclusion* are not used but phrases that have similar meanings are used. Ask them to write the words *pros, cons,* and *conclusion* next to the relevant subheads.
- Have Ss complete the exercise individually and then compare their underlining and labels in pairs. Invite volunteers to share their answers.

⊕ **EXTENSION** Project or show pictures of other product reviews you find online. For each one, tell Ss to identify subheads and see if they can tell which subheads are pros and which are cons.

3 PLAN YOUR WRITING

A
- Say, *You are going to write a product review for something you have bought recently.* Tell Ss to take notes.
- Have Ss draw a chart like the one in 1D and transfer their notes to the chart.
- Circulate to provide feedback on vocabulary and spelling. Encourage Ss to use a dictionary if they want.

B
- Put Ss into pairs to talk about their products and their pros and cons, using their charts. Encourage Ss to ask questions and share ideas. They can still add more notes to their charts.

⊕ **EXTENSION** Have pairs form groups of four. Ask each pair to share the details about their product. **Lower-level Ss** can look at their classmates' chart while presenting. Challenge **higher-level Ss** to complete the activity without looking at their notes.

4 WRITE

- Bring Ss' attention back to 1D. Say, *You can see how Michael used a chart like this to organize his product review.*
- Tell Ss to use the notes in their chart to write their own product review. Remind them to use 1C as a model and include 3–4 sentences in each paragraph.
- **Higher-level Ss** should write longer product reviews and add more detail where possible. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing to help them use the charts to organize their writing.
- Direct Ss' attention to the Writing tip. Read the information aloud. Say, *You should always think about your audience when you are writing. Ask yourself questions. Who are you writing for? Where will you be posting your review?* Remind them that writing clearly and concisely is very important.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's product reviews. Have them work through the three checklist questions.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask questions if there is information that is unclear.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their review.

EXIT TICKET Ask, *Will you read more product reviews? Why or why not?* Have Ss write their names on a blank card or piece of paper. Encourage them to use the language from this unit to answer the question. Give an example: *Some people don't read reviews. However, I think it is a good idea and I will read more reviews before I buy things.* Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

D Read the review again. Complete the chart with the pros and cons of the GV500.

GV500 Pros	GV500 Cons
easiest to use at this price light and compact attractive design sturdy waterproof to 12 meters great audio quality simple to upload to social media	a lot of technical information to learn image quality could be better playback is not great on big screens a bit expensive

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the review. Underline the subheadings in the review. Which one introduces the pros, cons, and conclusion? Pros - Best Features
Cons - Room for Improvement
Conclusion - To buy, or not to buy

WRITING SKILL Write relevant subheadings

Use subheadings to divide and define sections of a piece of writing. You can use subheadings between the paragraphs, chapters, or main sections of text. They show what a particular section is about.

3 PLAN YOUR WRITING

A THINK What have you bought recently? Are there features you like about this product? Is there anything you don't like? Draw a chart like the one in 1D.

B PAIRS Talk about the product and its pros and cons.

4 WRITE

Write a review of a product you bought recently. Explain why you bought it, its pros and cons, and why you would or wouldn't recommend it to others. Use a subheading for each paragraph. Use the review in 1C as a model.

Writing tip

When you write a review of a product to post online, think about the interests of your readers. Some people won't have time to read your whole review, so keep your points clear and simple, and put the most important points first.

5 REVISE YOUR WRITING

A PAIRS Exchange product reviews and read each other's writing.

1. Did your partner clearly explain why he or she bought the product?
2. Did your partner include the pros and the cons of the product?
3. Did your partner include a relevant subheading for each paragraph?

B PAIRS Can your partner improve his or her product review? Make suggestions.

6 PROOFREAD

Read your product review again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A PRODUCT REVIEW.

PUT IT TOGETHER



1 PRESENTATION PROJECT

A 05-20 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: The presentation is about a new kind of technology.

B 05-21 Listen or watch again. Answer the questions.

1. Where are some companies putting solar panels?
   Some companies are putting solar panels on roads.
2. What would the bottom layer of these new solar panels do?
   The bottom layer of these solar panels would turn sunlight into energy.
3. What are the benefits of using solar panels on roads?
   These solar panels could create energy to power things like lights, include sensors that would detect changes in light and pressure, and recharge electric cars while they're in motion.

C Read the presentation skill. Have you ever tried to use this skill?

D Make your own presentation.

Step 1 Do research about an advance in technology. Describe the advance and its effects.

Step 2 Prepare a two-minute presentation about the advance in technology. Bring an item or photo related to the technology.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Speak slowly and clearly
Be careful not to rush through your presentation. Pronounce words carefully and pause occasionally.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe technology problems
- ☐ Talk about technology solutions
- ☐ Discuss how technology affects us

Vocabulary
- ☐ Technology problems
- ☐ Technology solutions

Conversation
- ☐ Reassure someone

Pronunciation
- ☐ Link final consonants to beginning consonants

Listening
- ☐ Listen for counterarguments

Grammar
- ☐ Past perfect continuous
- ☐ *Need* with gerunds and passive infinitives
- ☐ Infinitives as subject complements

Reading
- ☐ Identify contrasts

Writing
- ☐ Write relevant subheadings

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (solar panels)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers to the questions in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *What is something surprising or new you learned about solar energy? What is something surprising or new you learned about solar panels on roads?* Invite volunteers to share their answers with the class.
- Check that Ss understand the concept of *clean energy*. (Some people use it to mean energy that does not cause pollution; others use it to mean any renewable energy sources.) Remind Ss that they read about different energy sources in Unit 4.

C
- Read the Presentation Skill aloud. Read the script yourself to model speaking slowly and clearly for the Ss.
- Give Ss a paragraph from the script of the presentation or let them choose a paragraph from the reading in Lesson 4. Have Ss find a partner and read the script as if this were a presentation. Circulate to offer feedback on their presentation voices.

D
- Read the three steps aloud for the class. Tell Ss they can present on any technological advance they are interested in. Give them time to look for several advances if they are having trouble thinking of options, and then choose one.
- Have them take notes about the technological advance that they found and explain its effects. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Remind Ss to think about a good introduction and conclusion for their presentation. Walk around as Ss work and offer feedback on the introductions and conclusions as well as the organization. Provide help with pronunciation as necessary.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce a technological advance.*
  - ☐ *Include an introduction and conclusion.*
  - ☐ *Talk about its effects.*
  - ☐ *Speak slowly and clearly.*
- Remind Ss to bring in an item or picture related to their topic to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

6 WHERE WAS IT MADE?

PREVIEW THE UNIT

LESSON 1	**Describe a decorative object**	
	Vocabulary	Materials and decorative objects
	Grammar	Simple present and simple past passive: Review
	Conversation skill	Express surprise
LESSON 2	**Describe music you like**	
	Vocabulary	Musical terms and descriptions
	Grammar	Restrictive and non-restrictive relative clauses: Review and expand
	Pronunciation	Pausing and intonation with relative clauses
LESSON 3	**Discuss traditional food**	
	Grammar	*You, they, can / can't, could / couldn't* for general truths
	Listening skill	Listen for supporting details
LESSON 4	**Read an article supporting a point of view**	
	Reading skill	Identify supporting reasons
LESSON 5	**Write about how to do something**	
	Writing skill	Show the sequence of events
	Writing process tip	Make a mental image
PUT IT TOGETHER		
	Presentation project	A tradition from a culture that you're familiar with
	Presentation skill	Vary your intonation

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask, *Where was an item of your clothing made?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *tourists buying souvenirs, decorative lamps, bowls, an indoor market.* Elicit the meaning of *souvenir.* (an item bought as a reminder of a country)

C
- Focus on the social media message. Ask, *Who wrote the message?* (Hana Lee) Have Ss read what Hana says on page 4 or play the video of Hana. Ask, *What do you know about Hana?* (She's a sales and marketing rep.)
- Read Hana's social media message aloud. Call on volunteers to answer the questions about the message.

6 WHERE WAS IT MADE?

LEARNING GOALS

In this unit, you

- describe a decorative object
- describe music you like
- discuss traditional food
- read an article supporting a point of view
- write about how to do something



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Hana's message. Where is she going? What does she have?



HANA LEE

@Hana.L

Headed back to New York to work on the new ad campaign. Brought lots of gifts for everyone!

LESSON 1 DESCRIBE A DECORATIVE OBJECT



HANA LEE

@Hanal

Just got to the office. Looking forward to catching up with some old friends and colleagues.

1 VOCABULARY
Materials and decorative objects

A 06-01 Listen. Then listen and repeat.



B Sort the materials in 1A into two categories. Then add other materials you know.



C PAIRS Think of five things you have that are made of the materials in 1B. Compare lists.

A: I have a stone figurine.
B: We both have a silver ring...

2 GRAMMAR Simple present and simple past passive: Review

Use the passive when it is not important or known who performs or performed an action.

Questions						Statements			
	Wh- word	*Be*	Subject	Past participle		Subject	*Be*	Past participle	
Present	What	is	it	made	of?	It	is	made	of wood.
	How	are	they	used?		They	are	used	as pillows.
Past	Where	was	it	designed?		It	was	designed	in Korea.
	When	were	they	built?		They	were	built	in 1850.

Note: Passive sentences sometimes include a *by* phrase that explains who did the action:
*It was made **by** a local artist.*

>> FOR PRACTICE, GO TO PAGE 140

LESSON 1 DESCRIBE A DECORATIVE OBJECT

- Read the lesson title and the social media message aloud. Ask, *Do you have any decorative objects in your house? What are some synonyms for* decorative*?* Elicit answers such as *ornamental, fancy, pretty, beautiful,* or *artistic*. Continue the discussion by asking *What is an antonym for* decorative*?* Accept any reasonable answers such as *plain* or *simple*.
- Ask, *What does Hana want to do today?* (catch up with friends and colleagues) Ask, *What does* catch up with *mean?* (talk with someone you haven't talked to in a while to learn what he or she has been doing since you last saw that person)

1 VOCABULARY

A

- Ask, *What do you see in each of the pictures?* Have Ss describe the pictures without using the vocabulary words. Challenge Ss to guess both the item's name and the material it is made from.
- Ask, *Which item do you think is the most decorative?* Say, *Listen to the words and phrases of decorative items and what they are made from.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Ask, *Which item do you like best? Why?*

TEACHING TIP Real objects often enhance learning. Bring samples of items from your own home to show Ss. Show vases, bowls, frames, figurines, cases, toys, bags, and bookmarks even if they are not made from the same materials that are pictured. You could ask Ss to bring in sample items from their own homes or to take pictures to show in small groups.

EXTENSION **For higher-level Ss**, have them mix and match the items and materials. Ask, *Can any of the objects be made from other materials?* Give an example: *A vase can also be made of ceramic.*

B

- Ask, *What does* manufactured *mean?* (made by a machine) *What does* natural *mean?* (made by nature, not made by machine) Say, *Decide whether the materials in 1A are manufactured or natural.*
- Give Ss time to sort the materials.
- Encourage them to add other materials they are aware of.
- Let them compare answers.
- To review, draw the spider graphs on the board. Have Ss complete the charts.

TEACHING TIP The spider charts in 1B are good graphic organizers for several tasks. They can also be used for reading (main ideas surrounded by supporting details), writing (planning paragraphs or essays), or categorizing (as in 1B).

C

- In pairs, have Ss think of five things that are made from each material. Have them make a list of ideas.
- Encourage Ss to think about objects they own or would like to own.
- Invite two volunteers to read the sample dialog. Give pairs time to compare their lists and write similar dialogs.

EXTENSION **Higher-level Ss** can also talk about differences. Give an example: *I have a leather bag, but my partner has a vinyl bag.*

EXTENSION Have Ss present the items they list. Write them on the board. As duplicates arise, begin a tally to see which items are owned by the most Ss. At the end, summarize by pointing out the results. For example, *There are five Ss that own silver rings. We have eight Ss that have stone bowls.* Also consider drawing a blank spider chart on the board. Write a material in the circle, such as *glass*, and then on the extending lines, write items Ss own that are made from that material.

2 GRAMMAR

- Write on the board: *My favorite vase was made in Japan.* Read the statement aloud. Ask, *What is the subject of my sentence?* (my favorite vase) *Who made it?* (We don't know.) Ask, *Is it important to know who made the vase?* (No, what is important is that it is my favorite and was made in Japan.) Say, *Remember that when it is not important who performed the action, you can use the passive.*
- Ask Ss to look at the grammar chart. Read the sample questions and statements aloud. Ask, *What differences do you see between questions and statements?* (The subject comes after the verb *be* in questions and the questions start with a question word.)
- Draw attention to the Note. Change the sentence on the board by changing the end to read: *by Mikasa.* Say, *Now we know who made my favorite vase.*

LANGUAGE NOTE Review active voice if necessary. Active voice should be used if it is important who did the action. Contrast these two sentences for Ss:
My favorite vase was made in Japan by Mikasa.
Mikasa made my favorite vase in Japan.

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Ask, *Have you ever been surprised? How did you sound?* Solicit volunteers to imitate what surprise sounds like.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses Person B gives.* Play the audio. Make sure Ss understand that turning the first speaker's comment into a question through rising intonation shows surprise.
- In pairs, have Ss practice the responses. Time permitting, have them swap roles and practice again.

B
- Tell Ss, *Listen to the speakers. Can you tell if they are making a statement or expressing surprise? Listen for the rising intonation.*
- Play the audio and pause after number 1. Check answers.
- Play the rest of the audio. Have Ss complete the other five individually and then compare their answers in pairs.
- Review answers as a class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Oscar and Hana) *What is their relationship?* (co-workers) *Where are they?* (in the office)
- Ask, *What do you think Oscar and Hana are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?* Elicit a list of words that Ss are unfamiliar with and define them. Some words Ss might select are *jet-lagged*, *brilliant*, or *pardon* (as in *pardon the mess*).

LANGUAGE NOTE Oscar says *Pardon the mess. Pardon* is a more formal way of saying *Excuse* or *Ignore*. In this case, Oscar wants Hana to ignore how messy his workspace is.

B
- Tell Ss to listen or watch again, and write answers.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio or video if appropriate.
- To review, have volunteers write answers on the board.

- Draw attention to the Discussion sidebar. Give Ss time to discuss the question with a partner. Have each pair summarize their answers.

EXTENSION Ask Ss questions to review Hana's trip details:
1. *Where are Hana and Oscar?* (New York)
2. *When did Hana get back?* (yesterday, or the day before)
3. *What city was she visiting before she got back?* (Los Angeles)
4. *Where was she before that?* (Korea)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *Did Oscar use the correct intonation to show surprise? Did he use the strategy discussed in the conversation skill box?*
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct way to express surprise. Have Ss swap roles and practice again.

5 TRY IT YOURSELF

A
- Share a decorative object that you love. If possible, bring it to class. If this is not possible, bring a picture of it. Draw a chart like the one in the textbook on the board. Complete it using your sample object.
- Give Ss time to complete charts for the object of their choice. Request Ss ahead of time to bring a decorative object that they love to class for this activity.

B
- Pair Ss to discuss their charts with a partner.
- Challenge Ss to ask questions about the objects. Remind them to use the conversation in 4C as a model.
- Monitor. Provide help with vocabulary or details as necessary.

C
- Ask each pair to share what their partner shared with the class or a small group.
- Make a list of favorite objects on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about materials and decorative objects
- ✓ using the simple present and simple past passive
- ✓ expressing surprise

EXIT TICKET Ask, *What is the most recent souvenir you bought when you were on vacation or received from someone who was on vacation?* Give Ss time to write down where the item was made, what it is made of, and what it is used for. Have them use the passive voice. Then ask them to take turns reading their sentences to the class, but tell them not to say what the object is. Have the other Ss guess what the object is.

3 CONVERSATION SKILL

Express surprise

You can express surprise by using rising intonation to turn a statement into a question.

A 06-02 Read the conversation skill. Listen. Notice how Speaker B replies with surprise by turning Speaker A's statements into a question.

1. A: Mike's car has leather seats.
   B: It has leather seats?
2. A: Kate and Sam are getting a glass table.
   B: They're getting a glass table?

B 06-03 Listen. Is the speaker making a statement or expressing surprise? Write a period (.) or a question mark (?).

1. .
2. ?
3. ?
4. .
5. .
6. ?

4 CONVERSATION



Do you think Hana usually brings gifts for her co-workers? Why or why not?

A 06-04 Listen or watch. What do Oscar and Hana talk about?

Answers may vary. Possible answer: Oscar and Hana talk about her trip and the gift she brought.

B 06-05 Listen or watch again. Answer the questions.

1. Where did Hana fly in from?
   She flew in from California, not from Korea.
2. What does Oscar say about a messy desk?
   Oscar says a messy desk is a sign of a brilliant mind.
3. Why does Hana ask Oscar to clear a space on his desk?
   Hana asks Oscar to clear a space on his desk so he can put the gift from Korea there.
4. What will Oscar do with the chopstick rest?
   Oscar will display it as a work of art.

C 06-06 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: I brought you a small gift. All the way from Korea, not from LA!

Oscar: Wow! Thanks! You shouldn't have! Beautiful. I love the color. But, um, what is it exactly?

Hana: Oh! It's a traditional Korean chopstick rest.

Oscar: chopstick rest ? It's really beautiful, and I love the way it feels. What is it made of?

Hana: It's a kind of ceramic .

Oscar: Cool!

5 TRY IT YOURSELF

A THINK Choose a decorative object you love. Complete the chart.

What is it?	Where was it made?	What's it made of?	What's it used for?

B PAIRS Student A: Describe the object in 5A. Student B: Ask questions to get more information about the object. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's object.

☐ I CAN DESCRIBE A DECORATIVE OBJECT.

LESSON 2 DESCRIBE MUSIC YOU LIKE



HANA LEE
@Hanal...
Someone once said that the world's most famous and popular language is music. I totally agree!

1 VOCABULARY
Musical terms and descriptions

A 06-07 Listen. Then listen and repeat.

Musical terms

beat: the main pattern of sounds in a song
lyrics: the words of a song
melody: a tune in a song
vocals: the part of a song that is sung

Ways to describe music

cheerful: bright, pleasant, and making you feel happy
clever: done in an unusual or interesting way
catchy: easy to remember and nice to listen to
powerful: having a strong effect on your feelings
mellow: relaxed and calm
funky: having a strong bass beat; easy to dance to
lively: active, energetic, fast-paced

B 06-08 Listen. Write the number of the conversation that matches each sentence.

a. It has a lively beat. 4
b. It has a catchy melody. 2
c. It has clever lyrics. 1
d. It has powerful vocals. 3

C PAIRS Choose one song or singer for each category. Then compare answers. Do you agree with your partner's choices?

Catchy melody	Powerful vocals	Clever lyrics	Lively beat

2 GRAMMAR Restrictive and non-restrictive relative clauses: Review and expand

Use restrictive relative clauses to add essential information about the subject or object of the main clause. Use non-restrictive relative clauses to add extra but non-essential information. Use a relative pronoun or relative adverb to introduce a relative clause.

Main clause	Restrictive relative clause
It's different from the music	(that) I've been listening to.

Main Clause	Non-restrictive relative clause	
It's her latest song,	which she released last week.	
My best friend,	who's in a local band,	got me interested in it.

Notes
- Non-restrictive relative clauses cannot begin with *that*.
- Use commas with non-restrictive clauses but not with restrictive clauses.

Relative pronouns and relative adverbs introduce relative clauses.
Relative pronouns
who, that, which, whom, whose
Relative adverbs
where, when, whenever, wherever

>> FOR PRACTICE, GO TO PAGE 141

LESSON 2 DESCRIBE MUSIC YOU LIKE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *Do you like music? What kind of music do you like?* If Ss have trouble thinking of any genres, make a few suggestions: rock, pop, rap, classical, country.
- Read the social media message aloud. Say, *Hana agrees that the world's most famous and popular language is music. What do you think? Why do you agree or disagree?*

OPTION Put Ss into small groups and have them list as many music genres as they can. See which group can think of the most. Make a list on the board.

1 VOCABULARY

A
- Tell Ss to listen to the pronunciation of the vocabulary items in 1A. Play the audio, and pause after the word *beat*. Explain that these items are all musical terms and ways to describe music. Play the rest of the audio for the musical terms.
- Replay the audio. This time, remind Ss to listen and repeat.
- Tell Ss to listen to the pronunciation of the vocabulary items in the second part of the box in 1A. Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

TEACHING TIP Some Ss respond well to music. Play samples of songs that exemplify each musical adjective.

B
- Say, *You will hear four conversations.* Tell Ss that each conversation matches the musical terms and ways to describe music.
- Play the audio. Have Ss complete the exercise individually.
- Replay the audio if necessary.
- To review, invite volunteers to share their answers.

C
- Ask Ss to work individually to choose a song or singer for each category listed in the box. Let them use their phones or the computer lab to find an answer if needed.
- Have Ss compare answers with a partner before sharing answers with the whole class. Make a list for each category on the board.

OPTION Play samples with each of the categories. Choose a song with a catchy melody, powerful vocals, clever lyrics, or a lively beat so Ss know what the categories are or recognize what to search for.

CULTURE NOTE A Grammy is an award presented by the Recording Academy that is given to people who make great achievements in the music industry. Some of the awards given every year include Record of the Year, Album of the Year, Song of the Year, and Best New Artist.

EXTENSION Have Ss research the most recent Grammy awards and make a list of the winners. Higher-level Ss can do a little more research and use the words in 1A to describe some of the winners. Give an example: *Lady Gaga won Best Pop Solo Performance for "Joanne" in 2019. This song has powerful lyrics.*

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *A: Lady Gaga, who was born in New York, is a famous singer. B: This is the song that won two Grammys.*
- Ask, *What's the difference between sentences A and B?* Try to elicit these answers among any other correct answers: Sentence A has commas, Sentence B does not; Sentence A uses *who*, Sentence B uses *that*. Focus attention on the commas. Ask, *What does the use of commas mean?* Give Ss time to discuss in pairs.
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Point out that restrictive clauses do not use commas because the information is essential or necessary for the sentence to make sense. Explain that non-restrictive clauses use commas because the information is non-essential or extra information that could be left out of the sentence.
- Draw attention to the Notes. Read the first bullet point. Explain that the word *that* cannot be used for non-restrictive clauses. Say, *If you are adding extra information, choose another relative pronoun or adverb.* Point out the list of relative pronouns and adverbs in the yellow note. Read them aloud.
- Write an example using *whom* on the board: *Rachel, whom I met last week, is a singer.* Explain that *whom* is used mainly in formal speech or writing. In informal contexts we usually use *who* not *whom*.
- Read the second bullet point. Reiterate this point again using the sentences on the board as well as the samples in the box.

EXTENSION Have Ss write two sentences about their favorite song or singer. Require them to write one sentence with a restrictive clause using *that* and one with a non-restrictive clause using another relative pronoun or relative adverb.

3 PRONUNCIATION

A
- With books closed, say, *When we speak, we pause before one type of clause, but not the other. Which do you think we pause before, restrictive or non-restrictive relative clauses?* Take a class vote. Write the tally. Direct Ss to open their books and look at the pronunciation note. Play the audio.

OPTION Using the sample sentences in the grammar chart on page 68, have Ss practice pausing or not pausing following the rules in the pronunciation note.

B
- Read the instructions aloud. Play the audio. Have Ss listen, and then listen and repeat.

OPTION Have Ss work with a partner to read the sentences. Tell Ss to hold up their hands when they hear a pause. Make sure Ss exchange roles.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
- Solicit volunteers to write their answers on the board. Check to make sure everyone has the correct answer.
- Then have Ss listen again. Pair Ss to read the sentences in 3C to each other. Circulate to monitor pronunciation.

EXTENSION Challenge Ss to write new sentences about a musical instrument they play or that they like listening to. Solicit volunteers to share their answers with the whole class. As Ss read their sentences, tally how many Ss chose certain instruments. Announce the instrument that is the most popular.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 1?* (Oscar and Hana) *What are they doing?* (listening to music) *Where do you think they are?* (a break room at work)
- Ask, *What do you think Hana and Oscar are talking about?*
- Play the audio. Ask, *Were your predictions correct?*

B
- Draw Ss' attention to the questions.
- Have Ss listen or watch again and complete the exercise. Review answers.
- Focus attention on the questions in the Discussion sidebar. Give Ss time to discuss if they think Oscar and Hana will continue listening to each other's music, and to support their opinion.

TEACHING TIP Remind Ss that opinion questions do not necessarily have right or wrong answers. They can give an opinion without worrying about being wrong.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Take a class survey to see if any of the Ss want to listen to Hana's music or Oscar's music.

EXTENSION Find a sample of Korean *danso* flute music and Colombian *cumbia* music online to play.

5 TRY IT YOURSELF

A
- Revisit the list of music types begun at the beginning of this lesson. Add *danso* and *cumbia* to the types of music. Have Ss list any other types of music they have thought of during the lesson. Make a complete list on the board.
- Tell Ss to take their own notes on which of those types of music they like. Encourage them to list reasons why they like them. Circulate to help. **For lower-level Ss**, pair them with someone who has selected the same type of music and let them complete the activity together.

B
- In pairs, have Ss take turns comparing the types of music they like.
- Remind Ss to use the conversation in 4C as a model.

OPTION Pair Ss to find a partner who likes the same type of music. Let them talk about whether they like the music for the same reasons. Then have Ss find a partner who likes a different type of music. Repeat the conversations discussing why they like the type they do. At the end of the discussion, ask partners if they convinced their second partner to try a new kind of music.

C
- Take a poll. As Ss announce their favorite, make a list on the board and keep a tally to see which is the most popular in class and which is the least popular.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the musical terms and descriptions
- ✓ using restrictive and non-restrictive relative clauses
- ✓ pausing or not pausing based on the types of clauses they are using

EXIT TICKET Have Ss review the decorative items from Lesson 1. Ask them to choose their favorite decorative item to write about. Have them describe it using one sentence with a restrictive clause and one with a non-restrictive clause. Give Ss time to report their sentences aloud. As they read, listen to make sure the pauses and the grammar are correct. Take notes on any issues to review later.

3 PRONUNCIATION

A ▶06-09 Read and listen to the pronunciation note.

B ▶06-10 Listen. Notice the pausing. Notice the low intonation with the non-restrictive relative clauses. Then listen and repeat.

1. Colombian music, /which has a lively beat,/ is great for dancing.
2. The lyrics, /which tell a story of lost love,/ are so sad.
3. David Bowie wrote the song that you just played.
4. The singer that won the contest/ was only 15.

C ▶06-11 Listen. Mark the pauses you hear with a slash (/) and underline the clauses where the intonation drops. Add commas (,) to the non-restrictive relative clauses.

1. The guitar that I usually play/is really old,/but it has a sound that I love.
2. This guitar,/which was given to me by my mother,/used to belong to my grandfather.

Pausing and intonation with relative clauses

Restrictive relative clauses

There is usually no pause before a restrictive relative clause. There may be a pause after a restrictive relative clause when it occurs in the middle of a sentence.

Non-restrictive relative clauses

We pause before and after a non-restrictive relative clause. Intonation is lower over the clause.

4 CONVERSATION



A ▶06-12 Listen or watch. What do Oscar and Hana talk about?

Answers may vary. Possible answer: Oscara and Hana talk about the music they like.

B ▶06-13 Listen or watch again. Answer the questions.

1. What kind of music is Hana listening to?
   Hana is listening to some traditional Korean flute music.
2. Why does she like it?
   It helps her calm down and focus, especially after a long flight.
3. What does Hana think of Oscar's music?
   Hana likes Oscar's music because it has a lot of energy and makes her want to dance.
4. What will Oscar send Hana later?
   Oscar will send Hana some more of his friend's music later.

Do you think Oscar and Hana will continue listening to each other's music? Why or why not?

C ▶06-14 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: What have you been listening to?

Oscar: Recently, I've gotten really into *cumbia* music. Have you heard of it?

Hana: It's a kind of traditional music from Colombia, right?

Oscar: Exactly. My best friend Carlos, ___who's___ in a local band, got me into it. It has such a(n) ___lively beat___ beat. I love the ___lyrics___, too—they're so catchy.

Hana: Great!

5 TRY IT YOURSELF

A THINK What types of music do you like? Why do you like them? Take notes.

B PAIRS Compare answers. Do you like the same types of music? Why or why not? Use the conversation in 4C as an example.

C TAKE A POLL Which types of music are the most popular in the class? Which are the least popular?

☐ I CAN DESCRIBE MUSIC I LIKE

LESSON 3 DISCUSS TRADITIONAL FOOD



HANA LEE

@hanal

Love international food? Your favorite dishes might not be as authentic as you think. You've gotta watch this video.

1 BEFORE YOU LISTEN

A How often do you eat out in a restaurant? What kinds of food do you like to order?

B 06-15 VOCABULARY Listen. Then listen and repeat.

admit: to say that you have done something wrong, or that something bad is true
a dish: food that you prepare in a particular way
authentic: to really be what people say it is, not fake
tolerate: to endure an experience, without it having a bad effect on your body
appeal to: to seem attractive or interesting to someone
a version: a form of something that is slightly different from other forms
an ingredient: one of the things that you use to make a particular food
an immigrant: someone who enters another country to live there

C Complete the sentences with words from 1B.

1. A Japanese ___immigrant___ started this restaurant. These dishes taste just like the food I had in Japan.
2. I ___admit___ that I eat too much fast food–I'm just too busy to cook these days!
3. This Chinese restaurant isn't very ___authentic___ ; few items on the menu would ever be served in China.
4. I cook a(n) ___version___ of this sweet and sour pork ___dish___ at home, but I use less sugar.
5. In Korea, pizza is often served with toppings like corn to ___appeal to___ local tastes.
6. Red chili pepper is a(n) ___ingredient___ that is added to food to make it spicier.
7. My niece can't ___tolerate___ cow's milk. She has to drink goat's milk and eat goat's cheese.

2 GRAMMAR *You, they, can / can't, could / couldn't* for general truths

We sometimes use *can / can't* to talk about something that is generally true in the present and *could / couldn't* to talk about something that is generally true in the past. In both cases, we can use *you* or *they* as the subjects.

In large cities, **you can** get cuisine from all different parts of the world.
They can't serve horse meat in restaurants in the US.
In years past, you **could** rarely find fresh fruit in winter.
Not so long ago, **you couldn't** get real Thai food ingredients outside of Thailand.

Notes

- Use *you* for people in general.
- Use *they* for people in authority, such as business owners, people in government, and people in charge of organizations.

>> FOR PRACTICE, GO TO PAGE 142

LESSON 3 DISCUSS TRADITIONAL FOODS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Take a class vote. Ask, *Do you like international food?* Write a tally for *Yes* and *No* answers on the board. Then ask, *What does* authentic *mean?* (genuine or real) Last, ask, *Do you think the international food you eat is authentic?* Write a second tally for each *Yes* and *No* answer on the board.

1 BEFORE YOU LISTEN

A

- Read the questions aloud. In small groups, have Ss discuss the answers. If time allows, ask each group to summarize their discussions for the other groups.

EXTENSION Extend the discussion by asking *What is your favorite international food?* Give an example: *My favorite international food is Italian.* Then ask, *What are your favorite restaurants?* Make a list on the board for Ss to write down if they want to try new restaurants.

B

- Draw attention to the words in the box. Say, *These are all words that we use to discuss traditional foods.*
- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

TEACHING TIP Menus are a good teaching tool. Many restaurants have menus that customers can take home. Collect some and take them to class or find some online to use as visual aids. Similarly, have Ss bring in menus from their favorite restaurants.

EXTENSION In small groups, give each group a menu. Ask questions using the vocabulary items and have Ss answer them about the menu they were given:

1. *What dish would you order if you went to this restaurant?*
2. *Do you think the food is authentic?*
3. *Does the menu appeal to you?*
4. *Are any of the dishes a version of another dish you are familiar with?*
5. *Choose a dish. What are the ingredients? Are they listed in the description?*

C

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Arrange Ss in groups of four. Have Ss think of dishes or types of food for each category of international food. For example, for Mexican, Ss might list burrito, taco, enchilada, nachos, tamale, etc. After a set time limit, have volunteers write their lists on the board. Whichever team has the most dishes that are not duplicates wins the round. The game can be extended by having other categories listing restaurants that serve the different types of international food.

2 GRAMMAR

- Write on the board: *You can ask me questions about English.* Ask, *Who is* you *in this sentence?* Elicit the answer that any of the Ss in the class could insert their own names but that not everyone can ask you questions about English. Then write on the board: *You can see Mt. Fuji in Japan.* Ask, *Who is* you *in this sentence?* Elicit the answer that it could be anyone in the world.
- Have Ss open their book to page 70 and look at the grammar chart. Read the explanation aloud. Point out the sample sentences. Make sure Ss notice that sentences can use the negative forms (*can't, couldn't*) and can be in the present or past.
- Say, *How do you know when to use* you *and when to use* they *as the subject?* Draw attention to the Notes. Read the explanation.
- Review the sample sentences to show the difference between *you* for people and *they* for authority, for example owners of businesses, people in government, or people in charge of organizations.

EXTENSION Have Ss write two sentences, one with *you* and one with *they*, about their home country or another place they are familiar with.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that these kinds of presentations to audiences have a main idea.
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for supporting details. Ask Ss to preview the exercise items.
- Play the audio or video. Have Ss complete the exercise by matching the examples to the ideas they support in the talk. Review answers as a class.

EXTENSION Ask Ss to give another example for each of the four ideas the speaker is supporting. Guide the Ss by asking *1. What is another way to get authentic ingredients? 2. What is another authentically spicy dish? 3. What is a global cuisine you can find in most cities? 4. What is a food that is not really traditional?* Accept any reasonable answers.

C
- For the third listening or viewing, have Ss focus on the reasons the speaker gives for why traditional food is not always authentic in different countries. Allow them to preview the answer choices before playing the audio.
- Play the audio or video. Have Ss choose the two reasons. Let Ss compare answers with a partner before going over the answers with the whole class.

OPTION Ask Ss to list the specific dishes mentioned in the audio (Indian vindaloo curries, spicy Peruvian chicken, Korean *ja jang myun*, deep dish pizza, fish tacos). Have Ss share if they've tasted these dishes and if they liked or disliked the dishes.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences from 3D aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

4 DISCUSSION

A
- Write on the board: *I wish there were a Thai restaurant near where I live.* Say, *This is my opinion. It is good to support opinions with supporting details.* Review the Listening Skill if necessary. Add a supporting detail to the statement on the board: *I wish there were a good Thai restaurant near where I live because there are no other Asian restaurants near my house.*
- Tell Ss they will have a chance to think about what kind of restaurant they wish were opening in their neighborhood. They should also decide whether it should serve authentic dishes, or new versions adapted to local tastes. Read the question in 4A. Tell Ss to think of three reasons to support their choice of restaurant. Have them take notes.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss take turns sharing their choices and supporting details in small groups. Remind Ss to include reasons for their opinions.
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion. Elicit all the different restaurant choices and write them across the top of the board. Ask Ss to write their reasons from 4B on the board under the type of restaurant they chose.
- Tell Ss they will vote for each restaurant choice based on the reasons given. Say, *Choose the restaurant suggestion that you think has the best reasons. Raise your hand when I say it.* Proceed to say each one and write down the number of hands that are raised. The choice with the most hands wins.
- Take a class vote to see if Ss think that the restaurant should feature authentic or adapted dishes.

OPTION Invite two volunteers to take turns writing the tally numbers on the board as you lead the class discussion.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss food
- ✓ using *you/they* with *can / can't* or *could / couldn't* to discuss general truths
- ✓ including supporting details

EXIT TICKET Write on the board: *What kind of food have you never had but really want to try?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Elicit one opinion and one reason that explains why they want to try that type of food. Give an example: *I have never tried Ethiopian food. I want to try it because you can eat it with big pieces of sourdough bread.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

Answers may vary. Possible answer: The talk is about the fact that the global cuisine you get in your own country may not be the same as the authentic dish from the original country.

A 06-16 Listen or watch. What is the main idea of the talk?

B 06-17 Read the Listening Skill. Listen or watch again. Match each example with the idea it supports in the talk.



LISTENING SKILL Listen for supporting details

Supporting details make the main idea stronger. A supporting detail can be an example or a reason. To identify supporting details, listen for words and phrases like *for example*, *one reason*, and *This is why*.

c	1. Italian food	a. a way to get authentic ingredients
d	2. deep-dish pizza	b. an authentically spicy dish
b	3. Indian vindaloo curry	c. global cuisine you can find in most cities
a	4. canned food	d. a food that is not really traditional

C 06-18 Listen or watch again. Which two reasons does the speaker give for why traditional food is not always authentic in different countries?

a. Traditional food is too expensive.
b. Dishes are changed to match people's tastes.
c. Ingredients are not always available.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. One reason that food gets <u>lost in translation</u> when introduced to a new culture is that the locals may not be used to, or ready for, certain foreign tastes.
   changed so that it is different from what it was originally
2. There's another reason that traditional dishes are not always so traditional, and that <u>has to do with</u> ingredients.
   is connected or related to
3. <u>The bottom line is this</u>: The fish tacos you get in your local Mexican restaurant probably won't taste quite like the ones you'd have in Mexico, but you can enjoy them all the same!
   the most important consideration is

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK What new restaurant would you like to see open in your neighborhood? Should it serve authentic dishes or create new versions adapted to local tastes? Write three reasons to support your opinion.

B DISCUSS In small groups, share your opinions and reasons from 4A.

C EVALUATE As a class, choose the best three reasons for each opinion and write them on the board. Then vote on whether the restaurant should feature authentic or adapted dishes.

☐ I CAN DISCUSS TRADITIONAL FOOD.

LESSON 4 READ AN ARTICLE SUPPORTING A POINT OF VIEW



HANA LEE

@HanaL

What do you think of men wearing skirts? It's actually not as unusual as it seems.

1 BEFORE YOU READ

A PAIRS Have you ever seen someone wearing something you thought was unusual? What was it?

B 06-19 VOCABULARY Listen. Then listen and repeat. Do you know these words?

a dress code prohibit a loophole a controversy a garment a trend the norm

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 142

2 READ

A PREVIEW Read the title and look at the pictures. What do you think the article will be about?

B 06-20 Read and listen to the article. Was your prediction correct?

THE RIGHT TO CHOOSE COMFORT



One particularly hot summer in Europe, some male bus drivers in France and schoolboys in England were faced with a similar problem. They wanted to stay cool, but the dress codes where they worked and studied prohibited them from wearing shorts. After thinking about the problem for a while, they came up with a solution. They realized that there was a loophole in their dress codes, and they started wearing skirts instead of long pants.

Although some people thought that their idea was funny and clever, not everyone was impressed. For other people, it was unusual, even shocking, for men and boys to wear skirts in public places. But why should this create such a controversy? There are actually plenty of reasons why men and boys should feel free to wear skirts.

To begin with, men have been wearing skirt-like garments in Western countries for thousands of years. In Ancient Greece and Rome, for example, male soldiers used to wear a piece of cloth that looked like a skirt. And of course, kilts have always been acceptable for men to wear in Scotland. It is also common for people in many other parts of the world to still wear clothing that resembles skirts. In Thailand, for instance, men sometimes wrap a long, skirt-like piece of material around their legs while working, relaxing, and traveling. Moreover, skirts are a lot more comfortable than many other types of clothing, especially in hot weather and tropical locations. Many of them are made from light materials that help their wearers to stay cool. In addition, skirts can be very attractive and fashionable. They come in a wide variety of colors and designs that help people look good and stand out.

Over the last few decades, some famous Western fashion designers and celebrities have been seen promoting and wearing skirts for men. In 1984, the legendary French fashion designer Jean Paul Gaultier made history by showing off men in skirts at a fashion show in Paris. Nowadays, skirts for men are available from many different clothing companies and online shopping websites. As for celebrities, American actor Vin Diesel and British soccer sensation David Beckham have been photographed wearing skirts in public places.

>>

LESSON 4 READ AN ARTICLE SUPPORTING A POINT OF VIEW

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Write on the board: *Do you think a piece of writing is better when there are supporting details? What does* point of view *mean?* (having a particular opinion or way of seeing something) Have Ss discuss in pairs. Then elicit answers from the class. Accept any reasonable answer.
- Read the social media message aloud. Ask, *How would you answer Hana's question about men wearing skirts?* Invite volunteers to share their opinions with the class.

EXTENSION Put Ss in small groups and have them make a list of places where men wear skirts. Let them conduct a quick online search to find answers.

1 BEFORE YOU READ

A

- Draw attention to the questions. Put Ss in pairs to discuss if they've ever seen someone wearing something they thought was unusual. Have them take notes.
- Allow time for each pair to summarize their discussions. Make a list of the unusual clothing items on the board. Address any vocabulary issues.

TEACHING TIP For items Ss aren't familiar with, conduct an online image search that can be projected so Ss see a visual of the items.

EXTENSION Have Ss think of a clothing item from their own culture that is not necessarily worn all over the world. Let them conduct an online image search and find a good picture of their clothing item. Or, schedule a "show and tell" day in which Ss bring or wear a clothing item from their own culture to class.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss to name examples. For example:
  1. *Name a place or job that has a dress code.*
  2. *Name one thing this school prohibits.*
  3. *Describe a loophole you've found.*
  4. *Name a current controversy in the news.*
  5. *Describe your favorite garment.*
  6. *Name a clothing trend (past or current!).*
  7. *List clothing that is the norm at our school.*
- Remind Ss they can go to page 142 for further clarification and practice.

EXTENSION Pair higher-level Ss with lower-level Ss. Have each pair write a sentence using one of the vocabulary items. Let each pair read their sentence without saying the vocabulary word. See if the other Ss can guess what the missing word is.

2 READ

A

- Direct Ss' attention to the title and pictures. Ask, *Where do you think this man is from?* (Ancient Rome) *What is his job?* (soldier) *Do you think it was the norm for him to be dressed this way?* (yes) Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article again. Ask, *What is* comfort? Accept any reasonable answer. Some possible answers include *physical ease, freedom from pain, feeling good.* Ask, *What do you think this text is about?* Have Ss make predictions with a partner. Give Ss time to share their answers with another pair.

B

- Tell Ss they are going to listen to an article that lists examples of people choosing to be comfortable.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask Ss comprehension questions to make sure they have understood the content:
  1. *Where does this first example happen?* (Europe, specifically England and France)
  2. *What was the problem?* (It was too hot to wear pants and they were not allowed to wear shorts.)
  3. *What was the loophole they discovered?* (The dress code did not say they could not wear skirts.)
- Hold another short prediction session. Put Ss in pairs to guess what the reaction was to men and boys wearing skirts.
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B and circle any unfamiliar words.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

OPTION Arrange Ss in same-level pairs. Have Ss write definitions for any new vocabulary items they underlined. Let lower-level Ss use dictionaries if necessary. Challenge higher-level Ss to write definitions based on context.

EXTENSION Ask Ss to research Jean-Paul Gaultier or another designer of their choice and list three reasons why they think the designer is so popular.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on the board or turn them in anonymously on a piece of paper. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you think more men and boys will wear skirts in the future?* Ask the men in the class, *Would you wear a skirt? Why or why not?* Ask the women, *Would you want the men in your life to wear skirts? Why or why not?* Have Ss share their opinions in pairs. Remind them to use examples in their answers so they can practice the Listening Skill as they discuss.

C
- Ask a volunteer to read the lines listed in the directions aloud for the class. Remind Ss that we use pronouns to refer back to a subject that has already been named.
- Focus attention on number 1. Give Ss time to reread the lines if necessary and then complete the sentence.
- Have Ss complete number 2 in the exercise. Review the answer as a class.

D
- Read the Reading Skill aloud. Say, *It is important to give reasons to support your point of view. Your argument is more persuasive if you can give reasons.* Explain to Ss that they should use the words and phrases in the box to identify when the writer is supporting their point of view. Let Ss know they can use these to support their own arguments when they are writing.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on volunteers to respond with the phrase that introduces the reasons men should wear skirts, and to identify words or phrases that add more reasons.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

EXTENSION Ask, *What fashion trend or garment would you like to know the history of?* With a partner, have Ss write down 1–2 other trends or garments they would want to read about. For homework, have Ss research one of the trends or garments they chose. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

EXTENSION Include the sidebar as an extra activity. Have Ss research a new fashion trend where they live and report back. If there are Ss wearing any fashion items in class, have them stand up as examples of being fashionable or trendy.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *Sometimes there are dress codes. For example, there are fast-food restaurants where all the employees wear the same uniform and there are schools in which the students wear uniforms. Have you ever thought a dress code or part of a dress code was not fair?*
- Give an example. Say, *Some schools do not let students wear the color red. I do not think this rule is fair. What do you think?* Elicit answers. Have Ss support their answers.
- Have Ss work individually to answer the questions about a dress code rule they felt was unfair, what they did, and why they thought the rule was unfair. Encourage them to take notes that they can use in a discussion.

B
- Have Ss compare their answers in pairs and discuss their experiences.
- Solicit volunteers to share their partners' experiences with the whole class. Invite volunteers to ask questions.

OPTION Ask Ss to list places or jobs in which people must wear uniforms. Have them list reasons why this is a good or bad idea for each job.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write: *There are three reasons why...* Ask them to complete the sentence with *I support school uniforms* or *I don't support school uniforms.* Then ask them to list three reasons why they support or are against school uniforms. Remind them to use the words and phrases from the Reading Skill box. Collect cards as Ss leave to identify written areas for review.

Does this mean that we should expect to see more men and boys wearing skirts in public places in the future? That remains to be determined. The actions of the British schoolboys and French bus drivers did not launch a new global fashion trend. However, they did raise awareness of the issue and got more people thinking positively about the possibility of men wearing skirts. So, men in skirts might not become the norm in the coming years, but the idea does slowly seem to be gaining acceptance. At the very least, men and boys now have another option when the weather gets too hot for them to wear long pants.



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

Answers may vary. Possible answer: The article is about why it should not be so controversial for men and boys to wear skirts if they want to.

B Answer the questions, according to the article.

1. Why were the men and boys not allowed to wear shorts to work or school?
   The dress codes where they worked and went to school prohibited them from wearing shorts.
2. How did the men and boys solve this problem? They realized that there was a loophole in their dress codes that would allow them to wear skirts instead of long pants.
3. How did people feel about the solution that the men and boys came up with?
   Some people were impressed but others were not.
4. Does the writer think that more men and boys will wear skirts in the future?
   The writer doesn't think that it's clear yet whether more men and boys will wear skirts in the future.

C CLOSE READING Reread lines 17–19 in the article. Then circle the correct answers.

1. In line 19, the word *them* refers to ___.
   a. other types of clothing
   b. tropical locations
   c. skirts
2. In line 19, the writer mentions light materials to give a reason why ___.
   a. skirts are more comfortable than other types of clothes
   b. other types of clothes are more comfortable than skirts
   c. skirts are not good for some people in tropical locations

D Read the Reading Skill. Then reread the article.

1. Underline the phrase that introduces the argument about wearing skirts.
2. Circle the words or phrases that add more reasons.

READING SKILL Identify supporting reasons

Writers often provide reasons to support their arguments. Sometimes they introduce the reasons with expressions such as *there are several reasons why*. Then they add more reasons with words and phrases like *to begin with, also, in addition, what's more,* and *furthermore*.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

What is a new fashion trend where you live?

A THINK Remember a time when you thought a dress code or another rule wasn't fair. Why did you think the dress code or rule was unfair? What did you do?

B PAIRS Share your experiences. How did your classmates feel about the rules they thought were unfair? What did they do?

☐ I CAN READ AN ARTICLE SUPPORTING A POINT OF VIEW.

LESSON 5 WRITE ABOUT HOW TO DO SOMETHING



HANA LEE

@HanaL

Did you know that there's a right way to eat pizza in New York? Read my new blog post to find out!

1 BEFORE YOU WRITE

A How do you usually eat pizza? Do you ever use a knife and fork?

B Read Hana's blog. What did she recently learn how to do? Answers may vary. Possible answer: Hana recently learned how to eat pizza like a New Yorker.

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Eating Pizza Like a New Yorker

Every time I'm at the New York City office, I like to try something new for lunch. Yesterday, I checked out a famous pizza place with some co-workers and learned the secret of eating pizza like a New Yorker. Here's what I found out.

To begin with, you have to choose what kind of pizza you want right away. Most pizza places in New York City sell pizza by the slice. They keep their pizza inside a glass case near the front door. So, you have to step up to the case and tell the clerk what kind of pizza you want and how many slices you need. Sometimes, you have to wait for the clerk to warm them up. Once your slices are ready, you can take them to an empty table and sit down.

Next, you need to decide if you want to add any of the extra toppings at the table to your pizza. A lot of pizza places provide red pepper flakes, parmesan cheese, and black pepper. I like to add a little parmesan cheese to my slices. This makes them taste even cheesier!

After that, you have to figure out how to hold each slice so you can eat it. There are a couple of different ways to do this. For example, you can simply fold it in half from one side of the crust to the other. You can also bend it in half by pushing down on the middle of the crust with one finger. Then you can put your other fingers underneath to support it. Just never, ever, cut it with a knife and fork!

Last but not least, make sure you enjoy what you're eating. New Yorkers put a lot of effort into making great pizza, and they're really proud of their work. So, the least you can do is show that you loved every bite.

As you can see, it's really not that hard to eat pizza like a New Yorker. It just takes a little practice. Now that I know how, I can't wait to go back and try out some of the other famous pizza places in the city.

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LESSON 5 WRITE ABOUT HOW TO DO SOMETHING

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Have you ever had New York style pizza?* Project an image of New York style pizza on the screen. It is a thin pizza so it is easy to fold a slice of the pizza in half.
- Ask, *What other styles of pizza can you name?* (deep dish, thin crust, stuffed crust, grilled, etc.) If your Ss are familiar with the United States, ask them to name regional types of pizza (Chicago, St. Louis, New Haven, Detroit, California, Ohio Valley, Quad Cities, Colorado Mountain, DC Jumbo).

CULTURE NOTE Popular pizza toppings in the United States include mushrooms, pepperoni, onions, extra cheese, bacon, sausage, black olives, pineapple, green peppers, and spinach.

EXTENSION Put Ss in groups to discuss their favorite pizza toppings and vote on their most popular toppings.

1 BEFORE YOU WRITE

A

- Say, *Is there a right way to eat pizza?* Read the questions aloud. Have Ss share their own opinions and experiences in pairs or small groups.
- Have volunteers share their answers with the class.

EXTENSION If possible, show online videos about how to eat New York style pizza.

B

- Draw attention to Hana's blog. Ask, *What is a blog?* (a website that is updated regularly by an individual; blogs have an informal or conversational tone)
- Ask Ss to look at the title. Ask, *Do you know how to eat pizza like a New Yorker?*
- Have Ss follow along in their books as you read Hana's blog aloud for the class. **For higher-level Ss**, have them read silently and then answer any questions.
- Give Ss time to review the blog and answer the question about what Hana recently learned how to do. Have them compare answers with a partner.
- To review, announce the correct answer to the class.

OPTION In pairs, have Ss take turns reading the blog aloud. Ask them to take turns reading each sentence or paragraph.

EXTENSION Have Ss read the blog again and underline any words or phrases they do not understand. Put them in pairs to discuss and write definitions of those phrases. Circulate to help as needed. Make a list of these words on the board.

EXTENSION Show a popular food blog or find another blog about eating pizza to project online. Ask Ss what the blog is about. Then ask, *What would you like to learn how to do? Do you think there is a blog that can teach you how to do it?*

C

- Tell Ss to look at the blog. Say, *Whenever we talk about how to do something, we usually list the steps.* Say, *Hana's blog about how to eat pizza like a New Yorker lists three steps. As you read, write each step into the chart.* Circulate to help as needed.
- As Ss work, draw a blank chart on the board. Solicit volunteers to fill in the different sections of the chart to check answers.

2 FOCUS ON WRITING

- Ask, *What is a sequence?* (the order) Ask, *What is a sequence of events?* (the order in which something happens) Say, *It is important to list the steps of how to do something in the order they are to be done.*
- Ask Ss to open their books. Say, *There are several words and phrases that show the order in which something happens.* Read the Writing Skill aloud. Give an example of the words by presenting the instructions using the words in the box. *The first thing we need to do is read the Writing Skill. The next step is to reread Hana's blog. At the same time, underline the words and phrases she uses to show the sequence of events.*
- Tell Ss to work individually.
- Have Ss compare their underlining in pairs. Go over answers with the whole class.

⊕ **EXTENSION** Project another blog or an article that shows a sequence of events. Have **higher-level Ss** work with **lower-level Ss** in pairs to find the sequence words used in the blog or article. Monitor Ss' work to make sure they are doing this correctly. Go over the answers as a whole class.

3 PLAN YOUR WRITING

A
- Tell Ss they will now plan their own description of a sequence. Tell Ss to think of something they recently learned how to do.
- Tell Ss to draw a chart like the one in 1C. Draw a sample chart on the board and complete it for something you recently learned how to do yourself.

B
- Before Ss begin their own chart, put them in pairs for discussion. Remind them to take notes, especially if their partners don't understand the sequence. They can add these details to their charts.
- **Higher-level Ss** should write more detailed steps. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

4 WRITE

- Direct Ss' attention to the Pre-writing tip. Read the information aloud. Ask, *What is a mental picture?* (an image you only see in your head, not a physical picture or electronic picture) *Why is this a good strategy?* Invite volunteers to share their ideas. Anticipate or suggest answers such as *helps make sure you don't miss any steps, makes it easier for someone else to follow the directions, makes the details more vivid.*
- Give Ss time to write their blogs. Remind them to use details from their charts to help with the planning and to use Hana's blog as a model.
- Tell them that each step should include a word or phrase to show the sequence of events.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's blogs. Have them underline the steps their partner wrote about and circle the sequence words and phrases.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner add more sequence words or steps to make the process clearer to the reader.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their blog.

EXIT TICKET Ask, *What city or country do you want to visit?* Have Ss choose one place and write their names on a blank card or piece of paper. Have Ss list what they would visit while they were in the city or country they chose. Encourage them to write the things they choose in order. Tell them to start with these sentences: *I want to visit [CITY]. The first thing I would visit is...* Then give them five minutes to write what they would do after that. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

C Read the blog again. Take notes in the chart.

Step 1	Step 2	Step 3
choose the kind of pizza you want right away	decide if you want to add any of the extra toppings on the table	figure out how to hold the slice and eat it

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Hana's blog. Underline the words and phrases she uses to show the sequence of events.

WRITING SKILL Show the sequence of events

Use words and phrases such as *first, to begin with, next, after that, the next step is, at the same time,* and *last but not least* to show the sequence of events.

3 PLAN YOUR WRITING

A THINK What is something that you have recently learned how to do? What are the steps in the process? Draw a chart like the one in 1C.

B PAIRS Explain the process.

I recently learned a great new way to make guacamole. To begin with, you need to go out and find some really fresh avocados...

4 WRITE

Write a blog about something that you have recently learned how to do. Be sure to include at least three steps. Remember to use words and phrases to show the sequence of events. Use the blog in 1B as a model.

Pre-writing tip

Make a mental image of each step in the process. This will help you to explain the steps clearly and completely.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner include at least three steps? Underline them.
2. Did your partner use words and phrases to show the sequence of events? Circle them.

B PAIRS Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT HOW TO DO SOMETHING.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶06-21 Listen or watch. What is the topic of the presentation?

Answers may vary. Possible answer: This presentation is about a tradition called a *quinceañera*.

B ▶06-22 Listen or watch again. Answer the questions.

1. What culture is the *quinceañera* from?
   The *quinceañera* comes from Latin American culture.
2. What does the *quinceañera* celebrate?
   The *quinceañera* celebrates a girl's fifteenth birhtday.
3. What three customs does the *quinceañera* include?
   The *quinceañera* includes wearing a fancy dress and a crown, giving a doll to a younger girl, and wearing high heels to dance.

C Read the presentation skill. How can you remember to use this skill?

D Make your own presentation.

Step 1 Research a tradition from a culture that you're familiar with.

Step 2 Prepare a two-minute presentation about the tradition. Include what the tradition is, what culture it is from, what customs it includes, and why it interests you. Bring an item or picture that is related to the tradition.

PRESENTATION SKILL

Vary your intonation
As you are speaking, make your voice rise and fall instead of speaking in a monotone. This will make your voice easier to understand and more interesting.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe a decorative object
- ☐ Describe music you like
- ☐ Discuss traditional food

Vocabulary
- ☐ Materials and decorative objects
- ☐ Musical terms and descriptions

Conversation
- ☐ Express surprise

Pronunciation
- ☐ Pausing and intonation with relative clauses

Listening
- ☐ Listen for supporting details

Grammar
- ☐ Simple present and simple past passive
- ☐ Restrictive and non-restrictive relative clauses
- ☐ *You, they, can / can't, could / couldn't* for general truths

Reading
- ☐ Identify supporting reasons

Writing
- ☐ Show the sequence of events

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *What do you think is being celebrated?* The answer is a *quinceañera*, but accept any reasonable answer such as a birthday or an anniversary.
- Tell Ss to listen to or watch the presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (a celebration of someone becoming an adult) Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Elicit a list of words that Ss are unfamiliar with and define them. Some words Ss might select are: *a very fancy dress, crown, banquet hall, high heels*.
- Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What is something surprising and new you learned about* quinceañeras? *Did you have one? Is there something similar from your own culture? Is it also at age 15 or at a different age? Are there different celebrations for men and women?* Invite volunteers to share their answers with the class.

OPTION Review sequence words and phrases as studied in Lesson 5. Write Paragraph 3 of the script on the board and have Ss identify the sequence words and phrases that were used (*on the day, before the party, after that*).

C
- Read the Presentation Skill aloud. Demonstrate rising and falling intonation for the Ss. Show them what a monotone sounds like and discuss why this is unappealing.
- Have Ss find a partner and practice intonation with each other using sentences from the script or from the article in Lesson 4.

D
- Tell them they will make their own presentation about a tradition from a culture they are familiar with. Tell them to include what culture the tradition is from, the name of the tradition, the customs it includes, and why this tradition interests them.
- Give Ss time to list ideas for their presentations. Remind them about the presentation they heard in 1A. Say, *This model can also be useful as you plan your presentation.*
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the tradition.*
  - ☐ *Say what culture the tradition is from.*
  - ☐ *List the customs it includes.*
  - ☐ *Give reasons why it is interesting.*
  - ☐ *Use sequence words.*
  - ☐ *Vary the intonation.*
- Remind Ss to bring in an item or picture related to their tradition to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

7 WHEN DO YOU FLY OUT?

PREVIEW THE UNIT

LESSON 1	**Talk about air travel preferences**	
	Vocabulary	Air travel terms
	Grammar	Comparisons with gerund and noun phrases
	Pronunciation	Reduced pronunciation of *than*
LESSON 2	**Talk about travel memories**	
	Vocabulary	Train and car travel terms
	Grammar	Past habits with *would / used to:* Review and expand
	Conversation skill	Show strong agreement
LESSON 3	**Discuss past transportation predictions**	
	Grammar	*It* + past passive
	Listening skill	Listen for adverbs of degree
LESSON 4	**Read about unique transportation systems**	
	Reading skill	Identify problems and solutions
LESSON 5	**Write a thank-you email**	
	Writing skill	Choose the right level of formality
	Writing tip	Read your first draft out loud several times
PUT IT TOGETHER		
	Presentation project	A place that you are interested in or have visited
	Presentation skill	Repeat your main ideas

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Say, *Raise your hand if you have ever flown somewhere.* Call on volunteers to answer questions such as *Where did you go? When did you go?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *a family at an airport, people leaving on vacation, an airplane taking off, an airport terminal, people with suitcases.*
- Explore the context. Ask, *Where do you think these people are going? Where do you think they are starting from?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Elena Rubio) Have them read what Elena says on page 4 or play the video of Elena. Then ask, *What do you know about Elena?* (For example, She's a market research specialist from Peru.)
- Read Elena's social media message aloud. Ask, *Do you agree with Elena that the best part of traveling is what happens before you get to your destination? Why or why not?*

7 WHEN DO YOU FLY OUT?

LEARNING GOALS

In this unit, you

- talk about air travel preferences
- talk about travel memories
- discuss past transportation predictions
- read about unique transportation systems
- write a thank-you email



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Elena's message. How does she feel about traveling?



ELENA RUBIO

@ElenaR

I always say the best part of traveling is what happens on the way there. What do you think?

LESSON 1 TALK ABOUT AIR TRAVEL PREFERENCES



ELENA RUBIO
@ElenaR
There are aisle-seat people and window-seat people. No one is a middle-seat person, right?

1 VOCABULARY Air travel terms

A ▶07-01 Listen. Then listen and repeat.

landing: the act of bringing a plane down to the ground
takeoff: the act of making a plane rise into the air
a terminal: a building where people wait to get on planes
a carry-on: a small bag that a person is allowed to take on a plane
a boarding pass: an official document that a person has to show before getting on a plane
security: the area of an airport where people and their bags are checked for illegal items
an aisle: a long passage between rows of seats on a plane
economy class: the cheapest type of seats on a plane
business class: seats on a plane that are more expensive than economy class
first class: the most expensive seats on a plane

B Complete the sentences with words from 1A.

1. I love flying business class, but usually I can only afford to fly economy class .
2. While landing , the buildings below us started to look bigger and bigger.
3. You must show your ID and boarding pass before you can get on the plane.
4. Your carry-on is checked by an X-ray machine at security .
5. Business class is located between first class and economy class.
6. Just before takeoff , we watched a short safety video on the plane.
7. Our flight is leaving from gate 18 in terminal 2.
8. You should take only one carry-on with you on the plane.
9. First class is the most expensive, but it also has the most space.
10. Last time I got a window seat, but this time I got a(n) aisle seat.

C PAIRS Talk about the last time you flew. Use the words from 1A.

2 GRAMMAR Comparisons with gerund and noun phrases

Use gerund and noun phrases to make comparisons between ideas or things. We can use them to talk about preferences and the advantages and disadvantages of something.

Statements

Noun phrase	Verb	(*Not*)	Comparative	*Than*	Noun phrase
That terminal	is	(not)	less / more crowded	than	the other terminals.
Gerund phrase					**Gerund phrase**
Sitting on the aisle	is	(not)	better / worse	than	sitting next to the window.

Questions

Verb	Noun phrase	Comparative	*Than*	Noun phrase
Is	that terminal	less / more crowded	than	the other terminals?
	Gerund phrase			**Gerund phrase**
Is	sitting on the aisle	better / worse	than	sitting next to the window?

>> FOR PRACTICE, GO TO PAGE 143

LESSON 1 TALK ABOUT AIR TRAVEL PREFERENCES

- Read the lesson title aloud. Ask, *What are preferences?* (things you like more than others) Ask, *What are your study preferences? For example, do you prefer to study alone or with a partner?* Say, *This lesson will focus on air travel preferences.*
- Read the social media message aloud. Ask, *What is Elena talking about?* (seats on an airplane) Draw a simple row of three seats on both sides of an airplane on the board (or project a map of seats from an airplane). Ask, *Which is the aisle seat?* Point to it and make sure Ss understand it is the seat closest to the passage between the rows. *Which is the window seat?* Point to it when Ss identify it. *Which is the middle seat?* Point to it when Ss identify it.
- Take a class poll. Say, *Raise your hand if you are an aisle-seat person.* Count the votes and write the tally. Repeat the counting for window-seat people and middle-seat people. See if the class agrees that no one is a middle-seat person.

1 VOCABULARY

A
- Say, *Let's look at some vocabulary words and phrases that are used to talk about air travel.* Have Ss cover the definitions and just look at the words. Pair them up to guess the definitions.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Pair Ss to find images that show each of the vocabulary items in 1A. They can conduct online searches and then share images that they find on their phones.

B
- Have Ss use the words from 1A to complete the sentences. Remind them to use the definitions from the box and to pay attention to the context of the sentence.

C
- In pairs, give Ss time to talk about the last time they flew. Require them to use words from 1A. Invite volunteers to share their experiences with the whole class. Require **higher-level Ss** to use at least seven of the words.

TEACHING TIP Keep in mind that some Ss might not be able to afford plane tickets. An alternative activity might be to talk about other types of transportation with the terms. For example, they can talk about terms that are similar or different when traveling by car, boat, train, or bus.

⊕ **EXTENSION** Give Ss time to search online to find a list of airlines that fly out of the airport nearest the school. Make a list on the board. Ask follow-up questions such as *Has anyone flown on [this] airline? What was the economy class like? Did you have an aisle or window seat? Did the plane take off on time?*

2 GRAMMAR

- Write on the board: *The first-class section is better than the economy-class section.* Then write: *Sitting in the first-class section is better than sitting in the economy-class section.* Ask, *What do these sentences have in common?* Elicit the answer that *is better than* is the same. Underline those words in the two sentences.
- Say, *Both sentences are comparing first class to economy class. Now let's look at how they are different.* Circle *The first-class section* in the first sentence and *Sitting in the first-class section* in the second sentence. Circle *the economy-class section* in the first sentence and *sitting in the economy-class section* in the second sentence.
- Ask Ss to look at the grammar chart. Read the explanation aloud. Point out that the first sentence on the board is an example of using a noun phrase and the second sentence is an example of using a gerund phrase. Make sure Ss remember that gerunds look like the *-ing* form of the verb but they function as nouns.
- Read the sample statements aloud. Ask, *Why is the word* not *in parentheses?* (It is optional.)
- Point out that if the comparison begins with a noun phrase, it must also end with a noun phrase. If the comparison begins with a gerund phrase, it must also end with a gerund phrase. They cannot be used interchangeably. Write on the board: *The first-class section is better than sitting in the economy-class section.* Draw an X through *sitting in the economy-class section.* Say, *This is wrong because the first part of the comparison is a noun phrase and the second part is a gerund phrase.*
- Read the questions in the second half of the grammar chart aloud. Ask, *What is the difference between the questions and statements?* Elicit that the verb and noun or gerund phrase order is switched to ask questions.

⊕ **EXTENSION** Have Ss write a sentence stating an air travel preference using a noun or gerund phrase and write a question to ask a partner. Give Ss time to ask their partner the question they wrote. Partners should answer using noun or gerund phrases. **For higher-level Ss**, have them write two sentences and two questions using both noun phrases and gerund phrases.

3 PRONUNCIATION

A
- Ask, *What does it mean when a sound is* reduced? (shorter, weaker vowel sound) Say, *There are certain words that are reduced in English.*
- Direct Ss' attention to the pronunciation note. Play the audio aloud so Ss can hear how the word *than* sounds when the vowel sound is reduced.

B
- Read the instructions. Play the audio. Have Ss listen, and then listen again and repeat.

C
- Read the instructions aloud. Put Ss in pairs to read the sentences in 3B.
- Circulate to listen and offer feedback on pronunciation.
- Then have Ss write their own sentences using the word *than*. Have Ss read their new sentences aloud for the rest of the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Elena and Gina) *What is their relationship?* (co-workers) *Where are they?* (at a desk in the office)
- Ask, *What is Elena's job?* (She's a market research specialist.) *What is Gina's job?* (She's a human resources specialist.)
- Ask, *What do you think they are looking at on the phone? What do you think they are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

LANGUAGE NOTE The script contains several phrasal verbs. For example: *I'll let you get back to work.* Here *get back* means *do something again*. Here are some other examples from the script: *check in* = show your ticket at an airport; *get up* = get out of bed; *get up* = stand; *get in* = sit (in the seats); *get out* = leave (the row); *stretch out* = straighten; *let out* = allow to leave (the row); *print out* = print.

B
- Tell Ss to listen or watch again. Let Ss review the questions before playing the audio.
- Have Ss work individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, have volunteers give their answers.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share if they think Elena will use the airline app and what experience they have with airline apps.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers as a class.
- In pairs, have Ss practice the conversation. Monitor. Have Ss swap roles and practice again.

EXTENSION Have Ss mark where they think sounds might be reduced in the conversation. Print copies of the script or let Ss practice with the small excerpt printed in 4C.

5 TRY IT YOURSELF

A
- Tell Ss to imagine they are going on a trip that requires air travel. Ask, *What do we have to do before we get on a plane?* Elicit as many steps as possible: making reservations, choosing seats, checking in, going through security, walking through the terminals, etc.
- Have Ss describe their own preferences about any steps necessary when traveling by air. Encourage them to use the words in the box but to also add more of their own. Write a sample on the board: *I find checking in online easier than checking in at the airport.*
- Give Ss time to work individually.
- Monitor. Provide help with vocabulary as necessary.

B
- Solicit two volunteers to read the sample conversation provided in the textbook.
- Give Ss time to talk with a partner. **For lower-level Ss**, let them write their conversations first and then read them. Encourage **higher-level Ss** to try to answer without having to write the conversations first.

C
- Ask Ss to report on their travel preferences to the whole class. Write the preferences on the board and keep a tally next to each one.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using air travel terms
- ✓ making comparisons with gerund and noun phrases
- ✓ reducing pronunciation as needed

EXIT TICKET Ask, *What preferences do you have about food?* Write an example on the board: *I like eating Mexican food more than I like eating American food because Mexican food is spicier than American food.* Give Ss a few minutes to write down their ideas. Then ask them to take turns reporting their ideas to a partner or small group. As Ss discuss, listen and take notes on areas for review and extra practice.

3 PRONUNCIATION

Reduced pronunciation of *than*

The comparative conjunction *than* is unstressed, and the vowel is reduced to /ə/: /ðən/. *Than* is very short and blends with the words around it. The comparative words *more* and *less* are both stressed.

A ▶07-02 Read and listen to the pronunciation note.

B ▶07-03 Listen. Notice how *than* is reduced. Then listen again and repeat.

1. Terminal 5 is less crowded than other terminals.
2. The food on this flight was a lot better than the food on my last flight.
3. Overnight flights are often cheaper than daytime flights.

C PAIRS Practice the sentences in 3B. Create your own sentences using *than*.

4 CONVERSATION



A ▶07-04 Listen or watch. What do Elena and Gina talk about?

Answers may vary. Possible answer: Gina and Elena talk about Elena's upcoming trip to Toronto and their flight preferences.

B ▶07-05 Listen or watch again. Answer the questions.

1. What is Elena doing when Gina greets her?
   She is checking in on her phone for her flight to Toronto.
2. What kind of seat did Elena get on the plane?
   Elena got a window seat.
3. What does Elena need to do before she forgets?
   Elena needs to print her boarding pass.
4. Why doesn't Elena like to use the airline app?
   Elena doesn't like to use the airline app because she feels safer having the piece of paper in her hand.

Do you think Elena will use an airline app the next time she flies? Would you use one?

C ▶07-06 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Gina: You like sitting next to the window? I prefer an ___aisle___ seat myself.

Elena: Really?

Gina: Yeah. It's ___more convenient than___ sitting next to the window. It's so much easier to get up and move around.

Elena: True. But don't you hate having to get up for people when they want to get in or out? That always bothers me.

5 TRY IT YOURSELF

A THINK What are your air travel preferences? Think about things like making reservations, checking in, and seating. Use the adjectives in the box and your own ideas.

faster / slower	more convenient / inconvenient	more comfortable / uncomfortable
safer / more dangerous	more relaxing / stressful	easier / more difficult

B PAIRS Compare your preferences. Use the conversation in 4C as an example.

A: I find checking my bags more convenient than walking around the terminal with them.
B: Really? I prefer taking my bags on the plane with me.

C REPORT Tell the class about your travel preferences. What are the most common air travel preferences? Do most people have the same preferences?

☐ I CAN TALK ABOUT AIR TRAVEL PREFERENCES.

LESSON 2 TALK ABOUT TRAVEL MEMORIES



ELENA RUBIO
@ElenaR

What's the safest form of transportation? Surprise! It's the airplane, followed by the bus, subway, train, ferry, car, and motorcycle.

1 VOCABULARY
Train and car travel terms

A 07-07 Listen. Then listen and repeat.

Train travel terms
the tracks: two metal lines along which trains travel
a delay: a situation in which someone or something is made to wait
on time: at the right time, and not early or late
a car: one of the connected parts of a train that people sit in
on board: on a train, ship, or plane

Car travel terms
a road trip: a long journey you take in a car, usually with friends
a breakdown: when a car stops working during a trip and must be fixed
a roof rack: a frame attached to the top of a car that allows you to store things
a trunk: the part at the back of a car where you can put bags and other large things
the brakes: the equipment that makes a car slow down or stop

B 07-08 Listen. Which travel term is the speaker describing? Write a word or phrase from 1A.

1. on time
2. trunk
3. car
4. roof rack
5. road trip
6. on board
7. delay
8. breakdown
9. brakes
10. tracks

C PAIRS What are the differences between train travel and a road trip?

2 GRAMMAR Past habits with *would / used to*: Review and expand

We can use *would* and *used to* to talk about habits that don't happen anymore.

	Subject	*Would / used to*	Base form of the verb	
When I was a child,	I	would / used to	travel	by train.
As a child,	you	didn't use to		

Notes

- When we talk about the past, *would* often has the same meaning as *used to*. However, *would* can only be used for past habits, while *used to* can be used for past habits, states, and situations. The simple past can also be used for past states and situations: *Sam used to be a pilot. / Sam was a pilot.* NOT: ~~*Sam would be a pilot.*~~
- When we talk about past habits, it is clearer to start by using *used to* rather than *would* so the listener is sure we're talking about the past.
- Use *use to* instead of *used to* for questions and negative statements with *did*: *Did…use to…?* or *I didn't use to…*
- We often use *would* instead of *used to* or the simple past when talking about happy memories.
- Use the simple past to talk about past events that happened only once.

>> FOR PRACTICE, GO TO PAGE 144

LESSON 2 TALK ABOUT TRAVEL MEMORIES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What is a memory?* (something you remember from the past) Ask, *What is the earliest memory you have?*
- Read the social media message aloud. Ask, *Are you surprised to learn that the airplane is the safest form of transportation?* Take a class vote.

OPTION Before reading the social media message aloud, ask Ss to list as many types of transportation as they can. Then give them Elena's list that she provides in the social media message, but list them in alphabetical or random order. If necessary, project images of the types of transportation. Say, *Rank these types of transportation from safest to the least safe or most dangerous.* Then read the social media message aloud and ask if Ss are surprised to learn the order.

1 VOCABULARY

A

- Draw attention to the train and car travel terms.
- Tell Ss to listen to the pronunciation of the vocabulary items in 1A. Play the audio, and pause after the train travel terms are given. Explain that the rest of the audio is for car travel terms. Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

EXTENSION Pair Ss and have them conduct an online image search to find a picture for each item in the list. Or, assign pairs different words or concepts and then let each pair share their images. Alternatively, you could ask groups to discuss who has taken the longest road trip or train trip.

B

- Tell Ss they will hear speakers describe travel experiences. Encourage them to listen carefully and determine which term from 1A is being described.
- Play the audio. Repeat the audio if necessary. Check that Ss understand that a *nap* is a short sleep.
- To review, have Ss compare their answers with a partner. Then go over the answers with the whole class.

EXTENSION Ask Ss to answer questions about some of the experiences that are described, such as:

1. *Have the trains you have been on always been on time?*
2. *What part of the train did you sit in? Was it comfortable?*
3. *Do you ever travel with your bike? How do you transport it?*
4. *Do you ever take a nap when you're on the train or in the car?*
5. *Has your car ever broken down on the side of the road? What did you do?*

C

- Put Ss in pairs to discuss the differences between train travel and a road trip. Draw a Venn diagram on the board. Have Ss write the differences they can think of in the Venn diagram. If they can think of any similarities, have them write those in the space that both circles share.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, ask, *What is a habit?* (an action that someone does regularly) Give examples such as *getting up at 5 A.M.*, *eating cereal for breakfast*, or *studying after dinner.* Have Ss share some of their habits.
- Ask, *What tense do we use to describe something we don't do anymore?* (past) Write on the board: *I used to get up at 5 A.M. Now I get up at 6 A.M.* Say, *The grammar form* used to *talks about a past habit that I don't do anymore.*
- Have Ss open their books and look at the grammar chart. Read the explanation at the top. Present the first part of the grammar chart.
- Draw attention to the first bullet point in the Notes section. Make sure Ss understand that *would* and *used to* are not completely interchangeable. *Would* can be used only for repeated past actions, not past situations. Go over the examples.
- Read the second bullet point aloud. Say, *If you can't remember which to use, you can use* used to *for any situation. It is also easier for the listener because* used to *always means something happened in the past.*
- Draw attention to the third bullet point. Say, *You cannot use the negative form or question form with* would. *This is another reason you might want to use* used to *more than* would.
- Focus on the fourth bullet point. Say, *Sometimes* would *is the better choice, though.* Read the fourth bullet point aloud. Say, *For repeated actions describing happy memories, you would use* would *more than* used to.
- Present the fifth bullet point. Say, *Use the past simple to describe an action that happened only one time in the past.* Give an example: *I went to Europe five years ago.* Say, *I have only been to Europe one time.*

EXTENSION Have Ss write four sentences describing the following: 1. a repeated past action; 2. a past situation; 3. a repeated past action that is a happy memory; 4. a past event that happened only once. Ask Ss to read their sentences aloud.

3 CONVERSATION SKILL

A
- Say, *Sometimes we need to let someone know that we agree with what they have said.* Read the conversation skill aloud. Model the correct pronunciation and intonation of the example phrases. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses Person B gives.* Play the audio.

B
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 2?* (Elena and Gina) *What are they doing?* (talking on a break) *Where are they?* (at their office)
- Give Ss time to preview the question. Ask, *What do you think Gina and Elena are going to talk about?*
- Play the audio. Ask, *Were your predictions correct?*

B
- Draw attention to the questions.
- Have Ss listen or watch again and complete the exercise.
- Review answers as a class.

⊕ **EXTENSION** Ask additional comprehension questions about the audio:

1. *Why is Elena going to Philadelphia?* (for a conference)
2. *Why does Gina prefer the train?* (more relaxing, no traffic, reads or gets work done, reminds her of her childhood)
3. *What did Gina's family use to do after dinner on the train?* (turn seats into beds and fall asleep)
4. *What did Elena's family use to do on the long road trips?* (sing songs, look out the window)
5. *What were not good memories for Elena?* (she and her brothers argued, the car broke down)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
- Take a class survey to see if Ss agree with Gina that the train is the best way to travel. Ask, *Would you travel by train or drive if you had to go to the same conference as Elena? Why?*

5 TRY IT YOURSELF

A
- Draw a copy of the chart on the board. Complete it using an example of a trip you used to take.

Where would you go?	Florida
How would you get there?	a car
What would you do?	go to Disney World, go camping, go swimming
What do you remember the most?	singing with my family around the campfire and roasting marshmallows

- Tell Ss to take their own notes on a trip they used to take. Circulate to help.

B
- In pairs, have Ss take turns sharing travel stories.
- Remind Ss to use the conversation in 4C as a model and to use phrases from 3A as part of their conversation.
- **For lower-level Ss**, write a model conversation on the board with information from your model chart.
- Give Ss time to practice. Circulate to offer help as needed.

C
- Allow time for Ss to report back to the class. Ask them to share their partner's travel story.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using train and car travel terms
✓ describing past habits using *would* and *used to*
✓ showing strong agreement

EXIT TICKET Give Ss a blank card. Have them write about the last job they had. Write on the board: *What was the job? What did you do at the job? What do you remember the most about the job?* If Ss have not had a job, ask them to answer similar questions about a school they used to attend. As Ss leave, collect their cards to identify areas for review and additional practice.

3 CONVERSATION SKILL

Show strong agreement

You can show that you strongly agree with someone by using one of the following expressions:

More informal	More formal
Definitely!	*I couldn't agree more!*
Totally!	*You're absolutely right!*
No question!	
For sure!	

A 07-09 Read the conversation skill. Listen. Notice that Speaker B responds by showing strong agreement.

1. A: I heard you went to Vancouver last summer. That must have been fun.
   B: Definitely! It's one of my favorite cities in the world.
2. A: I love it when the train isn't that crowded.
   B: I couldn't agree more. It's much easier to get work done.

B PAIRS Practice the conversations in 3A.

4 CONVERSATION



A 07-10 Listen or watch. What do Gina and Elena mainly talk about?
Answers may vary. Possible answer: Gina and Elena mainly talk about trips they used to take with their families.

B 07-11 Listen or watch again. Answer the questions.

1. Where is Elena going next week? Elena is going to Philadelphia.
2. What does Elena ask Gina?
   Elena asks Gina if she should take the train to Philadelphia or rent a car.
3. What did Elena use to do every summer with her family in Peru?
   Elena used to take road trips in Peru with her family to visit relatives.
4. What does Elena remember the most about her childhood trips?
   Elena remembers the things that went wrong on her childhood trips the most.

Do you think Elena will decide to take the train or drive to Philadelphia? Give reasons.

C 07-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Gina: When I was a kid, my family ___used to___ take the train to visit my grandparents in Chicago every year.

Elena: Whoa! From New York? That must have been a long trip!

Gina: ___Definitely___! It took about 24 hours each way. But it was a lot of fun. We'd play card games for hours. When we got hungry, we'd eat in the dining ___car___.

Elena: That does sound fun.

5 TRY IT YOURSELF

A THINK What is a trip you used to take? Complete the chart.

Where would you go?	
How would you get there?	
What would you do?	
What do you remember the most?	

B PAIRS Student A: Share your travel story. Student B: Respond with an expression from 3A when you strongly agree with something. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's travel story. Whose story is the most interesting? Whose is the funniest?

☐ I CAN TALK ABOUT TRAVEL MEMORIES.

LESSON 3 DISCUSS PAST TRANSPORTATION PREDICTIONS



ELENA RUBIO
@ElenaR
Just watched a talk about the kinds of transportation people thought we'd be using by now. There were some pretty strange ideas!

1 BEFORE YOU LISTEN

A Think of science fiction movies or TV shows you have seen. What kinds of technology do they predict there will be in the future?

B 07-13 VOCABULARY Listen. Then listen and repeat.

instantly: immediately
predict: to say what is going to happen before it happens
a prediction: a statement saying what is going to happen before it happens
fascinate: to interest someone very much
unrealistic: not based on facts, not likely to happen
underestimate: to think something is smaller or less important than it really is
urge: to try hard to persuade someone to do something
a fad: something that is popular for a short time

C Complete the sentences with words from 1B.

1. When we were kids, my friend made a silly ___prediction___ about the future, and this year it actually came true.
2. In the old days, it was hard for people to stay in touch, but now we can communicate ___instantly___.
3. We often don't notice how fast things are changing, so we ___underestimate___ how different the future will be.
4. When there's a new type of technology, it can be difficult to ___predict___ if it will last or if it's just a(n) ___fad___.
5. It would be fun to have flying cars, but the idea is still pretty ___unrealistic___.
6. The CEO held a meeting to ___urge___ his employees to work harder and come up with some new ideas.
7. Movies about space travel ___fascinate___ people of all ages.

2 GRAMMAR *It* + past passive

Use the past passive with *it* to describe past beliefs about the future.

It + past passive	*That*	Subject	*Would* + verb	
It was thought	that	we	would have	flying cars soon.
It was believed	that	planes	would get	faster and faster.
It was expected	that	the airship	would be	a major form of transportation.

Note: *It* + past passive is also used to describe beliefs in the past that are *not* about the future:
It was believed that train travel was dangerous.
It was thought that the plane had crashed.

>> FOR PRACTICE, GO TO PAGE 145

LESSON 3 DISCUSS PAST TRANSPORTATION PREDICTIONS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- With books closed, ask, *What do you think cars will be like five years from now?* Accept any reasonable answer. If Ss have trouble thinking of ideas, suggest *more electric cars, driverless cars, flying cars.* Ask, *Do you think any of these types of cars will make our lives better or worse?*
- Read the lesson title and the social media message aloud.

EXTENSION Give Ss time to research what kinds of predictions people have made about cars. Let Ss report the information they found.

1 BEFORE YOU LISTEN

A

- Ask, *Do you remember talking about movie genres in Unit 1? Science fiction is a movie and book genre. What is science fiction?* Elicit answers (stories based on what someone imagines science or technology will be like in the future and how technological changes will impact our lives; much science fiction includes space or time travel and life on other planets).
- Read the question aloud. In small groups, have Ss discuss the answer. Allow them to search online if desired.

EXTENSION Show excerpts or movie trailers from famous science fiction films. Some famous science fiction films are: *Blade Runner, 2001: A Space Odyssey, Alien, Star Wars, The Matrix,* and *The Terminator.*

TEACHING TIP Schedule time in the computer lab or let Ss use their phones to search for images of technological advances from science fiction movies. Because these concepts might be difficult to describe without a visual aid, let Ss print, project, or share images on their phones as they describe what kinds of technology the movies predict there will be in the future.

CULTURE NOTE Worldcon is a convention held every year by the World Science Fiction Society. The first conference was in 1939. Worldcon has been held in cities all around the world, including Helsinki, London, Chicago, Melbourne, Montreal, Yokohama, Boston, Philadelphia, Orlando, and Glasgow.

B

- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

EXTENSION To test comprehension and allow Ss to use the target words in context, have Ss discuss these questions or write answers using each of the words:

1. *What is something you wish could happen instantly?*
2. *Do you think people can predict the future? Why or why not?*
3. *What is a prediction you are comfortable making?*
4. *What is something that fascinates you?*
5. *What is an unrealistic dream you or someone you know has? Why is it unrealistic?*
6. *Do you ever underestimate yourself or someone else? What was it you underestimated? Why do you think that happened?*
7. *What is something that you have urged someone to do recently?*
8. *What do you think is only a fad right now?*

C

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

2 GRAMMAR

- Say, *In Lesson 2 we learned how to talk about past habits that we don't do anymore. Now we are going to learn how to talk about past beliefs about the future.*
- Have Ss open their book to page 82 and look at the grammar chart. Read the explanation aloud. Point out the sample sentences. Ask, *What is exactly the same in all three sentences?* (the words *It was, that, would*) Ask, *What is similar in all three sentences?* (past passive, a subject, a verb after *would*, a past belief)
- Draw attention to the example sentences in the chart. Read them aloud. Say, *All three of these sentences describe past beliefs about the future. They all use* It *plus the past passive, the word* that, *a subject, the word* would, *a verb, and the prediction. This form does not change.*
- Point out the Note. Say, *You can also use this form to describe beliefs in the past that are not about the future.* Read the samples.
- If Ss are not familiar with the word *airship*, provide a definition (an aircraft that uses helium, which is lighter than air, to stay in the air). Ss might be more familiar with the terms *blimp* or *dirigible*, which are synonyms. An illustration of an airship is on page 83 if Ss need a visual.

3 LISTENING

A
- Read aloud the title of the talk: *Where's My Flying Car?*
- Focus attention on the question. Tell Ss they will listen to or watch a presentation and then answer this question.
- Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for adverbs of degree that the speaker uses. Let Ss preview the three items in the exercise so they know specifically what to listen for.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

EXTENSION Have Ss write two sentences, one using a strengthening adverb of degree and one using a weakening adverb of degree. Let Ss read their sentences to a partner or small group. Circulate to help as needed.

C
- Allow Ss to preview the questions before playing the audio. Explain that they should try to complete the sentences with one of the types of transportation pictured.
- Play the audio or video. Let Ss compare answers with a partner before going over the answers with the whole class.

LANGUAGE NOTE The script uses the terms *jetpacks* and *teleporting*. A *jetpack* is a device people can put on their back. Jetpacks use gas or liquid to lift people and move them through the air. An online image search will produce many visuals. *Teleporting* means to move across a distance without taking any time.

CULTURE NOTE Leonardo da Vinci was an Italian artist who was also interested in inventions and science. Some people believe he invented the helicopter. *Popular Mechanics* is a magazine about science and technology that was started in 1902 and still exists today. H.G. Wells was an English novelist who is often seen as the first science fiction writer.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION Ask Ss some additional questions to make sure they can use the vocabulary in context.

1. *Have you ever been let down? What or who let you down?*
2. *What do you think will be the next fad to take over in the transportation industry?*
3. *What has lost its appeal for you? Why?*

4 DISCUSSION

A
- Say, *People have made many predictions about the future in the past. Some have come true, some have not.* Have Ss think about or research past and current predictions about transportation, cities, homes, and the environment. Have them take notes.
- Give Ss time to work individually to list as many predictions as they can.
- Monitor. Provide help with vocabulary or spelling as necessary.

TEACHING TIP If this is challenging, consider having **higher-level Ss** pair up with **lower-level Ss** or make it a small group activity.

B
- Have Ss take turns sharing predictions in small groups.
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion in which groups report on what they discussed in 4B. Ask, *Have any of the past predictions come true?* Give Ss time to do some research if they don't know the answers. Let them share their ideas about whether any current predictions will come true and to guess when that might happen.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to discuss predictions
- ✓ using *it* + past passive to describe past beliefs about the future
- ✓ listening for adverbs of degree

EXIT TICKET Write on the board: *What is one prediction you want to make about the future?* Have Ss write their names on a blank card. Give them a few minutes to write their answer on the card. Explain that they should use an adverb of degree to show how strongly they feel about their prediction. For example: *I am extremely sure that cars will be able to fly someday.* As Ss leave, collect their cards to identify areas for review and additional practice.

3 LISTENING



A 07-14 Listen or watch. What is the main idea of the talk?

Answers may vary. Possible answer: The talk is about past predictions about transportation technology.

B 07-15 Read the Listening Skill. Listen or watch again. Circle the correct adverb of degree to complete the sentence.

LISTENING SKILL Listen for adverbs of degree

Speakers often use adverbs of degree to strengthen or weaken a quality they are describing. These words can be an important clue to how strongly the speaker feels about a particular point.

Strengthening	Weakening
extremely *really* *quite*	*somewhat* *a bit* *fairly*

1. It's easy to be *a bit* / *quite* disappointed with our progress.
2. Maybe our ideas about flying have been *somewhat* / *extremely* unrealistic.
3. We need to be *fairly* / *really* careful about saying that things won't happen.

C 07-16 Listen or watch again. Complete the sentences with the correct type of transportation.



1. French artists imagined firefighters with ___wings___.
2. *Popular Mechanics* thought we would have personal ___helicopters___ in our garages.
3. In the 1930s, people thought ___airships___ would be a major form of transportation.
4. Supersonic ___airplanes___ didn't succeed because they were too loud and expensive.
5. H.G. Wells said that we would never have ___submarines___.
6. A well-known businessman said ___automobiles___ were just a fad.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. If you grew up on science fiction, like I did, it's hard not to feel a little <u>let down</u> that we don't have all the cool stuff we've seen in the movies.
   disappointed
2. It was widely expected that super-fast planes would <u>take over</u> the airline industry.
   take control of
3. Flights were too expensive and too loud. Because of these issues, supersonic flights <u>lost their appeal.</u>
   were no longer attractive

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK What predictions about transportation, cities, homes, and the environment were made in the past? What is expected to happen now? Take notes.

B GROUPS Share your predictions from 4A.

C EVALUATE Report to the class. Have any of the past predictions come true? Do you think any others will? When?

☐ I CAN DISCUSS PAST TRANSPORTATION PREDICTIONS

LESSON 4 READ ABOUT UNIQUE TRANSPORTATION SYSTEMS



ELENA RUBIO
@ElenaR
Can you imagine getting on an escalator that is 800 meters long?

1 BEFORE YOU READ

A PAIRS What are some of the ways you have traveled? Which ways were unusual?

B 07-17 VOCABULARY Listen. Then listen and repeat. Do you know these words?

transport mountainous horizontal escalator practical a commute steep

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 145

2 READ

A PREVIEW Read the title and the subheadings. Look at the pictures. What do you think the article will be about?

B 07-18 Read and listen to the article. Was your prediction correct?

Home | Technology | Work | Social Media

UNIQUE WAYS OF TRAVELING UP AND DOWN

Transportation usually moves people from side to side. Not every city, however, has the right conditions to transport everyone in this way. In places such as Hong Kong, Medellín, and Quebec City, urban planners have had to develop unique transportation systems that carry people mainly up and down.

Hong Kong

Hong Kong is an extremely mountainous city, so horizontal movement is limited. It took urban planners a while to find a solution to this problem. Finally, in 1993, they opened the Central-Mid-Levels escalator and moving walkway system. It connects the lower Central district of Hong Kong Island with the higher Mid-Levels district.

At 800 meters (2,600 feet) long, it is the largest outdoor covered escalator and moving walkway system in the world. It is lined with shops and restaurants, so it is not only a practical way to move people around, it is also a huge tourist attraction. In fact, it has been called one of the world's coolest commutes.



Central-Mid-Levels escalator and moving walkway system

Medellín

In Medellín, Colombia, the problem was slightly different. Urban planners needed to figure out how to help people who lived on the steep hills around the city. These people had a hard time making it down to the main part of the city for shopping, school, and work because there were so few public buses.

The solution turned out to be the Metrocable gondola system. Opened in 2004, this transportation system connects people on the hillsides with other public transportation options in the city. It has already made a huge difference. The first line, Line K, carries about 30,000 people every day, and greatly reduces their commuting time. The city continues to add new lines to the system in order to increase the number of people it serves.



Metrocable gondola system

>>

LESSON 4 READ ABOUT UNIQUE TRANSPORTATION SYSTEMS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What does* unique *mean?* (being the only one of something, being unlike anything else) *What is something unique about yourself?* Accept any reasonable answers.
- Read the social media message aloud. Ask, *What do you think this experience would be like?* Accept any reasonable answers. If necessary, refer them to the picture of an escalator in the reading passage.

EXTENSION Some Ss may not be familiar with the metric system or vice versa. Let them know that 800 meters is approximately 2,600 feet. Have Ss look up some common metric conversions. Ask, *What does Celsius convert to?* (Fahrenheit) Or, give some specific problems. *If it is 23 degrees Celsius, what temperature is that in Fahrenheit?* (73.4 degrees) Metric conversions include kilograms to pounds; kilometers to miles; hectares to acres; liters to gallons or pints.

1 BEFORE YOU READ

A

- Ask, *What are some of the ways you have traveled?* Invite volunteers to share their ideas with the class. Give them time to discuss which of those ways are more unusual. Have Ss report back to the class after talking with their partners.

EXTENSION If further discussion practice is desired, have Ss conduct some online research for unusual ways to travel around the world. A quick online search should lead Ss to things like suspension railways (Germany, Japan, United States), "jeepneys" (Philippines), *dolmus* taxis (Turkey), maglev trains (China, Japan, South Korea), cycle rickshaws or auto rickshaws (many countries). Show images or have Ss show images and report on what they find.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge about the words they do know.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.

EXTENSION In order to gain a deeper understanding of the vocabulary, play a vocabulary tic-tac-toe game. Have Ss make a grid with nine squares. Tell them to choose words from this page or from page 82 and write one word per box. Read the definitions aloud. If they have the word, they put an X through it. When Ss get three in a row (either down, across, or diagonally), they call out *tic-tac-toe*. To win, they have to repeat the definitions of the words.

- Remind Ss they can go to page 145 for further clarification and practice.

2 READ

A

- Bring Ss' attention to the pictures. Read the title aloud. Ask, *What do you think this article will be about?* Have Ss discuss in pairs. Elicit answers.
- Ask Ss to now focus on the subheadings. Read the title of the article again. Ask, *How is the article organized? Do the subheadings affect your prediction? What do you think the article is about now?* Have Ss make predictions with a partner. Give Ss time to share their answers with another pair.

TEACHING TIP Ss might not be familiar with the three places the article discusses. Consider bringing a map or projecting a map on the screen. Have Ss point to where Hong Kong, Medellin (Colombia), and Quebec City (Canada) are on the map.

EXTENSION Divide Ss into three groups and assign them one of the three locations. Give them time to conduct a short online search and find three fun facts about the place. Then let each group give a report with their facts.

B

- Tell Ss they are going to listen to the article about unique ways of traveling up and down rather than horizontally.
- Have Ss listen to and read the article. Play the audio and pause after the section on Hong Kong. Ask Ss comprehension questions to make sure they understand the content:
  1. *Why is horizontal movement limited in Hong Kong?* (It is mountainous.)
  2. *When was the Central-Mid-Levels escalator opened?* (1993)
  3. *What does it connect?* (the lower Central district of Hong Kong Island with the higher Mid-Levels district)
  4. *What is it lined with?* (shops and restaurants)
- Say, *We will now hear about Medellin and Quebec City.* Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

EXTENSION Ask Ss to research another city and report back on what types of transportation are used there.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on an index card or piece of paper and turn them in anonymously. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs.
- To review, ask the questions, and call on Ss to read the answers aloud.

EXTENSION Ask Ss to discuss these questions: *Would you try these types of transportation if you visited any of these places? Why or why not?*

C
- Ask a volunteer to read lines 2-3 aloud for the class. Tell Ss to circle the correct answer.
- Have Ss compare their answer with someone else. Review the answer as a class.

EXTENSION Have Ss find other cities in the world where people use types of transportation that move up and down.

D
- Say, *Problem and solution is a common organizational pattern used by writers. Usually the writer mentions the problem first and then tells the reader the solution. There are certain words and phrases writers use.* Read the Reading Skill aloud.
- Write on the board: *Problem: Need to learn more English.* Write *Solution* to the right of the problem. Then ask Ss to call out solutions. Accept any reasonable answer. Make a list on the board. Say, *Making a list of problems and solutions can help you organize your writing. Let's look now at the transportation problems.*
- Say, *The writer of the article we read organized the writing by problem and solution. Complete the chart.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, draw a blank chart like the one in the book on the board. Solicit volunteers to complete the chart for one of the cities.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

EXTENSION Give Ss time to research the sidebar question *What new transportation systems are being developed in other cities?* For lower-level Ss, have them work in pairs. Consider giving them a city to research such as Sacramento, Detroit, Indianapolis, Phoenix, Los Angeles, or Seattle. To help Ss start, encourage them to type the research question into the internet browser search bar to find related articles.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *No city has perfect transportation. What are some of the problems we have here where we live?*
- Give an example. Say, *For example, it took me over an hour to drive to school today. The highways were very crowded and there were two accidents that made the traffic even worse than usual.*
- Have Ss work individually to list problems and possible solutions. Encourage Ss to think of some unique solutions. Have them take notes that they can use in a discussion.

B
- Have Ss share their answers with a partner and discuss which they think are the best and which are the most realistic.
- Let each pair report back to the class and summarize their discussions.

OPTION Ask Ss to make a chart like the one in 3D with the problems on the left and solutions on the right. Have pairs copy their charts on the board. Hold a whole-class discussion.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask Ss to make a chart of the problems they have with learning English and solutions they want to try. Tell them to list at least one problem and one solution. Collect the cards as Ss leave to identify issues the Ss may want to cover in class.

Quebec City

In Quebec City, Canada, the problem was how to link two different parts of the city. Urban planners wanted to connect the Lower Town section with the Upper Town section. These two parts of the city are not far apart, but they are separated by a steep hill.


Old Quebec Funicular

The Old Quebec Funicular became the solution to this problem. A funicular is a type of railroad that uses cables to move cars up and down. Serving both the residents of Quebec and tourists, it opened in 1879 as a water-powered system and switched to electric power in 1907. Despite stretching just 64 meters (210 feet), it rises 59 meters (194 feet) at a 45-degree angle, making it feel like an amusement park ride. It gives people a fun, more relaxing way of getting from one part of the city to the other.

By 2050, experts predict that there will be 10 billion people on Earth and more than 6.5 billion of them will live in cities. This will create new challenges for the world's current transportation systems. It is likely that urban planners will have to come up with new systems to help everyone get around.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

Answers may vary. Possible answer: The main idea is that some cities have had to build unique transportation systems to help people get around.

B Answer the questions, according to the article.

1. Why can't transportation always move in a horizontal direction?

Some cities don't have the right conditions to transport everyone from side to side.

2. What three transportation systems are described in the article?

The three transportation systems are Hong Kong's escalator and moving walkway, Medellín's Metrocable gondola system, and Quebec's funicular.

3. Why might urban planners have to develop new transportation systems in the future?

Urban planners may have to develop new transportation systems in the future because there will be a lot more people living in cities.

C CLOSE READING Reread lines 2–3 in the article. Then circle the correct answer.

The three cities are examples of places that _____.

a. can move everyone horizontally
b. can't move everyone horizontally
c. plan to move everyone horizontally

D Read the Reading Skill. Then reread the article and complete the chart.

It was hard for people who lived on the steep hills to get into the main part of the city.

City	Problem	Transportation solution
Hong Kong	It's very mountainous.	an escalator and moving walkway system
Medellín		a cable car system
Quebec City	Two parts of the city are separated by a steep hill.	a funicular

READING SKILL Identify problems and solutions

Writers often organize a text by mentioning a problem first and then giving the solution. They sometimes introduce problems and solutions with phrases such as *the problem was…* and *the solution turned out to be….*

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

What new transportation systems are being developed in other cities?

4 MAKE IT PERSONAL

A THINK What are some of the problems with transportation where you live? How could they be solved? What are some unique solutions?

B PAIRS Share your ideas. Which solutions are the best? Which are the most realistic?

☐ I CAN READ ABOUT UNIQUE TRANSPORTATION SYSTEMS.

LESSON 5 WRITE A THANK-YOU EMAIL



ELENA RUBIO

@ElenaR

Back from a marketing conference in Philadelphia. Met so many smart, interesting people.

1 BEFORE YOU WRITE

A When was the last time you sent someone a thank-you letter or email? Who was it to? Why did you write it?

Answers may vary. Possible answer: They are both thank-you emails about Elena's trip to Philadelphia. The first email is more formal and the second email is informal.

B Read Elena's emails. How are they the same? How are they different?

Subject: Global Digital Marketing Trends Conference

From: Elena Rubio To: Dr. Cheryl Borck

Dear Dr. Borck:

I want to express my sincere appreciation for your planning and hosting the recent Global Digital Marketing Trends Conference in Philadelphia. I especially want to thank you for giving me the opportunity to present on digital marketing in Latin America. The Latin American market is growing quickly, and it was very valuable to have the opportunity to reach so many people from around the world.

You and your staff obviously took great care to make the conference a success, from choosing a convenient venue to promoting the event globally. On a personal level, I was very pleased with the room and equipment for my presentation. I also appreciated that your staff was always there to solve problems and answer questions.

If you ever plan to hold a conference in Peru, please don't hesitate to contact me. I would be more than happy to help in any way I can.

Sincerely,

Elena Rubio

Subject: Great to see you!

From: Elena Rubio To: Silvia Dastis

Hey Silvia,

Just wanted to say thanks for taking me out to lunch while I was in Philly for the conference. It was great to see you and catch up.

That little café you took me to was wonderful. I loved the Latin American music and the beautiful view of the city. Fantastic food, too! I was so surprised that they had ceviche on the menu. It was as good as my mom's, or maybe even better. I'll definitely have to go back there the next time I'm in town.

If you ever have the chance to visit Peru, let me know. I'll take you to one of my favorite cafés. It's near my office and famous for its homemade desserts.

Anyway, thanks again and keep in touch!

Best,

Elena

LESSON 5 WRITE A THANK-YOU EMAIL

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where have you been where you met a lot of smart, interesting people?* Give Ss time to share answers in small groups. Accept any reasonable answers. Answers might include work, school, or vacation.

1 BEFORE YOU WRITE

A

- Ask, *What are some ways we say thank you in English?* Elicit answers from the class.
- Make a list of their answers on the board. Accept any reasonable answers.
- Focus attention on the questions. Put Ss in pairs or small groups to discuss when they last sent someone a thank-you letter or email, who it was to, and what it was for.
- Have groups summarize their discussions.

LANGUAGE NOTE There are many ways to say thank you in English: *Thank you, Thanks, Thanks so much, I really appreciate it, You shouldn't have, I don't know what to say, You're the best, I owe you one, What would I do without you, Thanks a bunch, I can't thank you enough.*

CULTURE NOTE Thank-you cards are sent for a variety of reasons. In the United States, some of the common reasons to send a thank-you card include when you receive a gift for a birthday, wedding, housewarming, or some other occasion; when someone hosts an event to honor you or to which you are invited; when you are an overnight guest in someone's home; or after a job interview. Handwritten cards are nice, but these days many people send thank-you notes via email or even text messaging.

TEACHING TIP Bring in sample thank-you cards to show Ss the variety of types that are available. Use the cards to write thank-you notes whenever Ss bring you a gift.

B

- Draw attention to the email messages. Say, *Elena's two email messages are similar in some ways and different in others.*
- Give Ss time to read the email messages. **For higher-level Ss**, let them read individually and silently. **For lower-level Ss**, read the email messages aloud or ask a volunteer to read aloud. Go over any vocabulary as necessary.
- Have volunteers share what they found was similar and different about the email messages.

EXTENSION Go over any new vocabulary items from the email messages. These words might be new for Ss:
obviously = easily understood, clear
convenient = fitting well with a person's needs or schedule
venue = location
promoting = advertising
catch up = discuss what has happened since last time
ceviche = seafood dish made from raw fish and citrus juices
homemade = made at home, not made in a store or factory
keep in touch = remain in contact

EXTENSION Bring some of your own thank-you email messages or thank-you email messages you find online to show or project. Ask Ss to compare these to Elena's emails in the textbook. How are they the same, and how are they different?

C

- Tell Ss to pay attention to the email messages in the textbook again. Say, *Each email has a greeting, a main reason for saying thanks, details for saying thanks, and a closing.*
- Give Ss time to complete the chart.
- Draw a chart like the one in the textbook on the board. To review, solicit volunteers to complete the missing sections.

EXTENSION Using email thank-you messages of your own or that you found online, have Ss identify the parts of the email messages: greeting, main reason for saying thanks, details for saying thanks, and closing. Have Ss compare messages.

2 FOCUS ON WRITING

- Tell Ss to keep their books closed. Ask, *What does it mean to be* formal? (more professional, more serious) Ask, *Who might you write to more formally?* (bosses, colleagues, employers) *Who might you write to less formally?* (friends, family) *How do you know what level of formality to use? Let's answer that together.*
- Ask Ss to open their books. Read the Writing Skill aloud. Ask, *What are some examples of contractions that should be avoided in formal writing?* Review contractions if necessary so Ss know what to avoid.
- Tell Ss to reread Elena's first email message. Have them underline the formal expressions that match the informal language listed.
- Circulate to help as needed.
- Have Ss complete the exercise individually and then compare their items in pairs. Go over answers with the whole class.

⊕ **EXTENSION** Have Ss identify the contractions in Elena's second email message. (I'll, I'm, It's) Ask Ss to underline the sentences in Elena's second email message that are not full sentences. Have SS rewrite Elena's second email message to make it more formal.

3 PLAN YOUR WRITING

A
- Tell Ss they are going to write a thank-you card. Read the instructions with the questions. Have Ss make a list and then choose one person to thank.
- Say, *Using a chart similar to the one in 1C will help you include all the parts of a thank-you letter.* Draw your own chart on the board as a model:
  Greeting: Dear Mr. Smith (my boss)
  Main reason for saying thanks: loaning me a book
  Details: the book helped me finish some research I was doing
  Closing: Sincerely, First and Last Name
- Give Ss time to make a chart. Circulate to help as needed.

B
- Pair Ss to share their charts and talk about who they want to thank and what they are thanking this person for. Encourage Ss to ask questions about the reasons and people. This might provide more details for the letters.

4 WRITE

- Give Ss time to write their thank-you emails. Remind them to use their charts and to review the emails on page 86 in 1B as a model. Tell them to think about who the email is to and remind them to use the right level of formality.
- Review the parts of an email and have Ss include greetings, main reasons for saying thanks, details for saying thanks, and closings.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's emails. Have them answer the two questions about their partner's writing.
- Draw attention to the Writing tip and give Ss time to read aloud.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to use the charts and questions in 5A as a guide to help offer feedback.
- Encourage Ss to suggest ways they can add more details or add more formality.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their thank-you email.

EXIT TICKET Ask, *What are you most thankful for learning in this unit?* Have Ss write their names on a blank card or piece of paper. Ask them to write a short statement of what they are most glad they learned from Unit 7 in this textbook. They can include any information they learned from classmates or the teacher as well. Give an example: *I am thankful we learned about thank-you cards because I am looking for a job and will have to write letters after job interviews.* Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify other content Ss need or want to learn.

C Read the emails again. Complete the chart.

Parts of the emails	Email #1	Email #2
Greeting	Dear Dr. Borck:	Hey Silvia,
Main reason for saying thanks	planning and hosting a conference	taking her out for lunch
Details for saying thanks	choosing a convenient venue, promoting the event, preparing the room and equipment, having helpful staff	Latin American music, beautiful view, fantastic food
Closing	Sincerely, Elena Rubio	Best, Elena

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the first email. Underline the formal expressions in the email that have the same meaning as the informal expressions below.

1. Thank you so much for organizing the conference…
2. Thanks for letting me present…
3. …it was great to get the chance…
4. You and your staff made sure the conference went well…
5. your staff was always there to help…

WRITING SKILL Choose the right level of formality

Think about who you are writing to and why you are writing to this person. This will help you to decide whether to use formal or informal language. Formal writing usually has full sentences and more professional greetings and closings. It usually does not have contractions or emotional language.

3 PLAN YOUR WRITING

A THINK **Who is someone you could send a thank-you email to? Why could you thank this person? Draw a chart like the one in 1C.**

B PAIRS **Talk about who you could thank and why you could thank this person.**

4 WRITE

Write a thank-you email to the person you chose in 3A. Include a main reason for saying thanks and specific details. Use the right level of formality. Choose one of the emails in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS **Exchange emails and read each other's writing.**

1. Did your partner include a main reason for saying thanks and specific details?
2. Did your partner use the right level of formality?

Writing tip

Read your first draft out loud several times. This will help you know if it sounds too formal or informal.

B PAIRS **Can your partner improve his or her email? Make suggestions.**

6 PROOFREAD

Read your email again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A THANK-YOU EMAIL.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A 07-19 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: The presentation is about things to do in Osaka.

B 07-20 Listen or watch again. Answer the questions.

1. How does Junio describe the place in the presentation?

Junio describes Osaka as a large beautiful city in Japan with lots of interesting things to do.

2. What three activities does Junio recommend doing there?

Junio recommends seeing a traditional puppet show, riding the Ferris wheel in Osaka Bay, and visiting Osaka Castle Park.

C Read the presentation skill. How can this skill help your audience?

D Make your own presentation.

Step 1 Think about a place that you are interested in or have visited. Recommend three activities your classmates should do there.

Step 2 Prepare a two-minute presentation about the activities you recommend. Bring an item or picture that is related to the place or activities.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Repeat your main ideas

To emphasize the most important points of your presentation, say them more than once.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about air travel preferences
- ☐ Talk about travel memories
- ☐ Discuss past transportation predictions

Vocabulary
- ☐ Air travel terms
- ☐ Train and car travel terms

Conversation
- ☐ Show strong agreement

Pronunciation
- ☐ Reduced pronunciation of *than*

Listening
- ☐ Listen for adverbs of degree

Grammar
- ☐ Comparisons with gerund and noun phrases
- ☐ Past habits with *would* / *used to*
- ☐ *It* + past passive

Reading
- ☐ Identify problems and solutions

Writing
- ☐ Choose the right level of formality

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *Where do you think this is?* Let Ss guess. The answer is Osaka, but make a list of any cities Ss mention. Ask, *What are some things you see in the picture?* (bridge, Ferris wheel, skyscrapers/buildings, water, lights) If Ss haven't named the right city yet, say, *This city is in Japan. What are some big cities in Japan?* Stop them when someone guesses Osaka.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *What is something surprising and new you learned about Osaka, Japan? Have you ever been there? Would you like to try the activities discussed in the presentation? Why or why not?* Invite volunteers to share their answers with the class.

⊕ **EXTENSION** Have Ss do a quick online search of Osaka, Japan, and find one more activity that they think sounds interesting. Make a list on the board.

C
- Read the Presentation Skill aloud. Explain that this is a good strategy because it helps your listeners focus on the most important points.
- Give Ss a copy of the script of the presentation. Ask them to look at how the speaker used this presentation skill. Have Ss find a partner and take turns to read the presentation script. Circulate to help Ss see where the main ideas were repeated.

D
- Tell them they will make their own presentation about a place they have visited or are interested in visiting. They will include three activities that they recommend.
- Give Ss time to list ideas for their presentations. Remind them to repeat the main ideas in their presentation.
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Use vocabulary from Lessons 1-3 if needed.*
  - ☐ *State the place they recommend.*
  - ☐ *Recommend three activities to do there and details about each one.*
  - ☐ *Repeat main ideas.*
  - ☐ *Speak slowly and clearly.*
- Remind Ss to bring in an item or picture related to the place or activities to use during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

⊕ **EXTENSION** Make a list of the places from the presentations on the board. Ask, *Which place do you most want to visit after hearing the presentations?* Have Ss also share the reasons for their answer and which activities they most want to do.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

8 HOW HAVE YOU BEEN?

PREVIEW THE UNIT

LESSON 1	**Talk about interacting with people**	
	Vocabulary	Ways of behaving
	Grammar	Modals for past regrets and possibilities
	Conversation skill	Acknowledge a mistake
LESSON 2	**Talk about self-improvement**	
	Vocabulary	Self-improvement language
	Grammar	*Wish* and *if only*: Review and expand
	Pronunciation	Link vowels within a word
LESSON 3	**Discuss your bucket list**	
	Grammar	Comparisons between clauses
	Listening skill	Listen for explanations
LESSON 4	**Read about overcoming rejection**	
	Reading skill	Notice transitions between paragraphs
LESSON 5	**Write a narrative**	
	Writing skill	Use a variety of verb tenses
	Pre-writing tip	Free write before starting a first draft
PUT IT TOGETHER		
	Presentation project	A goal you have achieved
	Presentation skill	Sound conversational

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask, *How have you been?* Give an example. Say, *I've been doing okay.* Elicit answers and write them on the board. Tell Ss that answers can be positive or negative. Write a few examples on the board: *Positive: good, well, fine, busy; Negative: tired, sick, not so good.*
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *man looking out a window.*
- Explore the context. Ask, *How would you describe his facial expression?* Accept any reasonable answer.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Michael Stewart) Have them read what Michael says on page 4 or play his video. Ask, *What do you know about Michael?* (For example, He's a project manager.)
- Read the social media message aloud. Ask, *What does it mean* to reflect *on something?* (to think about something) *What does Michael mean in his message?* (We don't learn from the things that happen to us. We learn more from thinking about the things that happen to us.) *Do you agree or disagree with Michael? Why or why not?*

8 HOW HAVE YOU BEEN?

LEARNING GOALS

In this unit, you

- talk about interacting with people
- talk about self-improvement
- discuss your bucket list
- read about overcoming rejection
- write a narrative



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Michael's message. How does he feel?



MICHAEL STEWART

@MichaelS

I've always believed that we don't learn from experience—we learn from reflecting on experience.

LESSON 1 TALK ABOUT INTERACTING WITH PEOPLE



MICHAEL STEWART
@MichaelS
Just had a difficult meeting with a new client. May have to start over on this project.

1 VOCABULARY Ways of behaving

A ▶08-01 Listen. Then listen and repeat.

keep your cool: to stay calm and focused in a difficult situation
make fun of: to make unkind jokes about someone or something
lose your temper: to become very angry, usually suddenly
be hard on: to treat someone in an unfair way or be too strict
talk back: to answer a parent or a teacher in a rude way
raise your voice: to speak loudly because you are angry
overreact: to respond too strongly or emotionally to a situation
talk it over: to discuss something with someone to help you decide what to do
work it out: to find a solution to a problem by thinking about it carefully
deal with: to do something about a problem

B Write the words from 1A in the correct column.

Appropriate behavior		Inappropriate behavior	
keep your cool	work it out	make fun of	talk back
talk it over	deal with	lose your temper	raise your voice
		be hard on	overreact

C PAIRS Talk about times when the words in 1A described your behavior.

2 GRAMMAR Modals for past regrets and possibilities

Use *should have* to talk about past regrets. Use *could have*, *may have*, and *might have* to talk about past possibilities.

Statements

Subject	Modal	(*Not*)	*Have*	Past participle	
I	should could may might	(not)	have	kept	my cool.

Questions

Modal	Subject	*Have*	Past participle	
Should Could	they	have	kept	their cool?

Notes

- In spoken English, we often use the contractions *should've*, *could've*, and *might've*.
- We also use contractions for the negative form of *shouldn't have* and *couldn't have*.
- We don't use a contraction for the negative form of *may not* or *might not*.
- We don't form questions with *may...have* or *might...have*.

>> FOR PRACTICE, GO TO PAGE 146

LESSON 1 TALK ABOUT INTERACTING WITH PEOPLE

- Read the lesson title and the social media message aloud. Ask, *What does* interacting *mean?* Point out that the word *interact* means *to act upon one another*. After Ss answer, explain that interacting with people means talking or communicating with each other.
- Ask, *What makes a meeting difficult? Have you ever had a difficult meeting? What made your meeting difficult? Did you have to start over after your meeting? How would you feel if you were Michael?*

1 VOCABULARY

A
- Say, *You will hear a list of words that people use to describe ways of behaving.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Pair Ss. Have them conduct an online search or bring in magazines or newspapers. Challenge Ss to find an image that illustrates each of the ways of behaving in 1A. Let Ss take turns holding up their photos and letting other Ss guess which way of behaving is being shown. For lower-level Ss, stick poster-sized paper sheets around the room and have Ss add their images to the posters. Then let Ss walk around to see all of the posters.

B
- Say, *Some of these behaviors are appropriate. Others are inappropriate. What does it mean to be* appropriate? (suitable) Have Ss write the words from 1A in the column they think is correct.
- To review, draw the chart from the book on the board. Read each vocabulary item and take a vote to see whether Ss think it belongs in Column 1 or Column 2. Write the correct answers in the chart.

TEACHING TIP Pair Ss to complete the chart. Have them share answers with other pairs or with the whole class.

C
- In pairs, have Ss use the words from 1A to describe times when they behaved in that way.
- Encourage Ss to give answers based on their personal experiences. Invite volunteers to share their stories.

TEACHING TIP Keep in mind that some Ss may not want to share personal stories, especially about inappropriate behavior. Consider having Ss share stories about characters from television or movies and what happened in the plot that caused the characters to behave as they did.

⊕ **EXTENSION** To have the Ss use the words and concepts in context, put them in small groups to talk about their answers to questions such as:

1. *How do you keep your cool?*
2. *When is a time you have seen someone make fun of someone else?*
3. *What might make you lose your temper?*
4. *Who has been hard on you?*
5. *Do you think children should be punished for talking back to their parents?*
6. *What might cause you to raise your voice?*
7. *When is a time you have seen someone overreact?*
8. *What is something you would want to talk over with a family member?*
9. *What helps you to work a problem out?*
10. *What are some good ways to deal with a difficult problem?*

2 GRAMMAR

- Ask, *What did you do last night?* Elicit answers. Say, *I went out to dinner with friends, but I should have studied my grammar last night because we are studying it in class today.* Read the statement aloud. Say, *What is a* regret? (something you wish you had done) Ask, *What do I regret?* (not studying grammar) *Why do I regret it?* (because we are studying grammar in class)
- Write on the board: *I could have studied my grammar last night instead of going out to dinner with friends.* Read the statement aloud. Say, *What was it possible for me to do?* (study grammar)
- Ask Ss to look at the grammar chart. Read the introductory explanation and statements aloud. Make sure Ss understand that *should* is used only to talk about past regrets and the other modal verbs are used to talk about past possibilities.
- Ask Ss why *not* is in parentheses. Elicit the answer that it is optional, because the statements can be negative.
- Draw attention to the second part of the grammar chart and read the questions aloud. Point out that to form questions, the modal verb and subject are inverted, but the rest of the sentence remains in the same order.
- Remind Ss that contractions are often used in spoken English. Read the first three bulleted notes in the Notes section.
- Point out the last bulleted note in the Notes section. Make sure Ss know that only *should* and *could* can be used to form questions. The modal verbs *may have* and *might have* cannot be used to form questions. Write on the board: *May they have kept their cool?* Draw an X through the *May* and replace it with *Could*.
- Tell Ss that *should* and *could* can also be used in negative questions. Give an example: *Shouldn't he have dealt with it differently?*

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the example words. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses Speaker B gives.* Play the audio.

B
- In pairs, have Ss practice the responses in 3A. Time permitting, have them swap roles and practice again.

EXTENSION Arrange Ss in same-level pairs. Tell them to write two more lines for each conversation. **Higher-level Ss** can make longer conversations or change the details in the conversations. Have volunteers role-play their conversations in front of the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Michael and Elena) *What is their relationship?* (co-workers) *Where are they?* (at their office)
- Ask, *What is Michael's job?* (He's a project manager.) Ask, *What is Elena's job?* (She's a market research specialist.) Ss can read about Elena on page 4 or watch her video.
- Ask, *What do you think Michael and Elena are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?* Elicit a list of words and phrases that Ss are unfamiliar with and define them. For example, *furious* means very angry.

LANGUAGE NOTE Michael uses the phrase *The funny thing is...* The word *funny* here means *strange*. Michael also uses the phrase *That's on me*, meaning *It's my fault*. Ss may confuse this with *It's on me*, which means someone is offering to pay for someone else: *Order anything you want for dinner. It's on me.*

B
- Tell Ss to listen or watch again, and answer the questions about the conversation.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Have volunteers say their answers.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers. Ask, *How did Michael acknowledge his mistake? Was his use of language more formal or more informal?*
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct pronunciation and intonation. Have Ss swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the question aloud. In small groups, have Ss share what they think Michael learned from his experience.

5 TRY IT YOURSELF

A
- Solicit volunteers to read each of the three scenarios or situations. Have Ss take notes on how they could handle each situation.

B
- Pair Ss to discuss their notes with a partner.
- Challenge Ss to use the different modal verbs (*could have, should have, or might have*) to discuss their options for the different scenarios. Also remind them they should acknowledge their mistakes.
- Monitor. Provide help with vocabulary as necessary. As Ss work, draw a chart on the board using the same headings as the three columns in the chart in the book: *Customer, Co-worker, Family member.*
- As Ss share their answers, write their responses in each section in the chart.

C
- Ask Ss to discuss the different responses from the whole class and decide which ones are better and why.
- Take a class vote to choose one best option for each scenario.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to talk about ways of behaving
✓ using modal verbs to express past regrets and possibilities
✓ acknowledging mistakes

EXIT TICKET Ask, *What is a situation involving an argument that you (or someone you know) have been in?* Have Ss write their scenario on a card. Collect the cards and redistribute them so the Ss have a new card. Have Ss write what should or could have been done for the scenario they received. Collect the cards and take notes on areas for review and extra practice. In a future class, read the scenarios and suggestions aloud so the Ss can hear what other Ss suggested for their scenarios.

3 CONVERSATION SKILL

A 08-02 Read the conversation skill. Listen. Notice how the speaker acknowledges a mistake.

1. A: Did you send in your report yet?
   B: Oh. I have to admit that I forgot to turn it in. I'm so sorry!
2. A: Is this the right meeting room?
   B: No. I messed up. I booked the wrong one.

B PAIRS Practice the conversations in 3A.

Acknowledge a mistake

In addition to saying that we're sorry, we can use these expressions to admit that we made a mistake.

More informal	More formal
I messed up.	*That's my fault.*
That's on me.	*I have to admit that...*
I know I messed up.	*I take the blame for that.*



4 CONVERSATION

A 08-03 Listen or watch. What do Michael and Elena talk about?
Answers may vary. Possible answer: Michael and Elena talk about a tough meeting Michael had with a client.

B 08-04 Listen or watch again. Answer the questions.

1. What is Michael doing when Elena greets him?
   Michael is packing up and getting ready to leave the office.
2. What happened after Michael sent the schedule?
   After Michael sent the schedule, the client called him back to apologize.
3. Why did the client have a right to be angry?
4. Why does Elena say, "You live and learn"? Elena says, "You live and learn" to mean that people learn from their experiences and mistakes and to help Michael feel better.

The client had a right to be angry because Michael should have been more organized and made sure he'd already sent the schedule.

What do you think Michael learned from his experience?

C 08-05 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I had a tough meeting with a client this morning.

Elena: Oh?

Michael: Yeah, I was supposed to send him the schedule for our new project. I thought I'd emailed everything last week, but it was still in my drafts folder. He was furious.

Elena: Oh, no. So how'd you ___deal with___ it?

Michael: Of course, I apologized and promised to get him the information right away. I felt bad. I mean, I really ___messed up___. I ___should have___ been more organized.

5 TRY IT YOURSELF

A THINK Read the scenarios. How could you handle these situations? Take notes.

1 Customer	2 Co-worker	3 Family member
An angry customer upset you and you lost your cool. The customer complained about you. What should you say to your manager?	A new co-worker asked for help, but you said you were too busy. Now, the co-worker isn't very friendly with you. What can you say to make the relationship better?	You and your cousin were joking around. Your cousin said something mean and you lost your temper. Now, your cousin isn't talking to you. What should you say to your cousin?

B PAIRS Discuss what you could have, should have, or might have done differently for each scenario and acknowledge your mistake.

C EVALUATE Discuss the different responses to the scenarios. Which ones are better than others?

☐ I CAN TALK ABOUT INTERACTING WITH PEOPLE.

LESSON 2 TALK ABOUT SELF-IMPROVEMENT



MICHAEL STEWART
@MichaelS
It's hard to find time to work on my Chinese grammar. Not enough hours in the day!

1 VOCABULARY Self-improvement language

A ▶08-06 Listen. Then listen and repeat.

become fluent in: to begin to be able to speak or read a language very well
become more skilled at: to begin to have the ability to do something very well
get a feel for: to familiarize yourself with something
master: to learn a skill or language so well you can do it easily
commit to: to say you will definitely do something
get a handle on: to start to understand a situation or how to do something
excel in: to do something very well
devote more time to: to spend more time doing something

B What are the steps of the learning process? Complete the chart with the words and phrases from 1A. Some can go in more than one column.

At the beginning	During	At the end
get a feel for commit to get a handle on	become more skilled at devote more time to	become fluent in master excel in

C PAIRS Talk about three things you would like to get better at or learn. Use words from 1A.

2 GRAMMAR *Wish* and *if only*: Review and expand

Use *wish* and *if only* to express regrets and wishes for the past, present, and future.

Present wishes				
He wishes (that) If only	he		devoted	more time to studying.
He wishes (that) If only		could	devote	
Future wishes				
They wish (that) If only	they	could would	devote	more time to studying next year.
Past wishes / regrets				
I wish (that) If only	I		had devoted	more time to studying.
I wish (that) If only		could	have devoted	

Notes
- *If only* expresses a stronger meaning than *I wish*.
- We use *if only* to say we would really like things to be different.

>> FOR PRACTICE, GO TO PAGE 147

LESSON 2 TALK ABOUT SELF-IMPROVEMENT

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does self-improvement mean?* (making your mind or character better by taking action to do so yourself) To check comprehension, ask, *What are some ways that people can improve themselves?* Accept any reasonable answer. Possible answers include take a class, read books, start a new hobby, exercise, quit a bad habit, or start a journal.
- Read the social media message aloud. Ask, *How is Michael improving himself?* (learning Chinese grammar) Ask, *Why is he not improving with his grammar?* (He doesn't have enough time.) Ask, *What do you want to do to improve yourself? Do you have enough time to do this? Why or why not?*

1 VOCABULARY

A
- Tell Ss to listen to the pronunciation of the vocabulary items in 1A. Play the audio, and pause after the first item. Explain that these items are words and phrases associated with self-improvement. Say, *Now, you will hear more self-improvement language.* Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.
- To review, have Ss close their books. Pair Ss. Read a word or phrase aloud or project the word on the screen and ask the pairs to repeat the definition to each other. **For higher-level Ss**, have Ss use the words or phrases in a sentence.

B
- Say, *The learning process can be divided into three sections. There are things you do before the process, during the process, and at the end of the process.* Have Ss complete the chart by putting the items from 1A in the columns.
- Give Ss time to work. **For lower-level Ss**, pair Ss to work.
- As Ss work, draw a blank chart like the one in the book on the board.
- To review, solicit volunteers to complete the chart on the board.

C
- Ask Ss to work with a partner to share three things they would like to get better at or learn. Remind them to use the words from 1A during their conversation.
- Have Ss write their list of items on the board. Make a class tally to see which items are the most popular among Ss.

OPTION Ask Ss to name three things they have already done to improve themselves.

EXTENSION Have Ss go online and conduct an online search for "ways to improve yourself" and make a list of three new ideas they would like to try. Give Ss time to share their answers with a partner or small group. Consider having Ss write all their answers on the board. Let Ss vote on the top three.

LANGUAGE NOTE There are many synonyms for the word *improvement*, for example *growth*, *development*, *evolution*, *expansion*, *strengthening*.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *What do you wish you had done for your birthday last year? What do you wish you could do today? What do you wish you could do over the next year?* Give Ss time to answer. Don't worry about grammar at this point.
- Ask, *What's the difference between the questions?* (They differ in time.) Ask, *Which time is which?* (The first is about the past, the second is about the present, and the third is about the future.) Say, *We use the word* wish *to express regrets and wishes about the past, present, and future. We also use the words* if only.
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud.
- Ask, *Why is the word* that *in parentheses?* (It is optional in *I wish* sentences.)
- Draw attention to the present wish example: *If only he could devote more time to studying.* Point out that this form uses the past simple (*could*). Give another example: *He wishes he had a better job.*
- Draw attention to the future wish examples. Read the sample sentences aloud.
- Point out that past wishes or regrets are things that didn't happen that they wish had happened. Draw attention to the past wish example: *If only I had devoted more time to studying.* Point out that this form uses the past perfect (*had devoted*) and that *I had* is often contracted to *I'd*.
- Draw attention to the Notes. Ask, *What is the difference between* If only *and* I wish? Read the first and second bullet points to answer the question.

EXTENSION In pairs, have Ss take turns reading the sentences in the grammar chart. Then have them say sentences about their own regrets or wishes.

CULTURE NOTE Birthday cakes often have candles on them. One tradition is for the person whose birthday it is to "make a wish" and blow out the candles. If they blow out all the candles, their wish will come true.

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *Remember that linking is when two sounds are said together so they sound like one.* Play the audio.
- Write or project the sample words on the board. As the audio plays, point to the words when the speaker says them.

B
- Read the instructions aloud. Play the audio. Have Ss listen. Read the words aloud again or play the audio again. Have Ss repeat.

C
- Read the instructions aloud. Play the audio. Have Ss listen and put the words under the */y/* or */w/* headings in 3B.
- Put Ss in pairs to compare answers.
- Solicit volunteers to write their answers on the board.
- Then have Ss listen again.

D
- Pair Ss to read the words in 3B and 3C to each other. Circulate to monitor pronunciation and offer feedback.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 1?* (Michael and Elena) *What are they doing?* (Michael is holding a book and talking to Elena.)
- Ask, *What do you think they are talking about?*
- Play the video or audio. Ask, *Were your predictions correct?*

B
- Draw Ss' attention to the questions.
- Have Ss listen or watch again and complete the exercise. Review answers.
- Elicit a list of words or phrases that Ss are unfamiliar with and define them. For example, if Ss ask about *stay fit*, explain that it means to be in good physical shape.

EXTENSION Ask Ss questions about themselves based on information from the video:

1. *What do you think is a hard language to master?*
2. *Do you want to learn the tango or another dance? Why?*
3. *Where do you want to visit? Did you choose this place because of something you are learning?*

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups.
- Take a class survey to see what things Ss believe make it hard to achieve goals.

5 TRY IT YOURSELF

A
- Write three of your own goals on the board. Model note-taking as you complete each item. For example:
  Goals: visit China, learn the waltz, run a marathon
  Wishes: learn Mandarin, take dance lessons, exercise more
- Tell Ss to take notes on their own goals and wishes. Circulate to help. **For lower-level Ss**, pair them with someone who has similar goals and wishes.

B
- In pairs, have Ss take turns sharing their goals and wishes while their partner gives them advice.
- Remind Ss to use the conversation in 4C as a model.

C
- Have Ss report on their partner's goals.
- Hold a class discussion to see which goals are the most popular and which wishes are the most common.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about self-improvement
- ✓ using *wish* and *if only* to express regrets and wishes for the past, present, and future
- ✓ linking vowels within a word

EXIT TICKET Have Ss write a new wish or goal on an index card. Remind Ss to use the correct grammar. Give an example: *I wish I could speak Russian.* Collect the cards. Without saying any names, read each goal or wish. Have other Ss give advice about how to achieve that goal or wish. Read the cards and take notes on responses to identify areas for review and additional practice.

3 PRONUNCIATION

A ▶08-07 Read and listen to the pronunciation note.

B ▶08-08 Listen. Notice how the vowels are linked.

/y/	/w/
qui͡yet, are͡ya, re͡yality	flu͡went, po͡wetry, co͡woperate
variety, client, diet	situation, fluids, influence

C ▶08-09 Listen. Add each word to the correct column in 3B.

1. variety
2. client
3. situation
4. fluids
5. diet
6. influence

D PAIRS Practice the words from 3B and 3C.

Link vowels within a word

In words like *quiet*, two vowel letters are pronounced as two vowel sounds. The vowels are in different syllables and are usually linked with /y/ or /w/.
When the first vowel sound is /i/, /eɪ/, /aɪ/, or /oʊ/, the linking sound is /y/: *qui͡yet*.
When the first vowel sound is /u/, /ɔɪ/, or /aʊ/, the linking sound is /w/: *flu͡went*.



4 CONVERSATION

A ▶08-10 Listen or watch. What do Michael and Elena talk about?
Answers may vary. Possible answer: Michael and Elena talk about what they are trying to learn.

B ▶08-11 Listen or watch again. Answer the questions.

1. What is Michael trying to learn?
Michael is trying to learn Mandarin.
2. What advice does Elena give Michael?
Elena tells Michael to keep at it because he'll get better.
3. What has Elena always wanted to do?
Elena has always wanted to learn the tango.
4. What would be a dream come true for Elena?
Elena's dream come true would be to take a tango class in Buenos Aires.

Do you think Michael and Elena will achieve their goals? Why or why not?

C ▶08-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I've been studying Mandarin for a few months now. I'm planning to visit China next summer, and I'd like to be able to speak at least a little bit of the language while I'm there.

Elena: Wow! I'm impressed! I've heard Mandarin can be a tough language to ___master___.

Michael: Yeah. It's something I've always wanted to learn. But to be honest, I've been struggling to get a handle on it.

Elena: Well, I imagine it takes a lot of practice to become ___fluent___.

Michael: Right. There are so many characters to memorize. I just ___wish___ I could devote more time to it.

5 TRY IT YOURSELF

A THINK What are three of your goals? What do you wish you could do now to achieve them? What do you wish you had done in the past to help you achieve them? Take notes.

B PAIRS Share your goals and wishes. Give each other advice. Use the conversation in 4C as an example.

C REPORT Tell your classmates about your partner's goals. What are some popular goals? What are some common wishes?

☐ I CAN TALK ABOUT SELF-IMPROVEMENT.

LESSON 3 DISCUSS YOUR BUCKET LIST



MICHAEL STEWART
@MichaelS
Just watched a talk about bucket lists. I have so many ideas for mine!

1 BEFORE YOU LISTEN

A What are some of your goals and dreams? Which ones have you already achieved?

B 08-13 VOCABULARY Listen. Then listen and repeat.

spontaneous: doing things without planning or organizing them first
determined: having a strong desire to do something even when it is difficult
an excursion: a short trip
accomplish: to succeed in doing something
an inspiration: something that encourages you to do something good
fulfilling: making you feel happy or satisfied because you are doing interesting or important things
an ambition: a strong desire to do or achieve something

C Complete the sentences with words from 1B.

1. That book was a big ___inspiration___ to me. It made me want to do good things with my life.
2. On my tour, we went on a quick ___excursion___ into the mountains one day.
3. My only real ___ambition___ is to enjoy my life as much as I can.
4. Sometimes I like to be ___spontaneous___ and try something new without having a reason.
5. It's not easy to master a new language, but I'm ___determined___ to speak English fluently.
6. There are so many things that I want to ___accomplish___ in my life that I don't think I'll be able to do them all.
7. His job pays well, but it's not ___fulfilling___. He doesn't seem very happy to go to work every day.

2 GRAMMAR Comparisons between clauses

Use *more than* or *less than* to set up a comparison between two clauses.

Clause	*More / less than*	Clause
You might enjoy your unplanned excursions	more than	you enjoy the view from the Eiffel Tower.
I want to have fulfilling life experiences	more than	I want to travel to new places.
He cares about studying	less than	he cares about seeing the world.

Notes

- In shorter comparisons, we sometimes delete part of the second clause to avoid repetition:
  You might enjoy your unplanned excursions more than (you enjoy) the view from the Eiffel Tower.
  He cares about studying less than (he cares about) seeing the world.
- In shorter comparisons, we also often use auxiliary verbs to avoid repetition:
  *We care about having fun more than he **does**.*

>> FOR PRACTICE, GO TO PAGE 148

LESSON 3 DISCUSS YOUR BUCKET LIST

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What is a bucket list?* (a list of achievements and experiences a person wants to have during their lifetime) Say, *Michael has a lot of ideas for his bucket list. Do you have a bucket list? Do you have a lot of ideas for your bucket list?* Make a tally on the board of *yes* and *no* answers for who has a bucket list already.

LANGUAGE NOTE The phrase *bucket list* is related to the idiom *kick the bucket*, which means to die. A bucket list contains things you want to do before you kick the bucket.

TEACHING TIP Death and dying can be a very sensitive topic for some Ss. Handle the topic delicately, perhaps soliciting volunteers rather than requiring Ss to participate. Also let Ss know that the vocabulary and content in this lesson is not related to death or dying and can be used to talk about many topics such as education, careers, goals, or self-improvement.

1 BEFORE YOU LISTEN

A
- Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to use the vocabulary from Lesson 2 during their conversations.

B
- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Arrange Ss in groups of four to discuss questions using the vocabulary words from 1B:

1. *Have you ever been spontaneous? What did you do?*
2. *What are you determined to do in the next six months?*
3. *Where did you go on your last excursion?*
4. *What is something you want to accomplish in the next five years?*
5. *Who is your inspiration?*
6. *What is something you find fulfilling? Do you recommend this to others?*
7. *What is your biggest ambition right now? Do you think you can accomplish it?*

Have Ss compare answers with another group.

2 GRAMMAR

- Write on the board: *I like big cities more than I like small towns.* Underline *more than*.
- Write on the board: *I like traveling by bus less than I like traveling by plane.* Underline *less than*. Ask Ss to share whether they agree or disagree with your statements.
- Have Ss open their book and look at the grammar chart. Read the explanation aloud. Point out the three sample sentences. Ask, *What does this person like better? Which things does this person like less?*
- Draw attention to the first bullet point in the Notes. Say, *Some comparisons can be repetitive. You can be a better speaker and writer if you leave out the part of the second clause that repeats the same information.* Read the sample sentences aloud. Then ask, *How can I rewrite the sentences I wrote on the board?* (I like big cities more than small towns. I like traveling by bus less than by plane.)
- Point out the second bullet point in the Notes. Explain to Ss that using the auxiliary verb *does* in this sentence avoids the repetition of *cares about having fun*.

LANGUAGE NOTE An auxiliary verb is used to express tense, aspect, or emphasis. They are used with the main verb. Auxiliary verbs are also called helping verbs. Some auxiliary verbs are *be, do, have, will*.

EXTENSION Have Ss complete these sentences with *more than* or *less than* based on their personal opinions. Put Ss in groups to compare answers and discuss their preferences.

1. *I enjoy unplanned excursions _____ planned tours.*
2. *I am fulfilled by spending time with friends _____ by self-improvement activities.*
3. *I am determined to study languages _____ I am determined to study mathematics.*

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation.
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

CULTURE NOTE The talk refers to "a movie about a cancer patient." This refers to *The Bucket List*, a famous American film from 2007 that starred Jack Nicholson. The main character takes a trip with his bucket list to try to do things before he dies. If desired, you could show the trailer or excerpts from the film to the Ss for discussion.

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for explanations. Ask Ss to preview the exercise items.
- Play the audio or video. Have Ss complete the exercise by writing explanations for the three items. Review answers as a class.

C
- For the third listening or viewing, have Ss focus on specific information. Allow them to preview the questions first.
- Play the audio or video. Have Ss complete the exercise. Let Ss compare answers with a partner before going over the answers with the class.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences from 3D aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION Ask Ss questions to make sure they can use the vocabulary in context:

1. *What is one thing you got into your head recently?*
2. *Do you like taking side trips? Why or why not?*
3. *What is something you always keep in mind about your dreams and ambitions?*

4 DISCUSSION

A
- Say, *I can think of many things I want on my bucket list.* Have Ss make a bucket list for you. Let them list as many things as they can. Write them on the board.
- Remind Ss what the listening passage said about making items on your bucket list achievable. Draw attention to the list they created for you on the board. Say, *Some of these would be hard to achieve. Plus, there are so many! Imagine I can only pick five. Which should I choose?* Have Ss choose five for you.
- Give Ss time to create their own bucket list. Have them take notes to use when they meet as a group.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss work in small groups to take turns sharing their lists. Remind Ss to give explanations of words or ideas where necessary.
- Read the sample sentence aloud as a model for their comparisons. Tell Ss to discuss which items are most important to them and why.

C
- Lead a class discussion on bucket lists. On the board, draw a chart with the categories *travel*, *learning*, *family*, *work*, and *other*.
- As Ss report their lists to the class, ask which categories they would place each item in. Add the item to the chart on the board. See which category has the most items after all the Ss have reported.

OPTION Invite two volunteers to take turns writing the Ss' ideas on the board as you lead the class discussion.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to discuss bucket lists
✓ making comparisons between clauses
✓ giving explanations

EXIT TICKET Write on the board: *What is the item on your bucket list you want to do more than all the others? Why?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Elicit the comparison grammar language. For example, *I want to go to China more than I want to do any other item on my list. This is because I have a grandmother in China that I have never met.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING



A 08-14 Listen or watch. What is the main idea of the talk?

B 08-15 Read the Listening Skill. Listen or watch again. How does the speaker define or explain the following phrases?

Answers may vary. Possible answer: The talk is about what to consider when making a bucket list.

1. kicks the bucket
   dies
2. less spontaneous
   less willing to do things without planning them ahead of time
3. things I know I can do
   things that don't cost a fortune and are mostly not on the other side of the world

LISTENING SKILL Listen for explanations

Speakers often define or explain a word or idea in the phrase or sentence that comes after it. They don't always use expressions like *meaning* or *which means* to introduce these explanations.

C 08-16 Listen or watch again. Answer the questions.

1. What made the idea of bucket lists more popular?
   A movie made the idea of bucket lists more popular.
2. What can be two problems with making a bucket list?

Two problems with making a bucket list are that it might make you less spontaneous and it might make you feel like a failure if you don't do everything on it.

3. What are two things on the speaker's bucket list?
   The speaker has learning to play the piano and meeting his cousins on his bucket list.
4. What are two ideas that people can find online?
   Ideas that people can find online include sleeping under the Northern Lights, taking Italian cooking classes, and going to a World Cup game.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. I got it into my head that I had to see Paris from the top of the Eiffel Tower.
   decided to do something
2. I'm sure I missed out on taking some interesting side trips that could have come up along the way.
   short visits to places that are not part of the main trip
3. I always keep in mind that my list is a guide, a reminder of my dreams and ambitions.
   remember

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK What five things would you put on your bucket list? Take notes.

B DISCUSS In small groups, share your bucket lists. Discuss which items on the lists are the most important to you.

I want to walk on the Great Wall of China more than I want to visit Berlin.

C ANALYZE Report to the class. Put the most important bucket-list items into these categories: travel, learning, family, work, other. Which category has the most items?

☐ I CAN DISCUSS MY BUCKET LIST.

LESSON 4 READ ABOUT OVERCOMING REJECTION



MICHAEL STEWART
@MichaelS
I used to fear being rejected! But as I've gotten older I care about it much less.

1 BEFORE YOU READ

A PAIRS In what situations might people feel rejected?

B 08-17 VOCABULARY Listen. Then listen and repeat. Do you know these words?

rejection assume overcome an entrepreneur pursue therapy profound

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 148

2 READ

A PREVIEW Read the title and look at the photo. What do you think the article will be about?

B 08-18 Read and listen to the article. Was your prediction correct?

Rejection Isn't Always a
TERRIBLE THING

Everyone hates being rejected, whether it's for a job, a university, or even a date. It's easy to assume that you were turned down because you weren't qualified enough, smart enough, or good-looking enough. Most of the time we run away from rejection, never knowing the real reason for it. According to author and presenter Jia Jiang, however, we can overcome it. We can also turn it into a powerful tool that can make our lives better.

Jiang had his first experience with rejection when he was growing up in China. At the age of six, he was one of only three children in his class not to be chosen to receive a special gift. This experience hurt him deeply and made him never want to be rejected again. When Jiang was fourteen, Bill Gates came and spoke at his school, inspiring him to become a successful entrepreneur. He moved to the United States a couple of years later, eager to pursue his dream. By the age of thirty, however, he was no closer to his goal of becoming a global business leader. When he thought about it, he realized that he was always stopped from doing something important by his fear of rejection.

One day, while searching for a solution to his problem on the internet, he found a website called Rejection Therapy. It suggested that people could overcome their fear of rejection by going out and looking for it. He loved this idea and decided to get rejected once a day for 100 days in a row. He made a list of 100 simple ways to get rejected and filmed his experiences.



Two of the experiences in particular had a profound impact on him. On one of the first days, he went to a donut shop and asked to have donuts made in the shape of the Olympic rings. He was shocked and touched when the donut maker actually took him seriously and fulfilled his request. Another day, he went to a stranger's house and asked to plant a flower in the stranger's backyard. When the stranger said no, he stayed and asked why. The stranger explained that he had a dog that liked to dig things up. He recommended that Jiang talk to another neighbor who loved flowers instead. Jiang realized that by talking to the stranger he was able to negotiate with him and gain his trust.

Through his project, Jiang learned that he didn't need to run away from rejection. In fact, if he stayed and talked, he could turn the rejection into a powerful learning experience. He also discovered that people were often a lot kinder than he had thought.

After the project, Jiang took over the Rejection Therapy website. He also started writing and speaking about his experiences. Since then, he has helped many people to see rejection differently and sometimes even overcome it to get what they want.

LESSON 4 READ ABOUT OVERCOMING REJECTION

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Write on the board: *What does it mean to overcome something?* (succeed in handling or managing a problem or challenge) *What does rejection mean?* (dismissing, refusing, not accepting, turning down) Have Ss discuss in pairs. Then elicit answers from the class. Accept any reasonable answers.
- Read the social media message aloud. Ask, *Do you fear being rejected or are you more like Michael?* Invite volunteers to share their opinions with the class.

EXTENSION Have Ss discuss the opposite of rejection (*acceptance*). Have them define it or list synonyms for it. (welcome, well-received, embraced, approved, adopted, integrated)

1 BEFORE YOU READ

A

- Pair Ss. Ask, *In what situations might people feel rejected?* Have Ss make lists.
- Put partners with another pair or small group to combine lists. Make one list for the whole class on the board.

EXTENSION Ask Ss to share personal stories about themselves or people they know who experienced the situations listed on the board.

TEACHING TIP Some Ss might be uncomfortable sharing stories about their own rejection, so solicit only volunteers.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask additional questions. For example:
  1. *Is rejection a fear you have? Why or why not?*
  2. *What is something you assume is true?*
  3. *What is something you have or want to overcome?*
  4. *Who is a famous entrepreneur? What did he or she do?*
  5. *What is a goal you are pursuing right now?*
  6. *Do you think therapy can be helpful? Why?*
  7. *What is something profound you have learned recently?*
- Remind Ss they can go to page 148 for further clarification and practice.

EXTENSION Have Ss list the entrepreneurs they are familiar with on the board. Pair or group Ss to pick one entrepreneur. Give them time to research the entrepreneur they chose and prepare a short report on what the entrepreneur did and what they had to overcome to achieve their goals.

2 READ

A

- Ask, *Do you think rejection is a terrible thing?* Take a vote of *yes* and *no* answers. Write the tally on the board. Bring Ss' attention to the picture. Read the title aloud. Ask, *How do you think this boy is feeling? What do you think happened to make him feel this way? Have you ever felt this way?* Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article again. Ask, *What do you think this text is about? Do you think it can be true that rejection isn't always terrible?* Have Ss make predictions with a partner about what is in the reading.

B

- Tell Ss they are going to listen to the article about why rejection isn't always a terrible thing.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask comprehension questions to make sure they have understood the content:
  1. *What three examples does the writer give for rejection?* (a job, a university, a date)
  2. *What three examples does the writer give for being turned down?* (not qualified enough, not smart enough, not good-looking enough)
  3. *What do we do most of the time we are rejected?* (run away)
  4. *What do we never learn when we are rejected?* (the real reason for the rejection)
  5. *Who is the author and presenter this article is about?* (Jia Jiang)
  6. *What does Jiang believe we can do with rejection?* (turn it into a tool to make our lives better)
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B and circle any unfamiliar words.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on the board or turn them in anonymously on a piece of paper. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.

C
- Ask a volunteer to read the lines aloud for the class.
- Remind Ss that a pronoun refers to a noun that was already named. Have Ss circle what *it* refers to.
- Remind Ss that *infer* means to deduce or conclude based on the information you have. Inferences are not explicitly stated. Tell them they will have to make an inference about Jia Jiang to answer the second question.
- Have Ss complete the exercise. Review the answers as a class.

D
- Read the Reading Skill aloud. Remind Ss that transitions are used to make connections between ideas and they are used between sentences and paragraphs. Say, *Paragraphs should flow smoothly so the reader will understand how all the information is related or connected.* Have Ss skim the article again.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review the answers as a class.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the interview in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

EXTENSION Ask, *What questions do you still have about rejection or Jia Jiang?* Have Ss write down 1–2 other questions they would want to ask Jia Jiang if they had a chance to meet him. Let Ss role-play using their questions. Tell Ss to pretend they are Jia Jiang and to write answers they imagine he would give.

EXTENSION Include the sidebar as an extra activity. Give Ss time to research the ways Jiang tried to get rejected. There are several videos of Jiang on the internet, including a short video about his Day 1 rejection and a TED talk about what he learned from 100 days of rejection. Schedule time for Ss to report back to the class.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *I'm not sure if I would like this experiment.* Give Ss time to think about the answers to the questions: *What do you think of Jiang's experiment for overcoming rejection? Would you try something like this? What else could you do to overcome rejection?*
- Have Ss work individually to answer the questions with their own ideas. Encourage them to take notes that they can use in a discussion.

B
- Read the sample answer in the textbook. Have Ss compare their answers in pairs and let them use the model to write their own answers before discussion.
- Solicit volunteers to share their notes with the class. Invite volunteers to ask questions.

EXTENSION Ask Ss what other ideas they have to add to Jiang's 100 ways. Make a list on the board. Take a vote to see which new ideas people would try and which they would avoid. Have Ss draft an email or letter to Jia Jiang with their ideas.

EXIT TICKET Give Ss an index card or piece of paper. Ask them to write sentences like the sample in 4B about overcoming rejection. Have them add a transition between sentences. Collect cards as Ss leave to identify written areas for review.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea? Answers may vary. Possible answer: The article is about Jia Jiang overcoming his fear of rejection.

B Answer the questions, according to the article.

1. Why wasn't Jiang ever able to do anything important?
   Jiang wasn't able to do anything important because he was afraid of rejection.
2. How did Jiang try to overcome his fear of rejection?
   Jiang tried to overcome his fear of rejection by trying to get rejected once a day for 100 days.
3. What did Jiang learn from trying to get rejected?
   Jiang learned that he didn't need to run away from rejection. He also learned that he could turn rejection into a positive learning experience and that people were often kinder than he had originally thought.
4. How is Jiang trying to help others overcome their fear of rejection?
   Jiang is trying to help others by writing and speaking about his experiences.

C CLOSE READING Reread lines 5-9 in the article. Then circle the correct answers.

1. What does the word *it* refer to in each of the three sentences?
   a. rejection
   b. Jia Jiang's fear of rejection
   c. a tool that can make our lives better
2. What can we infer about Jia Jiang?
   a. He has already learned how to overcome rejection.
   b. He still wants to discover how to overcome rejection.
   c. He does not think that anyone can overcome rejection.

D Read the Reading Skill. Then reread the article and circle the correct answers.

1. How is the transition shown between paragraph 3 and paragraph 4?
   a. by using a phrase to show contrast
   b. by repeating the word *experiences*
   c. by repeating the concept of filming
2. How is the transition shown between paragraphs 5 and 6?
   a. by repeating the name *Jiang*
   b. by repeating the website's name
   c. by using a phrase to show sequence

READING SKILL

Notice transitions between paragraphs

Writers use transitions to connect paragraphs and keep their ideas and information flowing smoothly. Sometimes they make transitions by using words and phrases that show things like sequence, addition, and contrast. Other times, they repeat a word, concept, or idea from the previous paragraph.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

How else did Jiang try to get rejected?

4 MAKE IT PERSONAL

A THINK What do you think of Jiang's experiment for overcoming rejection? Would you try something like this? What else could you do to overcome rejection?

B PAIRS Share your ideas. Which are some of the best ways to overcome rejection?

I think that one of the easiest ways to overcome rejection is to talk things over with a friend or family member. The people closest to you can help you feel better and put things in perspective.

☐ I CAN READ ABOUT OVERCOMING REJECTION.

LESSON 5 WRITE A NARRATIVE



MICHAEL STEWART
@MichaelS
A decision I made in college changed my life forever. Read my blog about it!

1 BEFORE YOU WRITE

A How do you make important decisions? Is there anyone you ask for help?

B Complete the sentences with the words in the box.

tryout	rapid	stable

1. They want him to work here until he retires, so his job is very ___stable___.
2. The coach held a ___tryout___ to see who was good enough to be on the team.
3. It is hard to keep up with all the ___rapid___ changes in technology.

C Read the blog. What important decision did Michael make? Answers may vary. Possible answer: The important decision Michael made was deciding not to call a professional hockey team to arrange a tryout and to take the job he'd already been offered with a marketing firm instead.

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No Regrets

I love my job! Even after many years, I still look forward to going to the office and working with my amazing teammates every day. Sometimes, though, I think about that day years ago when I made a decision that changed my life forever.

When I was in high school, my passion was playing hockey. In my senior year, my team won the championship, and I scored the winning goal. I was the school hero! I continued to play on a team at university, and I really enjoyed the challenge. I guess I was pretty good since just before graduation, a professional hockey team called and invited me to have a tryout. The only thing I had to do was call the team back and schedule a date. At first, I was really excited, but then I started to have second thoughts. I had already been offered a great job at a new marketing firm that could launch my career. Several times, I picked up the phone to call, but then I stopped. In the end, I never called the hockey team back.

Sometimes I think about how different my life would have been if I had become a professional hockey player. But then I remember that if I had become a big star, I might not have gotten the great job I have today. I like that my current career is stable, while at the same time, the rapid changes in digital technology always challenge me to learn new things. I know that I can grow and advance in my work for years to come.

As much as I like to imagine myself as a great hockey player, I know deep down that I wasn't really that good. Maybe I should have called the team back and gone to the tryout, but I can't change the past, and it's always better to look forward in life. Sure, I'll always wonder what could have happened, but I'll never regret the decision I made to be part of the team I'm on today.



LESSON 5 WRITE A NARRATIVE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *When did Michael make the decision that changed his life?* (when he was in college)
- Ask, *What guesses do you have about what Michael's decision was?* Pair Ss to make guesses. Tell them to use their own experiences to make guesses. Make a list of answers on the board. Say, *We'll find out if any of these predictions are correct after we read Michael's blog later.*

1 BEFORE YOU WRITE

A

- Say, *I make pros and cons lists before I make an important decision. Knowing the pros and cons helps me make a good decision. I usually ask my brother and my parents for help when I have to make an important decision.* Read the questions aloud. Have Ss share their own ideas in pairs or small groups.
- Have volunteers share their answers with the class.

EXTENSION Draw a pros and cons chart on the board for Ss to see. Solicit a volunteer to suggest a decision they need to make soon. Have the class complete a pros/cons list for their decision. Write the pros and cons on the board. If time allows, have Ss make pros/cons charts for their own personal decisions.

Pros	Cons

B

- Draw attention to the word box. Have Ss repeat the words after you.
- Give Ss time to complete the sentences with the words in the box. Have them compare answers with a partner.
- Have volunteers share their answers with the class.

EXTENSION Play a categories game in which the class is divided into teams. Give them five minutes to think of items for each of three categories: stable jobs, things that have tryouts to join, and things that change rapidly. At the end of each five-minute segment, have groups write their lists on the board. Cross out any duplicates. Give points to every original idea. The team with the most original ideas wins.

C

- Tell Ss to look at the text. Ask, *What is it?* (a blog) *Who wrote it?* (Michael) *What is its purpose?* (to talk about a decision he made)
- Ask, *Based on Michael's social media message, do you think he is happy or sad about his decision?* Accept any opinions.
- Ask Ss to look at the title. Ask, *Now that we know the title, do you think he is happy or sad about his decision?* Make sure Ss understand that having no regrets means that there is no sadness about something that happened.
- Have Ss follow along in their books as you read Michael's blog aloud for the class. **For higher-level Ss**, have them read silently and then answer any questions.
- Ask Ss to answer the question posed in the instructions about what important decision Michael made. Have volunteers share their answer with the class.
- Take a class vote. Say, *Do you think you would have made the same decision Michael made?*
- After the voting, group Ss based on their *yes* or *no* votes. Have them discuss why they would or would not have made the same decision and if they would have had any regrets.

CULTURE NOTE The National Hockey League (NHL) is the professional hockey league in the United States and Canada. There are 31 teams. Twenty-four of the teams are in the United States, and seven are in Canada. The NHL was founded in 1917. Every year the winner of the championship in the NHL is awarded the Stanley Cup. It is the oldest award given to a professional sports team.

OPTION In pairs, have Ss take turns reading the blog aloud. Ask them to take turns reading each sentence or paragraph.

EXTENSION In pairs, have Ss underline any new vocabulary that they are not familiar with. Make a list of new words or phrases on the board. Define those words if necessary. For example, *to have second thoughts* means to question a decision you have already made. You could have **lower-level Ss** identify vocabulary items while **higher-level Ss** define them.

EXTENSION Say, *It is important to recognize main ideas, supporting reasons, and conclusions in reading texts.* Tell Ss to reread the blog and identify the main idea, supporting reasons, and conclusion. Circulate to help as needed.

D

- Draw attention to the chart in the book. Explain that charts help writers and readers understand the main ideas and details. Encourage Ss to use charts in note-taking as well as for planning writing.
- Ask a **higher-level S** to read the questions in the chart aloud. Then give Ss time to complete the chart.
- Tell Ss to refer to the blog on page 98 again.
- Circulate to help as needed.
- Have Ss compare their charts in pairs. Go over answers with the whole class.

2 FOCUS ON WRITING

- Read the Writing Skill aloud. Review verb tenses as necessary for the class. Have Ss reread the blog and underline the verbs.
- Monitor Ss' work to make sure they are finding all the verbs.
- Go over the answers as a class.

OPTION Have Ss write what verb tense is being used for every verb they underlined. Further challenge them to say why Michael used the verb tenses he used. For example, when they underline the verb *love* in the first sentence, elicit that this is present tense and that Michael uses it because he currently has the job and loves it at the present time.

3 PLAN YOUR WRITING

A
- Tell Ss they will write about an important decision they have made in their own lives. Draw a blank chart like the one in 1D on the board. Model the activity using a decision about your own life.
- Tell Ss to draw a blank chart to use for their own notes.

B
- Before Ss complete their own chart put them in pairs for discussion. Remind them to take notes based on what their partner comments on. They can add these details to their charts.

4 WRITE

- Direct Ss' attention to the Pre-writing tip. Read the information aloud. Ask, *Do you ever free write? Why or why not?* Give Ss time to free write. Encourage them to use their notes during the writing process.
- Tell Ss they will write their own blogs now. Challenge them to include explanations about their decision and why they regret or don't regret it. Remind them to use the model in 1C as they develop their own blogs. **Higher-level Ss** should write longer blogs. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.
- Remind them to use the correct verb tenses.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to read each other's blogs. Have them make sure their partner clearly explained the decision they had to make and how it affected his or her life. Have them underline the verb tenses and make sure the verb tenses are correct and tell the story clearly.

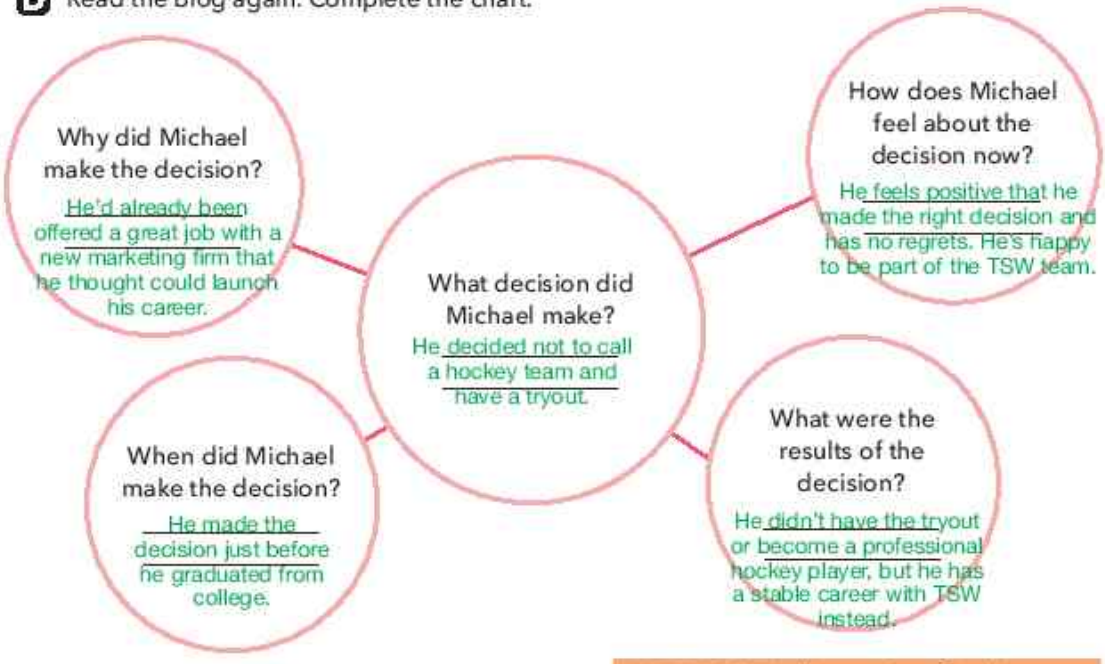
B
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to help their partner add more details or use different verb tenses to make the story clearer.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their blog.

EXIT TICKET Ask, *What is a decision you are facing today?* Have Ss choose one decision they have to make today. Remind them this does not have to be a big decision. Give an example: *I have to decide what I'm going to fix for dinner tonight after class.* Encourage them to use a chart similar to the one in 1D to organize their ideas. What decision is it? By when do they need to make it? What will influence their decision? What might be the results of the decision? Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

D Read the blog again. Complete the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the blog. Underline the different verb tenses that you find.

WRITING SKILL Use a variety of verb tenses

Use a variety of verb tenses to tell stories. Using different verb tenses helps you tell your story more clearly.

3 PLAN YOUR WRITING

A THINK What important decision has affected your life? Draw a chart like the one in 1D.

B PAIRS Talk about your important decision and how it has affected your life.

4 WRITE

Write a blog about an important decision that has affected your life. Include a variety of verb tenses. Use the blog in 1C as a model.

Pre-writing tip

Free write for a while before you start your first draft. When you free write, you don't worry about organization or grammar. This will help you come up with ideas for your first draft.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner clearly explain the decision and how it has affected his or her life?
2. Did your partner use a variety of verb tenses?

B PAIRS Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A NARRATIVE.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A 08-19 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: The presentation is about achieving a goal.

B 08-20 Listen or watch again. Answer the questions.

1. Who challenged Misaki to achieve this goal?
   Misaki's brother challenged her to run a marathon.
2. What did Misaki have to do to achieve this goal?
   Misaki had to train for about ten months before running the marathon.
3. How did Misaki feel about achieving the goal?
   Misaki felt proud of her brother, proud of herself, and proud that they'd worked so hard together to accomplish their goal.

C Read the presentation skill. How can this make you a better speaker?

D Make your own presentation.

Step 1 Think of a goal you have achieved. How did you achieve it? How did you feel about achieving it?

Step 2 Prepare a two-minute presentation about the goal you achieved. Bring an item or picture that is related to it.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Sound conversational
Although you should practice what you are going to say, you should not sound like you are reading from a script.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about interacting with people
- ☐ Talk about self-improvement
- ☐ Discuss your bucket list

Vocabulary
- ☐ Ways of behaving
- ☐ Self-improvement language

Conversation
- ☐ Acknowledge a mistake

Pronunciation
- ☐ Link vowels within a word

Listening
- ☐ Listen for explanations

Grammar
- ☐ Modals for past regrets and possibilities
- ☐ *Wish* and *if only*
- ☐ Comparisons between clauses

Reading
- ☐ Notice transitions between paragraphs

Writing
- ☐ Use a variety of verb tenses

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *What does this picture illustrate?* (someone winning a race) Ask, *Have you ever participated in a race like this? Did you win? Did you enjoy the experience?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What is something surprising, interesting, or new you learned about marathons? Does this make you want to run a marathon? Why or why not?* Invite volunteers to share their answers with the class.

OPTION If desired, review transitions between paragraphs as studied in Lesson 4 and verb tenses as studied in Lesson 5. Pause after each paragraph in the script and ask Ss to write down the transitions and to identify the verbs and their tenses. Give Ss time to talk about how these make the story clearer. Consider printing out the script for them to complete the activity using the hard copy.

C
- Read the Presentation Skill aloud. Demonstrate a conversational tone for the Ss.
- Have Ss find a partner and practice a conversational tone using lines from the script.

TEACHING TIP Give some suggestions about how to sound conversational: imagine you are speaking one-on-one to a friend, express emotion, use shorter sentences, use contractions, use words that you can pronounce easily, use active voice not passive voice.

EXTENSION Play some television clips or other presentation clips that exemplify a conversational tone.

D
- Tell Ss they will make their own presentation about a goal they have achieved, how they achieved it, and how they felt about achieving it. Review the vocabulary used throughout the unit.
- Give Ss time to list ideas for their presentations. Remind them to think about the presentation they listened to in 1A. Encourage Ss to use this as a model.
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the genre and use vocabulary from Lessons 1-3.*
  - ☐ *Include a main idea.*
  - ☐ *Present 2-3 reasons or examples to support the main idea.*
  - ☐ *Make sure each paragraph has a transition.*
  - ☐ *Use a variety of verb tenses to tell the story clearly.*
  - ☐ *Add a conclusion.*
  - ☐ *Use a conversational tone.*
  - ☐ *Speak loudly and clearly.*
- Remind Ss to bring in an item or picture related to their topic to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

9 WOULD YOU MIND HELPING ME?

PREVIEW THE UNIT

LESSON 1	**Ask for help and show appreciation**	
	Vocabulary	Elements of the writing process
	Grammar	*Would / Do you mind* for permission and requests
	Conversation skill	Express appreciation
LESSON 2	**Talk about possible changes at work**	
	Vocabulary	Employment terms
	Grammar	Modals with the passive
	Pronunciation	Intonation in lists
LESSON 3	**Discuss ways to solve problems**	
	Grammar	*Likely* and *certain* + infinitive
	Listening skill	Listen for tone and intended audience
LESSON 4	**Read about finding a job**	
	Reading skill	Emphasize ideas
LESSON 5	**Write a letter of recommendation**	
	Writing skill	Use transition words and phrases to add information
	Pre-writing tip	Ask about special information to include
PUT IT TOGETHER		
	Presentation project	An elevator speech
	Presentation skill	Ignore distractions

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask the class, *When do we say* Would you mind? (to ask for something politely) *Do you mind helping people? Who have you asked for help from?* Elicit answers.
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *an office, co-workers talking about a project, sticky notes and ideas on a board,* etc.
- Explore the context. Ask, *Have you ever worked on a project with a team? Did you have to ask for help? Did anyone ask if you minded helping them? What kind of project was it?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Hana Lee) Have Ss read what Hana says on page 4 or play the video of Hana. Then ask, *What do we know about Hana?* (She's a marketing and sales rep.)
- Read Hana's social media message aloud. Say, *How does Hana feel?* (excited) *Why does she feel this way?* (She has a new challenge.) *Why does she think she is lucky?* (She has supportive co-workers.)

9 WOULD YOU MIND HELPING ME?

LEARNING GOALS

In this unit, you

- ask for help and show appreciation
- talk about possible changes at work
- discuss ways to solve problems
- read about finding a job
- write a letter of recommendation



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Hana's message. How does she feel?



HANA LEE

@HanaL

So excited for a new challenge. I'm lucky to have supportive co-workers on my side.

LESSON 1 ASK FOR HELP AND SHOW APPRECIATION



HANA LEE
@hanal

Working on my application for business school. Anyone know a good editor?

1 VOCABULARY
Elements of the writing process

A ▶09-01 Listen. Then listen and repeat.

submit: to turn in a piece of writing for it to be checked or approved
double-check: to look at something again so you are sure about it
draft: to write something that you plan to change before it is finished
edit: to improve a piece of writing by removing mistakes and making other changes
revise: to change a piece of writing by making improvements or correcting mistakes
look over: to check something quickly
organize: to put things into an order or system
brainstorm: to think of different ideas or ways to do something
give feedback: to give your opinion about something

B What are the steps of the writing process? Complete the timeline with the verbs from 1A in the order you would use them.

The Writing Process

Beginning — **Middle** — **End**

brainstorm, organize, draft, give feedback, revise, edit, double-check, look over, submit

2 GRAMMAR *Would / Do you mind* for permission and requests

Use *Would you mind if…?* and *Do you mind if…?* to politely ask for permission.
Use *Would you mind* + gerund…? and *Do you mind* + gerund…? to make polite requests.

Ask for permission

Would / Do you mind	***If***		**Verb**	
Would you mind	if	I	made	a suggestion?
Do you mind			make	

Notes
- *Would you mind…?* is more polite than *Do you mind…?*
- Use the simple past with *Would you mind…?* and the simple present with *Do you mind…?*
- Even though the simple past is used with *Would you mind…?*, the request is for the present or future.
- In informal English we sometimes use the simple present with *Would you mind…?*

Make a request

Would / Do you mind	**Gerund**	
Would / Do you mind	looking over	what I've written?

Notes
- Use the negative form to politely ask someone to stop doing something: *Would you mind not talking during the presentation?*
- To accept a polite request, say: *No, I don't mind* or *Not at all.*
- To decline a polite request, say: *I'm sorry, but…*; *I'd like to, but…*; or *I wish I could, but….*

>> FOR PRACTICE, GO TO PAGE 149

LESSON 1 ASK FOR HELP AND SHOW APPRECIATION

- Read the lesson title and the social media message aloud. Ask, *What kinds of things do you ask for help with? Do you always show appreciation after someone helps you? How do you do that?*
- Ask, *Why does Hana want an editor?* (She needs help with her business school application.) *Do you think this is a good reason to get an editor? Have you ever applied to a school or applied for a job? Did an editor help you with your application?*

CULTURE NOTE Many business schools in the United States require Ss to submit their resume and an essay as part of their application. Resumes should include your accomplishments and leadership experience. Essays usually present a picture of who you are and what you've done. These materials need to be well-written.

1 VOCABULARY

A

- Say, *Listen to the words and phrases that are commonly used to describe the elements of the writing process.*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Replay the audio if appropriate.
- To review, have Ss read the sentences with a partner after playing the audio.

EXTENSION Show Ss examples of business school applications, essays, or resumes. Use some of the words from 1A as part of the activity, such as: *Look over this sample resume. Brainstorm other ways to write a resume. Give feedback on this resume. Edit the resume. Revise the resume. Draft a resume for yourself using this as an example.*

B

- Ask, *What kinds of things do you write besides the writing we have completed in this class?* Accept any reasonable answers and list them on the board. Say, *There are many types of writing, but the writing process is the same no matter what you write.*
- Draw attention to the timeline in the book. Give Ss time to complete the timeline using the words from 1A. Draw a blank timeline on the board. To review answers, solicit volunteers to write their answers on the board.

OPTION To review, write each of the steps on large pieces of paper and give one piece to volunteers. Ask them to line up in the order the steps should be completed and hold up their papers. Have the other Ss tell them where to move if the steps are not in the correct order.

TEACHING TIP Timelines are a visual representation of a sequence of events in chronological order. They are flexible in that they can be used to teach a variety of second-language skills, such as verb tenses in grammar, plots of stories in reading, or outlines in writing. These are especially useful for visual learners who comprehend better with an illustration.

EXTENSION In pairs, have Ss describe their experience writing a letter, email, or class assignment. Have Ss discuss which steps they completed in the writing process. Encourage Ss to share which steps they wish they had completed and even which they feel might be less necessary than others. Invite volunteers to share their ideas with the class.

2 GRAMMAR

- Write on the board: *Would you mind closing the door?* Say it aloud. Ask, *What is the purpose of this question?* (to make a polite request)
- Ask Ss to look at the grammar chart. Read the explanation and the first set of examples about asking for permission aloud. Point out that the sentences asking for permission always use the pronouns *I* or *we* and the word *if*.
- Ask, *Which do you think is more polite:* would you mind *or* do you mind? Take a class vote. Then read the first bullet point under the Notes explaining that *would you mind* is more polite.
- Point out the difference between past tense and present tense verbs when using *Would you mind if* versus *Do you mind if* after reading the second and third bullet points under the Notes. Make sure Ss understand that the *would* question refers to the present or future even though it uses the past tense.
- Read the last bullet point aloud. Tell Ss this is informal and more likely in spoken English rather than written English.
- Shift focus to the second half of the grammar chart. Say, *Now let's talk about requests.* Read the sample questions aloud. Tell Ss that a gerund is required for this verb form.
- Read the first bullet point under Notes. Explain that this is the negative form. People use this a lot when someone is doing something they shouldn't be doing.
- Say, *There are certain responses you can use when someone makes a polite request. You can either accept or decline the request.* Read the other bullet points.

EXTENSION Have Ss write three questions: one using *Would you mind if*, one using *Do you mind if*, and one using *Would / Do you mind* + gerund. Encourage them to include the vocabulary from 1A in their sentences.

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the sample expressions. Have Ss repeat.
- Direct Ss' attention to 3A. Play the audio.
- Ask Ss to underline the words the speakers use to express appreciation in each conversation.

B
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

LANGUAGE NOTE Often expressions of appreciation are responded to by an expression such as *You're welcome, I'm happy to help,* or *It was my pleasure.* There are also some less formal expressions such as *No problem* or *Don't mention it.*

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Hana and Gina) *What is their relationship?* (co-workers) *Where are they?* (a break room at work)
- Ask, *What do we know about Gina?* (She's a human resources specialist.) Ss may notice that Hana is on her computer and recall from the social media message that she is applying to business school.
- Ask, *What do you think they are talking about?* The most common predictions will be *work* or *business school.* Make a list of guesses on the board.
- Have Ss listen or watch. Ask, *Were any of our predictions correct?*

EXTENSION Ask additional questions to test comprehension:
1. *Who is helping Hana pay for her tuition?* (TSW, the company)
2. *What degree does Hana want to pursue?* (an MBA)
3. *Is Hana almost ready?* (No, it is taking her a long time to get things together.)

LANGUAGE NOTE An MBA is a Master of Business Administration. MBA programs cover various areas of business, such as accounting, ethics, law, finance, economics, marketing, and management.

B
- Tell Ss to listen or watch again to answer the questions. Give them time to preview the exercise items.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, go over the answers with the whole class.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share their opinions about the relationship between Hana and Gina and whether or not they get along well.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers.

5 TRY IT YOURSELF

A
- Ask, *Is anyone currently applying for school or jobs?* Let Ss share any relevant information. Say, *Even if you are not currently applying for school or a job, applications are very common, so it is good to practice them. Imagine you are applying for school or a job.*
- Draw the chart in the textbook on the board. Complete it using an example.

What are you writing?	Why are you writing it?	What do you want help with?
an essay for my college application	to get into college	editing and punctuation

- Give Ss time to complete the chart.
- Monitor. Provide help with vocabulary and spelling as necessary.

B
- Have Ss use their charts to practice asking for help and expressing appreciation in pairs. Remind them to use the conversation from 4C as a model.
- Give an example using your chart on the board.

A: Could you do me a favor? Would you mind looking over my essay for my college application and giving me some feedback on my punctuation?
B: Not at all!
A: Thanks for your time.

C
- As Ss share their requests, make a list of which parts of the writing process Ss want help with. Tally the responses.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about elements of the writing process
- ✓ using *Would / Do you mind* for permission and requests
- ✓ expressing appreciation

EXIT TICKET Ask, *What part of the writing process do you most want help with? Why?* Give Ss a few minutes to write down their answers. Then ask them to add a question asking you for help. Collect the cards to see what concerns Ss have. Take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A 09-02 Read the conversation skill. Listen. Notice how the speaker expresses appreciation.

1. A: Hey! I just finished looking over your paper. It looks great!
   B: Thanks.
2. A: I revised the report.
   B: Thank you very much. I really appreciate your help.

Express appreciation

When someone helps us, we can say, *Thank you* or *Thank you very much*. We can also use these other expressions:

More informal	More formal
Thanks.	*Thank you so much for your help.*
Thanks a lot.	*Thank you for taking the time to help me.*
That's really helpful.	*I'm really grateful for everything you have done.*
Thanks for your time / help.	*I really appreciate your help.*

B PAIRS Practice the conversations in 3A.

4 CONVERSATION



A 09-03 Listen or watch. What do Gina and Hana talk about?

Answers may vary. Possible answer: Gina and Hana talk about Hana's MBA application.

B 09-04 Listen or watch again. Answer the questions.

1. What is Hana doing when Gina starts talking to her?
   Hana is working on her application essay for graduate school.
2. Why is Hana applying to graduate school?

Hana is applying to graduate school because she wants to get an MBA.

3. What advice does Gina give Hana about her application essay? Gina tells Hana to add more about her long-term goals.
4. What does Gina offer to do after Hana revises her application essay?
   Gina offers to read Hana's application essay over again before Hana sends it in.

How would you describe the relationship between Hana and Gina? Do they seem to get along well?

C 09-05 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: I'm still waiting for a couple of letters of recommendation, and I need to finish this application essay.

Gina: Oh, those things are so hard to write. Is there anything I can help you with?

Hana: Well, actually, could you do me a big favor? Would you mind looking over these two paragraphs and giving me some feedback?

Gina: No, not at all. I'd be happy to.

Hana: Thank you so much. I really appreciate it.

5 TRY IT YOURSELF

A THINK Imagine that you need help with writing an application for a school program or a job. Complete the chart.

What are you writing?	Why are you writing it?	What do you want help with?

B ROLE PLAY Student A: Politely ask for help with your writing and express appreciation. Student B: Agree to help and offer suggestions. Use the conversation in 4C as an example.

C REPORT Present your writing requests to the class. Which part of the writing process do most people want help with?

☐ I CAN ASK FOR HELP AND SHOW APPRECIATION

LESSON 2 TALK ABOUT POSSIBLE CHANGES AT WORK



HANA LEE
@Hana_
Big meeting at work today. Wonder what it's all about.

1 VOCABULARY Employment terms

A ▶09-06 Listen. Then listen and repeat.

hire: to pay someone to do work
fire: to force someone to leave his or her job
promote: to give someone a more important job
retire: to stop working, usually because of old age
resign: to officially leave your job because you want to
lay off: to end someone's job because there is not enough work
transfer: to move someone from one job or department to another
eliminate: to completely get rid of something, like a specific job or role
assign: to give someone a particular job or responsibility

B Complete the chart with words from 1A. Answers may vary. Possible answer:

Positive	Sometimes positive or negative	Negative
hire	resign	fire
promote	transfer	lay off
retire	assign	eliminate

C PAIRS Discuss your answers in 1B. Explain your choices.

2 GRAMMAR Modals with the passive

We can use modals with the passive to talk about what is possible or expected in the near future.

Statements

Subject	Modal	(*Not*)	Passive		
			Base form of the verb	Past participle	
Some people	could should might	(not)	be	laid off.	
				assigned	to different teams.

Questions

Modal	Subject	Passive		
		Base form of the verb	Past participle	
Could Should Might	she	be	transferred	to a different department?

>> FOR PRACTICE, GO TO PAGE 150

LESSON 2 TALK ABOUT POSSIBLE CHANGES AT WORK

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *Do you like change or do you hope things don't change? Have you ever had things change at your job, school, or home? What changed? Did you know the change was going to happen or were you surprised? If you were surprised, how did you feel?*
- Read the social media message aloud. Ask, *What do you think the changes might be? Do you think Hana will be happy or unhappy about the changes?*

EXTENSION Have Ss talk in pairs about personal experiences they have had with changes in their own workplaces or even their own homes.

1 VOCABULARY

A
- Say, *These are words and phrases commonly associated with employment. They are all verbs.*
- Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

LANGUAGE NOTE The verbs in 1A are often followed by either *to* or *from*. For example, you are *fired from* a job and *transferred to* another office. Other examples are: *promote to, retire from, resign from, lay off from, eliminate from, assign to*.

B
- Draw attention to the chart in 1B. Say, *Some of the words in 1A have a positive meaning, but some are negative. A few of the words could be sometimes positive and sometimes negative.*
- Give Ss time to complete the chart based on if they feel the word is positive, negative, or sometimes positive or negative.

C
- Have Ss compare their charts in 1B and explain their choices to each other.
- As Ss work with their partners, draw a blank chart on the board.
- To review, solicit volunteers to share answers. As Ss answer, complete the chart on the board.

EXTENSION Ask Ss to work with a partner to think of nouns they know that are commonly associated with employment. The list might include *business, assignment, appointment, office, position, post, duty, responsibility, function, job, task, workload, career, collaboration, labor, occupation, profession*.

LANGUAGE NOTE Some other terminology formed using employment words includes *job description, job security*, and *job sharing; work experience, workplace*, and *work-life balance*.

EXTENSION Ask Ss to talk about their personal experiences with the words in 1A. They can talk about being hired, promoted, retiring, resigning, transferring, or being assigned. They can also talk about the negative words if the situations are not too sensitive: being fired or laid off, or having their jobs eliminated.

TEACHING TIP Bear in mind that some employment issues might be sensitive. Ss may not wish to talk about personal situations. Allow them to remain silent or talk about other people they know rather than requiring them to participate or talk about themselves.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *Some students might be promoted to another English level.*
- Ask, *Is it possible for some students to be promoted?* (yes) *When will it happen?* (in the future) Say, *This sentence uses the passive voice to talk about what is possible or expected.*
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud.
- Tell Ss to look at the second half of the grammar chart. Read the example questions aloud. Ask, *What is different between the statements and questions?* (The subject and the modal verb are inverted.)

EXTENSION Give Ss these sentence frames and have them complete the sentences using the passive voice.

1. *This class should not _____.*
2. *Students might _____.*
3. *Some people could _____.*
4. *Could we _____?*
5. *Should this class _____?*
6. *Might the students _____?*

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *There are two kinds of intonation: rising and falling. We use both rising and falling when we are reading lists aloud.* Play the audio.
- Write the cities in the box on the board. As the audio is read, move your hand upwards to indicate the rising intonation.

B
- Read the instructions. Play the audio. Have Ss listen, and then listen and repeat.

C
- Read the instructions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Put Ss in pairs to compare answers.
- Write the answers on the board.
- Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

D
- Give Ss time to practice the lists with each other.
- Circulate to offer feedback on pronunciation.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Hana and Gina) *What are they doing?* (talking) *How do you think each of them is feeling? How do you know?* Urge Ss to base their answers on nonverbal cues such as facial expressions, gestures, and posture.
- Give Ss time to preview the main idea question. Say, *Hana and Gina have just learned something about their company. Make a prediction before we listen. What do you think they have learned?*
- Have Ss listen or watch. Ask, *Was your prediction correct?*

B
- Say, *We are going to watch again.* Read the questions aloud. Tell Ss to listen for the answers to these questions.
- Have Ss listen or watch again and complete the exercise. Review answers.

EXTENSION Ask additional comprehension questions:
1. *Where are they talking?* (at the snack table)
2. *What does Gina choose to eat and why?* (chocolate chip cookie, to keep her energy up)
3. *When do they think they'll get more details?* (not until the end of the year)

LANGUAGE NOTE The video includes some idioms that Ss may not be familiar with:

you snooze, you lose = if you take too long to decide or if you are not paying attention, you will miss a good opportunity

that's not for me = this choice is not my preference

move up = be promoted

wait and see = wait to find out what will happen before making any decisions

- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Take a class survey to see how many Ss would want to transfer to another country and how many would not want to transfer.

5 TRY IT YOURSELF

A
- Ask, *What is a case study?* (a particular example of something that is used for discussing general principles)
- Solicit **higher-level Ss** to read the two case studies aloud. Give Ss time to think about what changes could be made at each company. Encourage Ss to take notes.

B
- Pair Ss to discuss their ideas. They can either discuss the companies as outside observers or role-play conversations between people who work at each company.

C
- Have Ss share their ideas in a short report to the class. Write the ideas on the board. Then take a vote on which changes are the best ones to make.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the employment terms
- ✓ using modals with the passive voice
- ✓ using correct intonation when reading lists

EXIT TICKET Write on the board: *Some people want to visit different places. What three places would you most want to visit?* Have Ss write their names on a blank card and list the top three places they would like to visit. Pair Ss and ask them to ask each other, *Where would you go?* Model the answer: *I would visit Istanbul, Prague, and Florence.* Listen and offer feedback on pronunciation.

3 PRONUNCIATION

Intonation in lists

Use *and* and *or* to join words into lists.
The voice usually rises on the first word(s) in the list and falls on the last word.
If the list can continue, use rising intonation and omit *and* or *or*: *Seoul, Lima, Beijing...*

A ▶09-07 Read and listen to the pronunciation note.

B ▶09-08 Listen. Notice the intonation in the lists. Then listen and repeat.

1. People could be transferred, assigned to new offices, or even laid off.
2. The company will invest more in product development, research, training...

C ▶09-09 Listen. If the list is finished, draw a downward arrow (↘). If the list could continue, draw an upward arrow (↗). Then listen and repeat.

1. Paris, Tokyo, New York ↗
2. hiring, firing, promotions ↘
3. resign, retire, transfer ↗
4. directors, managers, employees ↘

D PAIRS Practice the lists in 3B and 3C.

4 CONVERSATION



A ▶09-10 Listen or watch. What did Gina and Hana just learn?

Answers may vary. Possible answer: Gina and Hana just learned that TSW is going to open a new office in Turkey.

B ▶09-11 Listen or watch again. Answer the questions.

1. Why does Hana think the meeting is interesting?
   Hana thinks the meeting is interesting because there were a lot of big announcements.
2. Why isn't Gina interested in working in another country?
   Gina isn't interested in working in another country because she's happy where she is right now.
3. Why does Hana think working in another country could be a good idea?
4. When could Hana and Gina be given more information about the changes?
   Hana and Gina could be given more information about the changes at the end of the year.

How do you think Hana feels about the company changes? How about Gina?

C ▶09-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana thinks working in another country could be a good idea because if you do well, you could get promoted and move up in the company pretty quickly.

Hana: Did you know about the new office opening up in Turkey?
Gina: No, I didn't. But I think it's a good idea. We do a lot of business there.
Hana: Do you think this will affect any of us?
Gina: Well, there'll be a lot of work for those of us in HR. New people will have to be interviewed, ___hired___, and trained.
Hana: Do you think some people ___could be___ transferred there, too?
Gina: It's possible.

5 TRY IT YOURSELF

A THINK Read the case studies. What changes could be made at each company? Take notes.

Case Study 1	Case Study 2
Company A wants to reorganize its staff to save money and make it more efficient.	Company B wants to expand to several new countries.

B PAIRS Share your ideas. Use the conversation in 4C as an example.

C COMPARE Tell the class about your ideas. Do most people agree? Does anyone have experience with company changes? What happened?

☐ I CAN TALK ABOUT POSSIBLE CHANGES AT WORK

LESSON 3 DISCUSS WAYS TO SOLVE PROBLEMS



HANA LEE

@HanaL

This talk reminds me of my first boss. He described problems as "wake-up calls for creativity."

1 BEFORE YOU LISTEN

A What kinds of problems do people in different jobs have to solve? For example, an architect, a chef, or a store manager?

B 09-13 VOCABULARY Listen. Then listen and repeat.

turn to: to go to someone or something for help
barely: in a way that almost does not happen, exist
occur to: to suddenly come into your mind
analyze: to examine or think about something carefully in order to understand it
maintain: to make something continue the same way as before
seek: to try to find something
a mentor: an experienced person who advises and helps a less experienced person
relate: to be connected to something in some way

C Complete the sentences with words from 1B.

1. My manager taught me a lot about this job. She was a great ___mentor___ .
2. Could you speak a little louder? I can ___barely___ hear you.
3. We all ___seek___ solutions to our problems, but we don't always find them.
4. We need to ___analyze___ this problem thoroughly before we decide on a solution.
5. It seems like my best ideas always ___occur to___ me in the middle of the night.
6. Who do you ___turn to___ when you're trying to solve a problem?
7. They wanted to redesign the office but ___maintain___ the same level of comfort.
8. There is often a way that we can ___relate___ other's experiences to our own. Then we can learn from them and apply this knowledge to our own lives.

2 GRAMMAR *Likely* and *certain* + infinitive

Use *likely* or *certain* with an infinitive to talk about degrees of probability.

	***Be* (not)**	***Likely / certain***	**Infinitive**	
You	are	certain	to face	problems at work occasionally.
	are (not)	likely	to solve	your problems by studying nature.

Notes

- *Likely* is often used with *more* or *less*:
  If you study hard, you are more likely to pass the test.
  Employees who don't have a mentor are less likely to succeed.
- We often soften *certain* with *almost*:
  The blue team is almost certain to win this game.

>> FOR PRACTICE, GO TO PAGE 151

LESSON 3 DISCUSS WAYS TO SOLVE PROBLEMS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What is a wake-up call?* (something that alerts a person to a problem or danger) *What does Hana's statement about wake-up calls mean?* (Problems at work are caused by people not being creative, so this is a wake-up call or chance for them to solve problems by being creative.)

LANGUAGE NOTE Another meaning of *wake-up call* is a telephone call from a hotel employee to a guest to wake the person up at a certain time. Guests can request wake-up calls so that they are not late for meetings or for the airport.

1 BEFORE YOU LISTEN

A

- Read the question aloud. In small groups, have Ss discuss the answer for each of the three professions listed. Encourage them to take notes.

OPTION Have Ss work in small groups to make lists of problems people have as architects, chefs, or store managers. Turn the discussion into a competition to see which group can think of the most for each profession. Have groups write their lists on the board. Cross off any duplicates and award one point for every original answer Ss can think of.

EXTENSION Have Ss share the jobs they have and make lists of problems they have to solve. Schedule time for Ss to give short oral reports to the rest of the class. For classes in which Ss do not have jobs, let them choose a job they have had or would like to have in the future. Have Ss conduct online research to find out what problems are common for their chosen profession in order to give their report.

EXTENSION Hana talks about creativity. Ask Ss which jobs they think require creativity. Then focus again on architects, chefs, and store managers. Have them think of ways each of these jobs is creative.

B

- Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

OPTION Have Ss use each word in a sentence. Turn it into a game by having Ss write their sentences on the board with a blank line for the vocabulary word. Let Ss figure out the missing word.

C

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns saying the sentences with the vocabulary word included aloud.

EXTENSION Test comprehension by asking questions using the vocabulary items in context:

1. *Who do you turn to when you need help?*
2. *What caused you to barely make it to your job or school on time?*
3. *What idea most recently occurred to you?*
4. *What is something you have analyzed?*
5. *What do you hope to maintain?*
6. *What kind of job are you seeking?*
7. *Who is your mentor? Why?*
8. *Which job can you relate to most: architect, chef, or store manager?*

2 GRAMMAR

- Ask, *What does* likely *mean?* (having a high probability of happening or of being true, very probable) *What does* certain *mean?* (known, proven to be true already) Have Ss look at the grammar chart. Read the explanation aloud.
- Say, *I use the word* certain *when I am 100% sure about something. For example, I am certain to teach grammar today. I use* likely *when I am less certain but still pretty sure. We are likely to study listening today, too.*
- Read the example sentences in the grammar chart. Point out the word *not* in parentheses and make sure Ss know *not* is optional and is used to make the sentence negative.
- Draw attention to the Notes section of the chart. Read the sentences with *likely* and emphasize that these sentences contain *more* or *less*.
- Read the second bullet point aloud. Draw attention to the word *almost* and explain that this is used when the speaker is not 100% certain but is still very certain.

LANGUAGE NOTE Review the infinitive form again if necessary. Remind Ss that it uses *to* + the base form of the verb.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation. Explain that this talk is about a manager and engineer in Japan who was inspired by nature. Read the presentation title aloud: *Inspired by Nature.*
- Play the audio or video. Ask, *How was he inspired by nature?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for the verbs the speaker uses instead of the underlined phrasal verbs. Read the statements aloud.
- Play the audio or video. Give Ss time to share their answers.
- Solicit volunteers to share their answers with the whole class.

C
- Tell Ss they will now focus on the details. Ask Ss to preview the exercise items. Explain that they will write a short answer to each of the questions.
- Play the audio or video. Have Ss complete the exercise. If possible, show Ss images of a kingfisher and a Japanese bullet train.
- Review answers as a class.

D
- Have Ss focus on the vocabulary.
- Play the audio or video again if need be. Have Ss complete the exercise individually.

OPTION Have Ss write their own sentences using the three expressions in 3D. Provide sentence frames for the lower-level Ss.

1. *In the end,* _____.
2. _____ *is based on* _____.
3. _____ *mimics* _____.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

EXTENSION Have Ss conduct some light research on one of the inventions mentioned in the listening passage: bullet trains, robots that walk like spiders, swimsuits based on shark skin, or paint that doesn't get dirty. Let Ss report on the interesting invention they researched.

4 DISCUSSION

A
- Say, *We are going to have a discussion about problems and solutions.* Draw attention to the chart in 4A. Let Ss think about whether they want to choose a problem from work, school, or home.
- Give Ss time to think about the questions. Encourage them to take notes to use during the discussion.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss work with a partner to share problems and solutions. Encourage Ss to ask their partner if they can suggest other solutions. Have Ss write those in their charts.

EXTENSION Have Ss submit ideas for problems they have not yet solved. Write them on poster-sized sheets of paper around the room. Let Ss go around the room and write suggestions under each problem. Then present the posters so Ss can see all the suggested solutions.

C
- Give Ss time to summarize their problem and solution. As Ss present, write solutions on the board. Tally how many people asked for help, how many read or watched something, and how many had other solutions. See which solutions were the most popular.

OPTION Challenge other Ss to take notes on the reports.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to discuss problems and solutions
- ✓ using *likely* and *certain* with infinitives to talk about degrees of probability
- ✓ using the appropriate tone for their intended audience

EXIT TICKET Give Ss a card or piece of paper. Ask them to write a problem or situation they are certain to face and another that they are likely to face. As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING



A 09-14 Listen or watch. How was Eiji Nakatsu inspired by nature? Answers may vary. Possible answer: Eiji Nakatsu was inspired by the shape of a bird's bill to design a faster train.

B 09-15 Read the Listening Skill. Listen or watch again. What verb does the speaker use instead of the underlined phrasal verb?

1. There's a reason that employers <u>care about</u> problem-solving skills! value
2. Today I'm going to <u>talk about</u> one of those people and how nature helped him solve a problem. discuss
3. You may <u>look for</u> inspiration in what other people have done or written about. seek

LISTENING SKILL Listen for tone and intended audience

Speakers use a different tone, or level of formality, depending on the audience they're speaking to. For example, in a formal educational talk, they may choose formal verbs instead of phrasal verbs, such as *discover* instead of *find out*. Listening for formal word choices can help you identify a speaker's tone.

C 09-16 Listen or watch again. Answer the questions.

1. What problem did Eiji Nakatsu need to solve?
   Eiji Nakatsu needed to make bullet trains go faster without making them louder.
2. Why was Eiji Nakatsu interested in the kingfisher?
3. What was the unexpected benefit of the new design?
   The unexpected benefit of the new design was that the trains use less energy.
4. Besides studying nature, how else do people look for inspiration?
   People look for inspiration in what other people have done or written about, turn to a mentor, or brainstorm their own ideas.

Eiji Nakatsu was interested in the kingfisher because it can dive into the water without making a big splash. He though that the shape of the bird's bill might allow it to enter the water so smoothly.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. <u>In the end</u>, the new trains were designed with a nose that looked very much like a kingfisher's bill.
   finally
2. There are robots that walk like spiders, a swimsuit <u>based on</u> the skin of a shark, and a paint that doesn't get dirty.
   using something as a model
3. This kind of engineering is known as *biomimicry*, with the idea being that we can find solutions to human problems by studying, and <u>mimicking</u>, how nature has solved them.
   copying

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK When did you last have a problem at work, school, or home? Take notes.

What was your problem?	How did you solve it?

B PAIRS Share your problems and solutions.

C CATEGORIZE How many people asked someone for help? How many read or watched something? How many solved the problem another way?

☐ I CAN DISCUSS WAYS TO SOLVE PROBLEMS.

LESSON 4 READ ABOUT FINDING A JOB



HANA LEE

@HanaL

How many times do you think you'll change jobs in your lifetime? Read this article for some interesting stats.

1 BEFORE YOU READ

A PAIRS Have you ever had to look for a job? What was your experience like?

B 09-17 VOCABULARY Listen. Then listen and repeat. Do you know these words?

realistic satisfying a requirement a salary a quality open-minded

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 151

2 READ

A PREVIEW Read the title. Look at the photo and the lists of questions. What do you think the article will be about?

B 09-18 Read and listen to the article. Was your prediction correct?

What Kind of Job Is Best for You?

You're ready to look for your first job, or maybe you're ready to change careers. Unless you're one of those unique people who has always known what you've wanted to do, you may be confused about how to choose and get the job you really want. Since most people spend about 35% of their lives working, this is an extremely important thing to learn how to do.

Start by asking yourself a basic question:

If money were not an issue, what job would I really want to do?

Of course, it's not always possible to do exactly what you want. For example, it may not be realistic for you to suddenly become an astronaut or a professional soccer coach. However, if you can figure out what interests, beliefs, needs, and skills you have, you'll have a better chance of finding a job you love.

There are many tools that can help you do this, such as online career tests. But you can easily decide on your own what job is going to be the most interesting and satisfying for you by asking yourself these questions:

- What interests me the most?
- What beliefs and values are the most important to me?
- What are my personal requirements about salary, location, and level of challenge?

In other words, ask yourself what job will make you want to get out of bed every day, excited to go to work.

Now that you've identified the kind of job you want, let's look at the best ways to see if you are a good match for this job by focusing on your abilities rather than job titles. Consider the following questions:

- What do I really do well?
- What skills do I like using?
- What other qualities can I bring to a job?

>>



LESSON 4 READ ABOUT FINDING A JOB

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *How many of you have a job? How many jobs have you had in your lifetime so far? How many of you think you will change jobs?* Keep a tally on the board. Then ask, *Why did you change jobs? Why do you think some people might change jobs?* Elicit answers.
- Read the social media message aloud. Ask, *How many times do you think you'll change jobs in your lifetime?* Invite volunteers to share their opinions with the class. Take a class poll. Ask, *How many times do you think is too many times to change jobs?* Write the results on the board.

LANGUAGE NOTE Hana uses the abbreviation *stats*, which is short for *statistics*. Statistics are facts or numbers from a study that includes a large quantity of numerical data. Statistics is also a branch of mathematics that deals with numerical data.

1 BEFORE YOU READ

A
- Say, *Many of us have had to look for a job and we have all had different experiences.* Put Ss in small groups to discuss if they have looked for a job and what their experience was like. Help get the conversation started by giving an example. Say, *I looked for a teaching job when I finished college. It was challenging because there were not many job openings and there were a lot of teachers who wanted the jobs.* Ask groups to share their answers with the rest of the class.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:
  1. *How realistic are your job goals?*
  2. *What kind of job would you find satisfying?*
  3. *What are the requirements for a job you want to get?*
  4. *What kind of salary do you hope to make?*
  5. *What qualities do you have that would make you the right person for the kind of job you want?*
  6. *Who is someone you know who is open-minded?*
- Remind Ss they can go to page 151 for further clarification and practice.

EXTENSION Have Ss look up average salaries and job requirements for the type of job they want. Schedule time for them to give short reports to the rest of the class.

2 READ

A
- Bring Ss' attention to the picture along the bottom of the page. Ask, *Who do you think these people are? What are they each doing?* Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think are some of the details you will read about in this article?* Have Ss discuss in pairs.
- Ask Ss to analyze the format of the text. Ask, *What is the purpose of the question being printed larger? Why do you think the writer used bullet points?*

B
- Tell Ss they are going to read and listen to the article titled *What Kind of Job Is Best for You?*
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask, *What statistic did you hear in the first paragraph?* (People spend 35% of their lives working.)
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

CULTURE NOTE There are some well-known career aptitude tests. One of the most famous is the Myers-Briggs Type Indicator. This is a questionnaire that has questions designed to see how people perceive the world. According to the test, people have preferences about the way they see the world and their experiences and these preferences can help determine their interests, needs, values, and motivations.

EXTENSION Have Ss discuss in pairs their answer to the question in the reading passage: *If money were not an issue, what job would I really want to do?*

OPTION Arrange Ss by similar level. Ask lower-level Ss to take turns reading paragraphs aloud. Have higher-level Ss read silently and then write comprehension questions for the lower-level Ss. Have the higher-level Ss pair with lower-level Ss to ask them the comprehension questions and show them where the answers are in the text.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?* Have Ss write down their answer.
- Have Ss discuss their answer to the question in pairs. Suggest they skim the article again if necessary. Remind them that the article is continued on the top of page 109.
- Review the answer as a class. Ask Ss to explain why other options that were suggested are not correct, such as information or detail is included, but not a main idea, or the idea was not explained.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask Ss to find words or phrases that they are unfamiliar with. Discuss the meanings as a class.
- Ask, *Do you feel better or worse about your own job situation after reading this article?* Have Ss share their opinions in pairs.

⊕ **EXTENSION** Ask Ss to give their opinions about the two statistics in the article: people spend 35% of their lives working and people change jobs an average of twelve times in their lifetime. Ask questions such as: *Are you surprised by the amount of time people spend working? Are you surprised by how many times people change jobs? Do you think it is good or bad that people change jobs so many times?*

C
- Ask a volunteer to read lines 1-8 aloud for the class. Tell Ss question 1 is about the word *unique* in line 3 and question 2 is about the word *this* in line 7. Read the answer choices aloud.
- Have Ss complete the exercise. Let Ss compare answers in pairs. Review the answers as a class.

D
- Read the Reading Skill aloud. Explain to Ss that using different words for the main ideas not only emphasizes the ideas, but also keeps a piece of writing interesting and avoids repetition.
- Have Ss complete the exercise individually and then compare their answers in pairs. Make sure that they understand that a *dream job* means the same as the perfect job. Characteristics of a dream job might include a good salary, ideal work-life balance, good health benefits, doing what you love, etc.
- To review, hold a class discussion. Ask, *Do you think the writer succeeds in emphasizing the ideas?*

⊕ **EXTENSION** Have Ss choose a reading from Units 1-8 or bring in sample readings you would like Ss to use. Ask them to repeat the activity in 3D and talk about whether or not the writers succeeded in emphasizing their ideas.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

⊕ **EXTENSION** Ask, *What questions do you still have about deciding what kind of job is best for you?* Have Ss write down 1-2 other questions they would want to ask the author of this article and share them in pairs. For homework, have Ss research the answer to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

⊕ **EXTENSION** Draw attention to the question in the sidebar. Solicit predictions from the Ss. Then give Ss time to research and see if they can list five common dream jobs. Let Ss report their findings. Make a list of findings on the board. Hold a class vote to see which one Ss agree is the best dream job.

4 MAKE IT PERSONAL

A
- Read the instructions and say, *I want you to think about these questions.* Give an example for yourself. For example, *My dream job is teaching English. This article helped me realize I chose the right job for me because I could answer the questions and I know this is a job that makes me want to get out of bed every day. I could also be a social worker, librarian, or psychologist.*
- Have Ss write down their ideas on a piece of paper. Remind them they can use these notes when they share their stories.

B
- Have Ss share their notes in pairs.
- If time allows, make a list of the jobs Ss want on the board. Lead a discussion asking Ss for suggestions about how to find these jobs.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Have them answer the six questions listed as bullet points in the article. Collect cards as Ss leave to identify areas for review.

Once you've determined what job is right for you, there are some basic things you can do to make sure you get hired.

- Research the company you're applying to.
- Find out everything you can about the position.
- Prepare yourself for answering interview questions and selling yourself.

Even if you don't find the perfect job right away, don't worry. Nowadays people change jobs an average of twelve times in their lifetime. With the experience you've gained from your first attempt, you're more likely to have a better chance of finding the right job for you the next time. Also, as you decide which job is best for you, always remember to stay open-minded. You may even find something you like that you never expected.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

Answers may vary. Possible answer: The article is about how people can find the right job.

B Answer the questions, according to the article.

1. Why is it important to start by asking yourself what you really want to do?
   It's important to start by asking that question because it gets you to really think about what job you'll love.
2. What should you focus on instead of job titles?
   You should focus on your abilities instead of job titles.
3. What can you do to get hired after you figure out what kind of job you want?
   You can research the company, find out everything about the position being advertised, and prepare yourself for the interview.
4. Why shouldn't you worry if you don't find your perfect job right away?
   People change jobs a lot, so you'll have more chances to find your perfect job. You don't have to stick with the first job you get.

C CLOSE READING Reread lines 1–8 in the article. Then circle the correct answers.

1. In line 3, the writer calls some people *unique* because it is unusual for people to ___.
   a. change careers when they are older
   b. start working when they are very young
   c. choose a career when they are very young
2. In line 7, the word *this* refers to ___.
   a. choosing and getting a job you want
   b. spending 35% of your life working
   c. knowing when to start a new career

D Read the Reading Skill. Then reread the article. Find and underline the different ways the writer describes the idea of a "dream job."

READING SKILL Emphasize ideas

Writers often write the same things in different ways to emphasize ideas. Doing this also helps to keep a text interesting and avoid repetition.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

What is the most common dream job in the world?

4 MAKE IT PERSONAL

A THINK What is your dream job? Do you think this article will help you find it? What other things could you do?

B PAIRS Share your ideas. Are your dream jobs realistic? How could you find them?

☐ I CAN READ ABOUT FINDING A JOB

LESSON 5 WRITE A LETTER OF RECOMMENDATION



HANA LEE

@HanaL_

Just received this letter of recommendation from my boss. So touched by what he wrote.

1 BEFORE YOU WRITE

A What do people usually need letters of recommendation for?

B Complete the sentences with the words in the box.

hesitate	dedicated	asset

1. If you notice a problem, don't ___hesitate___ to call me. I want to know right away.
2. Frank's knowledge of food was a real ___asset___ to us when we were planning our restaurant menu.
3. Sarah remained ___dedicated___ to her charity work. She never missed a day all year.

C Read the letter of recommendation. Why was it written? Answers may vary. Possible answer: The letter was to recommend Hana for an MBA program.

Dear Director of Admissions:

It is my pleasure to recommend Hana Lee for the MBA program at the International University of Business. Hana has been a sales and marketing representative at TSW for three years, and she is a valuable member of my team.

One of Hana's best qualities is her ability to communicate with others. Last year, she ran a seminar at our local office to explain some of the new company rules and regulations. Her presentation was so good that it was filmed and used for training purposes at TSW offices around the world.

In addition, Hana has always been extremely dedicated to her work. Last month, we had a very short time to complete an extremely important project for our main sales and marketing office. Hana stayed late every day and put in extra hours during the weekend to make sure that the project was completed on time.

Furthermore, Hana demonstrates an exceptional ability to take on leadership roles. Two weeks ago, we needed someone to create a new marketing strategy for one of our most important clients. Hana volunteered to be in charge and put together a team of ten people. Because of Hana's hard work, the team finished the project on time, and it was a huge success.

In conclusion, I believe that Hana is an exceptional candidate for the MBA program at your university. I am certain that her talent, experience, and personality will help her to excel and make her an asset to the program.

If you would like any additional information about Hana, please don't hesitate to contact me.

Sincerely,

John Park
Human Resources Coordinator

LESSON 5 WRITE A LETTER OF RECOMMENDATION

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Elicit the meaning of the word *recommend* (saying something or someone is suitable for a particular job or role) Say, *Therefore, a letter of recommendation is a letter from someone saying why someone else is suitable for something.* Read the social media message aloud. Ask, *Who wrote Hana's letter?* (her boss) *What does she mean by saying that she is touched?* (She feels appreciation for someone's kindness.)
- Ask, *Have you ever asked for a letter of recommendation? What was it for? Have you ever had to write a letter of recommendation? For whom? Has anyone ever written or told you something that was touching?* Elicit ideas from the class.

1 BEFORE YOU WRITE

A

- Say, *When I apply for teaching jobs, I need letters of recommendation. Many jobs require letters of recommendation. Can you think of other things we might need letters of recommendation for?* Have Ss share their experiences in pairs or small groups.
- Have volunteers share their answers with the class. Ask other Ss if they have ever written or asked for letters for the reasons the Ss mention when they share their answers.

CULTURE NOTE Letters of recommendation are very common for jobs and school. Some other reasons people might need letters of recommendation include scholarship applications, financial loan applications, character references, security clearances, adopting children, or running for office or leadership positions.

B

- Say, *We have three vocabulary words to learn before reading Hana's letter of recommendation from her boss.* Draw attention to the word box.
- Have Ss read the three sentences and choose the correct word.
- Go over the answers.

C

- Tell Ss to look at the text. Ask, *What is it?* (a recommendation letter) *Who wrote it?* (John Park, Human Resources Coordinator at TSW, Hana's boss) *Who did he write it to?* (the Director of Admissions at the International University of Business) *What is the subject?* (Hana Lee)
- Ask, *Based on Hana's social media message, do you think his letter will be positive or negative?* Have Ss make predictions in pairs.
- Have Ss follow along in their books as you read John's letter of recommendation aloud for the class. Remind them to think about why he wrote the letter. Give Ss time to discuss the answer in small groups.
- Clarify the meaning of any words Ss have questions about.

OPTION In pairs, have Ss take turns reading the letter of recommendation aloud. Ask them to take turns reading every 4-5 lines.

EXTENSION Give Ss time to answer these questions:

1. *What things do you have in common with Hana?*
2. *How would you like to be more like Hana?*
3. *What things would you want a letter of recommendation to say about you?*

EXTENSION Remind Ss of the basic parts of a letter: greeting or salutation, the body, the closing, and the signature. Have Ss identify these in the letter in 1C.
Greeting or Salutation: Dear Director of Admissions
Body: 6 paragraphs
Closing: Sincerely
Signature: John Park

OPTION Bring in other samples that also include the heading (return address), date, and inside address (the address to which you are sending the letter), so Ss can see a variety of letters of recommendation.

D

- Tell Ss to look at the text again and complete the chart. Tell them to identify the reason for the letter of recommendation, Hana's strengths, examples of Hana's strengths, and a restatement of the reason for the letter of recommendation.
- Circulate to help Ss as needed.
- Draw a blank chart on the board. Solicit volunteers to write their answers in the chart on the board.

2 FOCUS ON WRITING

- Ask Ss to close their books. Write on the board: *in addition, moreover, furthermore, also, besides,* and *what's more.* Ask, *What kinds of words and phrases are these?* (transition words and phrases)
- Ask Ss to open their books. Read the Writing Skill aloud.
- Tell Ss to reread the text in 1C. Say, *Find examples of the words and phrases that John Park uses to add information.*
- Have Ss complete the exercise individually and then compare their answers in pairs. Invite volunteers to give their answers to the whole class.

EXTENSION Project other letters of recommendation you find online. For each one, tell Ss to identify the person's strengths and examples of these strengths. Also have Ss identify any transition words and phrases that the writer uses to add information.

3 PLAN YOUR WRITING

A
- Say, *You are going to write a letter of recommendation for someone that you know. Think about who you are writing it for, why you are writing it, and what the person's strengths are.*
- Have them draw a chart like the one in 1D. Have them transfer their notes into the chart.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if they want.

B
- Put Ss in pairs to talk about the person they are recommending and what they are recommending this person for. Have them share the person's strengths.

4 WRITE

- Bring Ss' attention back to 1D. Say, *You can see how Hana's boss used this chart to organize his letter of recommendation.*
- Tell Ss to use the notes in their chart to write their letters of recommendation. Remind them to use 1C as a model and include 2–4 sentences in each paragraph.
- **Higher-level Ss** should write longer letters of recommendation and add more detail where possible. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing to help them use transition words and organize their writing.
- Direct Ss' attention to the Pre-writing tip. Read the information aloud. Ask, *Why do you think this is a good idea? Imagine the person you are writing about were here right now, what do you think they would want you to include?*

OPTION If Ss are writing about a real person and if time allows, let them contact the person they are writing about to ask if there is anything special that should be included in the letter. If this isn't possible, ask Ss to share what they would want someone to include in a letter about them.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's letters of recommendation. Have them highlight the reason for writing the recommendation and the restatement of the reason, number the person's strengths, circle the specific examples, and underline the transition words.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask questions if there is information that is unclear.
- Encourage Ss to help their partner add more details and transition words and phrases.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their email.

EXIT TICKET Ask, *What is something special you think someone should include in a letter of recommendation about you?* Have Ss write their names on a blank card. Encourage them to relate this to a job they want or a school they want to attend. Give an example: *I would want someone to write that I am a good teacher because I am patient and friendly.* Collect cards as Ss leave to identify areas for review and additional practice.

She ran a seminar at the local office to explain some of the new company rules and regulations. Her presentation was so good that it was filmed and used for training purposes at TSW offices around the world.

D Read the letter of recommendation again. Complete the chart.

Reason for the letter of recommendation
to recommend Hana for the MBA program at the International University of Business

	Hana's strengths	Examples of these strengths
1	her ability to communicate with others	
2	her dedication to her work	She stayed late every day and put in extra hours during the weekend to make sure that a project was completed on time.
3	her ability to take on leadership roles	

Restatement of the reason for the letter of recommendation
Hana is an exceptional candidate for the MBA program.

She volunteered to be in charge and put together a team of ten people. Because of her hard work, the team finished a project on time, and it was a huge success.

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the letter of recommendation. Underline the words and phrases that are used to add information.

WRITING SKILL Use transition words and phrases to add information

Add information by using words and phrases such as *in addition, moreover, furthermore, also, besides,* and *what's more.*

3 PLAN YOUR WRITING

A THINK Imagine that you are writing a letter of recommendation for someone. Who are you writing it for? Why are you writing it? What are the person's strengths? Draw a chart like the one in 1D.

B PAIRS Talk about the person you are recommending and what you are recommending this person for. Explain the person's strengths.

4 WRITE

Write a letter of recommendation for someone. Use transition words and phrases to add information. Use the letter of recommendation in 1C as a model.

Pre-writing tip

Ask the person you are writing the letter of recommendation for if anything special should be included. This will help you with the brainstorming process.

5 REVISE YOUR WRITING

A PAIRS Exchange letters of recommendation and read each other's writing.

1. Did your partner clearly explain his or her reason for writing the recommendation?
2. Did your partner include the person's strengths?
3. Did your partner include specific examples of the person's strengths?
4. Did your partner use transition words and phrases to add information?

B PAIRS Can your partner improve his or her letter of recommendation? Make suggestions.

6 PROOFREAD

Read your letter of recommendation again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A LETTER OF RECOMMENDATION.

PUT IT TOGETHER

1 PRESENTATION PROJECT

Answers may vary. Possible answer: This presentation is about applying for a dream job.



A 09-19 Listen or watch. What is the topic of the presentation?

B 09-20 Listen or watch again. Answer the questions.

1. What job does Junio want?
   Junio wants to be a physical therapist.
2. Why did Junio get interested in this type of work?
   Junio got interested in this type of work after he had to do physical therapy for a knee injury.
3. What qualifications does Junio have?
   Junio has a bachelor's degree in biology, a certificate in physical therapy, and experience volunteering in a physical therapy clinic.

C Read the presentation skill. Is this something you knew already?

D Make your own presentation.

PRESENTATION SKILL

Ignore distractions
When you are giving your presentation, do not get bothered by other noises or distractions in the room. Stay focused on what you have to say.

Step 1 When people prepare for an interview, they often think of an "elevator speech," which is a clear and simple way to respond when an interviewer says, "Tell us about yourself." The typical response is a short description of the person's background, qualities, and strengths. Pretend that you are preparing an elevator speech for your dream job.

Step 2 Prepare a two-minute presentation with your elevator speech. Bring an item or picture that is related to your dream job.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Ask for help and show appreciation
- ☐ Talk about possible changes at work
- ☐ Discuss ways to solve problems

Vocabulary
- ☐ Elements of the writing process
- ☐ Employment terms

Conversation
- ☐ Express appreciation

Pronunciation
- ☐ Intonation in lists

Listening
- ☐ Listen for tone and intended audience

Grammar
- ☐ *Would / Do you mind* for permission and requests
- ☐ Modals with the passive
- ☐ *Likely* and *certain* + infinitive

Reading
- ☐ Emphasize ideas

Writing
- ☐ Use transition words and phrases to add information

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (a doctor or physical therapist examining a patient's knee)
- Tell Ss to listen to or watch the student presenting an elevator speech. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?*
- Review the answer as a class. Check that Ss understand that a physical therapist uses massage and exercises to help people with injuries and medical conditions.

CULTURE NOTE An elevator speech is a clear, brief summary about yourself. The speech includes information about who you are, what you are looking for, and how you can benefit a company. The typical elevator speech is about 30 seconds. The name comes from the idea that you only have a short time to impress your listeners (the time it takes to ride an elevator from the bottom to the top of a building).

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask Ss other questions about the video to test their comprehension:
  1. *What is the student's name?* (Junio Gomez)
  2. *How long has he wanted to be a physical therapist?* (since he was 15)
  3. *What helped him not to get discouraged after his injury?* (The physical therapist made him feel better.)
  4. *What is his degree in?* (biology)
  5. *What does he love about the job?* (helping patients recover from injuries)

EXTENSION Give Ss a copy of the script or have them take notes about the content. Challenge them to write a letter of recommendation for Junio. Lower-level Ss can identify content that they would include.

C
- Read the Presentation Skill on ignoring distractions aloud. Ask, *Is this something you knew already? Why is this an important skill to master?*

D
- Read the three steps aloud for the class. Tell Ss they will present an elevator speech about themselves. Have them think about their dream job. Solicit volunteers to share their dream jobs.
- Have them take notes about the job and explain why they are the best person to hire for that job. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Remind Ss to think about what Junio included in his elevator speech and think about including something similar in theirs. Provide help with pronunciation and vocabulary as necessary.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce themselves and their dream job.*
  - ☐ *Include how they got interested in that job.*
  - ☐ *Talk about their qualifications.*
  - ☐ *Ignore distractions.*
  - ☐ *Speak loudly and clearly.*
- Remind Ss to bring in an item or picture related to their dream job or their qualifications to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.

10 HAS THE CITY CHANGED?

PREVIEW THE UNIT

LESSON 1	**Talk about how cities change**	
	Vocabulary	City features and changes
	Grammar	*Do* or *did* for emphasis
	Pronunciation	Emphasis of *do, does, did*
LESSON 2	**Talk about getting around a city**	
	Vocabulary	Verbs for getting around
	Grammar	Past perfect with adverbial clauses of time: Review and expand
	Conversation skill	Introduce a popular opinion
LESSON 3	**Discuss lost and found items**	
	Grammar	Non-restrictive relative clauses for comments
	Listening skill	Listen for attitude
LESSON 4	**Read about how a city has improved**	
	Reading skill	Make inferences
LESSON 5	**Write about a favorite place**	
	Writing skill	Use a range of transition words to show comparison and contrast
	Revising tip	Make your descriptions strong and vivid
PUT IT TOGETHER		
	Presentation project	An example of public art
	Presentation skill	Explain terms that may be new to the audience

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask, *How long have you lived in this city?* Elicit answers. Ask, *What changes have you seen?*
- Tell Ss to read the learning goals. Answer any questions they have.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *a city, a bridge, a harbor, buildings.*
- Explore the context. Ask, *How do you think this city is changing?* Accept any reasonable answers.

C
- Focus on the social media message. Say *Who wrote the message?* (Oscar Blanco) Have them read what Oscar says on page 4 or play his video. Then ask, *What do you know about Oscar?* (For example, He's a sound and video editor.)
- Read Oscar's social media message aloud. Ask, *Do you think Oscar is talking about the city in this picture? What city do you think this could be?* (It is San Diego.) *What is one city you would go back to?*

10 HAS THE CITY CHANGED?

LEARNING GOALS

In this unit, you

- talk about how cities change
- talk about getting around a city
- discuss lost and found items
- read about how a city has improved
- write about a favorite place



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What do you see?

C Now read Oscar's message. How does he feel about cities?



OSCAR BLANCO

@Oscar8

I never get tired of going back to cities I love. It's like visiting old friends.

LESSON 1 TALK ABOUT HOW CITIES CHANGE



OSCAR BLANCO
@OscarB
Almost didn't recognize parts of San Diego. So much has changed since my last visit.

1 VOCABULARY
City features and changes

A 10-01 Listen. Then listen and repeat.

City features

a fountain: an object that makes water go into the air, used as a decoration outside

a landmark: something that is easy to recognize and helps you know where you are

an amphitheater: a large theater with no roof and rows of seats in a half-circle

a waterfront: a part of a town or an area of land next to a lake, a river, or an ocean

a plaza: a public area or marketplace surrounded by buildings

City changes

tear down: to destroy or knock down a building

redevelop: to make an area more modern by adding new buildings or improving old ones

renovate: to repair and paint something, especially a building, so that it looks new

construct: to build something large, such as a building or bridge

B Label the pictures with words from 1A.



1. a fountain



2. tear down



3. renovate



4. a landmark



5. a plaza



6. construct



7. a waterfront

8. an amphitheater

C PAIRS Think about an area you know that needs to be improved. Discuss what you would do and explain why. Use words from 1A.

2 GRAMMAR *Do* or *did* for emphasis

We can use *do* or *did* in affirmative statements to show that we feel strongly about something.

Subject	*Do / did*	Base form of the verb	
I	do	like	the new fountain.
We	did	go	to Horton Plaza Park.

Notes

- We can use *do / did* to express a contrast: *I didn't go to the beach, but I did visit the plaza.*
- We can also use *do / did* to make a correction:
  A: *I heard you didn't like the performance.* ***B:*** *No, I did like it. The singers were amazing!*

>> FOR PRACTICE, GO TO PAGE 152

LESSON 1 TALK ABOUT HOW CITIES CHANGE

- Read the lesson title and the social media message aloud. Ask, *How do you think cities can change?* Accept any reasonable answers (more or fewer buildings, more modern, more or less crowded) Ask, *Do you think change is good for a city? Why or why not?* Invite volunteers to share their opinions.
- Ask, *What city is Oscar talking about?* (San Diego) *Has it changed much since his last visit?* (Yes, it has changed a lot.) *What does Oscar mean when he says he almost didn't recognize parts of it?* (It looked very different.)

CULTURE NOTE San Diego is located in southern California in the United States. It is approximately 100 miles south of Los Angeles and borders Mexico. San Diego is one of the largest cities in the United States. It is known for its mild year-round weather and nice beaches.

1 VOCABULARY

A
- Say, *You will hear a list of words and phrases to describe city features and city changes.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

B
- Say, *Each of these pictures illustrates one of the words from 1A.* Have Ss label the pictures using one of the words from 1A.
- To review, solicit volunteers to share their answers with the whole class.

TEACHING TIP Pair Ss to label the pictures. Have them share answers with other pairs or with the whole class.

EXTENSION Ask Ss to name famous examples (or examples they are familiar with) of a fountain, landmark, amphitheater, waterfront, or plaza. Give them time to find a picture of the example they chose online to show the rest of the class. To further extend the discussion, list the examples on the board as Ss name them and show their visual aid. Take a tally to see how many Ss are familiar with each example and another tally to see how many Ss have visited the example in real life.

C
- In pairs, have Ss use the words from 1A to describe an area or a city that needs to be improved. Encourage them to discuss what they would change and why.

EXTENSION Give pairs time to find a picture of the area or city they chose to show the rest of the class. Have them explain what they would change and why. Take a tally to see how many Ss are familiar with the area or city and another tally to see how many Ss have visited it in real life. Ask Ss whether they agree with the proposed changes.

TEACHING TIP Keep in mind that some Ss may come from underserved or underprivileged areas and may be sensitive about discussing how the area they are from needs to be improved. This activity can be about any area, so allow Ss to do research online if they want to choose an area they are not from or are not living in now.

2 GRAMMAR

- Write on the board: *What does it mean to* feel strongly *about something?* Accept any reasonable answer, but make sure to elicit that *feel strongly* means *to have a definite or passionate opinion or emotion about something.* Ask, *What is something that you feel strongly about?* Elicit answers. Then say, *There are two words that we can use to let people know that we feel strongly about something.*
- Draw attention to the grammar chart. Read the explanation. Make sure Ss understand that English speakers use this grammar in affirmative, not negative, statements. Using the words emphasizes how strongly a person feels.
- Ask Ss to look at the sentences in the grammar chart. Read the statements aloud. Ask, *What is the difference between using* do *and* did? (The first is present tense, the second is past tense.)
- Point out that Ss need to use the base form of the verb when using this grammar to show emphasis.
- Draw attention to the Notes. Explain that they can use *do / did* to express a contrast. Read the example and emphasize the *didn't* and *did* so Ss can hear. Say, *I DIDN'T go to the beach, but I DID visit the plaza.*

EXTENSION Have Ss write their own sentences. Give them these sentence frames to complete to ensure that they use the grammar from the lesson:

I do like _____ with my friends.
I did go _____ last weekend, but I didn't go _____ last weekend.
I heard you didn't like _____? No, I did like it. I thought _____.

Have Ss share their answers with a small group.

3 PRONUNCIATION

A
- Direct Ss' attention to the pronunciation note. Say, *There are certain things we can do with our voice to show emphasis when we use the words* do, does, *and* did.
- Write the sample sentence on the board. As the audio plays, point to *DID* when the speaker emphasizes it with extra length or loudness.
- Read the example sentence aloud again for Ss. Have Ss repeat after you. Let them practice with a partner. Circulate to give feedback.

B
- Read the directions. Play the audio. Have Ss listen, and then listen and repeat.

C
- Have Ss practice the conversations with a partner. Circulate to offer feedback on pronunciation. Make sure Ss exchange roles so they practice both sides of the conversations.
- Challenge the pairs to write their own conversations.
- Invite volunteers to read their conversations aloud for the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Pablo and Oscar) *What is their relationship?* (co-workers) *Where are they?* (at the office)
- Ask, *What is Pablo's job?* (He's a digital artist, animator, and illustrator.) Ss can read about Pablo on page 4 or watch his video.
- Ask, *What do you notice about Oscar in the picture?* Elicit answers such as *he has a suitcase, he is wearing his jacket, he has just gotten back from a trip*. Ask, *What do you think they are talking about?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

LANGUAGE NOTE *To get out there much* means to visit often. Tell Ss this is an example of a phrasal verb. Remind Ss that a phrasal verb includes a base verb plus a preposition or adverb and usually means something different than if the words were used separately. Other phrasal verbs in the script include *flew in, go out,* and *check out.*

B
- Tell Ss to listen or watch again, and answer the questions about the conversation.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Have volunteers give their answers.
- Direct Ss' attention to the Discuss sidebar. Read the question aloud. In small groups, have Ss share their opinions and why they think so.

OPTION Let Ss review the questions before playing the audio.

EXTENSION Have Ss conduct an online search for images or information about some of these San Diego places: Horton Plaza Park, the amphitheater, or the waterfront.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio if appropriate.
- Review answers as a class.
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct emphasis as Ss practice. Have Ss swap roles and practice again.

5 TRY IT YOURSELF

A
- Tell Ss to think about cities they know well. Make a list of cities Ss say on the board. Explain that they will take notes on the changes or improvements that have been made over the years. Give an example of a city you are familiar with. For example, say, *I am from St. Louis. One improvement that has been made is fixing the fountain in front of the World's Fair Pavilion.* Have them take notes.

B
- Say, *Not all changes are ones that people like*. Ask, *Do you like all the changes to the cities that you took notes on?* Have Ss role-play talking as co-workers using their notes to help. **For lower-level Ss**, let them write a script rather than just role-playing. Remind them to use the conversation in 4C as a model.
- Monitor. Provide help with vocabulary as necessary.

C
- Ask each pair to share their conversations with the class. Make a list of changes and improvements the Ss share. See which changes or improvements are the most common.
- Ask Ss which city they think has changed the most.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary to talk about city features and changes
✓ using *do, does,* or *did* for emphasis
✓ emphasizing with extra length and loudness when using *do, does,* or *did*

EXIT TICKET Ask, *Of all the cities we talked about, which do you most want to visit? What would you do if you visited the city?* Give Ss a few minutes to write down their ideas. Give an example. *I do want to visit the fountain in front of the World's Fair Pavilion when I visit St. Louis.* Then ask them to stand up and take turns reporting their ideas to a partner or small group. As Ss discuss, listen and take notes on areas for review and extra practice.

3 PRONUNCIATION

Emphasis of *do, does, did*

When *do*, *does*, or *did* are used to emphasize, correct, or contrast, they are pronounced with extra length and loudness. For example: *I haven't been here long, but I DID notice a lot of new parks.*

A ▶10-02 Read and listen to the pronunciation note.

B ▶10-03 Listen. Notice the emphasis of *do, does,* and *did*. Then listen and repeat.

1. A: Do you have time to go down to the waterfront for lunch?
   B: No, not today. But I do have time to go to the new outdoor market. It's pretty close.
2. A: That new office building downtown is so ugly.
   B: I know! But it does have solar roof panels, so it's environmentally friendly!
3. A: The new open areas downtown look fantastic.
   B: I think so, too. But it did mean a lot of apartment buildings were torn down.

C PAIRS Practice the conversations in 3B. Then create your own conversation, using *do, does,* and *did* for emphasis.



4 CONVERSATION

A ▶10-04 Listen or watch. What do Pablo and Oscar talk about?

Answers may vary. Possible answer: Oscar and Pablo talk about Oscar's recent trip to San Diego.

B ▶10-05 Listen or watch again. Answer the questions.

1. Where has Oscar just flown in from?
   Oscar has just flown in from San Diego.
2. Why did Pablo use to go there a lot?
   Pablo used to go there a lot for work.
3. What is the city building along the waterfront?
   The city is building new hotels.
4. Why is Pablo concerned about the new buildings?
   Pablo is concerned that the new hotels might block the views of the bay.

Do you think Pablo will check out Horton Plaza Park the next time he's in San Diego?

C ▶10-06 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Pablo: Did you have a chance to see the city?

Oscar: A little. I was pretty busy meeting with clients during the day, but I ___did___ go out one night after work. I saw a free concert in Horton Plaza Park.

Pablo: Horton Plaza Park? That's downtown, right?

Oscar: Yeah, they ___redeveloped___ that whole area. They restored the old ___fountain___ and built a wonderful new amphitheater.

Pablo: Nice!

5 TRY IT YOURSELF

A THINK What city do you know well? What changes or improvements have been made to it over the years? Take notes.

B PAIRS Share your ideas. What are some of the changes you really like or dislike? Use the conversation in 4C as an example.

C COMPARE Talk about the cities as a class. What are some of the most common changes and improvements? Which city has changed the most?

☐ I CAN TALK ABOUT HOW CITIES CHANGE.

LESSON 2 TALK ABOUT GETTING AROUND A CITY



OSCAR BLANCO
@OscarB
Back in NY. You won't believe what happened to me on my way to work this morning.

1 VOCABULARY Verbs for getting around

A ▶10-07 Listen. Then listen and repeat.

rush: to move or do something quickly because you do not have much time
head out: to leave in a particular direction
get off: to leave a bus, plane, or train
get on: to enter a bus, plane, or train
pull into: to drive a car into a place to park
pull out of: to drive a car out of a place where it is parked
pull over: to drive to the side of the road and stop
be stuck: to not be able to move

B Label the pictures with words from 1A.



1. pull into



3. get on



5. be stuck



2. head out



4. rush



6. pull over

C PAIRS Explain how you get to school or work. Use words from 1A.

2 GRAMMAR Past perfect with adverbial clauses of time: Review and expand

We can use adverbial clauses of time to show when something in the past happened in relation to another event in the past. Adverbial clauses of time are introduced by time expressions such as *as soon as, when, before, by the time, after,* and *once*.

Adverbial clause of time				Main clause		
Time expression		**Simple past**			**Past perfect**	
By the time	I	arrived	at my friend's house,	everyone	had gone	home.
Time expression		**Past perfect**			**Simple past**	
After	I	had passed	a few stations,	I	knew	something wasn't right.

Notes

- Adverbial clauses are dependent clauses and cannot stand alone as a sentence.
- When an adverbial clause of time begins a sentence, use a comma to separate the clauses.
- Do not use a comma to separate the clauses when the adverbial clause of time comes after the independent clause.

>> FOR PRACTICE, GO TO PAGE 153

LESSON 2 TALK ABOUT GETTING AROUND A CITY

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does* getting around *mean?* (going from place to place) To check comprehension, ask, *How do you get around our city?* Accept any reasonable answer. Possible answers include *cycling, driving a car, taking the bus, taking the train, walking.*
- Read the social media message aloud. Ask, *Have you ever been to New York?* Ask, *How did you get around in New York?*
- Continue the discussion by having Ss share stories about anything that happened to them on the way to school or work. Ask them to make predictions about what happened to Oscar.

1 VOCABULARY

A
- Draw attention to the words and phrases listed in the box. Say, *These are all verbs that we can use to describe getting around a city.*
- Play the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

EXTENSION Put Ss into groups and give each group one phrasal verb from 1A to work with. Challenge them to think of other phrasal verbs that can be formed by changing the preposition. Have them present their list and offer definitions they can find for each. Some possible answers include:

head: out, in, off, up, back, for, down

get: off, up, on (with), over, away, at, rid of, out, through

pull: into, out of, over, ahead, apart, off, on, up

rush: away, in, out, into

stuck: around, at, by, down, to, out, up, with

B
- Draw attention to the pictures that illustrate some of the vocabulary items from 1A. Have Ss compare their answers with a partner to see if they chose the same vocabulary items for each picture.
- Call on volunteers to give the answers.

EXTENSION In pairs, have Ss use the vocabulary item in a complete sentence about the picture. Give an example. Say, *In picture 1, this person is pulling into her driveway at home after work.* Remind them there are no wrong answers as to where the people are.

TEACHING TIP Although these words are used in the context of getting around a city, tell Ss that these words and phrases can also be used to describe getting around other places.

C
- Put Ss into pairs. Have them explain to their partners how they get to school, work, or both places. Encourage them to use the words from 1A.
- Call on volunteers to share their own stories or summarize what their partners said during the discussion.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, say, *By the time I arrived home last night, my brother had eaten dinner.* Ask, *Which thing happened first?* (My brother ate dinner.) Say, *The opening clause lets the reader or listener know when something in the past happened in relation to another event.*
- Have Ss open their books. Read the explanation and example statements aloud. Point out that these statements use the simple past and the past perfect. Make sure Ss notice that the simple past can be either the main clause or the adverbial clause of time. Ask, *How do you know which clause uses the simple past?* (The event that happens first uses the past perfect.)
- Draw attention to the first bullet in the Notes. Explain that the adverbial clauses of time are dependent clauses so they can never stand alone as a sentence.

LANGUAGE NOTE Independent or main clauses contain a subject and a verb, and they can stand alone as a sentence. If a sentence has a dependent clause, the dependent clause can be removed and the independent clause is still a sentence. Dependent clauses also contain a subject and a verb; however, they also contain words that make them dependent, in this case, time expressions. They cannot stand alone as a sentence. If the main clause is removed, the dependent clause is not a sentence by itself.

- Draw attention to the second and third bullets. Say, *Look at the sample sentences in the chart. These both have commas since the adverbial clause of time is at the beginning of both sentences.* Write on the board: *Everyone had gone home by the time I arrived at my friend's house.* Say, *If we switch the order of the clauses, there is no comma.*

3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the example phrases. Have Ss repeat.
- Direct Ss' attention to 3A. Tell them, *Pay attention to the responses Person B gives.* Play the audio.

EXTENSION Pair Ss to practice the conversations aloud. Circulate to offer feedback on pronunciation. Make sure Ss swap roles so both partners have a chance to practice the target language.

B
- Play the audio with the conversations. Have Ss complete the conversations with what they hear. If appropriate, replay the audio.
- To review, solicit volunteers to read the conversations with the answers inserted.
- Check that Ss understand the meaning of *subway* (an underground electric train or railway system).
- In pairs, have Ss practice the conversations. Time permitting, have them swap roles and practice again.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Do you remember who these people are from Lesson 2?* (Oscar and Pablo) *What are they doing?* (talking) *Where are they?* (at the office)
- Give Ss time to preview the question. Ask, *What do you think they are talking about? Do their facial expressions give you any clues about their conversation?*
- Play the audio. Ask, *Were your predictions correct?*

B
- Draw attention to the questions.
- Have Ss listen or watch again and complete the exercise. Review answers.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.

LANGUAGE NOTE Pablo and Oscar use several idiomatic words and phrases. Make sure Ss understand what these mean:

having one of those days = having a bad day
ended up = resulted in
yikes = oh no!
took forever = took a long time
from time to time = occasionally
broke down = stopped working
got to run = need to go
catch you later = talk to you later

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Ask Ss if they know any cities that are not easy to get around in. Have them share what makes it a difficult city to get around in. Make a list on the board.

5 TRY IT YOURSELF

A
- Tell Ss they will share a story about a time they had difficulty getting around somewhere. Give an example: *I went to Paris a few years ago. I took the train downtown and caught the train to go back to my hotel later that night. By the time I got on the train, it was midnight. After the train had passed my stop, I realized the trains don't stop at every station that late at night. I had to get off the train, cross the platform, and take the train the other way. By the time I got back to my hotel, it was time to meet my friends for breakfast. I didn't sleep at all!*
- Tell Ss to take their own notes on their experience. If Ss don't have a personal experience, tell them they can make up a story. Circulate to help.

B
- In pairs, have Ss take turns telling each other about the experience, reacting to the bad parts of the story appropriately, and including information about their own experience.
- Remind Ss to use the conversation in 4C as a model.

C
- Allow time for Ss to report back to the class. **For lower-level Ss,** have them write their conversations and then read them aloud for the rest of the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the verbs to talk about getting around
✓ using the past perfect with adverbial clauses of time to show when something in the past happened in relation to another event in the past
✓ introducing popular opinions

EXIT TICKET Have Ss write the name of a city or location they would like to visit. Give Ss time to do some online research if necessary to find out how to get around the city or location they chose. Encourage them to also introduce one popular opinion about the city they chose. As Ss leave, collect their cards. Read the cards to identify areas for review and additional practice.

3 CONVERSATION SKILL

Introduce a popular opinion

We can introduce opinions that a lot of people share by saying things like:
Everyone says that...
It's a well-known fact that...
Most people think that...
I've heard from so many people that...

A ▶10-08 Read the conversation skill. Listen to the conversations. Notice how one speaker introduces a popular opinion.

1. A: Look how bad the traffic is today.
   B: Yeah, it's terrible. Everyone says that it gets worse this time of year.
2. A: I couldn't catch a cab this morning.
   B: Tell me about it. I've heard from so many people that it's faster to just take the bus.

B ▶10-09 Listen and complete the conversations.

1. A: The subway system here is fantastic! The trains are clean and they're always on time.
   B: Yep! ___It's a well-known fact that___ this city has the best subway system in the world.
2. A: I tried to take the new bridge this morning, but I got stuck in traffic for an hour.
   B: Oh. I'm sorry to hear that. ___Most people think that___ it's faster to take the old bridge.

C PAIRS Practice the conversations in 3A and 3B.



4 CONVERSATION

Answers may vary. Possible answer: Oscar and Pablo mainly talk about problems with getting around the city.

A ▶10-10 Listen or watch. What do Oscar and Pablo mainly talk about?

B ▶10-11 Listen or watch again. Answer the questions.

1. Why was Oscar late for his first meeting?
2. What transportation problem did Pablo have last winter?
   The bus Pablo was on broke down.
3. What had happened by the time Pablo arrived at his friend's house?
   Everyone else had already eaten lunch by the time Pablo arrived at his friend's house.
4. How could Pablo's problem with getting around have been worse?
   Pablo's problem could have been worse if he had been heading in to work.

Do you think Oscar will make it to his meeting on time? Why or why not?

C ▶10-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

His alarm clock didn't go off, so he rushed and ended up on the wrong platform and then got on the wrong subway train, and then it took him a while to get on the right train because he had to leave the station and cross the road.

Oscar: ___After___ I had passed a few stations, I knew something wasn't right. So I ___got off___ at the next stop, but then I couldn't cross over to the other platform.

Pablo: Ugh.

Oscar: I had to leave the station and cross the street. Of course, it took forever for the light to change.

Pablo: That's awful, but don't feel too bad. I've lived here for years, and I still have trouble with public transportation from time to time.

Oscar: Yeah, ___everyone says___ this isn't the easiest city to get around in.

5 TRY IT YOURSELF

A THINK Remember when you had a difficult time getting around somewhere. What happened? Take notes.

B PAIRS Share your experiences. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's experience. Who had the most interesting experience? Whose experience was the worst?

☐ I CAN TALK ABOUT GETTING AROUND A CITY.

LESSON 3 DISCUSS LOST AND FOUND ITEMS



OSCAR BLANCO
@OscarB

Just watched a talk about lost and found items. I never realized how much stuff people leave on trains and buses!

1 BEFORE YOU LISTEN

A What kinds of things do you often lose? What do other people often lose?

B 10-13 VOCABULARY Listen. Then listen and repeat.

an exhibition: a public show of something such as art
wander: to walk slowly around without having a clear idea of where you want to go
random: chosen without any pattern
mass transit: a system of trains or buses that people use to travel around an area
on display: in a public place for people to see
reunite: to bring people or things together after they have been separated
belongings: things that you own, especially the ones that you carry with you
thrilled: very excited, pleased, or happy
recover: to get back something that was lost or stolen

C Complete the sentences with words from 1B.

1. I was ___thrilled___ to find my wallet after I thought I had lost it.
2. Millions of people ride ___mass transit___ in this city.
3. We saw an interesting ___exhibition___ of black-and-white photographs.
4. We're going to ___wander___ around until we see someplace interesting to stop.
5. After six years of living in different countries, he was finally able to ___reunite___ with his brother.
6. We saw her paintings ___on display___ at a café downtown.
7. He was hoping to ___recover___ his bicycle after it was stolen, but he never did.
8. Make sure you have all of your ___belongings___ before you get off the train.
9. The art director picked ___random___ photos to put on the museum's website. No one knew which pictures she was going to choose.

2 GRAMMAR Non-restrictive relative clauses for comments

Use non-restrictive relative clauses to make a comment about a main clause. These relative clauses always begin with *which*. They refer to the entire main clause.

Main clause	Relative clause	
	Which	
A lot of these items are never picked up,	which	isn't surprising.
It will give me a reason to visit the office,	which	could be interesting.

Note: These clauses are more common in informal speech than in writing:
A: *What are you still doing here?*
B: *They said I have to wait another hour, which is ridiculous!*

>> FOR PRACTICE, GO TO PAGE 154

LESSON 3 DISCUSS LOST AND FOUND ITEMS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- With books closed, ask, *What is a lost and found office?* (the place where a lost item is taken to be claimed later by the owner) *Have you ever been to a lost and found office? Did you find the item you lost?*
- Read the lesson title and the social media message aloud.

EXTENSION If the school has a lost and found office, take a "field trip" to it so Ss can see where it is. If permissible, look through the items to see what types of items people have lost at the school.

1 BEFORE YOU LISTEN

A

- Read the questions aloud. In small groups, have Ss discuss the answers. Have groups summarize their answers and make a list on the board of all the items Ss think of.

EXTENSION Give Ss time to talk about ideas for not losing items, such as trackers or alarms, reminders in their phones or calendars, or giving things to friends and family to keep for them.

TEACHING TIP Some Ss might not want to tell their own stories of things they have lost as they feel they would lose face. Let them share stories about other people they know or allow them to do an online search for "commonly lost items" and share the results.

EXTENSION Have Ss search online for what to do if they lose their phone. Have them choose different locations to research. For example, Ss might choose to look up what to do if they lose their phone on an airplane (fill out an online form) or what to do if they lose their phone at a department story (visit customer service). Have them share their results.

B

- Have Ss preview the terms and definitions before listening. Ask, *Which of these words have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Review any terms that are still confusing to Ss.

OPTION Project some images of the vocabulary words that you find online. Ask Ss to match the images to the words in 1B.

C

- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the sentences with the answers aloud.

EXTENSION Write the numbers 1–9 on small pieces of paper. Divide Ss into pairs and randomly choose one of the numbers from a bag. Have them write a sentence using the vocabulary word or phrase used in that number sentence in 1C. Collect the sentences to create a new quiz for Ss or have Ss write their sentence on the board. Tell them to leave a blank line where the word is supposed to be. Let the other Ss figure out the missing word.

2 GRAMMAR

- Review what non-restrictive relative clauses are (clauses that include information that is additional but not necessary to the meaning of the main clause). Explain that the relative pronoun *which* is often used to begin non-restrictive clauses. Review by asking *Is the information in these relative clauses necessary for the main clause to make sense?* (no) When Ss reply correctly, explain that this information is interesting and nice to have for more information even though it is not required. Allow time for a thorough review if necessary or refer Ss to the grammar in Unit 6, Lesson 2.
- Have Ss open their book and look at the grammar chart. Read the explanation aloud. Point out the sample sentences. Point out that the relative clauses both begin with *which*. Explain that the relative clauses in these examples are making a comment on the whole statement in the main clause, rather than adding information about a noun in the main clause as studied in Unit 6, Lesson 2.
- Draw attention to the relative clauses commenting on the main clause. Read the first sample sentence again. Ask, *What isn't surprising?* (that a lot of the items are never picked up) Read the second sample sentence again. Ask, *What could be interesting?* (visiting the office)
- Point out that both of these sample sentences use commas. Say, *Don't forget that commas are used with non-restrictive relative clauses.*
- Point out the Note. Say, *These clauses are more common in informal speech than in writing.* Explain that speakers should pause to indicate where the comma would be in writing.
- Solicit two volunteers to read the sample conversation aloud, using the proper pausing. Model it first.

3 LISTENING

A
- Tell Ss they are going to listen to or watch a presentation about an art exhibit. Ask Ss to predict what kinds of items are part of this art exhibit.
- Focus attention on the question. Tell Ss they will listen and then answer this question. Play the audio or video. Ask, *What is the main idea of the talk?*

B
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for words that show attitude.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

OPTION Put Ss into groups to list other positive and negative attitude words they can think of. Draw a T-chart on the board with the column headings *Positive* and *Negative*. Have Ss write their lists on the board. Make sure Ss agree that all the words are positive or negative. Encourage Ss to keep a list in their notebooks.

C
- For the third listening or viewing, have Ss focus on the details. Allow them to preview the questions first. Explain that they should try to write complete sentences or phrases to answer the questions.
- Play the audio or video. Have Ss complete the exercise. Let Ss compare answers with a partner before going over the answers with the whole class. Tell them that the term *lost property office* is the British term for *lost and found office*.

D
- Have Ss read the sentences silently and write a definition for each underlined expression. Remind them to use context clues.

E
- In pairs, have Ss read the sentences aloud and compare their definitions.
- Review answers as a class. Provide additional examples if necessary.

OPTION Ask Ss additional questions to make sure they can use the vocabulary in context.

1. *What do you do when you have time to kill?*
2. *Have you ever posed for a portrait? What is a famous portrait you can find online or that you are familiar with?*
3. *How can you track down a lost item here at school?*

4 DISCUSSION

A
- Say, *Everyone loses things sometimes.* Draw a chart like the one in the book on the board. Complete the chart with your own details. For example:

What was the item?	my favorite sweater
How / where did you lose or find it?	left it on a chair at the library
If you lost it, did you find it? How?	found it by going to the library's lost and found box at the main desk
If you found it, what did you do with it?	washed it and wear it every day!

- Give Ss time to work individually to complete their own charts.
- Monitor. Provide help with vocabulary or spelling as necessary.

B
- Have Ss take turns sharing stories in small groups. Remind them to express their feelings by using attitude words and non-restrictive relative clauses to add comments.
- Read the sample sentence aloud. Give your own sample sentence using your chart. For example: *I lost my favorite sweater last week, which was very upsetting since it was a present from my mother...*
- Tell groups to share one of their ideas with the class.

C
- Lead a class discussion in which groups report on what they discussed in 4B and answer the questions. Consider making one large chart on the board and having groups write all of their examples for 4A in the chart on the board.

LOOK FOR While Ss are completing the Discussion activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to discuss lost and found items
- ✓ using non-restrictive relative clauses to add comments
- ✓ listening for and speaking using attitude words

EXIT TICKET Write on the board: *What is something you have experienced that was negative? What is something you have experienced that was positive?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write their answer on the card. Explain that they should use the grammar and vocabulary from this lesson in their answer. For example: *Negative: I was sick two weeks ago, which was difficult since I had to miss work and didn't earn any extra money. Positive: My son earned an A on his science test, which was wonderful. He studied hard and I was proud of him.* As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

Answers may vary. Possible answer: A random collection of artwork from the London Transport lost property office was in the *Lost Collection* art exhibit.



A ▶10-14 Listen or watch. What was in the *Lost Collection*?

B ▶10-15 Read the Listening Skill. Then listen or watch again. Complete the sentences with the words used by the speaker. Then check (✓) the correct box to show whether the words show a positive or negative attitude.

	Positive	Negative
1. The exhibition title, *The Lost Collection*, ___appealed___ to me.	✓	
2. Richard Walker had a(n) ___brilliant___ idea.	✓	
3. You can imagine his ___excitement___ at recovering his lost art.	✓	

C ▶10-16 Listen or watch again. Answer the questions.

1. What is the London Transport lost property office?
The London Transport lost property office is the place where lost property is taken when it is found on London's mass transit system.
2. What happens to items that are never picked up from the lost property office?
Some items are given to charity, higher-value items are sold, and other stranger items are kept around as decorations.
3. What was Richard Walker's idea?
Richard Walker's idea was to put some of the artwork from the lost property office on display in an exhibition.
4. Why was one man very excited to find his portrait?
One man was very excited to find his portrait because he had lost it when he was trying to find a place to exhibit it.

LISTENING SKILL Listen for attitude

Speakers show how they feel about a topic by choosing words that sound positive or negative. They may show a positive attitude by using adjectives like *wonderful*, nouns like *happiness*, or verbs like *enjoy*.

They may show a negative attitude with adjectives like *difficult*, nouns like *failure*, or verbs like *dislike*.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. I just happened to be near an art gallery with some <u>time to kill</u>. I noticed this interesting black-and-white painting in the window.
___extra time___
2. Inside I found a rather random collection of artwork–paintings of trees and flowers, <u>portraits</u> of children, photographs of laughing friends.
___paintings or pictures of people___
3. If you ever lose something on a train, on a bus, or anywhere at all, maybe you'll make an effort to <u>track it down</u>.
___find it___

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK When did you lose or find something interesting or valuable? Complete the chart.

What was the item?	
How / where did you lose or find it?	
If you lost it, did you find it? How?	
If you found it, what did you do with it?	

B DISCUSS In small groups, share your stories. Include comments about how you felt.

C COMPARE Share your stories with the class. How many people lost or found something really valuable? How many people were reunited with lost items?

☐ I CAN DISCUSS LOST AND FOUND ITEMS.

LESSON 4 READ ABOUT HOW A CITY HAS IMPROVED



OSCAR BLANCO

@OscarB

How did a densely populated, urban island become the greenest city on the planet?

1 BEFORE YOU READ

A PAIRS Think about where you live or a city nearby. How green is it? What could be done to make it greener?

B 10-17 VOCABULARY Listen. Then listen and repeat. Do you know these words?

lush greenery eco-friendly a structure a commitment sustain an impression paradise

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 154

2 READ

A PREVIEW Read the title and look at the pictures. What do you think the article will be about?

B 10-18 Read and listen to the article. Was your prediction correct?

THE GREENEST CITY IN ASIA



Supertree Grove in Gardens by the Bay

Singapore was the last stop on the tour my editor sent me on to find the greenest of the green cities in Asia. As soon as I got off the plane, I realized that Singapore isn't like any of the other cities I've ever visited. To begin with, it's both a big city and a small country. Its approximately six million residents are packed into only 720 square kilometers (280 square miles) of land. Yet, compared to other cities with similar populations, it didn't feel crowded at all. Why? Possibly because there are so many parks, grassy spaces, trees, and gardens, which give it the feeling of having open space everywhere.

When I first got this assignment, I decided to learn how Singapore has become so green. In my research, I found photos of Singapore in the 1950s, when it looked just like any other crowded city. On May 11, 1967, however, Singapore's first prime minister, Lee Kuan Yew, introduced his vision of Singapore becoming a "City in a Garden." He planned to redevelop Singapore into a well-organized city with lush greenery and clean air. Now, many years later, Singapore has millions of trees, hundreds of parks, and rules about how buildings must be eco-friendly.

The first stop on my tour of Singapore was the amazing Gardens by the Bay, a 250-acre nature park with three waterfront gardens located in the middle of the city. It includes the famous Supertree Grove, featuring huge tree-like structures that are covered with tens of thousands of plants and collect enough solar energy to run a nightly lightshow.

My next stop, the Pinnacle@Duxton, is a public housing complex constructed in 2009 as part of former Prime Minister Lee's plan to make the city more attractive and environmentally friendly. Its seven 50-story buildings are all connected at the 26th and 50th floors by sky bridges that have the world's longest sky gardens. On the 50th-floor sky bridge, residents and visitors can relax, exercise, and enjoy amazing views surrounded by nature.

Last, I headed out to the central business district to see the Parkroyal on Pickering Hotel, which is one of the best examples of Singapore's commitment to the environment. This hotel is covered with trees, plants, and gardens that are sustained by solar power and recycled rainwater. There are also waterfalls that provide a natural cooling system and great places to relax.



Parkroyal on Pickering Hotel

Home
Shopping
Travel
reviews
news
guides
blogs
articles



>>

LESSON 4 READ ABOUT HOW A CITY HAS IMPROVED

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What does* improve *mean?* (get better) *How has our city improved? How has our school improved? How have you improved?* Accept any reasonable answers.

OPTION Draw a T-chart graphic organizer on the board. Have Ss copy it and complete it with things that have improved and things that need to be improved about the school.

School improvements

Things our school has done to improve	Things our school needs to do to improve

- Read the social media message aloud. Ask, *What does* urban *mean?* (related to a city) *What does* green *mean in this sense?* (to be covered with grass, trees, and plants; to be sensitive to the environment)
- Ask Ss to make guesses about how an urban setting can become green. Elicit responses. Tell Ss they will read about a city that has become greener.

1 BEFORE YOU READ

A
- Ask, *How green is the city where our school is located?* Invite volunteers to share their ideas about how the city could be greener with the class. Note that Ss could also discuss the city where they live or some other nearby city they are familiar with.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge about the words they do know.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, write each word and its definition on an index card. Have Ss choose three of the words to write on a piece of paper. Pull index cards one at a time from a bag. Read the definition aloud. If Ss have the word, have them mark an X next to it. When Ss hear all three of the words they chose, they have won. They must read the words aloud so you can make sure the definitions were read. Replay as many rounds as desired.
- Remind Ss they can go to page 154 for further clarification and practice.

2 READ

A
- Bring Ss' attention to the pictures. Read the title aloud. Ask, *Where is the Parkroyal on Pickering Hotel?* (Asia) Ask Ss what they think looks unique about the hotel in the picture. Elicit answers. (For example, It has trees growing on every level. There are a lot of windows.)
- Ask Ss to cover up the article. Read the title of the article again. Ask, *What do you think makes this the greenest city?* Have Ss make predictions with a partner. Give Ss time to share their answers with another pair.

CULTURE NOTE Singapore is an island city-state in Southeast Asia. It consists of one main island and 62 other smaller islands. Singapore is known for entertainment, finance, and tourism. There are four official languages: English, Malay, Mandarin, and Tamil. Singapore has a tropical rainforest climate with high humidity and a lot of rain. Temperatures are usually between 77 to 95 degrees Fahrenheit (25 to 35 degrees Celsius) throughout the year.

B
- Tell Ss they are going to listen to the article about the greenest city in Asia.
- Have Ss listen to and read the article. Play the audio and pause after the first paragraph. Ask Ss comprehension questions to make sure they understand the content:
  1. *What is the writer's job and how do you know this?* (journalist or writer; the writer mentions having an editor)
  2. *What did the writer notice as soon as he got off the plane?* (Singapore is not like any other city he has visited.)
  3. *How many people live there?* (approximately six million)
  4. *How big is it?* (720 square kilometers, which is 280 square miles)
  5. *Why doesn't it seem crowded?* (many parks, grassy spaces, and gardens, giving the feeling of open space)
- Say, *We will now hear more about Singapore and how it has become so green.* Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?*
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why they feel their answer is correct.

OPTION Ask pairs to write their main ideas on an index card or piece of paper and turn them in anonymously. Read them aloud and discuss why each is correct or incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Does this article make you want to visit Singapore? Why or why not?* Have Ss share their opinions in pairs.

C
- Ask a volunteer to read lines 2–7 aloud for the class. Tell Ss the first question asks them to think about the word *yet*. Tell them that *yet* is a coordinating conjunction that is used to connect two contrasting ideas. Tell them the second question asks them to identify what the personal pronoun *it* refers to.
- Give Ss time to reread the lines and answer the questions individually.
- Review the answers as a class.

EXTENSION Challenge Ss to name other personal pronouns (*I, you, he, she, we, they*) and coordinating conjunctions (*for, and, nor, but, or, so*).

D
- Read the Reading Skill aloud. Say, *Making inferences can be difficult because you have to use information in the text combined with your own knowledge to guess what the writer means. The writer does not say it directly.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, solicit volunteers to give the answers.

OPTION For higher-level Ss, have them explain how they made the inference; in other words, what information from the text and what knowledge of their own did they use to make their guess.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

EXTENSION Ask, *What questions do you still have about green cities?* Have Ss write down 1–2 other questions they would want to learn about and share them in pairs. For homework, have Ss research the answers to their questions. At the beginning of the next class, give them a few minutes to share what they learned with the same partner.

4 MAKE IT PERSONAL

A
- Read the instructions. Say, *Being eco-friendly is very important. Many people believe cities should think about this more seriously. What else can cities do to become more eco-friendly?*
- Give an example. Say, *For example, I think cities can start recycling programs and pay people when they bring their recyclable materials to a recycling center.*
- Have Ss work individually to list their ideas. Encourage them to take notes that they can use in a discussion with a partner.

TEACHING TIP Let Ss search online using their phones or give them time in the school's computer lab to find ideas to answer this question.

B
- Have Ss compare their answers in pairs and choose the three ways they think are best to help a city become more eco-friendly. Ask them to write their lists on the board so all the pairs can compare answers.
- Remove any duplicate ideas. Take a class vote from all the ideas and see which are the top three best ideas.

OPTION Challenge higher-level Ss to find five ways that cities can become more eco-friendly. Lower-level Ss can choose only two ways if they don't generate as many ideas during the discussion.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Have Ss make a list of their own personal top three choices from the board. Ask them why they chose the three they did. Collect the cards as Ss leave to identify written areas for review.



By the time I left Singapore, I felt like I had accomplished my goal—to find the greenest of the green cities in Asia. My overall impression was that Singapore was not just a "City in a Garden." It was also a "Paradise in a Garden."

Now, I can't wait to go back to Singapore someday. I'm sure that when I'm there, I'll discover new ways that it is keeping former Prime Minister Lee's eco-friendly vision alive.


Pinnacle@Duxton



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

Answers may vary. Possible answer: This article is about how Singapore has done a lot to become more eco-friendly.

B According to what you read in the article, answer the following questions.

1. How did Lee Kuan Yew plan to make Singapore into a "City in a Garden"?

Lee planned to make Singapore a "City in a Garden" by turning it into a well-organized city with lush greenery and clean air.

2. What three places did the writer visit on his tour of Singapore?

The writer visited Gardens by the Bay, the Pinnacle@Duxton, and the Parkroyal on Pickering Hotel.

3. How have these places made Singapore a greener city?

4. Why does the writer think that Singapore will keep Lee's vision alive?

The writer thinks Singapore will keep Lee's vision alive because the city has shown that it is committed to being eco-friendly.

Gardens by the Bay is a huge nature park with three waterfront gardens and huge tree-like structures that are covered with plants and collect enough solar energy to run a nightly lightshow. The Pinnacle@Duxton has the world's longest sky gardens. The Parkroyal on Pickering Hotel is covered with trees, plants, and gardens, and it uses recycled rainwater and solar power.

C CLOSE READING Reread lines 2–7 in the article. Then circle the correct answers.

1. In line 4, the writer uses *Yet* to show that Singapore is ___.
   a. the same as other large cities
   b. different from other large cities
   c. more crowded than other large cities
2. In line 6, *it* refers to ___.
   a. Singapore b. open space c. the feeling

D Read the Reading Skill. Then circle the correct answer.

READING SKILL: Make inferences

As you read, use information from the text and your own knowledge to make educated guesses about what the writer does not say directly.

1. Reread lines 1–3. What can you infer about the writer?
   a. He has not flown on a plane before.
   b. He has visited other big cities before.
   c. Singapore is the first big city he's visited.
2. Reread lines 8–13. What can you infer about the writer?
   a. He was not an expert on Singapore's redevelopment before he was told to go there.
   b. He was an expert on Singapore's redevelopment before he was told to go there.
   c. He does not think that it is important to do research before writing a story.

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

What are cities around you doing to become greener?

A THINK What else can cities do to become more eco-friendly? Make a list.

B PAIRS Share your ideas. Choose the three best ways that cities could become more eco-friendly.

☐ I CAN READ ABOUT HOW A CITY HAS IMPROVED

LESSON 5 WRITE ABOUT A FAVORITE PLACE



OSCAR BLANCO

@OscarB

Have you ever returned to one of your favorite places and noticed it has changed? How did you feel?

1 BEFORE YOU WRITE

A What is one of your favorite places to visit? What do you like about it?

B Complete the sentences with the words in the box.

browse	trendy

1. The new store sells ___trendy___ clothes from around the world.
2. It's fun to ___browse___ through the books, even if you aren't going to buy any of them.

Answers may vary. Possible answer: The blog is about how the city of Chiang Mai in Thailand has changed and stayed the same. It makes me want to visit Chiang Mai.

C Read the blog. What is it about? Does it make you want to visit Chiang Mai?

Blog | About | Contact

Search

Chiang Mai, Then and Now

Chiang Mai is one of my favorite places in the world. I've been going to this small, beautiful city in northern Thailand for more than twenty years. Every time I'm there, I'm amazed by how much the city has changed and how much it has stayed the same.

On the one hand, so much of what I love about Chiang Mai has been the same for as long as I can remember. For example, I can still eat steaming hot pad Thai at one of the amazing street food stalls. Likewise, I can browse the traditional markets that have been selling goods for hundreds of years. The first time I visited Chiang Mai, I took tuk-tuks everywhere I wanted to go. These three-wheeled motorized taxis were there for me then, and they're still there for me now. Finally, whenever I'm in the city in late fall, I can always enjoy the Loi Krathong Festival and float a candle in a banana-leaf container down the Ping River.

On the other hand, a lot has changed in Chiang Mai over the years. When I first arrived in the city, I often ate lunch at a famous old restaurant that had been owned by the same family for generations. The last time I went back, however, the restaurant had been torn down and replaced with a convenience store. In the same way, some of the old shops I used to go to have been replaced with huge air-conditioned shopping malls offering the trendiest brands from around the world. Although I still like to take tuk-tuks, they aren't as popular as they used to be. Nowadays, most tourists and locals prefer to use the new ride-sharing services when they need to go somewhere.

While some people might be bothered by these changes, I'm excited to see the city adapt and grow. I can't wait to see what Chiang Mai will look like twenty years from now.

- About
- RSS Feed
- Social Media
- Recent Posts
- Archives
- Email

Leave a Reply

...your comment here...

LESSON 5 WRITE ABOUT A FAVORITE PLACE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Have you ever returned to one of your favorite places and noticed it has changed?*

1 BEFORE YOU WRITE

A
- Ask, *What is one of your favorite places to visit?* Elicit answers from the class and make a list on the board.
- Make a tally of Ss who have visited each place.
- Ask, *What do you like about it?* Elicit answers. Give an example if necessary. For example: *One of my favorite places is Istanbul in Turkey. I like the Hippodrome, where residents competed in chariot races. I also like the Hagia Sophia with its beautiful dome and mosaics.*

OPTION Allow time for Ss to share pictures or stories about their favorite places.

B
- Draw attention to the two words in the box. Say, *These two words will appear in the blog we will read. Do you know these words?*
- Give Ss time to complete the sentences individually.
- To review, solicit volunteers to read the sentences with the answers included.

LANGUAGE NOTE The word *browse* means to look at items for sale without the intention to buy. When shopping at a store, a sales clerk might ask, *Can I help you find something?* and a shopper might respond with, *No, thanks. I'm just browsing.* Synonyms in this sense include *window shopping* and *looking around*. The word *browse* is also sometimes used when talking about books or reading material, with the meaning to look through. *I was browsing through a book about Tahiti. I would like to go there on vacation.* Synonyms in this sense include *skimming* and *scanning*.

EXTENSION Ask Ss to discuss two more questions to make sure they understand the words.

1. *What do you like to browse for? Where do you browse?*
2. *What is trendy today? Do you like to be trendy? Why or why not?*

C
- Draw attention to the blog and the title. Ask, *Where is Chiang Mai?* (Thailand) Have Ss focus on the picture. Ask, *What do you see?* Accept any reasonable answers such as *temple, monument, tower,* or *garden*.
- Give Ss time to read the blog. **For higher-level Ss,** let them read individually and silently. **For lower-level Ss,** read the blog aloud or ask a volunteer to read aloud. Go over any vocabulary as necessary. Using *ride-sharing services* refers to using an app to request a driver to take you somewhere in his or her car. Ask Ss if they know the names of any ride-sharing services.
- Have volunteers share if they think they would like to visit Chiang Mai and say why or why not.

OPTION Project a map of the world and point out where Thailand is on the map. See if Ss can name the surrounding countries: Myanmar, Laos, Cambodia, and Malaysia.

CULTURE NOTE The blog is about Chiang Mai, which is located in Thailand in Southeast Asia. Thailand is over 510,000 square kilometers or almost 200,000 square miles. Over 68 million people live in Thailand, making it one of the top 25 most populous countries in the world. The capital is Bangkok and the official language is Thai. Buddhism is the most common religion in Thailand.

D
- Have Ss focus on the blog again and take notes in the chart.
- Draw a chart like the one in the book on the board. To review, have Ss write their answers in the chart on the board.

2 FOCUS ON WRITING

- Tell Ss to keep their books closed. Review by asking *What is a transition?* (a word or phrase that writers use to show how ideas are related) Say, *Writers use transitions between sentences or between paragraphs so that ideas flow smoothly.* Remind Ss that different types of transitions convey different ideas. Review the Writing Skill in Unit 9 on page 111 (transition words that add information).
- Draw attention back to page 123. Read the Writing Skill aloud. Say, *Use these transition words when you are comparing or contrasting ideas in your writing.*
- Tell Ss to individually reread the blog and underline the words and phrases that are used to show comparison and contrast.
- Have Ss complete the exercise individually and then compare their underlining with a partner or small group. Go over answers with the whole class.

EXTENSION Find another reading that compares and contrasts and project it for the Ss or bring in copies. Ask them to identify the comparison and contrast transition words and phrases.

3 PLAN YOUR WRITING

A
- Read the questions aloud. Solicit answers from the Ss and make a list on the board. Tell them they can use the same answer from 1A or they can think of a local place that they like to go.
- Say, *You will write about the place that you choose.* Have Ss draw a chart like the one in 1D.
- Let Ss who are writing about similar places compare answers.

B
- Pair Ss to talk about their favorite places to go. Solicit a volunteer to read the sample conversation started in the book. Let **lower-level Ss** use their charts. Challenge **higher-level Ss** to talk without looking at their charts.
- Give Ss time to talk. Allow enough time for both Ss to talk about their favorite place to go.

OPTION Write the sample sentence on the board and add the word *because*. Remind Ss to say why the place they chose is among their favorites.

4 WRITE

- Give Ss time to write their blogs. Remind them to use their charts and to review the reading on page 122 as a model for their own writing.
- Require them to include both how their favorite place has changed and how it has stayed the same.
- Draw attention to the Revising tip and let Ss know writing is more interesting when the descriptions are strong and vivid.

TEACHING TIP Let Ss use a thesaurus to help them find words. Remind them that a thesaurus is a book that gives synonyms and related words and phrases for other words. If time allows, let Ss look at an online thesaurus.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Ask Ss to exchange and read each other's blogs. Have them answer the two questions about their partner's writing.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to use the questions from 5A as a guide to help offer feedback.
- Encourage Ss to suggest transition words they can use to compare and contrast and offer ways to make the writing more descriptive. Allow time for Ss to search for words in a thesaurus.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their blog.

EXIT TICKET Ask, *What did we learn in this unit?* Have Ss write their names on a blank card or piece of paper. Ask them to write a short summary of what they learned from Unit 10. They can include any information they learned from classmates or the teacher as well. Collect cards as Ss leave. Read the cards to identify areas for review and offer feedback for future study.

D Read the blog again. Take notes in the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the blog. Underline the words and phrases that are used to show comparison and contrast.

WRITING SKILL Use a range of transition words to show comparison and contrast

Words and phrases such as *similarly, likewise, in the same way,* and *in the same fashion* compare ideas. Words and phrases such as *but, however, on the other hand, while, although,* and *on the contrary* contrast ideas.

3 PLAN YOUR WRITING

A THINK What is one of your favorite places to go to? How has it changed? How has it stayed the same? Draw a chart like the one in 1D.

B PAIRS Talk about your favorite place to go to.

One of my favorite places to go to is Haeundae Beach in Busan, South Korea...

4 WRITE

Write a blog about how one of your favorite places has changed and stayed the same over the years. Use the blog in 1C as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner describe how the place has changed and stayed the same?
2. Did your partner use transition words to compare and contrast ideas?

B PAIRS Can your partner improve his or her blog? Make suggestions.

Revising tip

Make your descriptions as strong and vivid as possible. Use a thesaurus to find the best words to describe things. Stronger, more vivid descriptions will make your writing more interesting.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A FAVORITE PLACE.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶10-19 Listen or watch. What is the topic of the presentation? Answers may vary. Possible answer: This presentation is about a favorite piece of public art called Stepan the Plumber.

B ▶10-20 Listen or watch again. Answer the questions.

1. Where is the statue of Stepan the Plumber?
   Stepan the Plumber is on a normal sidewalk in Omsk, Russia.
2. How is the statue different from other statues?
   The statue shows just the head, shoulders, and arms of a person. It also isn't in a gallery or museum.
3. Why does Misaki like it?
   Misaki likes it because it's different from other statues. It's in an unexpected place and it shows a regular person just doing his work.

C Read the presentation skill. Why do you think this skill might be helpful?

D Make your own presentation.

Step 1 Do research to find an example of art, such as a statue or mural, in a public place. Explain what the art is, where it is, and whether you like it or not.

Step 2 Prepare a two-minute presentation about the public art you've chosen. Remember to use the presentation skill. Bring a photo of it.

Step 3 Give your presentation to the class. Answer questions and get feedback.

PRESENTATION SKILL

Explain terms that may be new to the audience

When you are preparing your presentation, think about vocabulary that you might need to define or explain to your audience members.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about cities and how they change
- ☐ Talk about getting around a city
- ☐ Discuss lost and found items

Vocabulary
- ☐ City features and changes
- ☐ Verbs for getting around

Conversation
- ☐ Introduce a popular opinion

Pronunciation
- ☐ Emphasis of *do, does, did*

Listening
- ☐ Listen for attitude

Grammar
- ☐ *Do* or *did* for emphasis
- ☐ Past perfect with adverbial clauses of time
- ☐ Non-restrictive relative clauses for comments

Reading
- ☐ Make inferences

Writing
- ☐ Use a range of transition words and phrases to show comparison and contrast

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 PRESENTATION PROJECT

A
- Have Ss look at the picture on the right. Ask, *What is public art?* (art that is not in a museum but rather is displayed in a public place, such as in a park or on a city street) *Have you seen any public art? What do you think this statue is?* Let Ss guess but do not reveal the answer because it will be revealed later.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct.
- Ask, *Do you think you would like to see this statue in real life? What do you think of public art?* Invite volunteers to share their answers with the class.

⊕ **EXTENSION** To review comparison and contrast transition words from Lesson 5, have Ss compare this statue to another piece of art they like.

C
- Read the Presentation Skill aloud. Say, *It is important to explain words your audience may not be familiar with. This will help them understand your presentation.*
- Give Ss a copy of the script of the presentation. Have Ss underline terms they are not familiar with. Ask if they think the writer explained or defined them well enough. The explanations are: *a plumber: a person whose job it is to fix pipes; a manhole: one of those holes in the road that workers go into to get to underground wires and pipes.* Alternatively, let them do the same exercise with the reading from Lesson 5.

D
- Tell them they will make their own presentation about an example of art in a public place and explain whether they like it or not. Draw attention to the examples listed in the book of statues and murals. Ask, *What is a statue?* (a figure of a person or animal that is carved in stone or made from metal; it is often life-size) *What is a mural?* (a painting or drawing created directly on a wall)
- Give Ss time to list ideas for their presentations. Remind them that they might want to include comparisons and contrasts to other examples in their presentation.
- For homework, ask Ss to prepare a two-minute presentation based on their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Explain what the art is and where it is located.*
  - ☐ *Give an opinion about whether you like it or not.*
  - ☐ *Explain terms that may be new to the audience.*
  - ☐ *Use comparison and contrast transition words and phrases.*
  - ☐ *Speak slowly and clearly.*
- Remind Ss to bring a photo of the piece of art to show during their presentation.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2-3 minutes for questions and comments after each presentation.
- Encourage Ss to complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.

B
- Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare their ideas for learning different topics.
- Say, *Now that we've finished the book, think about the future.* Have Ss go back through the units to see what they highlighted. Ask, *Did you master any of your problem areas? What kind of study plan do you want to make for the future?*

GRAMMAR PRACTICE NOTES

UNIT 1, LESSON 1 PRESENT PERFECT CONTINUOUS

REVIEW GRAMMAR
Present perfect

COMMON ERRORS

1. Forgetting to add *been* when using present perfect continuous
2. Using simple present instead of present perfect continuous
3. Using present perfect continuous with non-action verbs

A

- Draw attention to the picture. Ask, *What do you think is happening in this photo?* (An interviewer is talking to a famous person.)
- Read the instructions. Remind Ss they must use only the present perfect continuous verb tense.
- Say, *Complete the interview between the interviewer and the famous person named Jessica Star.* Solicit volunteers to read the first three sentences, which include number 1, to the class.
- Have Ss complete the rest of the exercise. To review, read the sentences aloud and call on Ss to say the answers.
- Have Ss practice the conversation. Time permitting, have them swap roles and practice again. Invite volunteers to role-play the conversation in front of the class.

CULTURE NOTE Film awards season is between November and February in the United States. During this time, many important film award events take place, including the People's Choice Awards, the Golden Globe Awards, and the Academy Awards. Interviews such as this one are common "on the red carpet" when the stars are entering the theater for the awards shows.

EXTENSION **Higher-level Ss** can write their own answers to the interview questions, imagining they are the famous people. Invite volunteers to role-play their conversation in front of the class.

B

- Say, *Now, let's read a news article about a singer's new album with his band.* Read the instructions.
- Ask a volunteer to read the first sentence and example answer aloud. Remind Ss to pay attention to verb forms and to use the correct form of the verb in their answers.
- Have Ss complete the exercise individually, and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, read the article aloud and call on Ss to say the answers. Follow up by asking *Why is this the correct answer?*

C

- Write something you have been doing recently on the board. For example, write, *I have been exercising a lot recently.* Give Ss time to write their own sentences.
- To check answers, call on volunteers to take turns reading their sentences aloud. Follow up after each item by asking *Has anyone else been doing that recently?*

EXTENSION Have Ss find a story about actors, musicians, businesspeople, politicians, or any famous people of interest online. Have them write five sentences about what that person has been doing recently. Give examples, such as *Britney Spears has been writing new songs lately. Lady Gaga has been winning awards for her recent performance in* A Star is Born. *Bradley Cooper has been attending the awards shows recently. Bill Gates has been donating money to charity lately. Prince Harry has been traveling to other countries recently.*

UNIT 1, LESSON 1 PRESENT PERFECT CONTINUOUS

A Complete the interview. Use the correct form of the present perfect continuous.



Interviewer: Thank you very much for joining me today.

Jessica Star: It's my pleasure! I've been filming (1 (I / film)) a new movie for the past two months, so this is actually a nice break.

I: It sounds like you've been busy! What have you been working (2 (you / work)) on lately?

JS: Well, I haven't / I have not been getting (3 (I / not get)) much sleep recently! I've / I have been shooting (4 (I / shoot)) a heartwarming new movie called *The Last Love*. It's about a young girl who gets very sick, falls in love, and...you have to watch it to know more!

I: I can't wait to see it!

JS: You're also in luck because we've / we have been planning (5 (we / plan)) to share a little surprise with everyone today! I recently recorded my first single, and you will be able to hear it in the new movie! I've / I have been thinking (6 (I / think)) about getting into singing for the past few years, and I'm really happy to finally get started on this new adventure.

I: Wow! That's so exciting! What helped you make this decision?

JS: My parents have always supported me, but recently they've / they have been encouraging (7 (they / encourage)) me to focus more on my singing. It was their support that helped me take this new step.

I: That's wonderful! I love hearing stories like yours.

B Read about Matt Rock's new album. Circle the correct form of the verbs.

Popstar News! **MATT ROCK RECORDS NEW ALBUM!**

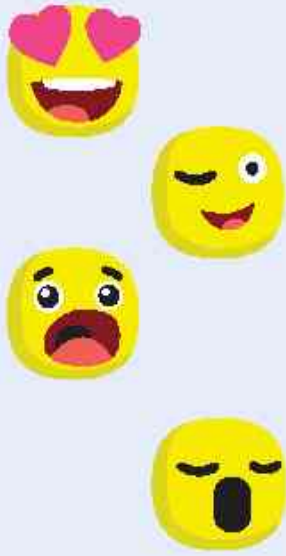
Matt Rock announced today that he **(1) has recently recorded / has recently been recording** a new album with his band. He and his band members **(2) have worked / have been working** on the album for several months. They **(3) haven't finished / haven't been finishing** it yet, but they hope it will come out next year. In an interview, Rock said that he **(4) has been waiting / has waited** for weeks to share this news with his fans. Many news outlets **(5) have been talking / have talked** about this surprising news for hours, and his fans **(6) have followed / have been following** the whole story online with excitement. In the interview, Rock said that the band **(7) has been trying / has tried** to make a new album for many years, and he hopes fans are going to be happy with the album when it's released.

C MAKE IT PERSONAL Write sentences about what you have or haven't been doing *recently* / *lately* using the present perfect continuous. Answers will vary. Possible answers:

1. I've been listening to some new music recently.
2. I haven't been watching any new movies lately.
3. I've been reading a lot of good books lately.
4. I've been playing a lot of basketball recently.

UNIT 1, LESSON 2 *WHAT* CLAUSES FOR EMPHASIS

A Rewrite the sentences using *what* clauses for emphasis.



1. I was amazed by the soundtrack.
   What amazed me was the soundtrack.
2. He loved the cinematography.
   What he loved was the cinematography.
3. John and Jason were scared by the violent scene.
   What scared John and Jason / them was the violent scene.
4. Sarah was surprised by the narrator's voice.
   What surprised Sarah / her was the narrator's voice.
5. Jeff hated the silly dialog.
   What Jeff / he hated was the silly dialog.
6. She was bored by the predictable story.
   What bored her was the predictable story.
7. My friends and I dislike the soundtrack the most.
   What we dislike the most is the soundtrack.

B Complete the sentences with a word from each box.

Ways to describe movies or TV shows	Elements of a movie or TV show
disliked amazed surprised loved ~~liked~~ bored upset	ending setting cinematography narrator soundtrack plot ~~dialog~~

1. The conversations between the characters were great! I can't believe how natural they sounded.
   What Jack ___liked___ was the ___dialog___.
2. I couldn't get into the story. I kept checking my watch to see when it would be over.
   What ___bored___ Rachel was the ___plot___.
3. I couldn't believe that the story took place in Philadelphia. That's where I grew up!
   What ___surprised___ Jenny was the ___setting___.
4. The music was the best part of the movie. I can't stop singing the songs.
   What Lena ___loved___ was the ___soundtrack___.
5. I cried when the hero died in the final scene. I really wanted him to survive.
   What ___upset___ Brianna was the ___ending___.
6. The guy who described everything wasn't very good. His jokes weren't funny.
   What Ryan ___disliked___ was the ___narrator___.
7. The images of the rainforest were incredible. I've never seen anything so beautiful.
   What ___amazed___ Ron was the ___cinematography___.

C MAKE IT PERSONAL Think about your favorite movie, TV show, or book. Describe it using *what* clauses for emphasis and the prompts. Answers will vary. Possible answers:

1. (amaze) What amazed me was the acting. The main character was great!
2. (like) What I like / liked is / was the dialog. It is / was so realistic.
3. (surprise) What surprises / surprised me is / was the ending.
4. (dislike) What I dislike / disliked is / was the plot. It is / was a little predictable.

UNIT 1, LESSON 2 *WHAT* CLAUSES FOR EMPHASIS

REVIEW GRAMMAR
Clauses

COMMON ERRORS
1. Using the incorrect word order
2. Using the incorrect verb tense

A
- Read the instructions and the first sentence aloud. Ask, *What did we have to change to add emphasis?* (add *what*, change *I* to *me*, change the word order)
- Have Ss complete the other sentences. Remind them to begin all their sentences with *What*, change the subject/object if necessary, and review the word order.
- Have Ss compare their answers in pairs. To review, solicit volunteers to read the sentences aloud.
- Give Ss time to take turns reading the sentences aloud. Monitor. Listen for intonation to show emphasis.

EXTENSION Have Ss write sentences about a movie or TV show they have seen recently. Tell them they can write their own thoughts, but challenge them to write sentences about whoever else saw the movie or TV show with them. Give them time to read their new sentences to a partner or small group. Monitor to check for grammar and pronunciation.

B
- Read the instructions aloud. Point out the word boxes. Explain that for each sentence, they will use one word from each box.
- Read the first sentence aloud. Then solicit a volunteer to read the answer. Make sure Ss understand why these answers are correct.
- Give Ss time to work on the activity. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud. Ask them to provide reasons for their answer choice.
- Ask, *Would you like to see any of the movies these people are describing? Why or why not?*

TEACHING TIP Visual and auditory aids such as photos, music, and other sensory objects stimulate and support language learning by helping Ss predict content and link new knowledge to their real lives. Show or play examples from movies.

C
- Tell Ss, *You can write about your favorite movie, TV show, or book for this activity.*
- Have Ss work individually. **Higher-level Ss** can write down more than one answer.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the movies, TV shows, and books that Ss mention in Exercise C. Ask Ss if they want to see any of the movies or shows or read any of the books based on the sentences the other Ss wrote.

EXTENSION Have Ss read a movie review they find online or in a newspaper. Have them identify what elements the critic liked or disliked about the movie. Give them time to share their results with the rest of the class.

UNIT 1, LESSON 3 *BY* TO EXPLAIN HOW

REVIEW GRAMMAR
Gerunds

COMMON ERRORS
1. Using a comma when the *by* phrase follows the main clause
2. Omitting a comma when the *by* phrase comes before the main clause
3. Using the base form of the verb instead of a gerund

A
- Read the instructions and invite a volunteer to read the first line in the conversation in number 1 aloud. Point out the use of *by* and the *-ing* form of the verb.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Remind Ss to use the words in the box to complete the answers.
- Invite volunteers to read the conversations for numbers 2–5 aloud.

EXTENSION Pair Ss to read the conversations aloud. Give them enough time to reverse roles so each has the opportunity to read the answer.

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *What is a different way you would complete this sentence to make it true about yourself?* Have Ss discuss in pairs. Elicit answers.

OPTION As Ss share their answers for ways they practice English, make a list on the board. Once all the answers are collected, take a class vote on which are the three best ways to practice English.

- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

EXTENSION Ask Ss to do an online search to find good websites to find new movies, get the latest news, discover new music, and learn about technology. Draw a big chart on the board with each of these categories as column heads. Have Ss write their websites for each in the relevant column. If time allows, let Ss share their favorites and why they like them.

EXTENSION In pairs, have Ss write more sentences using *by* and the *-ing* form of the verb. Some sentence frames are:
I relax _____.
I exercise _____.
I get to work/school _____.

UNIT 1, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION For lower-level Ss, let Ss work in pairs to complete the activity.

EXTENSION Have Ss write their own sentences using the words.

UNIT 1, LESSON 3 *BY* TO EXPLAIN HOW

A Complete the conversations with *by* and the correct form of the verb in the box.

inspire engage listen use watch ~~take~~

1. **A:** You know a lot about old movies! Did you learn about them ___by taking___ a class?
   B: No. I learned about them ___by watching___ lots and lots of old movies!
2. **A:** I love going to the movies. Have you been to the new movie theater?
   B: No, I haven't. I usually see the latest movies ___by using___ a streaming service at home.
3. **A:** The dialog sounded so natural in that movie.
   B: Apparently, the writer was able to make the dialog sound so natural ___by listening___ to regular people talking on the street.
4. **A:** Do you know what that movie is about?
   B: It's about a woman who helps a village ___by inspiring___ the people there to be kinder to one another.
5. **A:** I don't think he's a great director. Why do people like him?
   B: He's become well-known ___by engaging___ the audience in trying to work out the story.

B MAKE IT PERSONAL Write sentences about how you normally do the activities in the box. Use *by* and a gerund. Answers will vary. Possible answers:

~~learn English~~ get the latest news discover new music learn about new technology

1. I learn English by watching a lot of old movies.
2. I get the latest news by surfing the internet.
3. I discover new music by asking my friends for recommendations.
4. I learn about new technology by watching videos online.

UNIT 1, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a transition: the process of changing from one situation to another
adapt: to change because you are in a new situation
disastrous: very bad
an extra: an actor in a movie or TV show who does not say anything but is part of a crowd
virtual reality: pictures and sounds that a computer produces to make you feel as if you are in a particular place
an impact: the effect or influence that someone or something has

1. Some singers are able to make the ___transition___ from the music industry to the film industry easily.
2. The director hired me to be a(n) ___extra___ for the battle scene.
3. The movie *Jaws* had quite a(n) ___impact___ in the summer of 1975. People stopped going to the beach.
4. Some movie actors find it hard to ___adapt___ to acting on a stage in front of a live audience.
5. My date last night was ___disastrous___. The movie was very dull, and I spilled my soda.
6. The ___virtual reality___ video game made me feel like I was in a different world.

UNIT 2, LESSON 1 *AS LONG AS, PROVIDING (THAT), UNLESS*

A Circle the correct conjunction to complete each conversation.

1. Store assistant: I have a question. Can a customer return a dress that looks like it's been worn?
   Manager: The customer can return the dress ***providing that*** / ***unless*** the customer has a receipt.
2. Store assistant: Can a customer return an item without a packing slip?
   Manager: Yes. ***As long as*** / ***Unless*** the customer has a receipt or another proof of purchase, we can provide a refund.
3. Customer: Can I return this item? I bought it two months ago.
   Manager: No. ***Unless*** / ***Providing that*** you have a receipt, this item cannot be returned.
4. Customer: I bought this item last week and it broke.
   Manager: ***Providing*** / ***Unless*** you have the receipt, I can give you a refund or order a replacement for you.
5. Store assistant: The customer didn't have a receipt.
   Manager: ***As long as*** / ***Unless*** the customer can prove that she purchased the item here, we cannot give her a refund or store credit.
6. Store assistant: Can the customer return this other item?
   Manager: ***Providing*** / ***Unless*** the item is in its original packaging, the customer can return it.
7. Store assistant: What if the customer bought it two months ago?
   Manager: ***As long as*** / ***Unless*** the customer returns an item within thirty days, we can't give a full refund. We can only give store credit.

B Combine the two sentences using the conjunction in parentheses. Use commas where necessary. Do not change the order of the sentences.

1. You purchased this dress fewer than thirty days ago. You can't return it. (unless)
   Unless you purchased this dress fewer than thirty days ago, you can't return it.
2. You can get a full refund. The item is in its original packaging. (as long as)
   You can get a full refund as long as the item is in its original packaging.
3. A full refund is possible. You purchased this dress last week. (providing that)
   A full refund is possible providing that you purchased this dress last week.
4. You have a receipt. You cannot return this item. (unless)
   Unless you have a receipt, you cannot return this item.
5. It was already broken when you received it. They will replace it. (as long as)
   As long as it was already broken when you received it, they will replace it.
6. It's still in new condition. They won't give me a refund. (unless)
   Unless it's still in new condition, they won't give me a refund.
7. You can return it. You pay a restocking fee. (providing that)
   You can return it providing that you pay a restocking fee.

C MAKE IT PERSONAL Write sentences about the return policy of your favorite store. Use *as long as*, *providing (that)*, and *unless*. Answers will vary. Possible answers:

1. I can return things providing that I have a receipt.
2. I can return things as long as I return them within 30 days.
3. I can't return things unless I have a packing slip.
4. I don't have to pay a restocking fee providing that the item is in its original packaging.

UNIT 2, LESSON 1 *AS LONG AS, PROVIDING (THAT), UNLESS*

REVIEW GRAMMAR
Future unreal conditional, page 157
Unless, page 157

COMMON ERRORS
1. Using *providing (that)* or *as long as* to mean *if…not* or *except…if*
2. Using *unless* to show that something is possible only if something else happens first
3. Not using the present simple in the conditional clause
4. Misusing commas (including using them when not necessary or forgetting them when they are necessary)

A
- Read the instructions aloud. Ss will identify if they should use *providing (that)* or *as long as* versus *unless*.
- Say, *The first conversation is between someone who works at a store and the manager of the store. They are discussing the return policy.* Solicit two volunteers to read the first conversation aloud. Ask, *Why is* providing that *the correct answer?* (because one thing must happen for the other thing to happen)
- Have Ss complete the rest of the exercise. To review, have two Ss read the sentences aloud and include their answers when reading.
- Have Ss practice the conversations. Time permitting, have them swap roles and practice again. Invite volunteers to role-play the conversations in front of the class.

CULTURE NOTE In many retail jobs, new employees undergo a training period. During that time, they would be taught about the store's return policy.

EXTENSION Arrange Ss in same-level pairs. Have them write a new conversation using the vocabulary from Lesson 1. Higher-level Ss can make longer conversations by adding details or including more than one part of the return policy. Invite volunteers to role-play their conversation in front of the class.

B
- Say, *Conjunctions are used to combine sentences. You can use the conjunctions we studied in class to combine these sentences.* Read the instructions aloud.
- Read the first two sentences aloud. Solicit a volunteer to read the example answer aloud. Remind Ss to pay attention to their punctuation. Say, *When the conditional clause comes first, you use a comma before the result clause. When the result clause comes first, you do not need a comma before the conditional clause.*
- Rewrite the first answer the opposite way and show Ss that there is no comma: *You can't return it unless you purchased the dress less than thirty days ago.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Walk around as Ss work to provide help as necessary.

EXTENSION Have Ss rewrite the sentences in the opposite way, reversing the conditional and result clauses. Tell them to change the punctuation when they rewrite.

C
- Tell Ss to look up the return policy for their favorite store. Say, *It is a good idea to know the return policy for a store where you shop a lot.*
- Have Ss write three sentences specific to their store.
- Give an example sentence using the return policy for your favorite store if necessary. Write it on the board. For example, *I like to shop at [store name]. I can return an item providing that I have the receipt.*
- Tell Ss to share their sentences in pairs after writing them individually.
- To review, call on volunteers to take turns reading their sentences aloud for the whole class. Follow up after each item by asking if any of their other stores have the same policy.

EXTENSION Make a list of stores that Ss use in their exercise on the board. Have Ss write the return policies underneath the stores. Lead a discussion asking questions beginning with *Which store…*
…has the easiest return policy?
…makes it hard to return something?
…requires you to have a receipt?
…only gives store credit?
Try to include the vocabulary from Lesson 1.

UNIT 2, LESSON 2 PAST UNREAL CONDITIONAL

REVIEW GRAMMAR
Present unreal conditional, page 158

COMMON ERRORS

1. Making comma errors dependent on result clause placement
2. Expressing the wrong certainty by choosing the wrong modal verb
3. Using the wrong forms of the verbs, for example, using *would have* + past participle in the *if*-clause instead of the past perfect form

A

- Read the instructions and the first sentence aloud. Ask, *Why are these verb forms correct?* (because you use the past perfect in the *if*-clause and *have* + the past participle in the result clause)
- Have Ss complete the other sentences. Remind them to use the words in parentheses and to pay attention to whether it is the *if*-clause or the result clause.
- Have Ss compare their answers in pairs. To review, read the sentences aloud, pause at the blanks, and have the class call out the answers.

EXTENSION Have lower-level Ss rewrite the sentences, changing the subjects from *I* to *he*, *she*, or *they*. Have higher-level Ss rewrite the sentences using different verbs or topics. For example, sentence 2 could be rewritten as *If I had taken out a loan, I could have paid my tuition.*

B

- Read the instructions aloud. Ask, *What are the benefits to combining sentences?* (makes writing more coherent and engaging, is more academic and professional)
- Say, *All of these short sentences are about events that happened in the past.* Read the first two sentences and the combined sentence.
- Have Ss work individually and then compare their answers in pairs. Encourage them to pay attention to which of the two sentences should form the *if*-clause and which should form the result clause. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the combined sentences aloud. Ask them to provide reasons for their answer choice.

EXTENSION Have Ss rewrite their combined sentences in the opposite way. In other words, if the sentence begins with the *if*-clause, have them rewrite it with the result clause first and vice versa. Remind Ss to change the punctuation as needed. Give an example by rewriting the first answer as a class: *They wouldn't have lowered his credit score if he had paid off the loan.*

C

- Tell Ss, *This is a chance to use this grammar form to talk about something personal. Think about something you wish you had done to get better results. This can be about home, school, or work.*
- Have Ss talk in pairs to gather ideas, but ask them to write the answers individually in their books.
- Ask volunteers to read the completed comments aloud for the class.

EXTENSION If Ss wrote about results for an event that happened at home, have them write new sentences about an event at school and an event at work. For lower-level Ss, have them write just one more sentence about the different locations. Higher-level Ss can write three more sentences about each of the other locations.

UNIT 2, LESSON 2 PAST UNREAL CONDITIONAL

A Complete each sentence with the correct form of the verbs in parentheses.

1. If I had ___visited___ (visit) a few more banks, I could ___have gotten___ (get) a better interest rate.
2. If I had ___taken out___ (take out) a loan, I could ___have bought___ (buy) a new car.
3. I might ___have gotten___ (get) a better deal if I had ___shopped around___ (shop around).
4. If I had ___qualified___ (qualify) for the loan, I could ___have started___ (start) my own company.
5. I would ___have purchased___ (purchase) a house if the bank hadn't ___turned down___ (turn down) my loan application.
6. If I had ___paid off___ (pay off) my loan faster, I might ___have improved___ (improve) my credit score.
7. I could ___have fixed___ (fix) the roof on my house if the bank had ___approved___ (approve) my loan.
8. I could ___have gotten___ (get) a lower down payment if I had ___paid___ (pay) more each month.
9. If I hadn't ___waited___ (wait) so long to buy a car, I could ___have driven___ (drive) my car to the beach.

B Combine the two sentences using the correct form of the past unreal conditional. Do not change the order of the sentences.

1. He didn't pay off the loan. They lowered his credit score.
   If he had paid off the loan, they wouldn't have lowered his credit score.
2. He didn't improve his credit score. He got a high interest rate.
   If he had improved his credit score, he wouldn't / would not have gotten a high interest rate.
3. She didn't pay her bills on time. She got turned down for a loan.
   If she had paid her bills on time, she wouldn't / would not have gotten turned down for a loan.
4. They didn't shop around. They had to make a big down payment.
   If they had shopped around, they wouldn't / would not have had to make a big down payment.
5. We didn't make a big down payment. We had to pay more each month.
   If we had made a big down payment, we wouldn't / would not have had to pay more each month.
6. I didn't save a lot of money last year. I had to take out a big loan.
   If I had saved a lot of money last year, I wouldn't / would not have had to take out a big loan.
7. He didn't pay off his first loan. He couldn't borrow more money.
   If he had paid off his first loan, he could have borrowed more money.
8. We didn't do a lot of research. We couldn't get a great deal.
   If we had done a lot of research, we could have gotten a great deal.
9. They didn't prepare their documents in time. They couldn't get approved for a loan.
   If they had prepared their documents in time, they could have been approved for a loan.

C MAKE IT PERSONAL Write about things at home, school, or work you could have done to have gotten better results. Use the past unreal conditional. Answers will vary. Possible answers:

1. If I had gotten up earlier, I wouldn't have missed the train.
2. If I had studied harder, I could have gotten a better grade.
3. If I had come to work earlier, I wouldn't have missed the meeting.
4. If I had fixed the air conditioner earlier, I wouldn't have been so hot.

UNIT 2, LESSON 3 CONNECTIVES TO EXPRESS CONTRAST AND SURPRISE

A Connect the sentences using the connectives in parentheses. Do not change the order of the sentences. Use a comma as needed.

1. My friends told me good things about the fundraiser. I found out later it was a scam. (however)
   My friends told me good things about the fundraiser. However, I found out later it was a scam.
2. The fundraising campaign video went viral. It has not helped raise much money. (even though) Even though the fundraising campaign video went viral, it has not helped raise much money. / The fundraising campaign video went viral even though it has not helped raise much money.
3. On the one hand, they want to make a donation to a charity for animals. They feel children's charities are more important. (on the other hand) On one hand, they want to make a donation to a charity for animals. On the other hand, they feel children's charities are more important.
4. Taking out a loan is very common. Not everyone does it. (while)
   While taking out a loan is very common, not everyone does it.
5. The fundraising campaign started only this morning. We've already reached our goal. (however)
   The fundraising campaign started only this morning. However, we've already reached our goal.
6. Emily can't find investors. She has a great business plan. (despite)
   Emily can't find investors despite having a great business plan.

B MAKE IT PERSONAL **What do you think about giving money to charity? Write sentences using connectives to show contrast or surprise.** Answers will vary. Possible answers:

1. I never give money to people collecting for charity on the street. However, a lot of my friends do.
2. On the one hand, I want to give money to charity. On the other hand, I don't have much money to donate.
3. Even though a lot of the money usually goes to support the cause, some of it doesn't.
4. A lot of organizations do a lot of good work despite not getting much money.

UNIT 2, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a shelter: a place where people can go if they have no home or are being treated badly
a mood: the way you feel at a particular time
make a difference: to do something that will have an important effect on someone or something
generous: giving people more of your money or time than is expected
blood pressure: the force with which blood moves through the body
a perspective: a way of feeling about something that is influenced by the kind of person you are or by your experiences

1. When the charity met its fundraising goal, all the volunteers were in a good ___mood___.
2. The CEO recently made a(n) ___generous___ offer to give everyone free computers.
3. Seeing how people in other parts of the world live has changed my ___perspective___ on life.
4. Reducing your stress can help you lower your ___blood pressure___ and feel better.
5. They stayed in a homeless ___shelter___ until they had enough money to buy a new home.
6. Volunteering is one way to ___make a difference___ in other people's lives.

UNIT 2, LESSON 3 CONNECTIVES TO EXPRESS CONTRAST AND SURPRISE

REVIEW GRAMMAR
Connectives

COMMON ERRORS
1. Using incorrect punctuation
2. Using *even though*, *while*, and *although* to connect a sentence to the previous sentence

A
- Read the instructions and the two sentences in number 1 aloud. Say, *We need to use the word* however *to combine these sentences.* Then read the answer. Say the name of the comma punctuation mark as you read. For example, *My friends told me good things about the fundraiser period. However comma I found out later that it was a scam.*
- Review the punctuation rules for connectives that express contrast and surprise.
- Give Ss time to work individually. Remind them that they cannot change the order of the sentences.
- Invite volunteers to write the answers for numbers 2–6 on the board. Have them read their answers aloud for the class, saying the name of the punctuation as they read.
- Review as a class. Check for correct placement of the comma.

EXTENSION For higher-level Ss, have them write the sentences using other punctuation options. For example, number 1 could also be written as: *My friends told me good things about the fundraiser; however, I found out later that it was a scam.*

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *Is this sentence true about you? What sentences can you write about yourself about giving money to charity?*
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

OPTION Have Ss use a different connective to show contrast or surprise in each sentence. Remind them that their punctuation might change based on the connective that they choose to use.

EXTENSION Have Ss find information online about a charity that they find interesting or would consider giving money to. Have them write some sentences about things that surprised them. Give an example: *The American Heart Association was started in New York City. However, now the headquarters are in Dallas, Texas.* Allow time for Ss to write their sentences on the board or to share them in small groups.

UNIT 2, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

OPTION For higher-level Ss, let Ss say what they remember about the definitions.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

UNIT 3, LESSON 1 GIVING AND ASKING FOR ADVICE

REVIEW GRAMMAR
Advice, obligation, and expectation, page 158

COMMON ERRORS

1. Using *was* instead of *were* in *If I were, What would you do if you were me,* or *Would you…if you were me?*
2. Using *should, had better,* and *ought to* to give less direct advice
3. Using *If I were* to give direct advice
4. Using *ought to* or *had better* in questions

A

- Draw attention to the picture. Ask, *Where do you think Dan is?* (at his office) *What do you think is wrong with Dan?* (He is sick.)
- Read the instructions. Remind Ss to use the words in parentheses to replace the underlined words. Read the first one that has been done as an example aloud. Show Ss how *He had better* is contracted to *He'd better.*
- Have Ss complete the rest of the exercise individually. Give them time to compare their answers with a partner.
- To review, read the sentences aloud and call on Ss to say the answers.

LANGUAGE NOTE *Shouldn't* is the same as *should not* and is often contracted when giving advice. *Had better* is contracted in spoken English when the subject is a personal pronoun.
I had better = I'd better
He had better = He'd better
She had better = She'd better
We had better = We'd better
They had better = They'd better

EXTENSION Have Ss discuss which advice they have followed themselves, and if the advice helped them when they were sick.

B

- Say, *Now, let's look at some conversations in which one person has a symptom and the other person is giving advice.* Read the instructions.
- Ask two volunteers to read the first conversation and example answer aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, read the conversations aloud and call on Ss to say the answers.

EXTENSION Follow up by asking *Which of these offer direct advice and which offer less direct advice?*

C

- On the board, write something you advised a friend or student to do to avoid getting the flu. For example, write, *I told her she had better get the flu shot this year.* Give Ss time to write their own sentences. Remind them to use the words in parentheses.
- To check answers, call on volunteers to take turns reading their sentences aloud. Make a list of advice on the board. Remind them that they need to use a comma after the conditional clause if the conditional clause comes at the beginning of the sentence.

EXTENSION Follow up after each item by asking *Have you ever been given that advice? If so, did it work?*

UNIT 3, LESSON 1 GIVING AND ASKING FOR ADVICE

A Dan isn't feeling well. Give him advice by rewriting the sentences. Replace the underlined words with the words in parentheses.



1. He should not go to work tomorrow. (had better not)
   He'd better not go to work tomorrow.
2. He should rest. (ought to)
   He ought to rest.
3. He had better drink plenty of fluids. (should)
   He should drink plenty of fluids.
4. He had better not take his medicine until after he eats. (should not)
   He shouldn't / should not take his medicine until after he eats.
5. He should put a cold, wet cloth on his head. (ought to)
   He ought to put a cold, wet cloth on his head.
6. He should visit his doctor if his symptoms get worse. (had better)
   He had better visit his doctor if his symptoms get worse.
7. He ought to get a flu shot next year to avoid getting sick again. (should)
   He should get a flu shot next year to avoid getting sick again.

B Complete the conversations with the words in the box.

had better not go	had better get	If I were you
had better sit	should	ought	~~should take~~

1. A: I've got a really bad headache.
   B: You should take some pain medicine.
2. A: I have really bad muscle aches and pains.
   B: You ought to lie down for a while.
3. A: I feel nauseous. What should I do?
   B: If I were you, I'd drink some ginger tea.
4. A: I'm really dizzy.
   B: You had better sit down and eat something.
5. A: I feel really stuffed-up. What should I do?
   B: If I were you, I'd take a hot shower.
6. A: I feel weak and extremely fatigued.
   B: You had better get lots of rest.
7. A: I think I have the flu.
   B: You had better not go to work today.

C MAKE IT PERSONAL Your friend wants to avoid getting a cold. Give advice using the prompts.

Answers will vary. Possible answers:

1. (should) You should avoid going to crowded places.
2. (had better) You had better not be around any sick people.
3. (ought to) You ought to drink plenty of water.
4. (If I were you, I'd) If I were you, I'd wash my hands frequently.

UNIT 3, LESSON 2 REPORTING ADVICE

A Complete the conversations with the words in the box.

~~suggested~~ that elevating rest wearing me recommend



1. A: What did the doctor say?
   B: He suggested putting ice on three times a day.
2. A: What did the doctor recommend?
   B: She recommended getting a cast.
3. A: What did the nurse tell you?
   B: She told me to wear a knee brace.
4. A: What did the doctor suggest?
   B: He suggested wearing a sling for my dislocated shoulder.
5. A: What did the nurse tell you?
   B: She told me to rest my foot for a week.
6. A: What did the doctor recommend?
   B: She recommended that I use a neck brace.
7. A: What did the nurse suggest?
   B: She suggested elevating my foot.



B Complete the conversations with the words in parentheses. More than one answer may be possible.

1. A: What advice did the doctor give you about your fractured ankle?
   B: The doctor suggested (that) I wear a cast. (suggested, wear)
2. A: What did the doctor say about your sprained wrist?
   B: The doctor recommended wearing / recommended (that) I wear a wrist brace. (recommend, wear)
3. A: What did the doctor recommend doing about your dislocated shoulder?
   B: The doctor suggested wearing / suggested (that) I wear a sling. (suggest, wear)
4. A: What did the doctor tell you to do about the muscle you pulled in your leg?
   B: The doctor recommended putting / recommended (that) I put ice on it. (recommend, put)
5. A: What did the doctor suggest for walking around?
   B: The doctor told me to use crutches. (tell, use)
6. A: What did the doctor say about your fractured arm?
   B: The doctor said to wear a cast. (say, wear)

C MAKE IT PERSONAL What health advice have people given you recently? Write three sentences using reporting verbs. Answers will vary. Possible answers:

1. My friend suggested drinking apple cider vinegar.
2. My mom suggested eating more fruits and vegetables.
3. My friend told me to stop buying snacks late at night.
4. My brother said to go running with him in the morning.

UNIT 3, LESSON 2 REPORTING ADVICE

REVIEW GRAMMAR
Gerunds
Reporting verbs and *that*

COMMON ERRORS
1. Following *suggest* and *recommend* with an infinitive clause
2. Following *say* and *tell* with a gerund phrase
3. Using an object after *said* or not using an object after *told*

A
- Draw attention to the picture. Ask, *What injury does this man have?* (a knee injury) *How do you think he got it?* (For example, running, playing sports) *What treatment is he using?* (putting ice on it) *Do you recommend any other treatments?*
- Read the instructions. Ask two volunteers to read the first conversation aloud. Remind Ss to pay attention to the word order in the sentences to help them determine which word should complete the blank.
- Have Ss complete the other sentences individually.
- Have Ss compare their answers in pairs. To review, ask volunteers to read the conversations aloud.
- Give Ss time to read all the conversations with a partner. Monitor to help with pronunciation or vocabulary.

EXTENSION Have Ss write their own scripts for a conversation with a partner. Circulate to help them with the grammar. Allow time for them to read their conversations to the rest of the class.

B
- Draw attention to the picture. Ask, *What injury does this person have?* (a fractured ankle) *How do you think he or she got it?* (For example, falling while running) *What treatment is he or she using?* (A doctor has put the ankle and foot in a cast.) *Do you recommend any other treatments?*
- Read the instructions aloud. Point out the word in parentheses. Explain that for each sentence, Ss must use those words. If their answer includes a *that* clause, they can include the optional *that* if they want and they must add the personal pronoun *I*.
- Read the first sentence in the conversation aloud. Then ask a volunteer to read the response in the first conversation. Make sure Ss understand that the word *that* is optional and point out where the personal pronoun was included in the response.
- Give Ss time to work on the activity.
- Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete conversations aloud.
- Ask, *Do you agree with the advice the doctors gave in these conversations? Why or why not? What other treatments can you recommend for each injury?*

EXTENSION For answers in which Ss included *that*, have Ss say the answer without using *that*. For answers in which Ss did not include *that*, have Ss say the answer including it.

TEACHING TIP Consider recording yourself or having Ss record the conversations. Offer feedback on linking or other pronunciation issues.

C
- Tell Ss, *You can write about any advice someone has given you recently as you complete this activity.*
- Have Ss work individually. **Higher-level Ss** can write more than three answers.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the advice that Ss gave in Exercise C. Ask Ss if they would follow any of the advice the other Ss wrote about.

EXTENSION Have Ss read an advice column they find online or in a newspaper. Challenge them to find any advice language in the article and to make a list of the advice that is given. Schedule time for Ss to report on the problem or question and the advice that the columnist offered.

UNIT 3, LESSON 3 *NOT ONLY...BUT ALSO*

REVIEW GRAMMAR
Clauses

COMMON ERRORS

1. Using a comma to connect *not only* and *but also* when they are dependent clauses
2. Omitting a comma when connecting two independent clauses
3. Using different grammatical forms on either side of the *not only...but also*
4. Not placing *not only* directly before the item it refers to

A

- Read the instructions and number 1 aloud. Point out the use of *not only* and *but also*. Say, *This combined sentence is better because it avoids repeating information.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Remind Ss that they do not need a comma if they are connecting dependent clauses. Say, *Commas are needed only to connect two independent clauses.*
- Give Ss time to complete the other sentences independently.
- To review, have volunteers write their answers on the board or read their answers aloud.

EXTENSION For higher-level Ss, have them rewrite the answers as independent clauses. Give an example for number 1: *The nurse not only gave her a bandage, but she also gave her pain medicine.* Or, *Not only did the nurse give her a bandage, but she also gave her pain medicine.*

B

- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *Is this statement also true about yourself? What is an example of a crowded place to avoid?* Have Ss discuss in pairs. Elicit answers such as hospitals, stadiums, airports, parties, or shopping malls.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

EXTENSION Ask Ss to go online and find other suggestions from medical sources about how to avoid getting sick. Tell them to find two pieces of advice from the same source. Have them bring the advice they find online to the next class or give them a few minutes to search online during class. Have Ss share their findings. Give an example: *The website I found says we should not only wear masks but also wash our hands a lot during flu season.*

UNIT 3, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

OPTION For higher-level Ss, let Ss say what they remember about the definitions.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

UNIT 3, LESSON 3 *NOT ONLY...BUT ALSO*

A Combine the sentences using *not only...but also*.

1. The nurse gave her a bandage. The nurse gave her pain medicine.
   The nurse gave her not only a bandage but also pain medicine.
2. Karen injured her arm. Karen injured her shoulder.
   Karen injured not only her arm but also her shoulder.
3. Jeff has the flu. Jeff has a broken leg.
   Jeff has not only the flu but also a broken leg.
4. The doctor was impatient. The doctor was rude.
   The doctor was not only impatient but also rude.
5. Medical equipment needs to be sterile. Medical equipment needs to be carefully organized.
   Medical equipment needs to be not only sterile but also carefully organized.
6. Some microbes are harmless. Some microbes are good for our immune system.
   Some microbes are not only harmless but also good for our immune system.

B MAKE IT PERSONAL Write sentences about how you avoid getting sick and stay healthy. Use *not only... but also*. Answers will vary. Possible answers:

1. I avoid not only crowded places but also people who are sick.
2. I wash not only my hands but also my face.
3. I eat not only fruit but also vegetables.
4. I get a lot of not only exercise but also sleep.

UNIT 3, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

cancer: a very serious disease in which cells in the body start to grow in an uncontrolled way
detect: to notice or discover something, especially something that is not easy to see or hear
a seizure: a short time when someone is unconscious and cannot control the movements of his or her body
a sensor: something that is used to discover the presence of a scent or odor, light, heat, sound, movement, etc., especially in small amounts
identify: to recognize and correctly name someone or something
a ward: an area in a hospital where people who need medical treatment stay
a device: a machine or an object that does a special job

1. My mother is in a small hospital ward with just a few other patients.
2. Unfortunately, the cancer has spread to his brain. He may not have long to live.
3. The doors have a sensor that detects movement, so they open automatically.
4. Every medical device needs to be tested many times before doctors can use it.
5. If their blood sugar level gets too low, people with diabetes could have a(n) seizure.
6. The doctor was able to identify the type of the disease right away, so she was able to treat it.
7. Doctors use this special device to detect small amounts of bacteria in hospitals.

UNIT 4, LESSON 1 *BE SUPPOSED TO*

A Read the Park Rules sign. Rewrite the rules using *be (not) supposed to*.

1. You are not supposed to litter.
2. You are not / You aren't / You're not supposed to leave fires unattended.
3. You are not / You aren't / You're not supposed to make excessive noise.
4. You are not / You aren't / You're not supposed to feed the wildlife.
5. You are / You're supposed to keep pets on a leash.
6. You are / You're supposed to stay on the trails.
7. You are / You're supposed to store food in animal-proof containers.

Park Rules

1. Do not litter.
2. Do not leave fires unattended.
3. Do not make excessive noise.
4. Do not feed the wildlife.
5. Keep pets on a leash.
6. Stay on the trails.
7. Store food in animal-proof containers.

B Complete the email with the correct form of *be (not) supposed to* and the verb in parentheses.

From: Margaret To: Lisa

Hi Lisa,

I know we __are supposed to meet__ (1 (meet)) you for dinner tomorrow, but can we reschedule? Last week, Matt and I went hiking for the first time at our local park, and you'll never guess what happened! We didn't know we __weren't / were not supposed to walk__ (2 (walk)) off the trails, and we got lost. After a while, we saw a beautiful lake in front of us and decided to take a swim, but we didn't know that we __weren't / were not supposed to swim__ (3 (swim)) in the lake. While we were swimming, a bear came out of the woods and took our bags. When we finally found our bags, all of our food was gone. We didn't know that we __were supposed to store__ (4 (store)) our food in animal-proof containers. By then, it was starting to get late, and we couldn't find our way out of the park, so we decided to light a fire. We didn't know that we __weren't / were not supposed to leave__ (5 (leave)) the fire unattended, and we left it for a while to look for the trail. When we got back, the fire had started to spread, so we got scared. I knew that I __wasn't / was not supposed to make__ (6 (make)) excessive noise, but I started yelling for help. Suddenly, a dog ran toward us out of nowhere. Its owner __was supposed to keep__ (7 (keep)) it on a leash, but he hadn't. The owner helped us to put the fire out and find the trail. As we were walking out of the park, Matt fell and sprained his ankle. The doctor told Matt to stay off his ankle for a few days. So, I don't think we can meet for dinner until next week. I hope we can see you then!

Best wishes,

Margaret

C MAKE IT PERSONAL Think about a swimming pool or lake near you. Write three of the rules using *be (not) supposed to*. Answers will vary. Possible answers:

1. You're not supposed to run near the pool.
2. You're not supposed to dive.
3. You're not supposed to play loud music.
4. You're supposed to pay for your own locker.

UNIT 4, LESSON 1 *BE SUPPOSED TO*

REVIEW GRAMMAR
The base form of the verb
Forms of the verb *be*
Simple present
Simple past

COMMON ERRORS
1. Using the wrong form of the verb *be*
2. Not using the base form of the verb
3. Using a verb tense other than simple present or simple past
4. Confusing affirmative and negative statements

A
- Draw attention to the list of park rules. Review what they mean from Lesson 1. Say, *These rules can all be written using* be supposed to.
- Read the instructions. Remind Ss they use the word *not* when necessary and *be supposed to* in their answers. Read the first one that has been done as an example aloud.
- Have Ss complete the rest of the exercise individually. Give them time to compare their answers with a partner.
- To review, read the sentences aloud and call on Ss to say the answers.

EXTENSION Post or project a list of school or classroom rules using similar language to the list in the box in Exercise A. Have Ss rewrite the rules using *be (not) supposed to*.

B
- Say, *Now, let's look at an email message.* Ask, *Who is this email from?* (Margaret) *Who is this email to?* (Lisa) *How do you think they know each other?* (friends) Read the instructions.
- Ask a volunteer to read the first line of the email message with the example answer aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, read the email message aloud and call on Ss to say the answers.

EXTENSION Follow up by asking comprehension questions:
1. *What animal came out of the woods while Margaret and Matt were swimming?* (a bear)
2. *Did they know they were not supposed to swim?* (no)
3. *What did the bear do?* (took their food)
4. *Who helped them to put the fire out?* (a dog owner)
5. *What happened to Matt?* (He fell and sprained his ankle.)
6. *What does he have to do?* (stay off it for a few days)
7. *Is Margaret meeting Lisa for dinner tomorrow?* (no)

C
- Make a list of local swimming pools or lakes near where your school is located. Tell Ss to choose one of these places and write three rules for that place. Require them to use *be (not) supposed to* in their answers.
- To check answers, call on volunteers to take turns reading their sentences aloud. Make a list of rules on the board.

TEACHING TIP Assure Ss that they can make up the rules or look them up online using their phones if they don't know the answers.

EXTENSION Follow up after each item in Exercise C by asking *Do you think this is a good rule? Why or why not? What can happen if people do not follow this rule? Are there any other rules that you would add?*

UNIT 4, LESSON 2 FUTURE CONTINUOUS

REVIEW GRAMMAR
Future with *will, be going to,* present continuous, and simple present, page 159

COMMON ERRORS
1. Describing actions that will not be in progress at a specific time in the future
2. Not using the present participle
3. Using stative verbs instead of action verbs

A
- Draw attention to the picture behind the online chat. Ask, *Where do you think this is? Where are some beaches you have heard of? Do you like beach vacations?*
- Ask, *What is an online chat? Do you chat online? With whom? What kinds of things do you chat about?* Read the instructions. Ask a volunteer to read the first line in the online chat aloud. Remind Ss to use the future continuous for each blank.
- Have Ss complete the rest of the online chat individually.
- Have Ss compare their answers in pairs. To review, call on two volunteers to read the online chat aloud.
- Give Ss time to read the online chat aloud with a partner. Monitor to help with pronunciation or vocabulary.

EXTENSION Have Ss write their own scripts for an online chat about their plans for the next school vacation with a partner. Circulate to help them with the grammar. Allow time for them to read their conversations to the rest of the class.

B
- Say, *Now we are going to practice with an email message.* Ask, *Who is this message from?* (Sarah) *Who is it to?* (Su-jin) *How do you think they know each other?* (met at university) *Do you email a lot of people? Who? What are the pros and cons of email versus online chats?*
- Read the instructions aloud. Point out the words in the box. Explain that for each sentence, they must use those verbs, but they need to use the verb in the correct continuous form.
- Read the first sentence in the email aloud. Make sure Ss understand why this is in the past continuous (because the packing happened in the past but continued for a period of time in the past).
- Give Ss time to work on the activity individually.
- Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud.

EXTENSION Have Ss write an email to a friend explaining why it has taken so long for them to send the email message. Require them to use continuous tenses.

TEACHING TIP Consider having Ss submit a written copy of the email message they write in the Extension. Check for spelling, punctuation, and grammar and use this for planning future lessons and activities in class.

C
- Tell Ss, *You can write about your plans for tomorrow, next weekend, and next year. It doesn't matter if these things come true or not. These are just your intentions!*
- Have Ss work individually. **Higher-level Ss** can write down more than three statements. Ask them to also think more long-term and include plans for the next five or ten years.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

EXTENSION Have Ss read their sentences aloud or write them on the board, but they should not include the times (*tomorrow, next week,* or *next year*). Let the other Ss guess when the S intends to do the activity.

UNIT 4, LESSON 2 FUTURE CONTINUOUS

A Complete the online chat with the correct form of the future continuous.



Home | Discussion Board | Logout

@Steve

Hey, Jim! What ___will you be doing___ (1 (do)) for spring break next month? Jake and I ___'ll / will be taking___ (2 (take)) a seven-day trip to the Bahamas. Do you want to join us? If you do, this time next month, we ___'ll / will be swimming___ (3 (swim)) in the ocean and snorkeling next to some beautiful fish. And you know what we won't be doing, right? We ___won't / will not be studying___ (4 (not study))! Come on! It'll be lots of fun.

@Jim

Hey, Steve. It sounds like you ___'ll / will be doing___ (5 (do)) lots of cool things in the Bahamas, but I don't think I can join you. I ___'ll / will be spending___ (6 (spend)) my spring break with my family. We ___'ll / will be going___ (7 (go)) to the mountains. So, unfortunately, I ___won't / will not be snorkeling___ (8 (not snorkel)) or swimming in the ocean, but I ___'ll / will be having___ (9 (have)) lots of fun. Enjoy your trip!



B Complete the email with the words in the box. Use the correct continuous form.

wait fly ~~pack~~ talk stay take walk

From: Sarah To: Su-jin

Hey Su-jin,

Sorry I haven't emailed you back yet! I ___was packing___ (1) my bags all day yesterday and didn't have time to write. Now I ___'m / am waiting___ (2) for my plane at the airport, so I finally have a chance to email you. I'm so excited to be visiting you in South Korea! I can't believe that this time tomorrow, we ___'ll / will be walking___ (3) along the streets of Seoul. I'm sure that we ___'ll / will be talking___ (4) and laughing about all the good times we had at university. After I stay with you, I ___'ll / will be taking___ (5) the train from Seoul to Busan. I ___'ll / will be staying___ (6) with another university friend for a week. Then I ___'ll / will be flying___ (7) back home. I'd better go now because everyone is getting on the plane.

See you soon!

Best,

Sarah

C MAKE IT PERSONAL Write about something interesting you will be doing tomorrow, next week, and next year. Answers will vary. Possible asnwers:

1. Tomorrow, I'll be hanging out with some old friends from high school.
2. Tomorrow, I'll be having lunch with my friends.
3. Next week, I'll be watching a movie with my sister.
4. Next year, I'll be visiting my cousin in Mexico.

UNIT 4, LESSON 3 REDUCED RESTRICTIVE RELATIVE CLAUSES

A Combine the sentences using a reduced restrictive relative clause.

1. The trails had a lot of litter. We cleaned up the trails.
   The trails we cleaned up had a lot of litter.
2. The snorkeling tour included a visit to a coral reef. We took the tour last year.
   The snorkeling tour we took last year included a visit to a coral reef.
3. The glacier is melting rapidly. Scientists are concerned about the glacier.
   The glacier scientists are concerned about is melting rapidly.
4. The river is contaminated. We have a sample of the river.
   The river we have a sample of is contaminated.
5. Don't drink the water. We haven't filtered the water.
   Don't drink the water we haven't filtered.
6. A research paper on climate change won an award. I wrote the paper.
   A research paper I wrote on climate change won an award.

B MAKE IT PERSONAL Write sentences about what you can do at home to help the environment. Use reduced restrictive relative clauses. Answers will vary. Possible answers:

1. I can turn off all the lights and electronics I'm not using.
2. I can recycle the trash I've collected.
3. I can carpool with the people I work with.
4. I can use cold water to wash the clothes I have.

UNIT 4, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

exotic: unusual or exciting because it is different or foreign
luxury: very expensive, beautiful, and high quality
gourmet: food or drink that is very high quality
world-class: among the best in the world
cuisine: food that is cooked in a particular style or place
stroll: to walk in a slow, relaxed way
rugged: rough, uneven, and with a lot of rocks

1. The new restaurant downtown has a(n) world-class chef. He's won many international awards.
2. Southern Italy is famous for its delicious cuisine.
3. Some people like familiar foods better than exotic ones. They don't really like trying anything new.
4. This luxury hotel has a sauna and a golf course, but it costs more than $500 per night.
5. Expensive hotel restaurants often have great views and handmade, gourmet food.
6. The rugged cliffs next to the river are very dangerous to climb.
7. In the evening, it is relaxing to stroll along the beach.

UNIT 4, LESSON 3 REDUCED RESTRICTIVE RELATIVE CLAUSES

REVIEW GRAMMAR
Relative clauses
Reduced clauses
that clauses

COMMON ERRORS
1. Reducing when the relative pronoun is the subject of the clause
2. Reducing non-restrictive clauses

A
- Read the instructions and number 1 aloud. Explain that combining these sentences helps avoid being repetitive. Read the sample combined sentence aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Remind Ss that the clauses can be reduced and do not need to include the word *that*.
- Give Ss time to work through numbers 2–6 individually. Then have them compare their answers with a partner.
- To review as a class, invite volunteers to write their answers on the board and read their sentences aloud. Check that Ss reduced the clause by not including the word *that*. Also make sure Ss moved the correct information into the relative clause.

OPTION Have Ss write the clauses without reducing them first if it helps lower-level Ss arrive at the correct answer more easily.

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Say, *Raise your hand if you think this is a good idea.* Write the tally of hands that are raised on the board. Ask, *How many of you already do this? How many of you will start doing this?* Tally the numbers and write them on the board.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

EXTENSION As Ss present their answers for what they can do at home to help the environment, make a list on the board. For each item the Ss suggest, ask the same three questions: *Do you think this is a good idea? Do you already do this? Will you start doing this?* Keep track of the numbers. Hold a discussion about why some good ideas have lower numbers of Ss participating in them.

EXTENSION In pairs, have Ss write three more sentences about things that can be done at school to help the environment. Let them conduct a quick online search for ideas if they need more ideas. Have Ss write their list of ideas on the board.

UNIT 4, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION Depending on class size, divide Ss into pairs or small groups for the discussion.

UNIT 5, LESSON 1 PAST PERFECT CONTINUOUS

REVIEW GRAMMAR
Past perfect, page 159

COMMON ERRORS
1. Using the verb tense to describe an action still happening in the present
2. Forgetting to use the present participle
3. Not inverting the subject word order when forming questions in the past perfect continuous

A
- Read the instructions aloud. Ss will complete sentences with the correct form of the past perfect continuous.
- Remind Ss to pay attention to whether the item is a statement or question since this determines which word order they should use. Solicit a volunteer to read the first item that has been completed as an example. Make sure Ss see that this is a statement so the subject is followed by *had been* + the present participle.
- Have Ss complete the rest of the exercise. To review, have different Ss read the sentences aloud and include their answers when reading.

EXTENSION Have Ss rewrite the two negative sentences as positive sentences. Consider also having them make up answers to the questions.

B
- Say, *Using the correct form of the verb is very important. You are going to read an email that Maria wrote to one of her friends.* Read the instructions aloud.
- Read the first sentence aloud. Ask, *Why is this the correct answer?* (because the past perfect continuous shows that the situation had been going on for some time) Remind Ss to pay attention to the form of the verbs.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Walk around as Ss work to provide help as necessary.
- To review, invite a **higher-level S** to read the email aloud.

EXTENSION Arrange Ss in same-level pairs. Have them write an email to a friend about their own activities from the night before. **Higher-level Ss** can write longer email messages by adding details. Invite volunteers to read their email messages to the class.

C
- Tell Ss to think about a technology problem they have had themselves. They can describe a problem they have had at school, work, or home. Tell them they can describe something besides computer problems, such as problems with televisions or home appliances. Write an example on the board: *I had been cooking dinner for twenty minutes when my microwave burned out!*
- Have Ss write three sentences specific to their situation.
- Tell Ss to share their sentences in pairs after writing them individually.
- To review, call on volunteers to take turns reading their sentences aloud for the whole class.

EXTENSION Follow up after each item by asking Ss what they did to solve the problem. Give an example. *I had been cooking dinner for twenty minutes when my microwave burned out! I had to switch to using the stove instead.*
Try to include the vocabulary from Lesson 1 whenever Ss discuss technology problems.

UNIT 5, LESSON 1 PAST PERFECT CONTINUOUS

A Complete the sentences with the past perfect continuous form of the verbs in parentheses.

1. I had been writing (write) my essay when the battery in my laptop died.
2. We had not / hadn't been working (not / work) for very long when the hard drive crashed.
3. Had you been having (have) these problems before you started your presentation?
4. Before the battery died, the computer had not / hadn't been giving (not / give) the professor any problems.
5. She had / 'd been trying (try) to log in when the screen froze.
6. The student had been getting (get) strange error messages for a while before the tech guy scanned the computer.

B Read Maria's email about her problems with technology. Circle the correct form of the verbs.

From: Maria To: Robbie

Dear Robbie,

What a day! I **(1) had already been having / had already had** a few problems with my phone, and I remembered that you **(2) had been having / having** a few problems with your phone when it broke completely. So today after I'd **(3) been charging / charged** it completely and the screen froze, I wasn't surprised. I breathed deeply and walked away from it for ten minutes.

When I **(4) returned / had been returning**, it seemed fine, so I left the house. By the time I got to work, the screen **(5) had been freezing / had frozen** again! I nearly screamed!

I **(6) had already made / already made** an appointment at the phone repair center, so I took the phone in during my lunch break. The tech guy told me he'd restored the phone settings, and I shouldn't have any more problems. I paid and left the shop feeling happy to have a working phone again.

You'll never guess what happened next. I had met a co-worker as I was returning to the office, and I **(7) telling / had been telling** her that the problem was solved when my phone rang. I was just getting it out of my bag when a man rushed by and knocked the phone out of my hand. It landed hard on the sidewalk. When I picked it up, the screen was broken. I nearly cried! I guess I'll be buying a new phone!

Best,
Maria



C MAKE IT PERSONAL Write sentences about technology problems you have had at home, school, or work. Use the past perfect continuous. Answers will vary. Possible answers:

1. I had been watching a movie when the screen froze.
2. I had been cleaning my room when the vacuum cleaner broke.
3. I had been working on my paper when my hard drive shut down.
4. I had been talking to my friend when my phone battery died.

UNIT 5, LESSON 2 *NEED* WITH GERUNDS AND PASSIVE INFINITIVES

A Rewrite each sentence using *need* + gerund or *need* + passive infinitive.

1. First, your cable needs to be replaced.
   First, your cable needs replacing.
2. His password needs resetting.
   His password needs to be reset.
3. Does your device need restarting?
   Does your device need to be restarted?
4. Her battery doesn't need to be recharged.
   Her battery doesn't need recharging.
5. Their settings need to be restored.
   Their settings need restoring.
6. Did that program need to be uninstalled?
   Did that program need uninstalling?
7. Some new software needs to be installed.
   Some new software needs installing.

B Complete the conversations with the correct form of the verbs in the box. More than one answer may be possible.

install	replace	restart	reconnect	reset	reboot	delete

1. A: My screen froze.
   B: I think your computer needs to be restarted.
2. A: Do you know where I can get another power cord?
   B: Are you sure your power cord needs to be replaced / replacing? It looks brand new.
3. A: Does antivirus software need to be installed on this computer?
   B: Definitely. It's the only way to protect your computer from viruses.
4. A: I was looking at this website and the internet stopped working.
   B: It's no problem. You just need to be reconnected to the network.
5. A: I lost my password and I can't log in to my computer.
   B: Your password just needs to be reset / resetting.
6. A: Did the hard drive need to be rebooted / rebooting?
   B: Yes. I shut the computer down and started it again, so everything is working now.
7. A: I don't have any more space on my hard drive.
   B: I think some of your files need to be deleted.

C MAKE IT PERSONAL What local neighborhood problems need solutions? Write sentences using *need(s)* + gerund or *need(s)* + passive infinitive. Answers will vary. Possible answers:

1. The windows in some of the buildings need to be replaced.
2. The trash on the street needs to be picked up.
3. The grass in the park needs mowing.
4. The branches on the trees need trimming.

UNIT 5, LESSON 2 *NEED* WITH GERUNDS AND PASSIVE INFINITIVES

REVIEW GRAMMAR
Gerunds
Passive infinitives

COMMON ERRORS
1. Using the *-ing* form in a passive infinitive
2. Using a verb other than *need* that cannot take both gerunds and infinitives

A
- Read the instructions and the first sentence and answer aloud. Write the sentence and its answer on the board. Mark the parts of the two sentences: subject (*your cable*), *needs*, passive infinitive (*to be replaced*), gerund (*replacing*).
- Have Ss complete the other sentences. Remind them to see which form the original sentence uses and rewrite using the alternative form.
- Have Ss compare their answers in pairs. To review, read the items aloud and solicit volunteers to share their answers.

EXTENSION Have Ss rewrite the items in Exercise A. If the item is a statement, have them rewrite it as a question. Give an example for the first item: *Does your cable need to be replaced?* For an extra challenge, have them rewrite it using both the gerund and passive infinitive forms. *Does your cable need replacing?* If the items are questions, have Ss rewrite them as statements.

B
- Read the instructions aloud. Draw attention to the word box and let Ss know all the answers are included in this box.
- Solicit two volunteers to read the first conversation that has been done as an example. Ask, *Why is this the correct answer?* (This sentence includes *to be*, so it will not be followed by a gerund.)
- Have Ss work individually and then compare their answers in pairs. Encourage them to pay attention to the other words in the sentence to determine the correct form of the verb. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the conversations aloud. Ask them to provide reasons for their answers.

EXTENSION Have Ss read the conversations aloud with a partner. Circulate to offer feedback on grammar and pronunciation.

C
- Tell Ss, *This is a chance to use this grammar form to talk about your own neighborhood. Think about something you think your neighborhood needs to make it better. What would you change if you could?*
- Have Ss talk in pairs to gather ideas, but ask them to write the answers individually in their books.
- Ask volunteers to read the completed statements aloud for the class.

OPTION If Ss are new to the area or are unfamiliar with the local area, let them write sentences about their own countries or a larger location (city, state, or country). Or, have Ss write additional sentences for extra practice. For lower-level Ss, have them write just one more sentence. Higher-level Ss can write three more sentences.

UNIT 5, LESSON 3 INFINITIVES AS SUBJECT COMPLEMENTS

REVIEW GRAMMAR
Infinitives
Subject complements

COMMON ERRORS
1. Using a transitive verb rather than a linking verb
2. Using a gerund or other verb form besides the infinitive
3. Not following the infinitive with a subject complement

A
- Read the instructions and number 1 aloud. Ask, *What is the form of* be *that is used in this sentence?* (is) Remind Ss that the infinitive form of the verb uses the word *to* before the base form of the verb.
- Remind Ss to pay attention to the words *has* and *will* that are used in some of the sentences. Tell them this will change the form of the verb *be* they will have to use because these words change the tense.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Invite volunteers to read their answers aloud.

OPTION To review as a class with lower-level Ss, invite volunteers to write answers on the board.

EXTENSION Have Ss use the sentence frames to make sentences about the place where they work or about the school. Give examples: *Our plan is to pay employees more. Our plan is to make more time for grammar in class.* Remind Ss these sentences do not have to be true.

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *Do you agree that this is good advice? Do you follow this advice? Why or why not?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

EXTENSION As Ss present their sentences for number 2, make a list of advice offered on the board. Take a class vote to see how many Ss think this is a good idea and compare that to how many actually follow the advice.

EXTENSION Extend this activity by having Ss use the sentence frames to write sentences about the school's computer lab or about another location they want to write about, such as their workplace, a library, or a store. Give them time to talk about their locations. Give an example:

The Library

My advice is to arrive early before all the tables are taken.

The important thing to know is that librarians are there to help you.

The purpose of the library is to provide a lot of books to read.

UNIT 5, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION For lower-level Ss, let Ss work in pairs to complete the activity.

EXTENSION Have Ss write their own sentences using the words.

UNIT 5, LESSON 3 INFINITIVES AS SUBJECT COMPLEMENTS

A Complete the sentences with the correct form of the verbs in parentheses.

1. Our plan ___is to make___ (be / make) some workplace changes.
2. Our goal has ___been to have___ (be / have) happier employees.
3. The first step will ___be to create___ (be / create) a more flexible workspace.
4. Our vision ___is to improve___ (be / improve) the technology each employee uses.
5. One of the new ideas ___is to allow___ (be / allow) employees to work from home every Friday.
6. The effect will ___be to increase___ (be / increase) productivity and job satisfaction.

B MAKE IT PERSONAL Think about technology. Then complete the sentences with your ideas. Use an infinitive phrase. Answers will vary. Possible answers:

1. My advice is to take regular breaks from screens.
2. My advice was to install all of the new updates right away.
3. The important thing will be to keep up with all the new changes.
4. The purpose of technology has always been to make life easier.

UNIT 5, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

justified: having an acceptable explanation or reason
expose: to reveal the truth about something that is not acceptable
corruption: dishonest or illegal behavior, especially from someone with power
confidential: spoken or written in secret, and meant to be kept secret
outweigh: to be more important or valuable than something else
privacy: the state of being able to keep your life secret
jeopardize: to risk losing or destroying something important

1. You don't want to ___jeopardize___ your friendship with him by publishing that story online, do you?
2. Both sides agreed to keep their financial agreement ___confidential___.
3. Do the benefits of putting security cameras everywhere ___outweigh___ the possible harms?
4. The actor said that the magazine invaded his ___privacy___ by publishing photos of him on vacation.
5. The judge decided that only a few of his complaints about being treated unfairly were ___justified___.
6. Reporters worked for years to ___expose___ the truth about the government's secret program.
7. When millions of dollars disappeared, the leader of the organization was accused of ___corruption___.

UNIT 6, LESSON 1 SIMPLE PRESENT AND SIMPLE PAST PASSIVE

A Look at the picture. Write the answer to each question in the passive.



1. Who made the mug?
   The mug was made by Sarah Field.
2. When was the mug made?
   The mug was made in 1995.
3. What is the mug made of?
   The mug is made of glass.
4. Where was the mug made?
   The mug was made in Canada.
5. When was the mug sold?
   The mug was sold in 2005.
6. How is the mug used?
   The mug is used to hold flowers.

B Complete the conversation with the simple past passive. Use the verbs in parentheses.

Jenn: Hey Jim, do you remember that famous antique shop we ___were told___ (1 tell) about?

Jim: Yeah, it's called Asian Antiques, right?

Jenn: Yep, that's it over there, isn't it? Let's check it out.

Jim: Wow, there are so many cool things in here. Look at these giant bowls. Where do you think they ___were made___ (2 make)?

Jenn: Maybe in China? They have such cool designs. I wonder if they ___were painted___ (3 paint) by hand.

Jim: They probably were. They probably ___were used___ (4 use) to hold rice back then.

Jenn: Right. How old do you think they are?

Jim: I'm not sure. Let's ask the owner.

Jenn: Excuse me. How old are these bowls?

Store owner: They're more than 100 years old. A friend of mine said that they ___were designed___ (5 design) by a Chinese artist around 1900.

Jenn: Cool!

Store owner: They're very popular. One ___was bought___ (6 buy) about an hour ago.

Jim: Let's get a couple of them then. We can give them to our friends.

C MAKE IT PERSONAL Think of a famous work of art. Write sentences to describe it using the simple present passive or simple past passive. Answers will vary. Possible answers:

1. The Mona Lisa was painted by Leonardo da Vinci.
2. The sculpture was made out of clay.
3. The ceiling was painted in the 1600s.
4. The painting was bought by a famous collector.

UNIT 6, LESSON 1 SIMPLE PRESENT AND SIMPLE PAST PASSIVE

REVIEW GRAMMAR
Active voice
Passive voice

COMMON ERRORS
1. Using the wrong order of the verb *be* and the subject in questions
2. Using past tense in present tense statements and questions and vice versa
3. Using passive when it is important to know who or what performed the action

A
- Draw attention to the picture. Ask, *What decorative item is this?* (a mug)
- Read the instructions. Remind Ss they must write the answers to the questions in the passive voice.
- Solicit a volunteer to read the question and a second volunteer to read the answer provided for the first question. Make sure Ss understand the parts of this passive voice sentence. Write the sentence on the board and call out each part by drawing a line and labeling each part: subject, *be* verb, past participle, *by* phrase.
- Have Ss complete the rest of the exercise individually. To review, read the sentences aloud and call on Ss to say the answers.

EXTENSION Have Ss conduct some quick research to answer these questions:
1. *Which companies make mugs?*
2. *What other materials can mugs be made from?*
3. *Where are the mugs (they find during their research) made?*
4. *What else can mugs be used for?*

B
- Say, *Now, let's read a conversation between two friends and a store owner*. Read the instructions.
- Ask a volunteer to read the first sentence and example answer aloud. Remind Ss to pay attention to whether they should use simple present passive or simple past passive when they write their answers.
- Have Ss complete the exercise individually, and then compare their answers in groups of three. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, have three Ss read the conversation aloud with each playing a role. If time allows, have groups read the conversations aloud to practice pronunciation and the grammar form.

EXTENSION Higher-level Ss can rewrite the conversation using another object.

C
- Tell Ss the name of a famous work of art that you like or project it on the board. For example, write on the board: *I like the Mona Lisa*. Tell Ss they will write simple present or simple past passive sentences about a work of art. Give an example on the board: *The Mona Lisa was painted by Leonardo da Vinci. It is displayed in the Louvre museum. It was painted using oil paint.*
- To check answers, call on volunteers to take turns reading their sentences aloud.

OPTION Ask Ss to show a picture of the famous work of art they have chosen as they read their sentences aloud.

EXTENSION As Ss present their works of art, make a list on the board. After Ss finish, ask Ss to raise their hands if they are familiar with this work. Keep a tally to see which work of art is the most well-known.

UNIT 6, LESSON 2 RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

REVIEW GRAMMAR
Relative pronouns
Relative clauses
Restrictive and non-restrictive clauses

COMMON ERRORS
1. Using *that* with non-restrictive clauses
2. Not using commas around non-restrictive clauses (or using commas with restrictive clauses)

A
- Read the instructions and Ryan's first statement in the dialogue aloud. Ask, *Why is the relative pronoun that the correct answer here?* (It is a restrictive clause that contains essential information and there are no commas.)
- Have Ss complete the rest of the conversation. Remind them that some sentences could have more than one correct answer.
- Have Ss compare their answers in pairs. To review, solicit volunteers to read the conversation aloud.
- After everyone has the correct answers, give Ss time to take turns reading the sentences aloud. Monitor. Offer feedback on pronunciation.

CULTURE NOTE This conversation is about a fictional reality talent show similar to shows in which people sing for judges and compete for audience votes. Some shows include *American Idol*, *The Voice*, and *X-Factor*. There are many other types of talent shows that include talents other than singing, including *So You Think You Can Dance* (dancing), *America's Got Talent* (variety), and *MasterChef* (cooking).

OPTION Give Ss a taste of what a reality talent show is like by showing a short excerpt from one of the popular reality television shows.

B
- Read the instructions aloud.
- Read the first sentence aloud: *It's the only show that I'm really excited about this year.* Ask, *Why is the relative clause here a restrictive clause?* (uses the word *that*, has no commas, contains essential information)
- Give Ss time to work on the activity. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to provide reasons for their answers.

EXTENSION Have **higher-level Ss** rewrite the sentences changing restrictive clauses to sentences with non-restrictive clauses and vice versa.

C
- Tell Ss, *You will write about three of your friends and the kind of music they like or don't like.*
- Have Ss work individually. **Higher-level Ss** can write down more than one answer or write about more than three friends.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the types of music and make a tally for how many likes and dislikes each receives when Ss read their sentences. See which is the most and least popular.

UNIT 6, LESSON 2 RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

A Complete the conversation with relative pronouns. More than one answer may be possible.

Ryan: Hey, Donna. Did you see last night's episode of *Singing Stars*? It's the only show ___that___ (1) I'm really excited about this year.

Donna: Yeah, I loved it, especially the woman ___who / that___ (2) was wearing the red hat. Did you like her?

Ryan: Yeah. She had such a powerful voice. She also looked just like my friend Rachel, ___who___ (3) I met at college.

Donna: Interesting.

Ryan: And she grew up in the same small town ___where___ (4) my grandparents used to live.

Donna: Cool!

Ryan: Yeah. What did you think of the guy ___who / that___ (5) sang that country song?

Donna: Oh, I don't think I saw him. He must have come on after 8:30, ___which___ (6) was when my mom called me.

Ryan: Oh.

Donna: Yeah, she usually calls me at 7:30, ___which___ (7) is great because it's just after I eat dinner. But last night, she was busy, so she had to call me later.

Ryan: Well, I don't think you missed anything. He wasn't very good.

Donna: I can't wait for the next episode, ___which___ (8) is supposed to be the finale.

Ryan: Who do you think will win?

Donna: I'm not sure, but the girl from California, ___who___ (9) is my favorite, has a good chance.

Ryan: Right! I like her, too.

B Reread the conversation in Exercise A. Look at the relative clauses. Write *R* if the clause is restrictive or *NR* if the clause is non-restrictive.

1. R
2. R
3. NR
4. R
5. R
6. NR
7. NR
8. NR
9. NR

C MAKE IT PERSONAL Write about three friends and the music they like or don't like. Use restrictive and non-restrictive relative clauses. Answers will vary. Possible answers:

1. My friend Tim, who I met in high school, loves jazz.
2. My friend Rachel loves music that you can dance to.
3. My friend Brian, who is five years older than me, is really into classic rock.
4. My friend Karen likes the song that we just heard on the radio.

UNIT 6, LESSON 3 *YOU, THEY, CAN / CAN'T, COULD / COULDN'T* FOR GENERAL TRUTHS

A Complete the conversations with *can*, *can't*, *could*, or *couldn't* and the words in parentheses.

1. **A:** Is smoking permitted in this restaurant?
   B: No, absolutely not. You can't smoke (you / smoke) in any restaurants in this city.
2. **A:** Is it possible to order this dish without meat?
   B: Yes, of course. They can make (they / make) a vegetarian version.
3. **A:** Is fresh fruit available in the winter?
   B: Yes, you can get (you / get) all kinds of fresh fruit then.
4. **A:** Is there a Thai or Vietnamese restaurant around here?
   B: No, but you can find (you / find) many other international restaurants nearby.
5. **A:** Did the farmer's market have a lot of good vegetables?
   B: Not really. Unfortunately, they couldn't / could not grow (they / grow) many crops last month because of the drought.
6. **A:** This town has a lot of really good Indian restaurants. Has it always been this way?
   B: No, not at all. Just a few years ago, you couldn't / could not have (you / have) Indian food unless you drove all the way to the city.

B MAKE IT PERSONAL Write sentences about restaurants where you live. Use *you* or *they* with *can / can't, could / couldn't* to express general truths. Answers will vary. Possible answers:

1. You can find cuisine from all over the world in my city.
2. They can make food that tastes just like my grandmother used to make.
3. A few years ago, you couldn't find any Indian restaurants in this city.
4. Ten years ago, you could buy everything you needed at the local market.

UNIT 6, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a dress code: a set of rules about what you should wear in a place or situation
prohibit: to not allow something
a loophole: a small opening in a rule or law that people can use to avoid doing what the rule or law says
a controversy: a serious disagreement about an issue
a garment: a piece of clothing
a trend: a way of thinking or doing something that is becoming more popular
the norm: the usual way of doing something

1. The government passed a new law to prohibit people from smoking in public places.
2. Some people follow every new fashion trend set by celebrities.
3. The company took advantage of a loophole in the law to avoid paying more taxes.
4. Working from home is becoming the norm for many employees in the US.
5. The school's decision to make students wear uniforms created a big controversy.
6. According to the company's new dress code, men have to wear collared shirts and ties at all times.
7. The tailor will repair the hole in your garment and return it in three to five days.

UNIT 6, LESSON 3 *YOU, THEY, CAN / CAN'T, COULD / COULDN'T* FOR GENERAL TRUTHS

REVIEW GRAMMAR
Modal verbs

COMMON ERRORS
1. Using *you* to talk about people in government or in charge of organizations
2. Using *they* to talk about people in general
3. Using past instead of present tense

A
- Read the instructions and solicit two volunteers to read the first conversation with the answer aloud. Remind SS that *can*, *can't*, *could*, and *couldn't* are used when the sentence states a general truth.
- Remind Ss to pay attention to whether they need the positive or negative version of *can/can't* or *could/couldn't* in the sentence. Also point out that the modal verb should come after the subject and before the verb.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, ask different pairs to read the conversations aloud.

EXTENSION Give Ss time to read all the conversations aloud with their partners. Have them switch roles so that all Ss read both roles and have the opportunity to use the grammar being practiced.

EXTENSION Hold small group discussions. Ask Ss to find a restaurant for each of these categories:
A restaurant where you can't smoke: _____
A restaurant where you can eat vegetarian dishes: _____
A place where you can find fresh fruit in the winter: _____

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *What city could this be? What cities have cuisines from all over the world?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to write sentences about the area they live. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

EXTENSION Repeat the activity by asking Ss to write three sentences about their hometown or a city they have visited. Give Ss time to say the name of the city they chose and read their sentences aloud. For further extension, have Ss write three sentences about their favorite restaurant.

UNIT 6, LESSON 4 VOCABULARY PRACTICE

- Draw attention to the words and their definitions.
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Discuss flashcards as a study strategy. Flashcards are cards that have words on one side and definitions on the opposite side. They are used in class or private study. Have Ss make flashcards using these words or other words from the unit. Explain that flashcards can also be digital and there are websites and apps they can use to make flashcards.

UNIT 7, LESSON 1 COMPARISONS WITH GERUND AND NOUN PHRASES

REVIEW GRAMMAR
Gerunds
Noun phrases
Comparatives

COMMON ERRORS
1. Using both gerund phrases and noun phrases in the same comparative statements or questions
2. Using infinitives instead of gerunds

A
- Ask Ss to describe a friend of theirs. Elicit words such as *friendly, happy, nice,* or *smart*. Say, *All of the words you used here are adjectives. Adjectives describe nouns and can be used to make comparisons.*
- Read the instructions. Remind Ss to use the words in parentheses to complete the sentences. Review how to make comparisons if necessary. Solicit two volunteers to read number 1 with the completed answer.
- Have Ss complete the rest of the exercise individually. Give them time to compare their answers with a partner.
- To review, have pairs read the conversations aloud and include the answers.

LANGUAGE NOTE To form comparisons of adjectives that have one or two syllables, add *-er* to the adjective. If the adjective has one syllable and has a consonant, a single vowel, and a consonant, the final consonant is doubled (*fat → fatter*). If the adjective has two syllables and ends in *y*, change the *y* to an *i* before adding *-er* (*happy → happier*). If the adjective has three syllables, add the word *more* before it (*important → more important*).

EXTENSION Hold a spelling bee to help Ss remember the rules for spelling comparative adjectives. Divide the class into two teams. One member from each team goes to the board. Give them the adjective and have them write the comparative on the board. Some words you can use are: *tall, taller; big, bigger; sad, sadder; simple, simpler; busy, busier; intelligent, more intelligent; generous, more generous.*

B
- Say, *Now, let's look at a conversation in which a travel agent is assisting two people to plan a trip to Asia.* Read the instructions.
- Ask two volunteers to read the first three lines that include the first answer aloud.
- Have Ss complete the exercise individually and then compare their answers in groups of three. Remind them to use the words in the box.
- Walk around as Ss work to provide help as necessary.
- To review, solicit one group of three to read the whole conversation aloud.

EXTENSION Have groups of three rewrite the conversation using different locations and adjectives.

C
- On the board, write a sample sentence comparing a trip you took with friends to a trip you took alone. For example, write, *Traveling with friends is harder than traveling alone because everyone must agree where to go.* Give Ss time to write their own sentences.
- To check answers, call on volunteers to take turns reading their sentences aloud. Tally the statements that say traveling alone is better and those that say traveling with friends is better.

UNIT 7, LESSON 1 COMPARISONS WITH GERUND AND NOUN PHRASES

A Complete each conversation with the correct comparative form of the adjective in parentheses. More than one answer may be possible.

1. A: Did you like the flight crew on the plane?
   B: Yes, they were friendlier than (friendly) the crew on my last flight.
2. A: Do you prefer takeoff or landing?
   B: To me, takeoff is scarier than / less scary than (scary) landing.
3. A: Are you going to fly business class?
   B: No, I'm flying economy. It is less expensive than (expensive) business class.
4. A: How is your seat?
   B: I think this seat is much more comfortable than / less comfortable than (comfortable) that one.
5. A: Are you going to get your boarding pass at the airport?
   B: No. Printing it at home is much easier than (easy) getting it at the airport.
6. A: Is taking a taxi to the airport faster than (fast) taking the bus?
   B: Yes, a taxi takes only thirty minutes.

B Complete the conversation with the correct form of the adjectives from the box.

relaxing	expensive	fun	useful	close	~~cheap~~

Travel agent: How would you prefer to travel?

Jim: Umm…I'd prefer to travel by train. I've heard that it is cheaper (1) than flying or taking the bus.

Karen: What? I think the train would be more expensive (2) than the bus.

TA: Let's worry about the transportation later. Let's concentrate on what you'd like to do because brainstorming is much more useful (3) than arguing.

K: You're right. I'd like to do more relaxing (4) activities, like getting a traditional massage.

J: But isn't traveling around more fun (5) and exciting than lying around doing nothing?

K: Well, how about we choose a place where we can do a little bit of both?

TA: How about Indonesia? There are plenty of opportunities for adventure and the beaches are beautiful. It's also much closer (6) than a lot of other countries, so you can get there faster.

J and K: Great!

C MAKE IT PERSONAL Write sentences comparing traveling with friends and traveling alone.

Answers will vary. Possible answers:

1. Traveling with friends is more fun than traveling alone.
2. Traveling alone is easier than traveling with friends.
3. Traveling with friends is cheaper than traveling alone.
4. Traveling alone is more boring than traveling with friends.

UNIT 7, LESSON 2 PAST HABITS WITH *WOULD / USED TO*



A Complete the sentences. Use *used to* or *would*. More than one answer may be possible.

1. My family used to / would take a road trip every summer.
2. We used to / would visit my grandmother's house in the mountains.
3. She used to live next to a big lake.
4. In the evening, my grandmother used to / would cook amazing food.
5. At night, everyone used to / would sit around the fire.
6. My grandfather used to / would tell funny stories.
7. I used to think he was the best storyteller in the world.
8. Afterwards, we used to / would go inside and watch movies.
9. The next morning, we used to / would wake up and do it all over again.

B Rewrite the sentences. Replace *used to* with *would* when possible. If *would* cannot be used, write an *X* on the line.

1. My grandparents used to live in Orlando, Florida.
   X
2. Every summer, my family used to take the train to Florida.
   Every summer, my family would take the train to Florida.
3. We used to get on board early in the morning.
   We would get on board early in the morning.
4. We used to eat breakfast, lunch, and dinner on the train.
   We would eat breakfast, lunch, and dinner on the train.
5. I used to think that it was the best food in the world.
   X
6. At night, we were so excited that we used to stay up all night.
   At night, we were so excited that we would stay up all night.
7. We used to play card games and read books.
   We would play card games and read books.
8. We used to love looking out the window.
   X
9. I used to feel so happy on these trips.
   X

C MAKE IT PERSONAL Write sentences about what you *would do / used to do* every summer when you were growing up. Answers will vary. Possible answers:

1. Every summer, I used to go swimming with my friends.
2. Every summer, I used to play basketball with my friends.
3. Every summer, my parents and I would go on vacation to the beach.
4. Every summer, I would stay up late and watch movies with my sister.

UNIT 7, LESSON 2 PAST HABITS WITH *WOULD / USED TO*

REVIEW GRAMMAR
Simple past tense
Negative forms of *used to*
Would and *used to*

COMMON ERRORS
1. Using *would* with the negative
2. Using *would* to talk about past situations

A

- Draw attention to the picture. Ask, *Where do you think this is?* (a vacation house on a lake) *Have you ever stayed at a place like this? Would you like to stay at a place like this? Why or why not?* Let Ss share their answers.
- Read the instructions. Remind Ss that both *would* and *used to* can be used to describe repeated past actions. However, they are not always interchangeable, because *would* cannot be used to describe past situations. Remind Ss to pay attention to whether it is a repeated past action or a past situation.
- Ask a volunteer to read the first sentence that has been completed as an example. Make sure Ss understand that because this is a repeated action, both answers are possible.
- Have Ss complete the other sentences individually.
- Have Ss compare their answers in pairs. To review, ask volunteers to read their sentences aloud.

EXTENSION Have Ss write their own sentences about a memory they have of their own grandmothers. Circulate to help them with the grammar. Allow time for them to read their sentences to the rest of the class.

B

- Read the instructions aloud. Say, *Remember, some of these sentences cannot use* would.
- Read the first sentence in the exercise aloud. Focus attention on the X that has been inserted as the answer. Say, *This cannot be rewritten using the word* would, *so we can just put an X on the line.* Write the wrong answer on the board: *My grandparents would live in Orlando, Florida.* Explain that this is wrong because it describes a past situation and *would* can only be used to describe repeated past actions. Draw an X through the sentence and reiterate that this is incorrect.
- Give Ss time to work on the activity.
- Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the rewritten sentences.

OPTION Ask Ss to explain why the sentences with X cannot be rewritten.

EXTENSION Have Ss write similar sentences that are true about themselves. For example, write on the board: *My grandparents used to live in St. Louis, Missouri. Every summer, my family used to take a road trip to Colorado.* Encourage Ss to write at least three sentences.

C

- Say, *You can write about any summers that you remember from when you were growing up for this exercise.*
- Have Ss work individually. **Higher-level Ss** can write more than three answers.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the places that Ss went or activities they did every summer. See which places and activities were the most popular.

UNIT 7, LESSON 3 *IT* + PAST PASSIVE

REVIEW GRAMMAR
Passive voice
Making predictions
that clauses

COMMON ERRORS
1. Using the present tense
2. Omitting the word *would* before the verb

A
- Read the instructions and number 1 aloud. Point out the differences between the original sentence and the answer (the subject becomes *It* and the *be* verb is added). Ask, *What happens to the original subject, people?* (It is not used because it is not needed for this grammar form.)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Invite volunteers to write the answers on the board or have them read their answers aloud for the class.

TEACHING TIP Show images of the items that might not be familiar to Ss, such as streetcars or supersonic flights (flights faster than the speed of sound). Also show images of the many types of other items even though Ss will probably be familiar with the basic concept, such as trains or airplanes. You can also show images of what people imagine flying cars might look like.

EXTENSION Say, *None of these things actually happened even though many people thought they would.* Hold a discussion. Ask, *Why do you think these things did not happen? Do you think any of these might still come true in the future?*

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Say, *This didn't come true. Do you think it could still come true? What year do you think it might come true in?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to complete the rest of the exercise with their own sentences about predictions they remember. Walk around and provide help as necessary.

OPTION If necessary, allow Ss time to conduct an online search to find predictions that other people made that did not come true. Let them write their sentences based on their research.

- In pairs, have Ss take turns reading their sentences aloud. As Ss share their answers, make a list on the board. Take a class vote later to see how many predictions Ss think might still come true later. For extended discussion, let Ss predict years that things might come true.

UNIT 7, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary words from the reading in this unit.*
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION Give Ss time to scan the reading to see how the words are used in context.

EXTENSION Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line for the vocabulary item. Have the other Ss complete the sentences.

UNIT 7, LESSON 3 *IT* + PAST PASSIVE

A Rewrite each sentence using *it* + past passive. Remember the subject is not needed in the passive sentence.

1. People once believed that airships would be a popular method of transportation.
   It was once believed that airships would be a popular method of transportation.
2. Many experts thought that every city would have streetcars.
   It was thought that every city would have streetcars.
3. People expected that supersonic flights would become common.
   It was expected that supersonic flights would become common.
4. Science fiction writers predicted that we would all have flying cars.
   It was predicted that we would all have flying cars.
5. Many experts once said that train travel would not work.
   It was once said that train travel would not work.
6. Some people believed that airplanes would just be a fad.
   It was believed that airplanes would just be a fad.

B MAKE IT PERSONAL What predictions from the past do you remember? Write sentences using *it* + past passive. Answers will vary. Possible answers:

1. It was expected that there would be no more poverty by the year 2000.
2. It was expected that everyone would have access to a good education.
3. Some people believed that all the computers would crash in 2000.
4. Some people thought that electric cars would never become popular.

UNIT 7, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

transport: to move people or things from one place to another
mountainous: having a lot of very high hills, mountains
horizontal: flat and level
escalator: moving stairs that carry people up and down
practical: useful for a specific purpose
a commute: a regular trip to and from a place, particularly work
steep: at a sharp angle making it difficult to climb

1. Sometimes walking somewhere is more ___practical___ than driving, especially when there isn't a place to park your car.
2. The northern part of the country is really ___mountainous___, so it's great for hiking and skiing.
3. My ___commute___ to work takes me about forty-five minutes each way.
4. When I'm tired, I prefer to take the ___escalator___ instead of climbing the stairs.
5. That part of the mountain is too ___steep___ for most hikers to climb.
6. The company uses huge trucks to ___transport___ its equipment from place to place.
7. The railroad tracks stretched out for kilometers in a ___horizontal___ direction.

UNIT 8, LESSON 1 MODALS FOR PAST REGRETS AND POSSIBILITIES

A Complete the sentences with the correct form of the modals in parentheses.

1. She ___should have kept___ (should keep) her cool.
2. I ___should not / shouldn't have raised___ (should / not / raise) my voice. I'm sorry.
3. She ___could have / could've made___ (could / make) it to work on time if she had left her house earlier.
4. They ___could not / couldn't have been___ (could / not / be) nicer to me. They were so easy to deal with.
5. Jenny ___might have / might've overacted___ (might / overreact). I think she was just having a bad day.
6. There was no need to yell. We ___should have / should've talked___ (should / talk) it over calmly.
7. It's not a big deal that the children didn't go to bed earlier. You ___should not have / shouldn't have been___ (should / not / be) so hard on them.
8. It's a good thing we didn't wait until today to send the package or it ___might not have arrived___ (might / not / arrived) in time for her birthday.

B Circle the correct form of the modal.

Ruth: Hey, Stacy! You'll never believe what happened today.

Stacy: Hey, Ruth. I'm really sorry I (1) *couldn't make* / *could make* it to the meeting. What happened?

Ruth: Well, Richard and Carl got into a huge argument.

Stacy: Whoa! That's not like them. They must have been really angry!

Ruth: Yep, but they (2) *should have* / *shouldn't have* started yelling at each other in front of everyone.

Stacy: True. They (3) *shouldn't keep* / *should have kept* their cool.

Ruth: And Tim just stood there watching them. He didn't do anything! He really (4) *should deal with* / *should have dealt with* it right away.

Stacy: Definitely. But he (5) *might be* / *might have been* a little scared. I know I (6) *would be* / *would have been*!

Ruth: Yeah, we all were.

Stacy: Well, they must be really embarrassed now.

Ruth: They (7) *should be* / *should have been*! I hope everything is OK between them before the next meeting!

C MAKE IT PERSONAL **Read the scenario. Write sentences about what you could have or should have done to handle the situation better. Use past modals.** Answers will vary. Possible answers:

Your friend arrived very late at the airport to pick you up. Your friend didn't call or say anything about being late, so when he / she arrived you lost your temper without asking for an explanation. Then you took a taxi home. Now, your friend isn't talking to you.

1. I shouldn't have overreacted.
2. I should have called to ask her when she was coming.
3. I shouldn't have gone home without talking to her.
4. I should have kept my cool.

UNIT 8, LESSON 1 MODALS FOR PAST REGRETS AND POSSIBILITIES

REVIEW GRAMMAR
Modal verbs
Past tense
Past participles

COMMON ERRORS
1. Using *should* to talk about past possibilities
2. Using *could have*, *may have*, or *might have* to talk about past regrets
3. Using incorrect word order of the subject and the modal in questions
4. Forming questions with *may…have* or *might…have*
5. Contracting the negative form of *may not* or *might not*

A
- Ask, *What is the difference between using* should, could, *and* might? (*Should* is for past regrets, *could* and *might* are for past possibilities.)
- Read the instructions. Remind Ss they must use the modal verb and verb provided in the parentheses.
- Solicit a volunteer to read the first statement, which has been completed as an example. Ask, *Why does this sentence use* should? (because it is a past regret, not a past possibility)
- Have Ss complete the rest of the exercise. To review, read the sentences aloud and call on Ss to say the answers.

OPTION Have Ss talk with a partner about why the sentences use *should* versus *could* or *might*.

EXTENSION Have higher-level Ss list reasons or possibilities for the sentences using *could*. For example, Ss could say for Sentence 3 that other reasons that she could have made it to work on time include taking public transportation or setting her alarm for an earlier time.

B
- Say, *Now, let's read a conversation between two colleagues talking about a situation at work*. Read the instructions.
- Ask two volunteers to read the first two lines of the conversation aloud. Ask Ss why the negative answer is correct.
- Have Ss complete the exercise individually, and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, solicit two volunteers to read the conversation with the answers included aloud.

OPTION Have Ss read the conversation aloud with a partner.

EXTENSION Higher-level Ss can write their own conversations and change the situations and behaviors using the vocabulary from Lesson 1.

C
- Ask, *Have you ever had to wait for someone who was late picking you up? How did you feel?* Give Ss time to share their answers. Read the scenario or situation aloud and give Ss time to write their sentences.
- To check answers, call on volunteers to take turns reading their sentences aloud. Follow up after each item by asking, *Has anyone else handled a similar situation this way?*

EXTENSION Have Ss write a new scenario about an argument on an index card or piece of paper. Put the index cards in a hat. Randomly pull scenarios from the hat and read them aloud. Have Ss write what they could have or should have done differently.

UNIT 8, LESSON 2 *WISH* AND *IF ONLY*

REVIEW GRAMMAR
Modal verbs
Past perfect

COMMON ERROR
Using the incorrect verb tense

A

- Read the instructions, the first sentence, and the first sample answer aloud. Ask, *What did we have to change to write this answer?* (add *if only*, change the verb tense, remove *not*)
- Have Ss complete the other sentences. Remind them to use *if only* or *wish* based on the parentheses at the end of the sentence.
- Have Ss compare their answers in pairs. To review, solicit volunteers to read the sentences aloud.
- Give Ss time to take turns reading the sentences aloud. Monitor. Listen for intonation to show emphasis.

EXTENSION Have Ss repeat Exercise A changing the *if only* sentences to *wish* sentences and vice versa. Give an example for the first sentence. Ask, *How can this sentence be written with* wish? (I wish I were fluent in Spanish.) Have Ss compare their answers in pairs. To review, solicit volunteers to write their answers on the board.

B

- Read the instructions aloud. Remind Ss that the form of the verb is important when expressing wishes and regrets in the past, present, and future. Explain that for each sentence, they will need to use the correct form of the verb.
- Solicit two volunteers to read aloud the first conversation that includes the correct answer. Ask, *Why is this the correct answer?* (Because it is about the past and you can tell this by the words *last year*.)
- Give Ss time to work on the activity. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete conversations aloud. Ask them to provide reasons for their answer choice.

EXTENSION Give Ss time to discuss if they wish they had improved themselves using some of the topics mentioned in the sentences: taking Spanish, going to the gym, using a computer, swimming, baking cakes.

C

- Tell Ss, *You can write about your own wishes for right now, last year, and next year for this activity.*
- Have Ss work individually. **Higher-level Ss** can write down more than one answer.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the wishes that Ss mention in Exercise C on the board. Ask Ss if they want to improve themselves using any of the wishes the other Ss wrote about in their sentences.

UNIT 8, LESSON 2 *WISH* AND *IF ONLY*

A Rewrite the sentences using *wish* and *if only*.

1. I'm not fluent in Spanish. (if only)
   If only I were fluent in Spanish.
2. I didn't complete my work on time. (wish)
   I wish I'd / I had completed my work on time.
3. I don't spend time learning math. (wish)
   I wish I'd / I had spent time learning the computer.
4. We didn't commit to our exercise plan. (if only)
   If only we'd / we had committed to our exercise plan.
5. They're not skilled at cooking. (wish)
   They wish they were skilled at cooking.
6. You didn't get a handle on the new program. (if only)
   If only you'd / you had gotten a handle on the new program.

B Complete the conversations with the correct form of the verbs in parentheses.

1. A: Have you started taking Spanish classes?
   B: No, not yet. I really wish I _____had started_____ (start) taking them last year.
2. A: Do you go to the gym every day?
   B: No. If only I _____went_____ (go) every day, I'd feel a lot fitter by now.
3. A: Are you coming to the game this Saturday?
   B: No, I'm sorry. I wish I _____were_____ (be) able to go, but I promised to study with my friend.
4. A: I wish I _____were_____ (be) more skilled at using the computer.
   B: Me, too! Then this project wouldn't take so long.
5. A: Hey! Let's swim to the island!
   B: I'm not that good at swimming. If only I _____had learned / 'd learned_____ (learn) to swim when I was younger.
6. A: Did you make the cake yourself?
   B: No, I bought it from a bakery. I wish I _____could bake_____ (could / bake) cakes like this!
7. A: Did you hear that the Smiths went to Hawaii last week?
   B: Yeah. I wish we _____could have / could've gone_____ (could / go) with them!

C MAKE IT PERSONAL What are your wishes for right now, last year, and next year? Write sentences using *wish* and *if only*. Answer will vary. Possible answers:

1. (right now) I wish I were a better singer.
2. (right now) I wish I were a better cook.
3. (last year) If only I had started learning how to cook last year.
4. (next year) I wish I were going to visit my cousins in Australia next year.

UNIT 8, LESSON 3 COMPARISONS BETWEEN CLAUSES

A Read David's wish list. The complete the sentences using *more than* or *less than*.

David's wish list for next year, in order of importance:

1. Visit relatives in Tokyo	5. Buy a new car
2. Enroll in graduate school	6. Run a marathon
3. Get a promotion at work	7. Go on a beach excursion with friends
4. Travel to Europe	8. Take a cooking class

1. David cares about enrolling in graduate school ___more than he cares about___ buying a new car.
2. He wants to get a promotion at work ___more than he wants to___ travel to Europe.
3. He cares about buying a new car ___less than he cares about___ visiting his relatives.
4. He'd like to visit his relatives in Tokyo ___more than he'd like to___ go on a beach excursion with his friends.
5. He is concerned about running a marathon ___less than he is concerned about___ enrolling in graduate school.
6. He wants to run a marathon ___more than he wants to___ take a cooking class.

B MAKE IT PERSONAL Write sentences comparing items on your wish list for the next year. Use *more than* or *less than*. Answers will vary. Possible answers:

1. I care about finding a fulfilling job more than I care about the salary.
2. I care about graduating more than I care about making money.
3. I care about traveling more than I care about looking for a new job.
4. I care about running a marathon less than I care about eating healthier food.

UNIT 8, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

rejection: the act of saying or showing that you don't want something or someone
assume: to think something is true, even though you have no proof
overcome: to successfully deal with a feeling or problem that is stopping you from doing something
an entrepreneur: someone who starts and manages a company and takes risks to make a profit
pursue: to continue trying hard to do or achieve something
therapy: treatment to help you recover from mental or physical problems
profound: having a strong effect

1. The talk had a(n) ___profound___ effect on me and changed how I think about the world.
2. He decided not to apply for the job because he was afraid of ___rejection___.
3. People often ___assume___ that the company is named after me, but it's actually named after my sister.
4. He went for ___therapy___ after one of his pets died, and now he feels much better.
5. He really wanted to ___overcome___ his fear of flying so he could travel more.
6. She quit her job after ten years to ___pursue___ her dream of opening her own restaurant.
7. After getting his degree, he started his own company and became a successful ___entrepreneur___.

UNIT 8, LESSON 3 COMPARISONS BETWEEN CLAUSES

REVIEW GRAMMAR
Clauses
Comparisons

COMMON ERRORS
1. Using a mixture of gerunds and infinitives in the same comparison
2. Forgetting to include *than*

A
- Ask, *What is a wish list?* (a list of things someone hopes will come true or happen) Draw attention to David's wish list for the next year. Solicit a volunteer to read it aloud. Extend the discussion by asking if anyone has done any of the things on David's list already. Elicit stories.
- Tell Ss the sentences in this practice activity are about David's wish list. Read the instructions and number 1 aloud. Point out that Ss need to use *more than* or *less than*.
- Remind Ss to pay attention to the order of importance. Say, *The most important things are at the top of David's list. This list helps you decide if you need* more than or less than.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review as a class by asking for a class vote. For each sentence, ask, *How many people think the answer is* more than? *How many people think the answer is* less than?

EXTENSION Ask Ss to write one sentence using David's wish list. They should write one sentence about something they want to do more than David does and something they want to do less than David does. Give them time to share their answers with a partner or small group.

B
- Read the instructions aloud. Give Ss time to draft their own wish lists. Give an example listing several things on your own wish list.
- Have a volunteer read number 1 aloud. Ask, *Is this similar to an item on your wish list?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

CULTURE NOTE Many online shopping retailers have a wish list for shoppers. Shoppers can put items they like on a wish list and buy them later. Ss might also be interested to learn about wedding registries. Explain that a wedding registry is a wish list for people who are getting married. They create the list at a store, usually a store that sells items for the home, and guests invited to the wedding can purchase gifts using the registry.

EXTENSION Have Ss write a wish list for other times in the future, such as five or ten years from now, so they can include more long-term goals.

UNIT 8, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary words from the reading in this unit.*
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

OPTION For lower-level Ss, let Ss work in pairs to complete the activity.

EXTENSION Schedule time for Ss to write a short statement about a goal they pursued where they had to overcome a challenge or even face rejection before they achieved it.

UNIT 9, LESSON 1 *WOULD / DO YOU MIND* FOR PERMISSION AND REQUESTS

REVIEW GRAMMAR
Asking for permission
Making requests
Gerunds

COMMON ERRORS
1. Using the incorrect verb tense when asking for permission
2. Using an infinitive instead of a gerund when making a request

A
- Read the instructions aloud. Ss will identify what form of the verb they should use to complete the sentences.
- Solicit two volunteers to read the first conversation with the answer completed for them. Ask, *Why is this the correct answer?* (because *would she mind* in a polite request requires a gerund) Remind them to pay attention to the phrasing and to whether the person is making a request or asking for permission as this will help them decide which verb form to use in the conversations.
- Have Ss complete the rest of the exercise. To review, have two Ss read the sentences aloud and include their answers when reading.
- Have Ss practice the conversations. Time permitting, have them swap roles and practice again. Invite volunteers to role-play the conversations in front of the class.

EXTENSION Have Ss make a list of people with whom they need to use the polite phrasing being studied. Expect answers such as *bosses, colleagues, teachers.*

EXTENSION Arrange Ss in same-level pairs. Have them write a new conversation making any request or asking for permission. Higher-level Ss can make longer conversations by adding details. Invite volunteers to role-play their conversation in front of the class.

B
- Say, *It is important to be polite, especially if you are asking for something that will take the person a long time or is a lot of work.* Read the instructions aloud.
- Read the first sentence aloud. Solicit a volunteer to read the example question aloud. Remind Ss to pay attention to the verb forms.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Walk around as Ss work to provide help as necessary.

LANGUAGE NOTE Most questions that have a *yes/no* answer, such as asking for permission or making requests, use rising intonation. Demonstrate the rising intonation by reading the answer to number 1 aloud. After Ss finish Exercise B, give them time to read the answers aloud and practice rising intonation.

C
- Tell Ss to think about their job or something they are working on at home. Say, *It is a good idea to practice these questions since you are hoping for a positive response.*
- Have Ss write three questions specific to their jobs or homes.
- Give an example question using something you want to ask a colleague and something you want to ask a friend. Write them on the board, for example, *Would you mind teaching my class for me on Tuesday? Do you mind if I open the window? I think it is hot in here!*
- Tell Ss to share their questions in pairs after writing them individually.
- To review, call on volunteers to take turns reading their questions aloud for the whole class. Follow up after each item by asking if they think their colleagues or friends will accept or decline their requests.

UNIT 9, LESSON 1 *WOULD / DO YOU MIND* FOR PERMISSION AND REQUESTS

A Complete the conversations with the correct form of the verbs in parentheses.

1. A: Would she mind ___brainstorming___ (brainstorm) with me?
   B: I don't think so. Why don't you ask her?
2. A: Do you mind ___editing___ (edit) this essay for me?
   B: I'm sorry, but I can't right now. I have too much to do at the moment.
3. A: Would you mind ___looking over___ (look over) my paper?
   B: Sure, but can I do it after I finish this?
4. A: Do you mind ___giving feedback___ (give feedback) on this before I keep going?
   B: OK. No problem.
5. A: Do you mind if I ___revise___ (revise) this section a little?
   B: Hmm...I don't think that's necessary. It looks OK as it is.
6. A: Do you mind if I ___submit___ (submit) this paper after lunch?
   B: Nope. That's fine. Take your time.
7. A: Do they mind ___drafting___ (draft) the proposal for us?
   B: I'm not sure. I can ask them later if you want.

B Read the sentences. Write polite questions to make requests or ask for permission.

1. My paper needs to be edited.
   Would you mind editing my paper?
2. I need my paper to be looked over.
   Do you mind looking over my paper?
3. I need help organizing my ideas.
   Do you mind helping me organize my ideas?
4. I want to submit this next week.
   Would you mind if I submitted this next week?
5. I need help revising my paper.
   Would you mind helping me revise my paper?
6. I want to brainstorm some new ideas.
   Do you mind if I brainstorm some new ideas?
7. I need someone to double-check the facts in my essay.
   Would you mind double-checking the facts in my essay?

C MAKE IT PERSONAL Write sentences asking your co-worker or friend for help or permission. Answers will vary. Possible answers:

1. Would you mind helping me with this report?
2. Do you mind looking over my paper for me?
3. Would you mind if I sent this in later?
4. Do you mind if I open the window for a minute?

UNIT 9, LESSON 2 MODALS WITH THE PASSIVE

A Rewrite each sentence in the passive.

1. The company might make some big changes.
   Some big changes might be made (by the company).
2. The manager should hire some new employees.
   Some new employees should be hired (by the manager).
3. The boss might fire Mike.
   Mike might be fired (by the boss).
4. The CEO could promote Rachel.
   Rachel could be promoted (by the CEO).
5. The business might not lay off fifty workers.
   Fifty workers might not be laid off (by the business).
6. The organization should not transfer Brian to a new department.
   Brian should not be transferred to a new department (by the organization).
7. Should the group assign Jenny to a new project?
   Should Jenny be assigned to a new project (by the group)?

B Read the conversation. Complete the sentences with the correct form of the verbs in parentheses.

Dawn: Did you hear that Robert ___might be fired___ (1 might / fire)?

Salma: No. Really? What happened?

Dawn: I heard that he ___might've / might have yelled___ (2 might / yell) at a customer yesterday. I guess he was angry.

Salma: That's too bad.

Dawn: But guess who ___might be promoted___ (3 might / promote) to take his position?

Salma: Who?

Dawn: Ted!

Salma: Really? I thought the manager ___might've / might have chosen___ (4 might / chose) Brad to take that position.

Dawn: Honestly, Ali ___should be___ (5 should / be) the one to get it.

Salma: You're right. Ali is such a hard worker. But I heard that he ___could be transferred___ (6 could / transfer) to a different department soon.

Dawn: I also heard that the manager is thinking about giving Robert another chance.

Salma: I ___might be___ (7 might / be) pretty happy if I were Robert.

C MAKE IT PERSONAL Write about things that could, should, or might happen to you in the next month. Use modals with passive infinitives. Answers will vary. Possible answers:

1. I might be promoted next month.
2. I could be transferred to a new team next month.
3. I should be given a raise next month.
4. I might be assigned to a new project next month.

UNIT 9, LESSON 2 MODALS WITH THE PASSIVE

REVIEW GRAMMAR
Modal verbs
The base form of the verb
Passives

COMMON ERRORS
1. Using incorrect word order of modal and subject in statements or questions
2. Adding *to* before the base form when it follows a modal verb
3. Using a verb form other than the past participle

A
- Read the instructions and the first sentence aloud. Solicit a volunteer to read the first answer. Ask, *Why are the words* by the company *in parentheses?* (because the *by* phrase in the passive voice is optional; many people do not include it when the person or thing doing the action is obvious or not important)
- Have Ss complete the other sentences. Remind them to think about whether or not they need the *by* phrase. If they don't need it, tell them to put parentheses around it.
- Have Ss compare their answers in pairs. To review, have Ss read their sentences aloud or have them write their answers on the board.

EXTENSION Have **lower-level Ss** rewrite the sentences, changing the subjects to different positions or names. Have **higher-level Ss** rewrite the sentences using different verbs or topics. For example, Sentence 1 could be rewritten as *Some difficult decisions might be made by the boss.*

B
- Read the instructions aloud. Ask, *What do you talk to your co-workers about?* Elicit answers. Say, *This is a conversation between two co-workers.*
- Say, *This conversation is about people Dawn and Salma work with.* Read number 1 aloud and include the answer. Make sure Ss see that the answer includes the words in parentheses beneath the blank.
- Have Ss work individually and then compare their answers in pairs. Encourage them to pay attention to the form of the verb that they are using.
- Review answers as a class. Ask volunteers to read the conversation aloud and include their answers.

EXTENSION Pair Ss to read the conversation aloud. If time allows, have them exchange roles and read it again.

EXTENSION Have **higher-level Ss** write a conversation that they had at work or let them make one up. Have Ss share the conversations with a partner and read them aloud for the class.

C
- Tell Ss, *This is a chance to use this grammar form to talk about something personal. Think about things that could, should, or might happen to you in the next month. These can be about work, school, or home.*
- Have Ss talk in pairs to gather ideas, but ask them to write the answers individually in their books.
- Ask volunteers to read the completed comments aloud for the class.

UNIT 9, LESSON 3 *LIKELY* AND *CERTAIN* + INFINITIVE

REVIEW GRAMMAR
Infinitives
Use of *more* or *less*

COMMON ERROR
Using a verb form other than the infinitive

A

- Read the instructions and number 1 aloud. Make sure Ss remember what the infinitive form is (*to* + the base form of the verb). Point out where the sample answer includes the words in parentheses and show Ss where the infinitive is (*to get*).
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Invite volunteers to write the answers for the other items on the board and have them read their answers aloud for the class.
- Review as a class.

EXTENSION For numbers 2, 3, 4, and 5, ask Ss to discuss how much they agree with the amount of certainty used in those sentences and explain why. Also have them rewrite the sentences using their own information. Give examples: *You will pass the exam if you do your homework before the test. We will find a solution if we conduct research. A candidate that speaks Arabic will get the position. If you don't get enough sleep, you won't do well on the test.*

B

- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *Is this sentence true about you?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud.

TEACHING TIP Assure them that the sentences don't have to be true. Let them use items from their wish list created in Unit 8 if they need ideas.

EXTENSION Repeat Exercise B by having Ss write sentences about a family member or friend with things that person is likely and certain to do in the next five years.

UNIT 9, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary words from the reading in this unit.*
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

OPTION For lower-level Ss, let Ss work in pairs to complete the activity.

EXTENSION Have Ss write their own sentences using the words.

UNIT 9, LESSON 3 *LIKELY* AND *CERTAIN* + INFINITIVE

A Rewrite the sentences using the words in parentheses + an infinitive.

1. Jim won't get a promotion unless he works harder. (not likely)
   Jim is not likely to get a promotion unless he works harder.
2. You will pass the exam if you study. (certain)
   You are certain to pass the exam if you study.
3. We will find a solution to the problem if we work together. (likely)
   We are likely to find a solution to the problem if we work together.
4. A candidate who speaks Chinese will get the position. (more likely)
   A candidate who speaks Chinese is more likely to get the position.
5. If you don't get enough sleep, you won't do well on your interview. (less likely)
   If you don't get enough sleep, you're less likely to do well on your interview.
6. Our company will reorganize its staff this year. (almost certain)
   Our company is almost certain to reorganize its staff this year.

B MAKE IT PERSONAL Write sentences about what you are likely to do and what you are certain to do in the next five years. Use *likely* or *certain* + an infinitive. Answers will vary. Possible answers:

1. I am likely to get a promotion at my company.
2. I am likely to transfer to a new department.
3. I am certain to finish several big projects.
4. I am not likely to stay in the same location.

UNIT 9, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

realistic: based on what is real or possible
satisfying: making you feel pleased or happy
a requirement: something that someone needs or asks for
a salary: money you receive regularly for the work you do
a quality: a good or bad part of someone's character
open-minded: willing to consider and accept other people's ideas and opinions

1. I get to use my skills to make people happy, so I find my work very ___satisfying___.
2. Having a university degree is just one ___requirement___ for this job.
3. Most of his ___salary___ is spent on food, rent, and transportation.
4. His best ___quality___ is the fact that he is always honest.
5. My boss is very ___open-minded___. He always listens to me and tries to accept my suggestions.
6. It's fun to have big dreams, but it is also important to set ___realistic___ goals.

UNIT 10, LESSON 1 *DO* OR *DID* FOR EMPHASIS

A Read the sentences. Add *do, does,* or *did* for emphasis. Change the main verb if necessary.

1. Please, have another cup of tea.
   Please, do have another cup of tea.
2. They restored the old building.
   They did restore the old building.
3. He went to the amphitheater.
   He did go to the amphitheater.
4. They redeveloped the waterfront.
   They did redevelop the waterfront.
5. Visit the large fountain.
   Do visit the large fountain.
6. The waterfront looks much better now.
   The waterfront does look much better now.
7. They tore down the old hotel.
   They did tear down the old hotel.
8. She constructs beautiful buildings.
   She does construct beautiful buildings.
9. It looks like an important landmark.
   It does look like an important landmark.

B Complete the sentences with the correct form of *do, does,* or *did*. Then check (✓) the sentences in which *do, does,* or *did* is used for emphasis.

1. They ___did___ restore that amphitheater. ☑
2. ___Did___ the same company just renovate both buildings? ☐
3. They ___did___ construct that building last year. ☑
4. She ___does___ love that plaza, doesn't she? ☑
5. That fountain ___did___ stop working in 1977. ☑
6. Wow! My teacher ___did___ not tell me about that landmark! ☐
7. They ___did___ not restore the old painting yet. ☐
8. She ___did___ go to the waterfront. I saw her there! ☑
9. ___Does___ he want to come with us? Let's ask him now. ☐

C MAKE IT PERSONAL Think about the last time you visited a different city. Write about things you did or didn't do there. Use *do* or *did* for emphasis. Answers will vary. Possible answers:

1. I didn't watch a basketball game, but I did go to the aquarium.
2. I didn't go to the beach, but I did try out a new restaurant.
3. I didn't see all of my friends, but I did check out the university.
4. I didn't try the local pizza, but I did have some fresh seafood.

UNIT 10, LESSON 1 *DO* OR *DID* FOR EMPHASIS

REVIEW GRAMMAR
Affirmative statements
Using *do* and *did*
Expressing contrasts
Making corrections

COMMON ERRORS
1. Using the wrong tense with *do* or *did*
2. Not using the base form of the verb

A
- Remind Ss that this grammar form is used to show emphasis when you feel strongly about something.
- Read the instructions. Explain to Ss that they may need to change the form of the verb in the sentence. Ask, *Does anyone remember what form of the verb is needed when using* do *and* did *to show emphasis?* (the base form of the verb) Read number 1 that has been done as an example aloud. Show Ss how *do* is added before the base form of the verb.
- Have Ss complete the rest of the exercise individually. Give them time to compare their answers with a partner.
- To review, read the sentences aloud and call on Ss to say the answers.

LANGUAGE NOTE This exercise also includes the word *does*, which is in addition to *do* and *did* that were taught in Lesson 1 of Unit 10. The word *does* is also used for emphasis when the verb is in the present tense and the subject is *he, she,* or *it*. Give an example if necessary.
It seems like a good movie. It does seem like a good movie.
She teaches at the same school I attend. She does teach at the same school I attend.

EXTENSION Have Ss rewrite the sentences using other landmarks or buildings. Give an example. For example, number 2 could be *They did restore the old movie theater.*

B
- Say, *Now, let's look at some sentences in which we can add* do, does, *or* did. Read the instructions. Remind Ss that using these words does not always mean the writer or speaker is adding emphasis. The words can also be used to form questions.
- Ask a volunteer to read the first sentence aloud. Draw attention to the box that is checked. Say, *In this sentence, the word* did *adds emphasis.*
- Have Ss complete the exercise individually and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, read the conversations aloud and call on Ss to say the answers.

EXTENSION If the pronunciation lesson was taught prior to completing these extra grammar practices, have Ss read the sentences aloud using the appropriate pronunciation to show emphasis.

C
- On the board, write something you did and didn't do when you last visited a different city. For example, write, *I didn't go to the art museum, but I did go to the science center*. Give Ss time to write their own sentences.

TEACHING TIP If Ss do not have experience of traveling to a different city, tell them that their sentences can be about any place, including the place they live in.

- To check answers, call on volunteers to take turns reading their sentences aloud. Make a list of cities Ss wrote about on the board. Take a class vote to see which cities the most Ss would like to visit.

UNIT 10, LESSON 2 PAST PERFECT WITH ADVERBIAL CLAUSES OF TIME

REVIEW GRAMMAR
Dependent clauses
Time expressions
Past perfect

COMMON ERRORS
1. Leaving adverbial clauses to stand alone
2. Inserting a comma when the adverbial clause follows the main clause
3. Using past perfect instead of simple past and vice versa in the wrong clauses

A
- Say, *When we tell stories about things that happened to us, we use adverbial clauses of time so that our stories make sense. Listeners can tell when things happened if we use these clauses. In this exercise, you will complete a conversation between two friends about events that happened in the past.*
- Read the instructions. Draw attention to number 1 that has been completed as an example. Say, *This is the adverbial clause of time. You need to complete the main clause for number 2.* Remind Ss to pay attention to the verb tenses and the adverbs of time to help them complete the exercise.
- Have Ss complete the rest of the conversation individually.
- Have Ss compare their answers in pairs. To review, ask two volunteers to read the conversation aloud.
- Give Ss time to read it aloud with a partner. Monitor to help with pronunciation or vocabulary.

EXTENSION Have Ss write their own conversations about a story from their own lives with a partner. Circulate to help them with the grammar. Allow time for them to read their conversations to the rest of the class.

TEACHING TIP Consider recording yourself or having Ss record the conversations. Offer feedback on pronunciation issues.

B
- Review the different adverbial clause of time words: *by the time, when, as soon as, before, after* and *once*. Review the grammar from page 116 if necessary. Remind Ss that some of these words have similar meanings.
- Read the instructions aloud. Point out the word(s) in parentheses. Explain that for each sentence, Ss must use those words in the adverbial clause of time.
- Read number 1 and then the sample answer aloud. Make sure Ss notice how the clauses remained in the same order and the adverbial time clause used the words in parentheses in the answer.
- Give Ss time to work on the activity.
- Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the rewritten sentences aloud.

EXTENSION Have Ss rewrite the rewritten sentences so that the adverbial clause of time is at the end of the sentence instead of the beginning. Make sure Ss do not include the commas in the rewritten sentences. Remind them that no comma is used when the independent or main clause comes before the adverbial clause of time.

C
- Tell Ss, *You need to use your imagination to complete this next activity. Pretend you missed your train. Tell a story about what you did next. Use the words provided to start your sentences.*
- Have Ss work individually. **Higher-level Ss** can add more sentences to their stories.
- Ask volunteers to read the completed sentences aloud for the class or with a partner or small group.

OPTION Make a list of the things Ss did when they missed their train. Take a class vote to see which story was the most creative.

UNIT 10, LESSON 2 PAST PERFECT WITH ADVERBIAL CLAUSES OF TIME

A Complete the conversation with the correct form of the verbs in parentheses.

A: When we ___arrived___ (1 arrive) at the train station, the train ___had left___ (2 leave) already.

B: Oh, no!

A: Wait. It gets better. By the time we ___found___ (3 find) someone to help us, we ___'d / had missed___ (4 miss) the next train, too! So, we were stuck at the train station waiting for six hours for the next available train.

B: That sounds awful!

A: Yep, it was! By the time we ___arrived___ (5 arrive) home, we ___'d / had traveled___ (6 traveled) a total of twenty hours.

B: Oh! You must have been exhausted! That happened to me once. By the time we ___arrived___ (7 arrive) at the airport, our airplane ___had taken off___ (8 take off). We had to wait until the next day to catch another flight.

A: That's not fun. I'm sorry you had that experience.

B Rewrite the sentences using the words in parentheses.

1. When we pulled into the garage, she had already left. (by the time)
   By the time we pulled into the garage, she had already left.
2. As soon as I had crossed the bridge, the light turned red. (after)
   After I had crossed the bridge, the light turned red.
3. By the time I got off the train, the rain had already stopped. (before)
   Before I got off the train, the rain had already stopped.
4. When she called, we had already pulled out of the driveway. (by the time)
   By the time she called, we had already pulled out of the driveway.
5. By the time he got to the theater, the movie had already ended. (when)
   When he got to the theater, the movie had already ended.
6. As soon as he had finished his breakfast, he headed out to the store. (once)
   Once he had finished his breakfast, he headed out to the store.
7. Before he pulled in, they had already started eating. (by the time)
   By the time he pulled in, they had already started eating.
8. Before I got to the office, the meeting had already started. (when)
   When I got to the office, the meeting had already started.

C MAKE IT PERSONAL Imagine that you missed your train. Write sentences about what happened next. Use the past perfect with adverbial clauses of time.

Answers will vary. Possible answers:

1. By the time I got to the station, I had already missed my train.
2. By the time I got on the next train, I had already waited for three hours.
3. As soon as I had found my seat, I called my friends.
4. When I finally got off the train, my friends had already come to get me.

UNIT 10, LESSON 3 NON-RESTRICTIVE RELATIVE CLAUSES FOR COMMENTS

A Combine the two sentences. Use the second sentence as a non-restrictive relative clause.

1. I went to an art exhibition with my sister. It was a lot of fun.
   I went to an art exhibition with my sister, which was a lot of fun.
2. I left my jacket on the bus. That was a big mistake.
   I left my jacket on the bus, which was a big mistake.
3. My wallet was in the pocket. That was unfortunate.
   My wallet was in the pocket, which was unfortunate.
4. My sister told me to call the lost and found office. I hadn't thought of that.
   My sister told me to call the lost and found office, which I hadn't thought of.
5. Someone had brought my jacket to the office. That was very kind.
   Someone had brought my jacket to the office, which was very kind.
6. My wallet was still in the pocket. That was really lucky.
   My wallet was still in the office, which was really lucky.

B MAKE IT PERSONAL Write sentences about losing something. Use non-restrictive relative clauses to make a comment about each sentence. Answers will vary. Possible answers:

1. I lost my keys today, which was really annoying.
2. I finished my project today, which was amazing.
3. I got a good grade on my report today, which was fantastic.
4. I forgot my umbrella today, which was terrible.

UNIT 10, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

lush: growing well, healthy, and with a lot of green leaves
greenery: plants and trees that are growing
eco-friendly: good for the environment
a structure: something that has been built
a commitment: a promise to do something in a particular way
sustain: to make something continue over a period of time
an impression: the opinion or feeling you have about something because of what you see or hear
paradise: a place that is very beautiful and enjoyable

1. After being in the cold city all winter, the tropical island felt like ___paradise___ .
2. They were planning to build a(n) ___structure___ that was big enough to hold 100 people.
3. The company had a strong ___commitment___ to making conditions better for its employees.
4. In the rain forest, we were surrounded by trees and other kinds of ___greenery___ .
5. There has been no rain, so the ___lush___ grass has started to turn brown.
6. The hotel room looked clean and bright, so our first ___impression___ of it was good.
7. Companies are making ___eco-friendly___ products that help to protect the environment.
8. We need to ___sustain___ our commitment so that it continues for a long time.

UNIT 10, LESSON 3 NON-RESTRICTIVE RELATIVE CLAUSES FOR COMMENTS

REVIEW GRAMMAR
Non-restrictive relative clauses
Relative clauses beginning with *which*
Punctuation of relative clauses

COMMON ERRORS
1. Omitting the comma before non-restrictive relative clauses
2. Using *that* instead of *which* in non-restrictive relative clauses
3. Using a relative clause without a main clause

A
- Read the instructions and number 1 aloud. Point out how the second sentence is turned into a non-restrictive relative clause in the answer. Draw attention to the comma.
- Have Ss complete the second item individually and then compare their answers in pairs.
- Give Ss time to complete the other sentences independently.
- To review, have volunteers write their answers on the board.

EXTENSION Ask Ss to read their sentences aloud, reminding them that this grammar function is often used in spoken rather than written language. Remind Ss to pause where the comma is. Circulate to offer feedback on pronunciation.

B
- Read the instructions aloud. Have a volunteer read number 1 aloud. Ask, *Is this statement also true about yourself? What is something you lost today or recently?* Have Ss discuss in pairs. Elicit answers such as keys, phones, clothing, glasses, homework, wallets or purses, or books.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to see where Ss found the items or where they looked for the missing items.

EXTENSION Ask Ss to go online to find a list of the most commonly lost items. Have them take notes on what items are lost and write down the source where they found the list. Give Ss time to report on the list they found.

UNIT 10, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the activity. Say, *These are vocabulary words from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

UNIT 3, LESSON 5 WRITE A SUMMARY

Reaching the Peak

How can Yuzuru Hanyu do those amazing spins and jumps on the ice? How does Serena Williams win so many tennis tournaments? How is Lionel Messi able make so many goals? You might think the answer is "practice, practice, practice," but according to a new study from psychologist Brooke Macnamara, you would be wrong. Practice is important for all athletes, of course, but there are other things that make the difference between being good and being one of the best. To reach peak performance, athletes need to watch their diets carefully, get plenty of sleep, and achieve the right state of mind. And when you think about it, those are habits we could all benefit from.

Top athletes know that their bodies need the right fuel. For them, diet is not about body shape—it's about strength, endurance, and energy levels. Of course, their diets vary a lot. Williams eats a lot of nuts, beans, and fruit. Hanyu has soup with pork and soy before every competition. In addition to healthy food, a good diet also includes good hydration. It's important for athletes to get plenty of water and other fluids. The best athletes know that everything they put into their bodies affects their performance.

When athletes train for six hours a day, six days a week, it does a lot of damage to their muscles, and sleep is the only way to repair that damage. Athletes need eight to ten hours of sleep a night—more sleep than the average person. Messi often gets twelve! And many top athletes make an extra effort to get deep, high-quality sleep. A very dark room and cool temperatures are the solution for some. Others use a fan or a white noise machine to block out other sounds. Their specific habits may vary, but all elite athletes know that they need a good night's sleep every night to be at their best.

Finally, the right mental state can make the difference between a good performance and peak performance. Many athletes prepare for competitions by concentrating on positive thoughts or repeating calming words to themselves. They also work hard to keep a positive attitude about the endless hours of training. They make an active effort to enjoy improving their skills rather than just viewing training as a means to an end. And when they are injured, they don't let it get them down but instead focus on what's necessary for recovery. When Hanyu was injured, he continued preparing for the next Olympics with visualization exercises—imagining himself doing his jumps. Many athletes will say that these habits of mental discipline are what put them on top of their game.

For elite athletes, the commitment to peak performance affects every part of their lives. From what they eat for breakfast to when they go to bed at night to how they deal with stress, every habit can make a difference. That's how they make leaping on the ice or slamming the ball over the net look so easy. Most of us are not athletes, but we can apply some of their strategies for success in our own lives.

REFERENCES

UNIT 2, LESSON 1 FUTURE REAL CONDITIONAL

Use the future real conditional to talk about what will likely happen under certain conditions. The *if*-clause gives the condition.

Statements

***If*-clause**				**Result clause**			
If	**Subject**	**Simple present**		**Subject**	***Will / Won't***	**Base form of verb**	
If	I	**feel**	sick,	I	**will**	**stay**	home.
	you	**don't take**	this medicine,	you	**won't**	**get**	better.
	people	**get**	sick,	they	**will**	**miss**	work.

Questions

***If*-clause**				**Result clause**				
If	**Subject**	**Simple present**		***Wh-* word**	***Will / Won't***	**Subject**	**Base form of verb**	
If	you	**feel**	sick,	who	**will**	you	**call**?	
	he	**gets**	better,	–	**will**	he	**come**	to work?

Note: The *if*-clause can come at the beginning or end of a sentence. Use a comma when the *if*-clause comes at the beginning of a sentence.

***If** you come to work, you'll make others sick.* *You'll make other sick **if** you come to work.*

***If** you feel sick, will you come to work?* *Will you come to work **if** you feel sick?*

UNIT 2, LESSON 1 *UNLESS*

Use *unless* to express condition. *Unless* often means *if...not*.

Unless	**Subject**	**Present verb**		**Subject**	**Future verb or modal + verb**	
Unless	you	leave	soon,	you	are going to be	late.
	the clients	trust	you,	they	won't want	your services.
	you	make	an effort,	you	can't	succeed.

Notes

- When the verb in the main clause is in the future, use the simple present in the clause with *if*.
- You can start the sentence with the main clause.
  We will meet at 9:00 unless the office is closed.

UNIT 2, LESSON 2 PRESENT UNREAL CONDITIONAL

Use present unreal conditionals to talk about untrue or imagined situations and their results.

Statements

If-clause				Result clause			
If	**Subject**	**Simple past**		**Subject**	***Would / Wouldn't***	**Base form of verb**	
If	I	**were**	rich,	I	**would**	**donate**	more money.
	she	**had**	more time,	she	**would**	**volunteer**	every day.
	people	**didn't care,**	-	they	**wouldn't**	**help.**	

Questions

If-clause				Result clause				
If	**Subject**	**Simple past**		***Wh-* word**	***Would / Wouldn't***	**Subject**	**Base form of verb**	
If	you	**had**	more money,	what	**would**	you	**do?**	
	they	**had**	the time,	-	**would**	they	**help**	us?

Note

- The *if-clause* uses the simple past, but this is not a past statement. It's about the present.
- For the *be* verb, use *were* for all subjects: *If he* **were** *president... If they* **were** *free...*
- The *if-clause* can come at the beginning or end of a sentence. Use a comma when the *if-clause* comes at the beginning of a sentence.

UNIT 3, LESSON 1 ADVICE, OBLIGATION, AND EXPECTATION

	(Not) have to / Had better (not) / Be (not) supposed to	**Base form of verb**		
Everyone	**has to**	come	to the meeting.	(It's required.)
You	**don't have to**	accept	that offer.	(You can walk away.)
I	**had better**	leave	now.	(I'm going to be late.)
You	**had better not**	be	late.	(The boss will be angry.)
I	**am supposed to**	call	them.	(They're expecting my call.)
We	**aren't supposed to**	use	our phones.	(It's against the rules.)

Notes

- *Had better (not)* often carries a suggestion of bad consequences.
- Use *have to* to say that an action is necessary / required.
- Use *(not) have to* to say that an action is not necessary.
- Use *had better (not)* to give strong advice or to talk about things people should or shouldn't do.
- Use *be (not) supposed to* to express expectations.

UNIT 4, LESSON 2 FUTURE WITH *WILL*, *BE GOING TO*, PRESENT CONTINUOUS, AND SIMPLE PRESENT

Use *will* + the base form of the verb for predictions, offers, and quick decisions made at the moment of speaking.

Predictions	We're all excited about the project. I think tomorrow's meeting **will be** great.
Offers	Those boxes look heavy. We**'ll help** you carry them.
Quick decisions	That's a great price. I**'ll take** it!

Use *be going to* + the base form of the verb for predictions and to talk about specific plans.

Predictions	Bob just got a new apartment, and he**'s going to need** a lot of furniture.
Specific plans	We need a lot of furniture. We**'re going to go** shopping this weekend.

Use the present continuous to talk about specific plans.

Specific plans	I can't wait for the weekend. We**'re having** dinner with my cousins from Lima.

Use the simple present for future events that are on a definite schedule, such as store hours, bus and train schedules, flight times, and movie showings.

Definite schedules	His flight **gets** in at 9:00 on Sunday.

UNIT 5, LESSON 1 PAST PERFECT

Use the past perfect to talk about an action that occurred before another time in the past.

	Had	Past participle	
The police discovered that the thief	**had**	**taken**	the painting.
Before the robbery, the gang	**had**	**dug**	a tunnel to the bank.

Notes

- The past perfect is sometimes used with *before*, *after*, *by the time*, and *when*.
  By the time *police arrived, the robbers had already left.*
- We often use contractions with subject pronouns and *had* with the past perfect.
  *They'**d** robbed another bank earlier that week.*
- We also use the contraction *hadn't* with negative past perfect sentences.
  *They didn't stop the thief because they **hadn't** noticed the theft yet.*

IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

PREPOSITIONS

about	below	from…to	outside
above	beneath	in	over
across	beside	in front of	past
after	besides	inside	round / around
against	between	in spite of	since
ahead of	beyond	into	than
along	but	like	through
among	by	near	throughout
apart from	concerning	next to	to
around	despite	of	towards
as	down	off	under
at	during	on	until
away from	except (for)	onto	up
because of	facing	on top of	with
before	for	opposite	within
behind	from	out of	without

PARTICIPIAL ADJECTIVES

-ed	*-ing*	*-ed*	*-ing*	*-ed*	*-ing*
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralyzed	paralyzing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
charmed	charming	frightened	frightening	surprised	surprising
confused	confusing	horrified	horrifying	terrified	terrifying
depressed	depressing	inspired	inspiring	tired	tiring
disappointed	disappointing	interested	interesting	touched	touching
disgusted	disgusting	irritated	irritating	troubled	troubling

REPORTING VERBS

Verbs for reporting what someone says						
acknowledge	confess	dispute	invite	propose	request	tell
add	confirm	explain	maintain	reassure	respond	threaten
admit	continue	forbid	mention	recall	reveal	urge
advise	convince	guarantee	note	recommend	rule	warn
agree	cry	hint	notify	record	say	whisper
announce	demand	imply	observe	refuse	scream	write
answer	deny	inform	order	remark	shout	yell
argue	describe	inquire	persuade	remind	state	
ask	direct	insist	predict	repeat	suggest	
assert	discuss	instruct	promise	reply	teach	

Verbs for reporting what someone thinks			
accept	expect	know	remember
agree	fear	mean	resolve
assume	feel	note	suppose
believe	forget	plan	think
consider	guess	prefer	understand
decide	hold	propose	want
determine	hope	reason	wish
doubt	imagine	recall	wonder
dream	intend	reflect	worry
estimate	judge	regret	

Verbs for reporting what someone has written			
add	claim	insist	say
admit	command	observe	state
advise	comment	order	suggest
agree	complain	promise	tell
announce	conclude	read	think
answer	confess	reason	urge
argue	continue	reflect	warn
assert	decide	remark	wonder
beg	demand	reply	write
begin	explain	report	
boast	inquire	respond	

METRIC CONVERSIONS

Volume		Length and distance		Weight	
1 fluid ounce	29.57 milliliters	1 centimeter	.39 inch	1 ounce	28.35 grams
1 milliliter	.034 fluid ounce	1 inch	2.54 centimeters	1 gram	.04 ounce
1 pint	.47 liter	1 foot	.30 meter	1 pound	.45 kilogram
1 liter	2.11 pints	1 meter	3.28 feet	1 kilogram	2.2 pounds
1 quart	.95 liter	1 yard	.91 meter		
1 liter	1.06 quarts	1 meter	1.09 yards		
1 gallon	3.79 liters	1 mile	1.61 kilometers		
1 liter	.26 gallon	1 kilometer	.62 mile		

THE WRITING PROCESS

The writing process consists of 5 stages:

1. Pre-writing
2. Drafting
3. Revising
4. Proofreading
5. Publishing

The five stages of the writing process can be applied to any type of writing task. Whether you are writing an essay, an article, or a blog entry, each stage allows your writing to progress from an idea in your head to a completed text. With each stage you shape and improve your writing.

Pre-writing	PLAN ➲ The Pre-writing stage is where you make a plan for your writing. ➲ Choose a topic you want to write about. ➲ Think about what you want to say about the topic. ➲ Generate ideas using brainstorming techniques (mind maps, idea webs, lists, etc.). ➲ Do research, if necessary, and take notes. ➲ Use graphic organizers and charts to start arranging your ideas.
Drafting	WRITE ➲ The Drafting stage is where you begin to turn your ideas into a written text. ➲ Think about your audience. Your tone will vary if you are writing for students or business professionals or to a friend or a university professor. ➲ Use ideas from the Pre-writing stage to start composing sentences and paragraphs. Don't focus too much on grammar and mechanics. Just get ideas flowing. ➲ If using researched materials, put the information in your own words or use quotations. Keep track of the references you use. ➲ First focus on the body of your text. Then add a beginning and ending. ➲ Read your draft to see if what you're saying flows logically. ➲ You may need to complete this stage more than once.
Revising	IMPROVE ➲ The Revising stage helps you to improve tone, content, style, and organization. ➲ Consider your target audience again and adjust the tone as needed. ➲ Cut, add, change, and rearrange text as needed. ➲ Develop an effective beginning and ending. ➲ Check if you need to give more information about any details. ➲ Vary words that you repeat too often. ➲ Revisit the drafting steps to develop new ideas that need to be added. ➲ Ask a friend or classmate to review your draft, and incorporate feedback that you find helpful. ➲ Set your writing aside and then return to it with fresh eyes and read it again. ➲ You may need to complete this stage more than once.

Proofreading	CORRECT ➲ The Proofreading stage comes only after you are happy with tone, content, style, and organization. ➲ Print your document before proofreading if you are working on a computer. You may notice mistakes that you can miss on a screen. ➲ Look for errors in spelling, punctuation, and capitalization. Read your text several times, first focusing only on spelling, then on punctuation, then on capitalization. ➲ Do several sweeps for grammar mistakes, checking for your individual problem areas. For example, first focus on sentence structure, then read again to check for subject-verb agreement, then again for use of tenses. ➲ Check that you listed any references correctly. ➲ Ask another person to proofread your text for you. Make sure you agree with the corrections and understand them before applying them. ➲ Once you print a final copy, don't add hand-written corrections. Print a clean copy.
Publishing	SHARE ➲ Finally, at the Publishing stage, you can share your text with other people. ➲ Post it online. ➲ Send it in an email or letter. ➲ Present it orally to people. ➲ Hand it in to a teacher or supervisor. ➲ Submit it to a publication or a contest.

PRESENTATION SELF-EVALUATION

Fill out the evaluation after giving your presentation. If possible, ask a classmate to record your presentation. Then complete the chart after watching it. Be honest and keep notes of your observations to improve future presentations.

Criteria	Goals	Self rating 1-4 4 Excellent 3 Good 2 Fair 1 Poor	Room for improvement
ORGANIZATION	I planned and researched my topic well.		
PRESENTATION SKILLS	I incorporated tips from the Presentation Skill box in my preparation.		
FLOW OF IDEAS	My ideas flowed logically, and I stayed on topic.		
PREPAREDNESS	I was well prepared. It was obvious I had practiced enough.		
DELIVERY	I spoke clearly and loudly enough so everyone could easily understand me.		
BODY LANGUAGE	I held the audience's attention with varied gestures and eye contact.		
CONFIDENCE	I was relaxed and spoke with ease and enthusiasm.		
VISUAL AIDS	I incorporated visual aids and used them effectively.		
TIME	I spoke within the two-minute time frame.		
RESPONSE TO AUDIENCE	I was able to effectively answer questions and respond to comments.		

Audio / Video Scripts

WELCOME UNIT

Page 2, Ex. 1B

1. **Student:** Can you repeat the instructions?
   Teacher: Sure. Practice the conversation with a partner.
   Student: OK.
2. **Student:** Sorry–I still don't get it. Could you explain that a bit more?
   Teacher: Of course. Let me give you an example.
3. **Student:** Just to confirm–you're saying we should do this for homework?
   Teacher: That's right.
   Student: OK. Thanks.
4. **Student:** Can I ask you something? What's the difference between "advice" and "advise"?
   Teacher: The first word is a noun and the second is a verb.
5. **Student:** Can you remind me–what's the English word for "barato"?
   Teacher: Cheap.
   Student: Oh, right. Thanks.
6. **Student:** How do you pronounce this word?
   Teacher: Repeat after me: Gorgeous.
   Student: Gorgeous.
   Teacher: Correct.

MEET THE PEOPLE OF TSW MEDIA

Page 4

I'm Oscar Blanco, and I'm a native of Bogota, Colombia. I'm a sound and video editor. When I was younger, I worked on some Colombian TV shows. I even produced a couple of music videos. I got to meet a lot of famous actors, directors, and musicians. I still keep in touch with most them today!

Annyeong haseyo! I'm Hana Lee, and I'm a marketing and sales rep from Seoul, South Korea. I travel to the New York office a lot, and I love hanging out with the people there. Back home, I'm really interested in rock climbing. I climbed my first wall when I was 14 years old!

Hi! I'm Pablo Piñeda. I was born in Costa Rica, but I moved to New York City in my teens. Now, I'm a digital artist, animator, and illustrator. When I have some free time, I like making animated short films. Last year, one of them went viral and got more than 10 million views!

Hi, there. I'm Gina Cark, and I'm a human resources specialist from New York City. Recruiting new people and helping them get settled is definitely the best part of my job. In my free time, I enjoy playing tennis with my little sister. She's ranked 10th in the state, but I plan to beat her someday!

Hey, everybody. I'm Michael Stewart, and I'm a project manager in the Toronto office. My job requires me to talk to people all over the world, so I'm always interested in learning new languages. I grew up speaking French and English. Now, I can hold a basic conversation in Russian, Swahili, and Japanese.

Hello, I'm Elena Rubio. I live in Lima, Peru. I'm a market research specialist for Latin America. When I'm not working, I'm usually off on some kind of adventure. Last year, I spent a week camping in the Atacama Desert in Chile. It got really cold at night, but the sunsets were beautiful!

Hi. My name is Adriana Lopez. I work in the technology department in the Quito office. The TSW Global Speaker Program is a great opportunity for me. It's helping me build my confidence and become a better public speaker.

Hi. I'm Kendrick Scott and I'm a designer in the Vancouver office. I'm excited to be part of the TSW Global Speaker Program. It's giving me experience with public speaking, which is an important skill for advancing my career.

Hi. My named is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past 6 years. I'm an advertising manager, so the TSW Global Speaker Program is perfect for me. It's a great way to get more comfortable with different audiences.

UNIT 1

Page 7, Ex. 3A

1. **Not enthusiastic**
   A: I'm thinking about seeing that new musical that opened today. Want to come?
   B: Hmm. I don't know.
2. **Enthusiastic**
   A: I saw a great movie with Amy last night.
   B: Oh, yeah? What did you see?
3. **Very enthusiastic**
   A: They're releasing the new season of *Stranger Things* ahead of schedule!
   B: Wow! That's fantastic!

Tracks in gray are audio only.

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Page 7, Ex. 3B

1. A: You should see this documentary. It's got the most incredible images of extreme sports I've ever seen.
   B: Oh, yeah? I'll check it out. Is there any surfing?
2. A: I had to cover my eyes with my hands. I was too afraid to see what happened next.
   B: Wow! That does sound scary!
3. A: Have you seen the trailer for that Will Farrell movie? I laughed so hard my stomach hurt!
   B: Hmm. I find his movies a little too silly for my taste.

Page 7, Exs. 4A and 4B

Hana: Oscar! Be careful! Watch out!
Oscar: Huh. Thanks! I just can't stop watching this TV show.
Hana: I can see that! You almost walked into that plant. What show?
Oscar: *Doctor Who*. It's so suspenseful. I can't wait to see what's going to happen next.
Hana: Oh, how long have you been watching it?
Oscar: I've been binge-watching it ever since I got to New York.
Hana: Wow! That show *must* be good. So, what's it about?
Oscar: It's about an alien who travels through time to solve problems.
Hana: Oh, really? Are you into sci-fi?
Oscar: Totally. Are you?
Hana: Not that much. Actually, I find science-fiction a little weird.
Oscar: Yeah, but this show is so creative. The Doctor always finds clever, imaginative ways to fix things.
Hana: Hmm. That does sound kind of interesting. Maybe I'll check it out.
Oscar: You should. You might like it. So, how about you? Have you been watching anything good lately?
Hana: I have. I've been watching some really great old movies.
Oscar: Oh, yeah? Like what?
Hana: You know, the old blockbusters like *Citizen Kane, Gone with the Wind,* and *Casablanca*. Last night I saw *Titanic*. What a romantic story!
Oscar: Is it?
Hana: For sure. But of course, it's heartbreaking, too. I cried at the end.
Oscar: You did?
Hana: Yeah. Like a baby! The story was so sad. That's what makes it such a great movie. Well, I'm going to get some coffee.
Oscar: OK. See you later.
Hana: And Oscar? Try not to walk into any more plants today.
Oscar: Ha-ha. Let's pretend you didn't see that, OK?

Page 7, Ex. 4C

Oscar: Have you been watching anything good lately?
Hana: I have. I've been watching some really great old movies.
Oscar: Oh, yeah? Like what?
Hana: You know, the old blockbusters like *Citizen Kane, Gone with the Wind,* and *Casablanca*. Last night I saw *Titanic*. What a romantic story!

Page 8, Ex. 1C

1. *Guardians of the Galaxy* introduced viewers to some of the great pop songs from the 1970s. "Hooked on a Feeling" by Blue Swede and "Come and Get Your Love" by Redbone...Songs like these turned a normal comic book film into a celebration of music.
2. The animals in the movie weren't real. In fact, there was only one live human actor. Everything else was created by CGI artists on a computer! But it all looked so real!
3. There's this giant great white shark attacking swimmers near a small New England town. The chief of police and a local fisherman try to hunt and kill the shark, but it's way more dangerous than they expected.
4. I loved the visuals in the movie. I mean, the characters were walking in the snow through these beautiful forests. And the colors they used–blues and whites–made you actually feel the cold!
5. Some of the lines in the movie are just unforgettable. My favorite one is "May the force be with you." My friends and I still say it to each other all the time.
6. The movie takes place in Paris. At first, the year is 2010, but at midnight, you suddenly go back in time to Jazz Age Paris of the 1920s.

Page 9, Exs. 4A and 4B

Hana: Hey, Oscar. How's it going?
Oscar: Good. I just had lunch.
Hana: You know, I'm still thinking about *Titanic*. I can't get the last scene out of my head, when Jack dies.
Oscar: Whoa! Spoiler! I have to confess, I've never actually seen that movie.
Hana: You're kidding! You must be the only person in the world!

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Oscar: I know the true story of the *Titanic*. How close is the movie to that?

Hana: Well, it's sort of similar. The setting of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary–it's a love story.

Oscar: Oh.

Hana: What I find so interesting is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the narrator of the story and one of the last living survivors of the *Titanic*.

Oscar: Whoa, well, she must be really old!

Hana: Well, yeah, she's more than a hundred years old at the beginning of the movie. The movie starts in the present and goes back to the past. In the next scene, we see Rose as a young woman boarding the ship. She's really unhappy because she's being forced to marry someone she doesn't love.

Oscar: But isn't this supposed to be a love story?

Hana: It is! On the ship, Rose gets into a fight with her fiancée and falls in love with another man named Jack.

Oscar: Wow. So, what happens next?

Hana: Well, you don't want me to spoil the whole plot, do you?

Oscar: No…I guess not. But I still don't get why it's so popular.

Hana: Lots of reasons. What I like best is the dialog. It's so romantic. My friends and I still quote lines from the movie.

Oscar: Huh.

Hana: Plus, you really believe that Leonardo DiCaprio and Kate Winslet are in love. They have great chemistry. I can't imagine any other stars playing those roles.

Oscar: So, girl meets boy, girl and boy fall in love, girl loses boy–

Hana: And girl never forgets what happened. Actually, that's a pretty good way to summarize it!

Page 9, Ex. 4C

Hana: The setting of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary–it's a love story.

Oscar: Oh.

Hana: What I find so interesting is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the narrator of the story and one of the last living survivors of the *Titanic*.

Page 11, Exs. 3A, 3B, and 3C

What Makes a Movie a Classic?

So, anyone seen a good movie lately? I'm sure you have. The first feature-length film was *The Story of the Kelly Gang*. Since then, the motion-picture industry has produced more than 500,000 films. But, which of these deserve to be called classics? Among the things that make movies great here are two: the effect they have on our emotions and their technological achievements.

Let's start with the effect they have on our emotions. How many of you have ever cried at the movies? Be honest. Even if you haven't, I know you recognize that movies have the power to touch us. They don't just move us to tears–they also make us laugh out loud, and even cause us to jump out of our seats in fear.

Here's an example. *Casablanca* is often called one of the best films of all time. Set during World War II, this film stars Humphrey Bogart, who plays Rick, the owner of a nightclub, and Ingrid Bergman, who plays Rick's former lover, Ilsa, who's now married. Ilsa and her husband need Rick's help to escape from German soldiers. In the last scene, Rick's decision is whether or not to help the couple escape, even though he still loves Ilsa and knows he'll never see her again. We share Rick's pain as he says goodbye but respect his decision to do the right thing. We learn about love, and yes, we cry.

Another way that movies become classics is by telling a story in a way that has never been done before. I'm talking about innovative techniques and cutting-edge technology. Think of the 1977 film *Star Wars*. Writer and director George Lucas had a vision about good and evil battling it out in space, but he needed new technology to bring his fantastic ideas to the screen. Lucas created his own special effects company, Industrial Light and Magic. Working night and day in a warehouse, this talented group of young artists and engineers let their imaginations run wild. By experimenting with new animation, photography, and sound techniques, this team pushed technology to new limits. To film the epic space battles, they built a fleet of miniature spaceships and developed a computer-controlled camera system. They created the sound of spaceships screeching across the universe by recording cars driving on a wet highway and combining these sounds with the sounds of angry elephants. Transported by new sights and sounds to galaxies far, far away,

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audiences left theaters absolutely amazed and *Star Wars* became one of the most popular films in history. A classic.

Some great movies touch our emotions deeply and some break new ground technologically. Are these the only things that define classic movies? Definitely not. There are plenty of other things that make movies great. I wish we had more time to discuss some of them, and I'm sure you have your own ideas too. But I believe that the best movies will continue to inspire us emotionally and engage us for their technological feats long after their original release. Of those 500,000 films, they're the ones we'll remember the most.

Page 16, Exs. 1A and 1B

I love heartbreaking dramas, suspenseful thrillers, and hilarious comedies, but my favorite TV shows and movies are documentaries.

The main reason I like documentaries is because I grew up in a small town. Documentaries were like my window to the larger world. I used to think that everyone's life was like mine, and that everyone had the same beliefs as the people around me. Documentaries introduced me to people from other cultures. They taught me about other customs and worldviews.

Another reason I love documentaries is because they're an easy way to learn about other subjects. I can always get information by reading, but sometimes it's more interesting to listen to a narrator describe art, nature, history, health, or sports with a soundtrack in the background. I especially like documentaries about history. Important events from the past seem more real because of the way that documentaries combine sights and sounds.

What's most fantastic about documentaries is that they're like a free plane ticket to anywhere in the world. I've always dreamed of walking along the Great Wall of China, exploring the rain forests in South America, and riding a camel near the Egyptian pyramids. Thanks to documentaries, I've learned more about those places and what I can do there.

Some people don't think that documentaries are as entertaining as other kinds of TV shows and movies, but I like them. I am thankful for the way they have expanded my world.

UNIT 2

Page 19, Exs. 4A and 4B

Store Assistant: Can I help you find anything today?

Pablo: Yes, thanks. I'm looking for a drone.

Store Assistant: OK. I can help you with that. Is there a particular brand or model you're looking for?

Pablo: Well, I'd like something that can take great pictures and videos. My friend recommended the AirEye 2100.

Store Assistant: The AirEye 2100 is a good choice. It's got the best camera on the market.

Pablo: Great! Can I take a look at it?

Store Assistant: Unfortunately, we're out of stock right now. But you can order it from our website. If you order it by 5 o'clock, it'll ship to you on the same day.

Pablo: OK, but what if I don't like it? What's your return policy if I buy something online?

Store Assistant: Well, you can either return it here or to one of our other stores, or you can ship it back. Just remember to keep your packing slip.

Pablo: And I can get a full refund?

Store Assistant: That's correct. As long as you return it within 30 days and it's in its original packaging, you can get your money back.

Pablo: So you're saying that if I want to return it, I need to return the box as well?

Store Assistant: Right.

Pablo: Okay, and if I ship it back, do I have to pay the return shipping cost?

Store Assistant: Yes, unless the drone was damaged or defective when you received it. In that case, we'll send you a return shipping label and you can ship it back for free.

Pablo: Ok. Got it. I'll check out your website later. Thanks for your help!

Store Assistant: My pleasure.

Page 19, Ex. 4C

Pablo: What's your return policy if I buy something online?

Store Assistant: Well, you can either return it here or to one of our other stores, or you can ship it back. Just remember to keep your packing slip.

Pablo: And I can get a full refund?

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Store Assistant: That's correct. As long as you return it within 30 days and it's in its original packaging, you can get your money back.

Pablo: So you're saying that if I want to return it, I need to return the box as well?

Store Assistant: Right.

Page 20, Ex. 1C

1. A: I think I'm just going to accept this offer. It's not great, but I don't have any other options.
   B: Why don't you check out a few more banks before you make a final decision?
   A: Hmmm...That's a pretty good idea.
2. A: Can you believe they want $10,000 right away? I don't have that kind of money.
   B: Wow! That is a lot! What if you pay more every month? Then, you wouldn't have to pay so much right now.
   A: Yeah, I'll ask them if that's possible.
3. A: I think I'm going to send them an extra $100 a month.
   B: Good idea!
   A: Yep. That way I'll be done with this loan a year early.
4. A: Well, I don't think I'm going to be able to get a new car after all.
   B: Why not?
   A: The bank said I can't get the loan I want.
5. A: 6 percent? That's a little high, isn't it?
   B: Yeah, but that's the best deal I could get.
   A: Hmm...You might be able to ask them to lower it if you make a bunch of payments on time.
6. A: Hey! This is great! I'm finally going to be able to open my own restaurant!
   B: Why? What happened?
   A: The bank said they're going to give me the loan!

Page 21, Ex. 3C

1. I couldn't've afforded the down payment without my parents' help.
2. Pablo would've continued to take the bus if he hadn't bought a car.
3. The bank might not've approved the loan if you hadn't had a full-time job.
4. If Nora had qualified for a loan, she could've started her own business.

Page 21, Exs. 4A and 4B

Gina: Hey, Pablo, what are you doing? Are you working through lunch?

Pablo: No, I'm just looking online for a used car.

Gina: No kidding? I didn't know you were shopping for a car.

Pablo: Yeah, I've been thinking about getting one for a while now.

Gina: Do you really need a car in the city?

Pablo: Well, no, not exactly. But I've gotten tired of taking public transportation. And the cost of renting cars and using ride-sharing services is getting too high.

Gina: I know what you mean.

Pablo: Plus, I'd like to be able to go wherever I want, whenever I want.

Gina: Awesome!

Pablo: Yeah, there's just one problem. I'm having a little trouble getting a loan.

Gina: Oh, that's too bad.

Pablo: It turns out I have a great credit score, but I don't have much credit history. I've only had a credit card for a few years, and I've never needed to borrow a lot of money before.

Gina: So, they turned you down for the loan?

Pablo: Well, no. But the guy at the car dealership said that if my overall credit had been better, I could have qualified for a lower interest rate.

Gina: So the rate wasn't that good.

Pablo: Yeah, and they wanted me to make a pretty big down payment too. I'm not sure that I want to do that.

Gina: You know, you should definitely shop around. My sister took out a car loan last year. She talked to five different lenders before she found the best deal.

Pablo: Good to know. I'll go online and do some more research this weekend.

Gina: Good luck! Let me know how it goes!

Page 21, Ex. 4C

Pablo: I'm having a little trouble getting a loan.

Gina: Oh, that's too bad.

Pablo: It turns out I have a great credit score, but I don't have much credit history. I've only had a credit card for a few years, and I've never needed to borrow a lot of money before.

Gina: So they turned you down for the loan?

Pablo: Well, no. But the guy at the car dealership said that if my overall credit had been better, I could have qualified for a lower interest rate.

Page 23, Exs. 3A, 3B and 3C

Crowdfunding: Here to Stay?

Imagine this. You have a little extra money, and you're thinking of donating it to a good cause.

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Would you ever give it to help people count squirrels in a park? Or finance a comedian who wants to pay a skywriter to write a silly joke in the sky?

These might sound like strange ways to spend your money, but they're actually two real crowdfunding campaigns. The squirrel-counters collected about $4,000. And the comedian raised more than $6,000. He got the skywriter to write, "How do I land," by the way.

The most famous of all the bizarre crowdfunding projects, though, was started by a guy named Zack Brown, who posted a crowdfunding request for $10 so that he could make some potato salad. He meant it as a joke, but the request went viral, and a month later he had raised, get this, $55,492. He used the money to have a huge party where about 2,000 people came to listen to music, donate money to charity, and, yes, eat a quarter ton of potato salad.

But most crowdfunding is not a joke. And it's not just a recent phenomenon either. Even Mozart got into the act in the 1780s. He didn't have enough money to perform a concert of his new music so he asked for donations in advance. To say thanks, donors received copies of the sheet music. In the 1970s, Indian filmmaker Shyam Benegal crowdfunded a movie by convincing people to invest a little money in exchange for onscreen credit. And, in 1999, in one of the first successful *online* crowdfunding campaigns, British rock band Marillion asked 6,000 fans to pay for their next album in advance. And guess what! The fans donated $60,000—enough to record and promote the music.

Since 2010, crowdfunding has become mainstream, bringing in billions of dollars every year. Much of this money goes to charity, as well as supporting artists, writers, and musicians. People also contribute millions each year to new products, like an innovative watch that uses the energy created by a person's wrist movements to charge itself.

Some crowdfunding projects never get off the ground because they don't raise enough money or have strong enough business plans. Occasionally, projects also turn out to be scams. One crowdfunding campaign raised more than $400,000 for a homeless man who had apparently spent all his money to help a couple who had run out of gas. This story later turned out to be false. But despite some risk to investors, the popularity of crowdfunding has exploded. Even some big corporations are running fundraising campaigns for new products before developing them.

If you're a creator, it's pretty clear why crowdfunding is so popular. Instead of borrowing money or finding rich investors, you can get many small donations with almost no risk. And it's a great way to test the popularity of your idea. But why do people donate to these campaigns? Well, when it comes to charity, crowdfunding has made it easy for people to feel like they're making a difference, even though they're giving small amounts. Crowdfunding your favorite artists and musicians makes you feel closer to the creative people you admire. And, in terms of products, people love being in on the ground floor of exciting new business ideas.

Experts predict that by 2025, crowdfunding can be helping people and businesses to raise more than $300 billion each year. It may be the case that, in the future, most of the entertainment we'll enjoy and the items we'll own will come from crowdfunding campaigns. Crowdfunding is here to stay.

Now, who has some ideas for the next big crowdfunding project?

Page 28, Exs. 1A and 1B

Kayaking is a great way to exercise, and it's relaxing, too. Whenever I'm on the water in a boat, I feel so far from the stress of my daily life and much closer to nature.

Right now, my apartment isn't big enough for a kayak, so I was really excited about this crowdfunding project I found. It raised enough money to build a kayak that folds up like a piece of origami.

The creator of the project came up with the idea when he moved to a new apartment and didn't have enough space for his kayak. He decided to make one that would fold up and fit in his closet.

To get people to invest in his project, he offered them gifts like T-shirts, waterproof bags, and water bottles. By the end of his campaign, he had raised more than $440,000 from over 700 investors.

Now, his company makes several different kinds of foldable kayaks. They are great for lakes, rivers, and even the ocean. Each one is made from a piece of plastic that can be refolded thousands of times. And they take just minutes to put together!

It's amazing that someone with a creative idea like a foldable kayak can use crowdfunding to raise money and turn that idea into a reality. I'm glad crowdfunding has made it possible for me to get a boat that can fit in my closet.

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UNIT 3

Page 30, Ex. 1C

1. Can I borrow some of your tissues? I can't stop blowing my nose.
2. My stomach doesn't feel great right now. I think I might throw up!
3. My whole body really hurts. It's like I just got run over by a truck.
4. I just want to sleep for days. I can't believe how tired I am!
5. Do you mind if I sit down for a minute? My head is spinning, and I thought I might fall down.
6. I just took my temperature, and it's about 39 degrees. Plus, I've got a really bad headache.
7. This is terrible! I can't breathe in or out of my nose at all.
8. I just can't seem to get warm. I've got two blankets wrapped around me and I'm still freezing.

Page 31, Exs. 4A and 4B

Michael: Hey, Gina. How's it going? Oh, are you all right?

Gina: Not really. For a second there, I felt a little dizzy.

Michael: Uh-oh. Maybe you'd better take it easy for a few minutes. Is there anything I can get you? Water?

Gina: No, that's okay. I think I'm just coming down with something. This morning, I had a sore throat and a headache and now, I'm feeling weak and a bit nauseous.

Michael: It sounds like you might be getting the flu. Have you seen a doctor?

Gina: No, it's not that bad. I think I'll just take a sick day tomorrow and stay home.

Michael: If it gets any worse you should definitely see a doctor. The flu is serious this year.

Gina: Yeah. You're right. I'll do that if I'm not feeling any better in the morning.

Michael: Yeah, you ought to get checked out. In the meantime, how are you getting home? You probably shouldn't drive.

Gina: Oh, don't worry. My sister's giving me a ride home.

Michael: OK, good. Let me know when you're ready to leave, and I can walk out with you.

Gina: That's nice of you, but I'll be OK. Ugh.

Michael: What's wrong? Do you feel dizzy again?

Gina: No, no. I'm just thinking about work. I have so much going on that I can't afford to get sick.

Michael: Gina, seriously, take the time you need to get better. Forget about work for now.

Gina: Yeah, you're probably right.

Michael: Besides, your work will be waiting for you when you get back.

Gina: It won't just be waiting for me. It'll be piling up. Ugh…

Page 31, Ex. 4C

Michael: Hey, Gina. How's it going? Oh, are you all right?

Gina: Not really. For a second there, I felt a little dizzy.

Michael: Uh-oh. Maybe you'd better take it easy for a few minutes. Is there anything I can get you? Water?

Gina: No, that's okay. I think I'm just coming down with something. This morning, I had a sore throat and a headache and now I'm feeling weak and a bit nauseous.

Page 33, Exs. 4A and 4B

Michael: Hi, Gina. What's up?

Gina: Hey, Michael. You're not going to believe this, but I'm at the hospital right now. I thought I'd call and fill you in.

Michael: Oh, no! What happened? Are you OK?

Gina: No, no, it's not me. It's my sister, Rachel.

Michael: Uh-oh. What happened to your sister?

Gina: She fell on the stairs going up to my house and hurt her ankle. It looked really bad, so I brought her to the hospital right away.

Michael: That's terrible! Has she seen a doctor yet?

Gina: Yeah, she had X-rays and the doctor told her it's just sprained. It's not fractured or broken.

Michael: That's good.

Gina: He just said that she needs to stay off it as much as possible. He also recommended keeping it elevated and putting ice on it several times for the first couple of days.

Michael: It doesn't sound too serious then. I fractured my ankle a couple of years ago and I had to wear a cast for nearly two months.

Gina: Yeah, the doctor said Rachel just needs to use crutches for a week.

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Michael: Good. And how about you? Are you feeling better?

Gina: A little bit. I took some flu medicine.

Michael: That's good to hear. So, are you planning on coming in to work tomorrow?

Gina: No, I'm going to take a sick day. I still have muscle aches and I feel really tired. I want to make sure I feel better, and I'd like to be around just in case my sister needs anything.

Michael: Well, try to get some rest. Hope you feel better tomorrow.

Gina: Thanks! I'd better go now. We're leaving and I have to help my sister to the car. What a day!

Page 33, Ex. 4C

Michael: What happened to your sister?

Gina: She fell on the stairs going up to my house and hurt her ankle. It looked really bad, so I brought her to the hospital right away.

Michael: That's terrible! Has she seen a doctor yet?

Gina: Yeah, she had X-rays, and the doctor told her it's just sprained. It's not fractured or broken.

Michael: That's good.

Gina: He just said that she needs to stay off it as much as possible.

Page 35, Exs. 3A, 3B, and 3C

The Microbes Within

I hate to tell you this, but there are bacteria all over that chair you're sitting in. Oh, don't get up, don't get up–they're also in the air you're breathing. And on your face, and in your stomach. Our bodies contain not only bacteria but also viruses and other microbes. Having viruses and bacteria living on you and inside you doesn't mean you're sick. It just means you're part of the world we live in. Bacteria and viruses are actually part of us. In fact, more than half of the cells in the human body aren't even human cells–they're microbes. And we're just beginning to learn what this means.

Now, we've known about the existence of microbes since the 1600s, when the first good microscopes were made. About two hundred years later, scientists began to make breakthroughs in understanding how microbes cause diseases and used these discoveries to fight them. Louis Pasteur developed a process for keeping milk safe by killing bacteria. Joseph Lister pioneered the use of antiseptics in surgery, and Edward Jenner developed a vaccine to fight the deadly smallpox virus. We came to view microbes as enemies that need to be destroyed before they destroy us, and that's how many of us still view them. We use antimicrobial sprays to clean our kitchens and antimicrobial soap to wash our skin. We buy products that claim they kill 99% of all bacteria.

Near the end of the 20th century, however, we learned that microbes aren't always bad for us. Sometimes they are very *good* for us. For example, the microbes that live in our guts help us digest food. As a matter of fact, human babies can *only* digest milk because of bacteria they get from their mothers. And some of the bacteria that live on our skin protect us from infection. There are viruses living inside of us that strengthen our immune systems and bacteria living in our mouths that keep our teeth clean.

Now, whether a microbe is helpful or harmful can depend on its environment. Those bacteria that are good for your mouth can make you sick if they get into your bloodstream. So now we understand that even though antibiotic drugs have saved millions of lives, we need to be careful about taking them because they kill the good bacteria along with the bad ones. And recent studies have shown that children who grow up in microbe-rich environments, for example, on a farm, may be healthier than children who grow up in more sterile environments. So, although we need to keep our houses clean, it may be important not to over-sanitize them.

Still, there's a lot more we need to learn about microbes. The microbial populations in our bodies are as individual as we are, and new species of microbes are being discovered every day. Scientists have only started to understand how microbes interact not only with human cells but also with each other. With more study, scientists may one day learn how we can improve our microbial populations with diet and medicine. These are early days in this exciting field, and we don't have a lot of definitive answers yet. But what we know for sure is that these tiny organisms play a hugely important role in our lives and health.

Page 40, Exs. 1A and 1B

Getting enough sleep is really important for our health, but sometimes this is hard to do. Fortunately, developers have created an app called GoToSleepNow that makes getting the rest we need much easier.

This app has three features that can help you develop better sleep habits. To begin with, it sends you a bedtime reminder every night. This tells you exactly when to go to sleep, so you can get all the rest you need.

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The second feature is what the app does in the morning. It has an alarm clock that wakes you up at just the right moment–that perfect time when you'll feel most rested and alert.

To do this, the app relies on some information about how we sleep. Every night, we go through several sleep cycles. These last about 90 minutes each. During each cycle, we go through a light phase and a deep phase of sleep.

If something wakes us up when we're in the deep phase, we still feel tired, and it's hard to get out of bed. But if we wake up during the light phase, we feel more alert and ready to face the day.

To help the app know when you're in the light phase of sleep, set your phone near your pillow at night. As you sleep, it will monitor how you move. This will let it know what phase of sleep you're in. Then, it can wake you up at exactly the right time.

The last feature of this app is that it tracks how long you sleep. It will automatically use this information to create a graph of the number of hours you sleep each night. This way, you can easily see if you're getting the right amount of sleep.

So, if you want to sleep better, use this app to get a bedtime reminder, an alarm in the morning, and a record of how much sleep you're getting. Thank you.

UNIT 4

Page 42, Ex. 1B

1. A: The sun is setting. Shouldn't we start back?
   B: Nah. Let's just keep going to the top of this hill.
2. Down boy, down. Sit. Good, boy! OK, off you go.
3. A: Let's take a shortcut through here. We'll get to the lake faster.
   B: Um, I don't think we should go off the trail.
4. Can't you turn that up a bit? I can't hear it.
5. A: Aww, the poor thing looks so hungry.
   B: I'm sure giving it a carrot won't hurt.
6. A: Where should we keep the bread?
   B: There's a paper bag on the picnic table.
7. A: Should we put the fire out before we go for a walk?
   B: Nah, we won't be long. We can keep it burning.
8. A: I can't find a garbage can anywhere.
   B: Just put the trash under this tree. I'm sure someone will come and pick it up.

Page 43, Exs. 4A and 4B

Elena: Hey, Oscar. I heard you went hiking last weekend. How was it?

Oscar: Well, the mountains were really beautiful, but some of the people there really made me mad.

Elena: What do you mean?

Oscar: Well, this other group of hikers went off into a conservation area to take selfies. You're supposed to stay on the trails.

Elena: I guess they weren't aware of the rules.

Oscar: Yeah, or they just didn't care. There were signs everywhere telling people to keep out, but they went in anyway. It was actually a nesting place for endangered birds.

Elena: Wow. Did you say anything to them?

Oscar: No, I didn't. I should have. Then there were some other people who just left their trash all over the ground.

Elena: Really?

Oscar: Yeah. People were having picnics on the mountain and then leaving behind bags of garbage. It was unbelievable!

Elena: I don't understand how people can litter like that.

Oscar: Right? I mean, I know there aren't any garbage cans in the park, but the rules say you're supposed to carry out everything you carry in.

Elena: So, were you still able to enjoy the hike?

Oscar: Yeah, at the end of the trail, we finally got to this huge lake. There was no one there except for us, and the view was perfect.

Elena: Nice!

Oscar: Yeah. We swam and hung out there for a few hours. It made the whole trip worthwhile.

Page 43, Ex. 4C

Elena: Hey, Oscar. I heard you went hiking last weekend. How was it?

Oscar: Well, the mountains were really beautiful, but some of the people there really made me mad.

Elena: What do you mean?

Oscar: Well, this other group of hikers went off into a conservation area to take selfies. You're supposed to stay on the trails.

Elena: I guess they weren't aware of the rules.

Oscar: Yeah, or they just didn't care. There were signs everywhere telling people to keep out, but they went in anyway.

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Page 44, Ex. 1B

1. You cannot believe the colors and tropical fish you can see under the water.
2. We rode along the sand for about 30 minutes. We went pretty slowly at first so we could watch the sun set over the ocean.
3. It's like being on a roller coaster. You have to paddle hard on one side and then the other and try not to fall out. Just to be safe, everyone wears helmets and life jackets.
4. Our instructor showed us how to stand on the board and what to do if we fell off. It was a little scary at first, but luckily the water wasn't very deep where we were.
5. I've never felt so relaxed in my life. The hot water made my sore muscles feel so much better.
6. After we started moving, I went to the window and looked out. As we got closer, the sound of the water got louder and louder.
7. The narrow trail began at the end of the road. Luckily, it wasn't too bumpy. We rode about five kilometers. The ocean was below us on one side and the view was spectacular.
8. First, they give you some instructions, and then they give you a harness and a helmet. After that, away you go. It's like an amusement park ride through the trees.

Page 45, Ex. 3B

1. A: I'm thinking about visiting Peru next summer.
   B: Will you be going to Machu Picchu?
2. A: We're going out on the boat to go snorkeling.
   B: Where are they going to take you?

Page 45, Exs. 4A and 4B

Oscar: So, Elena. I saw your email about taking some time off. Are you going anywhere special?

Elena: Haven't you heard? By this time next week, my friends and I will be ziplining through the rain forest, or maybe snorkeling along a coral reef.

Oscar: Whoa, where are you going to do all those things?

Elena: Costa Rica. We're flying into the capital and then driving out to the coast.

Oscar: Cool! How long will you be there?

Elena: Two weeks. Just long enough to get away from everything, see some beautiful sights, and, of course, forget about work for a while.

Oscar: Ha! Lucky you! That sounds exciting!

Elena: Yeah, I can't wait. My friends are pretty adventurous, so we definitely won't be hanging around the hotel the whole time.

Oscar: What else do you have planned?

Elena: Well, we want to hike through the rain forest to see some of the wildlife–I'd love to see some sloths and howler monkeys.

Oscar: That would be really cool. I've always wanted to see a sloth in person.

Elena: And we want to walk along the rain forest canopy and cross that bridge where you can see the wild crocodiles.

Oscar: Wow! That sounds amazing!

Elena: Plus, we also might go rafting one day. I've heard that they have some of the world's best rapids there.

Oscar: I guess you have everything all planned out!

Elena: No, not really. We also want to have some time to just relax and walk along the beach. And we want to have some free time, too. You never know what else might come up.

Oscar: I know what you mean. Sometimes you just have to let the unexpected happen to you. It's hard to have an adventure if you plan everything out beforehand.

Page 45, Ex. 4C

Oscar: I saw your email about taking some time off. Are you going anywhere special?

Elena: Haven't you heard? By this time next week, my friends and I will be ziplining through the rain forest, or maybe snorkeling along a coral reef.

Oscar: Whoa, where are you going to do all those things?

Elena: Costa Rica. We're flying in to the capital and then driving out to the coast.

Oscar: Cool!

Page 47, Exs. 3A, 3B, and 3C

Making a Difference

Let's face it–our planet is in trouble. Climate change is causing the earth to get warmer. Our air and water are becoming contaminated because of pollution.

These changes are happening now, right in front of us. So what, if anything, can the average person do to make things better?

A while back, my friend Jill was feeling pretty helpless about all this. After all, who can stop a glacier from melting or clean up the whole ocean? Then, she found out about an environmental project that fits her interests and abilities.

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Jill is an enthusiastic surfer, and she loves the ocean. A few years ago, scientists developed special fins surfers can attach to their surfboards. These fins have sensors that can measure water quality and temperature. Surfers can send the data from the sensors through a smartphone app to scientists all over the world. Now, Jill isn't just riding the waves; she's also collecting information that's helping scientists understand how climate change is affecting the oceans. She's even taking the project one step further. Once a month, she gives presentations to students and community members about what she's doing and encourages others to get involved.

Lots of people like Jill are teaming up with scientists to help the environment. For example, some are collecting samples from glaciers to help scientists learn how fast they're melting. Others are monitoring and restoring coral reefs that have been damaged as a result of rising ocean temperatures.

However, not everyone is getting involved in projects so far from home. Take my friend Tim, for example. He wanted to help out more locally, so last year, he planted a garden on the top of his apartment building. Now, he's one of millions of people around the world who are participating in urban gardening. Of course, their gardens give them a lot of fresh fruits and vegetables, but they also help the environment. The plants filter carbon dioxide and produce oxygen. They not only cool down the apartment building, but, to a small extent, also the city during the hot summer months. But Tim wasn't content just to manage his rooftop garden. Earlier this year, he joined an urban gardening organization that's working with the government to add more parks and green spaces to the city. He's working to get rid of air pollution and fight climate change one plant at a time.

Why am I telling you about Jill and Tim? Well, they're ordinary people, just like you and me. But they're pitching in to make the world a better place.

If you want to get involved, there are plenty of things you can do. There are organizations online that can set you up with projects in your own neighborhood or around the world. And look around you. I'm sure there's at least one other volunteer in the audience. Start today. It's never too late, and every little bit helps.

As Jill recently told me, "It's better to make a small difference than to do nothing at all."

Page 52, Exs. 1A and 1B

If you want to visit a place in nature that's both beautiful and mysterious, consider going to Zhangjiajie National Forest Park in Hunan Province in China. This park is huge! It has 49.2 square kilometers to explore. Inside, you'll find unusual rock formations, hiking trails, and a huge canyon.

First, the park has more than 3,000 unique rock formations. These formations are really skinny and tall—many are more than 200 meters high. They're pinkish-orange, and bright green plants grow out of the tops and the sides.

These formations are all over the park, but the best way to see them is from one of the park's cable cars.

The park also has plenty of hiking trails where you can see birds, monkeys, and other wildlife, as well as waterfalls. The park gets more than 30 million visitors a year, so it's usually crowded, but you can leave the main trails and go off onto the smaller ones to enjoy some peace and quiet.

Finally, the park has a gigantic canyon, which is a deep river valley with very steep sides. If you're not afraid of heights, you can walk across the glass bridge that stretches over it. This bridge is more than 300 meters high, and it's big enough to hold 800 people at a time.

I loved my trip to this beautiful national park. If you ever get the chance to go there, I highly recommend exploring the unique rock formations, hiking on the beautiful trails, and walking over the breathtaking canyon.

UNIT 5

Page 54, Ex. 1C

1. A: What's going on?
   B: I can't get onto the website. It doesn't recognize my password or username.
2. A: You sound frustrated. What's the matter?
   B: I was shopping online and then the screen went blank. And now I can't get on to any webpage.
3. A: What seems to be the problem?
   B: Everything was working fine until this message popped up. Do you know what the problem is?
4. A: Have you tried restarting your computer?
   B: I can't! Nothing responds. I can't get anything to move.
5. A: Is there anything I can help you with?
   B: Yes, do you have another power cord? I lost mine, and now my laptop won't turn on.
6. A: What seems to be the problem?
   B: I'm not sure. My computer is acting weird. It's really slow and messages for strange websites keep popping up.

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Page 55, Ex. 3C

A: Oh, no! My laptop just shut down. And my report is only half-finished!
B: I'll call tech support. They have a great guy there.
A: This isn't the first time. It happened twice last night.
B: Don't worry. If he can't fix it, you can use mine.

Page 55, Exs. 4A and 4B

Pablo: Hey, Michael! What brings you to New York?
Michael: Pablo! Good to see you. I'm getting ready for a big presentation.
Pablo: Really?
Michael: Yeah, we need to get approval before we can get started on a new project, so there's a lot riding on this.
Pablo: Good luck!
Michael: Thanks. What about you? How are things here?
Pablo: Fantastic. We're really busy with the new ad campaign, but it's never boring.
Michael: Great!
Pablo: So, what's going on with your presentation? Something doesn't look right.
Michael: Hmm…that's strange. I thought I had this all set up and now I'm getting an error message.
Pablo: Error message? That's not good. Was it working OK earlier?
Michael: Yeah, there were no problems. I'd been looking at my presentation and everything seemed fine, and now the screen is frozen.
Pablo: Hmm…the same thing happened to me a few weeks ago. Why don't you try restarting your computer? That might fix the problem.
Michael: Yeah. Good idea. OK, it's restarting. Here we go.
Pablo: Did it work?
Michael: Oh, man! Now my log-in has failed. Wait. Let me try it again. OK, good, now it's working. I must have just typed in the wrong password.
Pablo: Problem solved.
Michael: Oh, no. Now my presentation won't display. Something else must be wrong. What am I supposed to do? My presentation is in less than an hour.
Pablo: Maybe there's something wrong with your settings. Let me go get tech support.

Page 55, Ex. 4C

Michael: Hmm…that's strange. I thought I had this all set up and now I'm getting an error message.
Pablo: Error message? That's not good. Was it working OK earlier?
Michael: Yeah, there were no problems. I'd been looking at my presentation and everything seemed fine, and now the screen is frozen.
Pablo: Hmm…the same thing happened to me a few weeks ago.

Page 57, Exs. 4A and 4B

Amy: Hi, are you Michael? I'm Amy from tech support.
Michael: Hi, Amy. Thanks for coming by. I'm so glad to see you.
Amy: No problem. Pablo told me you're having some trouble. What seems to be the problem?
Michael: I'm not sure exactly. I'd been looking at my presentation, and suddenly I got an error message.
Amy: Uh-huh.
Michael: Then, my screen froze. I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?
Amy: Hmm…Let me take a look.
Michael: Sure.
Amy: Well, this shouldn't be a big deal. Some of your settings just need to be restored. It'll only take a few minutes.
Michael: Great! I was worried it might be a virus or something.
Amy: I don't think so. I see you've installed the latest antivirus software.
Michael: Yeah, a few days ago.
Amy: That's good. All right, almost finished. Let me just check this and make a quick update. OK, I think you should be good to go.
Michael: Great! That was quick!
Amy: Let's just reboot the system and make sure everything is working before I leave.
Michael: OK. Thanks.
Amy: So, could you enter your password?
Michael: Sure. It wasn't working before, but I think it's OK now. Yep, at least that doesn't need resetting.
Amy: Right. Now, check to see if you can open your presentation.
Michael: Hey, it works! Thanks so much. You're a real lifesaver!

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Amy: No problem. Glad to help. My office is right down the hall, so stop by if you have any more problems.

Michael: OK, I will. Thanks again!

Page 57, Ex. 4C

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm…Let me take a look.

Michael: Sure.

Amy: Well, this shouldn't be a big deal. Some of your settings just need to be restored. It'll only take a few minutes.

Page 59, Exs. 3A, 3B, and 3C

Our Lazy, Dumb Future

Let me start with a question. Remember the children's movie *Wall-E*? The one that depicted lazy humans in the future? These humans never walked–they spent their whole lives floating around in chairs that took them wherever they wanted to go. They never needed to cook or go shopping, and they were constantly entertained by screens projected in front of their faces, so they didn't need to do a whole lot of thinking, either. You may think this vision of the future is wildly exaggerated–we all laughed when we saw it–but I've got bad news for you, folks. I think we're well on the way there.

Just think about shopping. Around 2 billion of us already do at least some sort of shopping online, and brick-and-mortar stores are closing all over the world as more and more of us decide not to leave the house to buy things. For example, ordering groceries online gets easier all the time. For now, you at least have to push a few buttons on your phone to re-stock your kitchen. It couldn't be easier, right? Well, I'm afraid it could: Soon internet-connected refrigerators will be ordering for us when they see supplies running low.

Maybe you don't turn on your lights or air conditioners because your digital assistants do it for you. You don't even need to pick up the remote to change the TV channel or play music because digital assistants can do that too. It's as if the goal is to move our bodies as little as possible. People see digital assistants as a wonderful convenience, but what will happen to our muscles when we stop using them for even the smallest task–will we end up like those people in *Wall-E* who were hardly able to walk anymore?

But a deeper concern is this: What will happen to our minds? Are we getting not just lazier, but less intelligent? When my parents were young, they had to learn and retain all kinds of information–all their friends' phone numbers, math formulas, historical events, dates–all the things that I've never bothered with because I can just ask my phone.

What's this doing to our brains? What about critical thinking? In an age when we can get the so-called answer so easily, are we still being challenged to think for ourselves and engage with ideas that are different from our own? Between social media and hundreds of TV channels, it's so easy to surround yourself with people whose opinions you agree with. For example, if a TV newsperson or a writer or my uncle on social media presents ideas that I don't like, I can just tune them out by changing the channel, or putting the book down, or clicking "unfollow." Other people's opinions were harder to ignore when we had more limited media sources or when that uncle was actually in the room with us.

I know some people may say I'm being unreasonable–the purpose of technology has always been to make life easier. I mean, maybe washing machines made us lazier–most of us don't carry our clothes to the river anymore–and don't want to go back to that. And, obviously, technology has helped in areas like medicine. But is it all going too far, too fast? Will we end up like the people in *Wall-E*, staring blankly at screens while our minds and our bodies get weaker and weaker? What do you say? Do you want to avoid that future? What's the first step you'll take?

Page 64, Exs. 1A and 1B

Clean energy from the sun, wind, and water is becoming more common as we've been searching for alternatives to oil and coal. Recently, there has been a lot of interest in solar power. Solar panels can be found on rooftops, on mountainsides, and in fields.

Now, some companies are also trying to put solar panels on roads. These solar panels would have different layers. The top layer would have really strong glass that protects the other layers and attracts sunlight. The middle layer would have electronics that could melt snow and ice. The bottom layer would turn the sunlight into energy. These solar panel roads would create energy that can be used to power things like lights, but they would also have other benefits. For instance, they could have sensors that would detect changes in light and pressure. This way, they could warn drivers about animals, branches, and other dangerous objects on the roads. The energy they make could also be used to recharge electric vehicles while they're in motion.

Some people have said that solar panel roads are too expensive to build, but countries like the United States, France, and China, are already making them.

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It's encouraging that companies are coming up with clever ways to create energy and protect the environment. I hope more companies will figure out how to use clean energy in the future.

UNIT 6

Page 67, Ex. 3B

1. The figurine is made of silver.
2. She found a gold ring?
3. You bought the dog a rubber toy?
4. It was used for mixing food.
5. They're made in Germany.
6. It was used as a bookmark?

Page 67, Exs. 4A and 4B

Hana: Hi, Oscar!
Oscar: Hi, Hana. How was your trip!
Hana: It was fine, thanks. I just got into New York today.
Oscar: You must be jet-lagged.
Hana: No, not really. I flew in from California, not from home. I stopped in LA for a few days to see some friends.
Oscar: Oh! I didn't realize that. That's great.
Hana: So, this is where you're sitting. What a view!
Oscar: Yeah, this is where I always sit when I'm in New York. Pardon the mess.
Hana: No worries. My desk is never neat.
Oscar: You know what they say: A messy desk is a sign of a brilliant mind!
Hana: There you go!
Oscar: But I still wish I were more organized.
Hana: Yeah, me too. Do you think you could clear a space for something new? I brought you a small gift. All the way from Korea, not from L.A.!
Oscar: Wow! Thanks! You shouldn't have! Beautiful! I love the color. But, um, what is it exactly?
Hana: Oh! It's a traditional Korean chopstick rest.
Oscar: It's a traditional Korean chopstick rest? It's really beautiful, and I love the way it feels. What's it made of?
Hana: It's a kind of ceramic.
Oscar: Cool! It looks too nice to use!
Hana: Well, it's better to use it than to put your chopsticks on the table! But if you really don't want to use it, then you can just display it as a work of art.
Oscar: Cool! That's what I'll do with it then.

Page 67, Ex. 4C

Hana: I brought you a small gift. All the way from Korea, not from L.A.!
Oscar: Wow! Thanks! You shouldn't have! Beautiful. I love the color. But, um, what is it exactly?
Hana: Oh! It's a traditional Korean chopstick rest.
Oscar: It's a traditional Korean chopstick rest? It's really beautiful, and I love the way it feels. What is it made of?
Hana: It's a kind of ceramic.
Oscar: Cool!

Page 68, Ex. 1B

1. A: Have you ever listened to the words to this?
   B: Ha! That's pretty good.
   A: I know. He's so good at playing with words.
2. A: *(humming a melody)*
   B: What's that?
   A: Oh, sorry. I've had this song stuck in my head all day. I just can't help singing it!
3. A: The singer has such a strong voice.
   B: That's so true. I can feel her anger and pain when she sings.
   A: I listen to her at the gym. It gives me energy!
4. A: Ooh! I love this song! Every time I hear it, my feet start moving.
   B: Me, too! Let's dance!

Page 69, Exs. 4A and 4B

Oscar: Hi, Hana.
Hana: Oh, hey, Oscar.
Oscar: Mind if I sit here?
Hana: No, not at all.
Oscar: What are you listening to?
Hana: Just some traditional music from back home. Want to listen?
Oscar: Sure.
Hana: Here, take my headphones. Tell me what you think.
Oscar: Wow! That's great! What instrument is that? Is it a flute?
Hana: Yeah, it's a traditional Korean flute. It's called a *danso*.
Oscar: Cool. The melody is so relaxing.
Hana: Yeah, it really helps me to calm down and focus, especially after a long flight.
Oscar: Nice. It's really different from the music I've been listening to.
Hana: What have you been listening to?
Oscar: Recently, I've gotten really into *cumbia* music. Have you heard of it?
Hana: It's a kind of traditional music from Colombia, right?

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Oscar: Exactly. My best friend Carlos, who's in a local band, got me into it. It has such a lively beat. I love the lyrics, too–they're so catchy.
Hana: Great! Do you have any of your friend's music with you?
Oscar: Sure! Do you want to listen?
Hana: Of course!
Oscar: OK, then check this out.
Hana: Wow! I really like it! It's got so much energy it makes me want to dance.
Oscar: Yeah, this song just came out. It's already one of my favorites.
Hana: Do you have any of his other stuff?
Oscar: Sure. I can send it to you later if you want.
Hana: That would be great. Thanks!

Page 69, Ex. 4C

Hana: What have you been listening to?
Oscar: Recently, I've gotten really into *cumbia* music. Have you heard of it?
Hana: It's a kind of traditional music from Colombia, right?
Oscar: Exactly. My best friend Carlos, who's in a local band, got me into it. It has such a lively beat. I love the lyrics, too–they're so catchy.
Hana: Great!

Page 71, Exs. 3A, 3B, and 3C

Traditional Food–Not!

Let's start with a show of hands. How many here had traditional, local food last night–something your grandparents would have eaten? Okay, about half. And how many had something international last night? Lots of you. I have to admit, like many of you, I'm a foodie. I love food, and I particularly love trying different types of global cuisine. In most cities, including this one, you can get dishes from all different parts of the world. There's no problem if you have a strong desire for Indian, Ethiopian, Russian, Greek, or Italian foods. The only problem is choosing from among the many restaurants and markets that offer those foods.

I've always thought that the global dishes I've become a fan of were authentic, traditional dishes. But after having Chinese food in China, Indian food in India, and Thai food in Thailand, I realized that you can't assume that you're getting the real thing outside the original countries, even if it is delicious!

One reason that food gets lost in translation when introduced to a new culture is that the locals may not be used to, or ready for, certain foreign tastes. For example, spicy foods are gaining in popularity internationally, but for cultures where spicy food has not been part of the traditional diet, people are less likely to be able to tolerate–much less enjoy–authentically hot dishes, like Indian vindaloo curries or spicy Peruvian chicken. Instead, chefs adapt them, maybe toning them down. Similarly, in Korea, a really popular dish is *ja jang myun*, which was shifted from its original Chinese recipe to appeal to Korean tastes. Instead of a salty, brown yellow bean sauce enjoyed in China, the Korean version has a darker, sweeter sauce that's made from roasted soybeans and thickened with corn starch.

There's another reason that traditional dishes are not always so traditional, and that has to do with ingredients. As you can imagine, it used to be much more difficult to get the authentic ingredients used in traditional dishes in different countries. For example, not so long ago, you couldn't get real Thai ingredients outside of Thailand. Even now, though the world has gotten so much smaller and you can get lots of packaged or canned ingredients from all over, fresh ingredients that are grown or raised in one country may not taste the same as those in another.

A third reason that traditional dishes aren't always traditional is that foods or dishes that move from one country to another evolve; in other words, the dish changes over time. Take pizza, for example. Italian immigrants brought pizza to the United States and other countries and, at first, it was probably like the kind you would get in Italy. But as pizza became increasingly popular around the world, it changed. So you can get a deep dish pizza in Chicago, but never in Naples, where pizza was invented.

The bottom line is this: the fish tacos you get in your local Mexican restaurant probably won't taste quite like the ones you'd have in Mexico, but you can enjoy them all the same!

Page 76, Exs. 1A and 1B

Many cultures have a tradition that celebrates the time when a child becomes an adult. The one that I'm really interested in is called a *quinceañera*. This word comes from the word *quince*, which means *fifteen* in Spanish.

In some Latin American countries, when a girl turns fifteen, she has a *quinceañera* to celebrate. It lasts just a day, but the preparations begin months in advance because the event is often huge and very expensive.

On the day of the *quinceañera*, the birthday girl wears a very fancy dress and a crown on her head like a princess. Before her party, she goes to church with her parents to show that her faith is important to her. After that, she arrives to greet all her friends and family members at her party. This can take place in a home, at a banquet hall, or in a hotel.

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One of the special customs at the party is called "the last doll." The girl who is turning fifteen receives a doll as a gift–her last toy–and then she gives it to a younger girl at the party.

There are other special customs at the party, too. For example, the birthday girl often receives a pair of shoes with high heels and dances with her father.

I love the *quinceañera* tradition because it gives people a chance to show their support for girls as they grow up, make decisions about the future, and prepare for new responsibilities.

It's also special because, like many traditions, it brings friends and families together.

UNIT 7

Page 79, Exs. 4A and 4B

Gina: Hi, Elena.
Elena: Hey! Just a second–There! All checked in.
Gina: What are you up to?
Elena: I'm getting ready to go to the Toronto office. I have a meeting there tomorrow.
Gina: Oh, I love Toronto. When do you fly out?
Elena: Tomorrow morning. My flight is at 10:00, so I won't have to get up too early.
Gina: That's good.
Elena: Yeah, and I've got a window seat, so I can get some sleep if I need to.
Gina: You like sitting next to the window? I prefer an aisle seat myself.
Elena: Really?
Gina: Yeah. It's more convenient than sitting next to the window. It's so much easier to get up and move around.
Elena: True. But don't you hate having to get up for people when they want to get in or out? That always bothers me.
Gina: Yeah, but I feel so uncomfortable next to the window. There's no room to stretch out my legs, and I feel bad asking the other people in my row to let me out.
Elena: Huh. I guess we'll never argue over seats if we ever take a flight together!
Gina: Ha-ha. We're a good match!
Elena: Yep! Oh, before I forget–I need to print my boarding pass.
Gina: Don't you use the airline app? You can just scan your boarding pass from your phone when you get to security. Using the app is much easier than printing everything out.
Elena: I know, but I prefer having the piece of paper in my hand. It just makes me feel safer.
Gina: Ah, I see. Well, I'll let you get back to work. Have a great trip if I don't see you before you leave.
Elena: Thanks!

Page 79, Ex. 4C

Gina: You like sitting next to the window? I prefer an aisle seat myself.
Elena: Really?
Gina: Yeah. It's more convenient than sitting next to the window. It's so much easier to get up and move around.
Elena: True. But don't you hate having to get up for people when they want to get in or out? That always bothers me.

Page 80, Ex. 1B

1. It's 8:00, and the train is already here. It's amazing that this train is never late.
2. There's not much room in here, so you should put the largest bags in the back.
3. Take a look at your ticket. It will tell you which part of the train you're in.
4. Check to make sure that your bike is tied on tightly. We don't want it to fall off!
5. We're going to drive all the way from New York to Florida. I can't wait to spend so much time with my friends.
6. Finally, we're on the train! Now, I'm just going to take a nap until we get there.
7. The train had to stop to let another train pass, so we aren't going to be there on time.
8. Look at that car on the side of the road. I hope everything's OK!
9. Hmm...When I push down with my foot, the car doesn't stop very quickly. I'd better get these checked by a mechanic.
10. Look both ways before you drive across! There might be a train coming.

Page 81, Exs. 4A and 4B

Elena: Hey, Gina! Can I get your opinion on something?
Gina: Sure, what's up?
Elena: Well, I have this conference to go to in Philadelphia next week, and I'm not sure how to get there. Do you think I should rent a car or take the train?
Gina: Given the choice, I always take the train.
Elena: Really? Why?
Gina: Well, for starters, it's much more relaxing. I don't have to worry about the traffic on the highway. I can just read or get some work done.

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Elena: True.

Gina: Plus, I've always loved taking the train. It reminds me of my childhood.

Elena: Oh yeah? How so?

Gina: When I was a kid, my family used to take the train to visit my grandparents in Chicago every year.

Elena: Whoa! From New York? That must have been a long trip!

Gina: Definitely! It took about 24 hours each way. But it was a lot of fun. We'd play card games for hours. When we got hungry, we'd eat in the dining car.

Elena: That does sound fun.

Gina: After dinner, we'd go back to our car and turn our seats into beds. I loved falling asleep to the sounds of the train rolling along the tracks.

Elena: What a wonderful memory! It reminds me of the road trips I used to take with my family in Peru. Every summer, we'd take a trip to visit relatives.

Gina: I've always wanted to explore Peru.

Elena: Yeah–we had family all over, so some of the trips were really long. To pass the time, we'd sing songs and look out the window as the world went by.

Gina: Nice!

Elena: Yeah, but not everything was great. Sometimes my brothers and I argued about the smallest things. My poor parents!

Gina: Oh... My sister and I did the same thing!

Elena: Then, there was always something that went wrong, like the time our car broke down and we had to walk for miles to get help.

Gina: Oh, no! I guess when you look back, those things were half the fun, right?

Elena: Well, at the time they weren't, but now I remember them the most.

Page 81, Ex. 4C

Gina: When I was a kid, my family used to take the train to visit my grandparents in Chicago every year.

Elena: Whoa! From New York? That must have been a long trip!

Gina: Definitely! It took about 24 hours each way. But it was a lot of fun. We'd play card games for hours. When we got hungry, we'd eat in the dining car.

Elena: That does sound fun.

Page 83, Exs. 3A, 3B, and 3C

Where's My Flying Car?

Is tremendous progress being made in transportation technology? Of course! But if you grew up on science fiction, like I did, it's hard not to feel a little let down that we don't have all the cool stuff we've seen in the movies. I mean, it was thought that by now people would be zooming through cities in flying cars, making short trips around town with jetpacks, and taking vacations on the moon, or even better, teleporting instantly from place to place.

It's easy to be a bit disappointed with our progress, but humans have a long history of making predictions about travel that haven't come true, especially when it comes to flying. Leonardo da Vinci drew machines with wings like birds that he imagined we could use to fly with one day. And later, French artists imagined firefighters with wings flying to the top of a burning building to put out the flames. In 1951, the magazine *Popular Mechanics* predicted that many of us would soon have personal helicopters. They would hold two people, run on any kind of fuel, and fit in our garages.

And then there are airships, which have fascinated people for centuries. At one time it was believed that they would become a major form of transportation. The first airship was built in 1852. By the 1930s, they were carrying rich people across the Atlantic and the future looked bright. But then there were a few deadly explosions, most famously the Hindenburg crash, and people lost interest in airships for good.

Another failed experiment, at least so far, has been with supersonic airplanes–planes that fly faster than the speed of sound. When the Concorde jet came out in the late 1960s, it was widely expected that super-fast planes would take over the airline industry. Everyone thought that we'd soon be flying from New York to Tokyo in four hours. But the flights were too expensive for most people, and too loud to fly over cities. Because of these issues, supersonic flights soon lost their appeal. We're still waiting for those super-fast planes to come back.

Maybe our ideas about flying have been somewhat unrealistic, but the travel predictions that have *really* failed are the ones that underestimated the impact of new technologies. In 1901, the writer H.G. Wells said that we would never have submarines because the people on them wouldn't be able to breathe. In 1903, a well-known businessman urged people not to invest in the Ford Motor Company. He said the automobile was just a fad, and that "the horse is here to stay." In 1920, the *New York Times* said that a rocket would never work in space, but 50 years later, we had put a man on the moon.

Since we haven't yet achieved our sci-fi future, it may seem like our transportation technologies

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aren't going to change as much as they have in the past. But from looking at failed predictions, it should be clear that we need to be really careful about saying that things won't happen. Maybe you think that jetpacks won't ever become common, or that humans will never really live on Mars–but they might. The only thing we can really be sure of is that things are going to change, and that none of us knows exactly how. Personally, I'm still hoping for that flying car.

Page 88, Exs. 1A and 1B

A couple of years ago, I visited Osaka, a large city in Japan. It's a very beautiful city with lots of interesting things to do. Three activities I'd recommend in Osaka are seeing a traditional puppet show, riding the Ferris wheel, and visiting Osaka Castle Park.

First, Osaka is famous for its traditional puppet shows. Each of the puppets is a very large, heavy doll. People dressed in black stand behind the dolls and move their eyes, mouth, head, arms, and legs. Another person narrates the story and makes the voices for all the characters. At the same time, a musician plays a Japanese instrument that looks like a guitar. The stories are really dramatic, full of history and romance.

The second activity I'd recommend is riding the Ferris wheel in Osaka Bay. At 112.5 meters tall, it was the largest one in the world when it opened, and it takes more than fifteen minutes to go all the way around. The view from the top is amazing, and some of the cars have a transparent floor, so you can even see what's below you from up above. At night, the Ferris wheel lights up to display the time and the word "Welcome." It even shows a picture of what the weather will be like for the next day.

Last, I'd recommend going to Osaka Castle Park. There you can relax, enjoy a picnic, and learn about the castle's history. The park also has a tea room, a fountain, and stages for outdoor concerts. It's a popular place in the spring, when the cherry blossom trees are in bloom.

Osaka is a magnificent city with so much to offer. I'd recommend seeing the traditional puppet shows, Ferris wheel, and Osaka Castle Park. But I hope you can explore even more places if you go there.

UNIT 8

Page 91, Exs. 4A and 4B

Elena: Hey, Michael. On your way out?
Michael: Hi, Elena. Yeah, just packing up.
Elena: OK. I'll wait for you.
Michael: Thanks. It'll just take a second.
Elena: So, how was your day?
Michael: Ugh. It was a little rough, to be honest. I had a tough meeting with a client this morning.
Elena: Oh?
Michael: Yeah, I was supposed to send him the schedule for our new project. I thought I'd emailed everything last week, but it was still in my drafts folder. He was furious.
Elena: Oh, no. So, how'd you deal with it?
Michael: Of course, I apologized and promised to get him the information right away. I felt bad. I mean, I really messed up. I should have been more organized.
Elena: Well, don't be too hard on yourself. Everyone makes mistakes.
Michael: Yeah, I know. The funny thing is, after I sent the schedule, he called me back.
Elena: Uh-oh. What did he say?
Michael: He actually apologized for losing his temper. Apparently, he's been under a lot pressure on this project, and that's why he overreacted.
Elena: That was nice of him.
Michael: Yeah, I thought so. We talked things over and I think everything's OK now. He approved the schedule and we're set to start on the new campaign next month.
Elena: Good.
Michael: Yeah, but I have to admit that he had a right to be angry. I should have confirmed that he'd gotten the schedule. That's on me.
Elena: Well, live and learn.
Michael: Yup. Live and learn!

Page 91, Ex. 4C

Michael: I had a tough meeting with a client this morning.
Elena: Oh?
Michael: Yeah, I was supposed to send him the schedule for our new project. I thought I'd emailed everything last week, but it was still in my drafts folder. He was furious.
Elena: Oh, no. So how'd you deal with it?
Michael: Of course, I apologized and promised to get him the information right away. I felt bad. I mean, I really messed up. I should have been more organized.

Page 93, Exs. 4A and 4B

Elena: Hi, Michael.
Michael: Oh, hi, Elena.
Elena: Finishing up some work?
Michael: No, just a little studying. *Ni hao.*
Elena: You're learning Chinese?

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Michael: Yeah. I've been studying Mandarin for a few months now. I'm planning to visit China next summer, and I'd like to be able to speak at least a little bit of the language while I'm there.

Elena: Wow! I'm impressed! I've heard Mandarin can be a tough language to master.

Michael: Yeah. It's something I've always wanted to learn. But to be honest, I've been struggling to get a handle on it.

Elena: Well, I imagine it takes a lot of practice to become fluent.

Michael: Right. There are so many characters to memorize. I just wish I could devote more time to it.

Elena: Well, keep at it. You might not see a lot of progress at first, but, step by step, you'll get better.

Michael: Mmm. If only I had started learning it when I was younger, I might have made a lot more progress by now.

Elena: You know, I feel the same way about the tango.

Michael: The tango?

Elena: Uh-huh. Ever since I was a little girl I've wanted to dance the tango. So last month I started taking lessons.

Michael: Really? The tango? Wow!

Elena: Yeah, it's such a romantic dance. And it's a great way to relieve stress and stay fit.

Michael: I'll bet! Have you ever been to Argentina?

Elena: No, never. But I'd really love to take a class in Buenos Aires. That would be a dream come true.

Michael: Lima isn't that far from Buenos Aires, is it?

Elena: No. It's about a 4-hour flight.

Michael: Then I'm sure you'll get there someday.

Page 93, Ex. 4C

Michael: I've been studying Mandarin for a few months now. I'm planning to visit China next summer, and I'd like to be able to speak at least a little bit of the language while I'm there.

Elena: Wow! I'm impressed! I've heard Mandarin can be a tough language to master.

Michael: Yeah. It's something I've always wanted to learn. But to be honest, I've been struggling to get a handle on it.

Elena: Well, I imagine it takes a lot of practice to become fluent.

Michael: Right. There are so many characters to memorize. I just wish I could devote more time to it.

Page 95, Exs. 3A, 3B, and 3C

Making a Bucket List

We all have special things that we want to do at least once in our lives, right? Like, "Someday, I'm going to visit the Great Wall of China." Or "Someday I'm going to write a novel."

Maybe you've already thought about making a list of all the things you really want to do in your life–a bucket list. This term was made popular by a movie about a cancer patient who makes a list of everything he wants to do before he "kicks the bucket"–or dies–and he calls it his "bucket list." The movie inspired millions of people to put together lists of exciting things they wanted to do and places they wanted to go, while they still could.

Surprisingly, though, there are arguments *against* making a bucket list. To begin with, making a bucket list might make you less spontaneous, less willing to do things without planning them ahead of time. Let me give you an example. A few years ago, I got it into my head that I had to see Paris from the top of the Eiffel Tower. So I took a quick trip to France and didn't do anything else while I was there because I was so determined to cross climbing the Eiffel Tower off my list. In the end, I'm sure I missed out on taking some interesting side trips that could have come up along the way. There's a good chance that I would have enjoyed these unplanned excursions more than I enjoyed the view from the top of the Eiffel Tower.

And that's not the only problem with creating a bucket list. If you fill your list with things that are really hard to accomplish–"I'm going to climb Mt. Everest! I'm going to travel to every continent!"–the list might turn from a source of inspiration to a source of regret. You don't want to feel like a failure because you're not doing most of the things on your list!

Now, I try to fill my list with things I know I can do–they don't cost a fortune and they're mostly not on the other side of the world. For example, before I die, I plan to learn how to play the piano. There's a piano in my house that belonged to my grandmother, and it sits silent year after year. Every time I look at it, I remember her playing so beautifully. Maybe I'll never play as well as my grandmother did, but someday, I'm going to play at least one song.

I also try to include things that will be deeply meaningful and fulfilling. For instance, another thing on my list is meeting all my cousins. My parents didn't keep in close touch with my family members while I was growing up, so now I've got

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nine cousins in different parts of the world that I've never met. I've already found most of them on social media and invited them to come visit me. One of them lives in Australia; another one lives in Dubai. They've all invited me to visit them, but it doesn't really matter whether I go there or they come here. I care more about meeting them than I care about traveling to new places.

If you want to make a bucket list, there are thousands of suggestions online. There are some you might want to add to your list, like sleeping under the Northern Lights, taking Italian cooking classes, or going to a World Cup game. But I always keep in mind that my list is a guide, a reminder of my dreams and ambitions, not a list of things I have to do to feel good about myself. And if my dreams change as I get older, my list can change, too. It's my bucket, after all.

Page 100, Exs. 1A and 1B

One of the things that I'm the proudest of is completing a marathon with my brother.

Running 42 kilometers certainly wasn't on my bucket list. But when my older brother challenged me to do it, I knew I had to join him.

It took us about ten months to train for the race because neither of us was very fit at the beginning. The first few weeks we walked more than we ran, but as time went by we slowly improved. We'd go for short runs during the week and longer runs on the weekend. As the months went by, we were running farther and faster.

Along the way, we had to overcome some challenges, like sore feet and tired muscles. There were plenty of days when I wanted to sleep more than I wanted to run. But my brother always encouraged me to get up and go running with him anyway. He inspired me a lot, and I tried to encourage him too.

I'll never forget the day of the marathon. I was so nervous as we waited for the race to begin. Even now, I can still remember the pain in my legs as I ran up and down the hills, and the energy from the crowd that was cheering for us.

After spending so long imagining what it would be like, we finally crossed the finish line. I was proud of my brother, proud of myself, and proud that we'd so worked so hard together to accomplish our goal.

UNIT 9

Page 103, Exs. 4A and 4B

Gina: Hi, Hana! What are you up to?

Hana: Oh, hi, Gina! I'm just working on my application.

Gina: Your application?

Hana: Oh! Didn't I tell you? I'm applying to graduate school. I decided to get an MBA.

Gina: No kidding! That's great!

Hana: Yeah. And the best part is that TSW is sponsoring me and has agreed to pay my tuition.

Gina: Even better! Are you almost finished?

Hana: No, it's taking me a long time to get everything together. I'm still waiting for a couple of letters of recommendation, and I need to finish this application essay.

Gina: Oh, those things are so hard to write. Is there anything I can help you with?

Hana: Well, actually, could you do me a big favor? Would you mind looking over these two paragraphs and giving me some feedback?

Gina: No, not at all. I'd be happy to.

Hana: Thank you so much. I really appreciate it.

Gina: Hmm…this looks really good. I like how you describe your experience working at TSW. But do you mind if I make a small suggestion?

Hana: No. Please, go ahead.

Gina: Well, I don't see much here about your long-term goals. Maybe you could add some more about how an MBA will help you in the future?

Hana: You're right. I'd totally forgotten about that. I'll add that in.

Gina: Let me know if you want me to read it over again after you revise it.

Hana: Actually, that would be awesome. Thanks again for your help!

Page 103, Ex. 4C

Hana: I'm still waiting for a couple of letters of recommendation, and I need to finish this application essay.

Gina: Oh, those things are so hard to write. Is there anything I can help you with?

Hana: Well, actually, could you do me a big favor? Would you mind looking over these two paragraphs and giving me some feedback?

Gina: No, not at all. I'd be happy to.

Hana: Thank you so much. I really appreciate it.

Page 105, Exs. 4A and 4B

Hana: No fair, Gina! How do you always beat me to the snack table?

Gina: Ha! You snooze, you lose, Hana! Got to keep my energy up.

Hana: Is that a chocolate chip cookie? There better be another one in there!

Gina: Ha-ha, here, have half of mine.

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Hana: Ah. Thanks!
Gina: Interesting meeting, huh? Lots of big announcements.
Hana: Yeah. Did you know about the new office opening up in Turkey?
Gina: No, I didn't. But I think it's a good idea. We do a lot of business there.
Hana: Do you think this will affect any of us?
Gina: Well, there'll be a lot of work for those of us in HR. New people will have to be interviewed, hired, and trained.
Hana: Do you think some people could be transferred there, too?
Gina: It's possible. They'll need help getting started, at least in the first few months.
Hana: Have you ever thought about working in another country?
Gina: Nah. That's not for me. I'm pretty happy where I am.
Hana: But it could be a good opportunity, right? I mean, if you do well there, you could be promoted and move up in the company fairly quickly.
Gina: Are you thinking about making a move like that?
Hana: Maybe. I'd have to think about it more first. I wonder when we'll be getting more information.
Gina: I don't know. It sounds like there's a lot of planning left to do. We probably won't get the details until the end of the year.
Hana: I guess we'll just have to wait and see.
Gina: Yeah. It looks like the next presentation is getting started. We'd better head back in there.

Page 105, Ex. 4C

Hana: Did you know about the new office opening up in Turkey?
Gina: No, I didn't. But I think it's a good idea. We do a lot of business there.
Hana: Do you think this will affect any of us?
Gina: Well, there'll be a lot of work for those of us in HR. New people will have to be interviewed, hired, and trained.
Hana: Do you think some people could be transferred there, too?
Gina: It's possible.

Page 107, Exs. 3A, 3B, and 3C

Inspired by Nature

Listen. What's that sound? Anyone? It's a high-speed train. I'll get back to that in a moment.

For now, imagine this. You're working at an office facing a big problem. Would you ever think of looking out the window for answers? Maybe you need to develop a new project, or find a faster way to serve customers, or organize a big event. No matter what your job is, you are certain to face problems at work occasionally–there's a reason that employers value problem-solving skills! And whether the problems you face are large or small, there are times when you may need a little outside inspiration to help you solve them. For engineers, designers, scientists, architects, and artists, that source of inspiration is often the natural world. Today I'm going to discuss one of those people and how nature helped him solve a problem.

Ever hear of Eiji Nakatsu? He was a manager and an engineer for Japanese high-speed trains in the late 1990s. The Japanese high-speed, or bullet, trains are some of the busiest trains in the world–they move millions of people every day. It was Nakatsu's job to make these trains go faster. His problem was that as the trains got faster, they also got louder. And a higher noise level was not acceptable to either the passengers on the trains or the residents in the neighborhoods the trains passed through. One of the major problems was that every time a speeding train entered a tunnel, it would push the air out of the other side really fast, making an extremely loud noise called a tunnel boom. Now, the engineers knew that they needed to redesign the front of the train–the nose–to fix the problem, but they didn't know what shape to try.

Well, Nakatsu was a bird-watcher–he had turned to birds for inspiration with previous problems, and this time he remembered the kingfisher. The kingfisher is a bird that dives from high in the air into the water and barely makes a splash as it goes in. It occurred to Nakatsu that it might be the shape of the bird's bill, or beak, that allowed it to enter the water so smoothly. He had engineers analyze the shape of the kingfisher's bill and they began testing similar shapes. In the end, the new trains were designed with a nose that looked very much like a kingfisher's bill. These trains were faster, they maintained the noise levels of previous designs, and they had the unexpected additional benefit of using less energy.

Nakatsu's bullet trains are far from the only example of a design problem that was solved with inspiration from nature. There are robots that walk like spiders, a swimsuit based on the skin of a shark, and a paint that doesn't get dirty, which was created after its designers studied how a lotus flower keeps its petals clean. This kind of engineering is known as biomimicry, with the idea being that we can find solutions to human problems by studying, and mimicking, how nature has solved them.

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Of course, not all the problems we need to solve relate to design or engineering. And perhaps you're not likely to solve your problems by studying nature. You may seek inspiration in what other people have done or written about, or turn to a mentor, or focus on brainstorming your own ideas, or all the above. But even if studying nature can't help you solve your problem, it will help you relax, and maybe then you'll be more creative.

Page 112, Exs. 1A and 1B

Hi! My name is Junio Gomez, and I'd really like to work at your physical therapy clinic.

I've actually wanted to be a physical therapist ever since I was fifteen, when I hurt my knee during a soccer game. I had to have surgery, and I was worried that I'd never play soccer again.

But then, I started going to a physical therapist. She helped me do exercises to strengthen my knee and made me feel better whenever I got frustrated or discouraged. Thanks to her skill and dedication, I completely recovered and I realized what I wanted to do with my life.

At university, I got a bachelor's degree in biology, and a certificate in physical therapy. I also started volunteering at a local physical therapy clinic. Since then, I've been learning more about diagnosing, treating, and working with the patients.

I want to keep doing this job as a career because I love helping patients recover from injuries, just like I recovered from mine. There's nothing better than seeing people make a breakthrough and leave the clinic with a smile on their face, ready to go back to their normal lives.

I know your clinic has a reputation for providing great treatment and truly caring about your patients. It would be an honor to be a part of your team.

UNIT 10

Page 115, Exs. 4A and 4B

Pablo: Hey, Oscar! Good to see you!
Oscar: Hey, Pablo! How's it going?
Pablo: Did you just get in from Bogota?
Oscar: No, I actually flew in from San Diego.
Pablo: San Diego! One of my favorite cities.
Oscar: Yeah? Do you get out there much?
Pablo: Not lately. I used to travel there a lot for work, but I haven't been in a while. Did you have a chance to see the city?
Oscar: A little. I was pretty busy meeting with clients during the day, but I did go out one night after work. I saw a free concert in Horton Plaza Park.
Pablo: Horton Plaza Park? That's downtown, right?
Oscar: Yeah, they redeveloped that whole area. They restored the old fountain and built a wonderful new amphitheater.
Pablo: Nice!
Oscar: Yeah, I was really impressed. They're also renovating some of the older buildings and constructing new hotels along the waterfront.
Pablo: I hope they don't block the views of the bay.
Oscar: Me, too. But I did notice they're keeping a lot of open space, and there's still a path for walking and biking along the water.
Pablo: That's good. Well, I'll have to check that out the next time I'm there.
Oscar: Yeah, for sure.

Page 115, Ex. 4C

Pablo: Did you have a chance to see the city?
Oscar: A little. I was pretty busy meeting with clients during the day, but I did go out one night after work. I saw a free concert in Horton Plaza Park.
Pablo: Horton Plaza Park? That's downtown, right?
Oscar: Yeah, they redeveloped that whole area. They restored the old fountain and built a wonderful new amphitheater.
Pablo: Nice!

Page 117, Ex. 3B

1. **A:** The subway system here is fantastic! The trains are clean and they're always on time.
   B: Yep! It's a well-known fact that this city has the best subway system in the world.
2. **A:** I tried to take the new bridge this morning, but I got stuck in traffic for an hour.
   B: Oh, I'm sorry to hear that. Most people think that it's faster to take the old bridge.

Page 117, Exs. 4A and 4B

Pablo: Hey, Oscar! How's everything?
Oscar: Uh. I'm having one of those days, man. I got on the wrong subway this morning, and I was late for my first meeting.
Pablo: Oh, no! How did you manage to do that?
Oscar: Well, my alarm clock didn't go off. So, I was rushing to get on the subway, and somehow I ended up on the wrong platform and got on the wrong train.
Pablo: Yikes.

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Oscar: After I had passed a few stations, I knew something wasn't right. So I got off at the next stop, but then I couldn't cross over to the other platform.

Pablo: Ugh.

Oscar: I had to leave the station and cross the street. Of course, it took forever for the light to change.

Pablo: That's awful, but don't feel too bad. I've lived here for years, and I still have trouble with public transportation from time to time.

Oscar: Yeah, everyone says this isn't the easiest city to get around in.

Pablo: Definitely. One time last winter, I was heading out to the suburbs to have lunch with some friends, and the bus broke down.

Oscar: Oh, no.

Pablo: Yeah, and all the other buses were full, so they just kept driving by. It took me two hours to finally get to my friend's house. By the time I arrived, everyone had already eaten.

Oscar: That's frustrating.

Pablo: Yeah, but it could have been worse. At least I wasn't heading in to work that day!

Oscar: True. Hey, I've got to run. I've got another meeting, and I don't want to be late for that one too.

Pablo: All right. Catch you later.

Page 117, Ex. 4C

Oscar: After I had passed a few stations, I knew something wasn't right. So I got off at the next stop, but then I couldn't cross over to the other platform.

Pablo: Ugh.

Oscar: I had to leave the station and cross the street. Of course, it took forever for the light to change.

Pablo: That's awful, but don't feel too bad. I've lived here for years, and I still have trouble with public transportation from time to time.

Oscar: Yeah, everyone says this isn't the easiest city to get around in.

Page 119, Exs. 3A, 3B, and 3C

Lost and Found

A few years ago, I was on a business trip to London, and one day, I just happened to be near an art gallery with some time to kill. I noticed this interesting black-and-white painting in the window. It was of a woman sitting on a bench, leaning forward, with her long hair covering her face. I loved it. The exhibition title, *The Lost Collection*, also appealed to me, so I wandered in to see what it was about. And inside I found a rather random collection of artwork–paintings of trees and flowers, portraits of children, photographs of laughing friends.

But this was the weird part: all of this art had come from the London Transport lost property office. The description of the exhibition explained that London's mass transit system is used by well over three billion people every year. While they're traveling, a lot of people lose a lot of stuff. About 1,200 items arrive at the lost property office every day. In a year, they get thousands of keys, cell phones, bags, and, of course, umbrellas. I mean, who hasn't lost an umbrella at some point? If you've lost something, you have three months to reclaim it from the office. After that, many of the items, like toys and sports equipment, are given to charity. Higher-value items, like laptops, are sold. And some of the stranger things, like a giant gorilla costume and a life-sized Spider-Man, are kept around as decorations.

The director of the art gallery, Richard Walker, had discovered that there was a lot of artwork at the lost property office, and he had the brilliant idea of putting some of it on display. He chose about 60 pieces for the exhibition. The individual pieces were interesting, but what made this collection of artwork so fascinating was the mystery of where it came from. I mean, you had to wonder about the stories behind the art. Who made it? Where were they taking it when they lost it? Have they been looking for it?

Many of the items at the lost property office are never picked up, which isn't surprising. Who actually has time to go looking for a lost umbrella? But there are some pretty wonderful stories of people being reunited with their lost belongings, including some of the artwork exhibited in *The Lost Collection*. A set of photos turned out to be the final project of an art student, who was thrilled to get it back. And one man was reconnected with a portrait he had done of his younger brother. When he lost it, he'd been traveling around the city trying to find an art gallery that would exhibit it. You can imagine his excitement at not only recovering his lost art, but finding it included in an exhibition!

London isn't the only city with a lost and found office for the mass transit system. In fact, Tokyo has one that's even bigger. And London isn't the only place that has held an art exhibition of lost and found items. A hotel in New York City has held one too. So if you ever lose something on a train, on a bus, or anywhere at all, maybe you'll make an effort to track it down. Maybe it'll be there, or even in an exhibition, which could be pretty interesting!

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Page 124, Exs. 1A and 1B

My favorite piece of public art is a statue that's located in the beautiful Russian city of Omsk. Statues are usually of politicians, soldiers, artists, musicians, writers, or other famous people. The statue I like, though, is of a plumber, a person whose job it is to fix pipes. The statue is known as Stefan the Plumber.

Most statues are of entire people, from their head to their feet, but the statue of the plumber shows only his head, shoulders, and arms. It looks like he's coming out of a manhole, one of those holes in the road that workers go into to get to underground wires and pipes.

I like this statue because it's surprising. It's not in an art gallery, a museum, a park, or a plaza. It's just on a normal sidewalk on a normal street. Seeing the plumber there as you walk by, smiling like's he's proud of his work, just brightens your day.

I also like this statue because it shows a regular person just doing his job. It reminds us that people like Stefan the Plumber are important. They keep our cities safe and clean. They deserve our respect and appreciation, just like the famous people that statues are usually of.

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PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	beat, happy
ɪ	bit
eɪ	date, paid
ɛ	bet
æ	bat
ɑ	box, father
ɔ	dog, bought
oʊ	boat, go
ʊ	book, put
u	boot, new
ʌ	cup, mother
ə	banana, about
ɚ	shirt, murder
aɪ	bite, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	deer, near
ɛr	hair, bare
ɑr	bar, heart
ɔr	door, more
ʊr	tour, poor

Consonants

Symbol	Key Words
p	pack, happy
b	back, rubber
t	time, butter
d	do, middle
k	come, quick, key
g	game, guest
tʃ	church, nature
dʒ	judge, general
f	fan, photograph
v	van, cover
θ	thing, breath
ð	then, breathe
s	sit, city
z	zoo, please, goes
ʃ	ship, machine, action
ʒ	measure, vision
h	hot, who
m	man, some
n	sun, know
ŋ	sing
w	wet, white
l	long, silly
r	right, wrong
y	yes, use, music

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