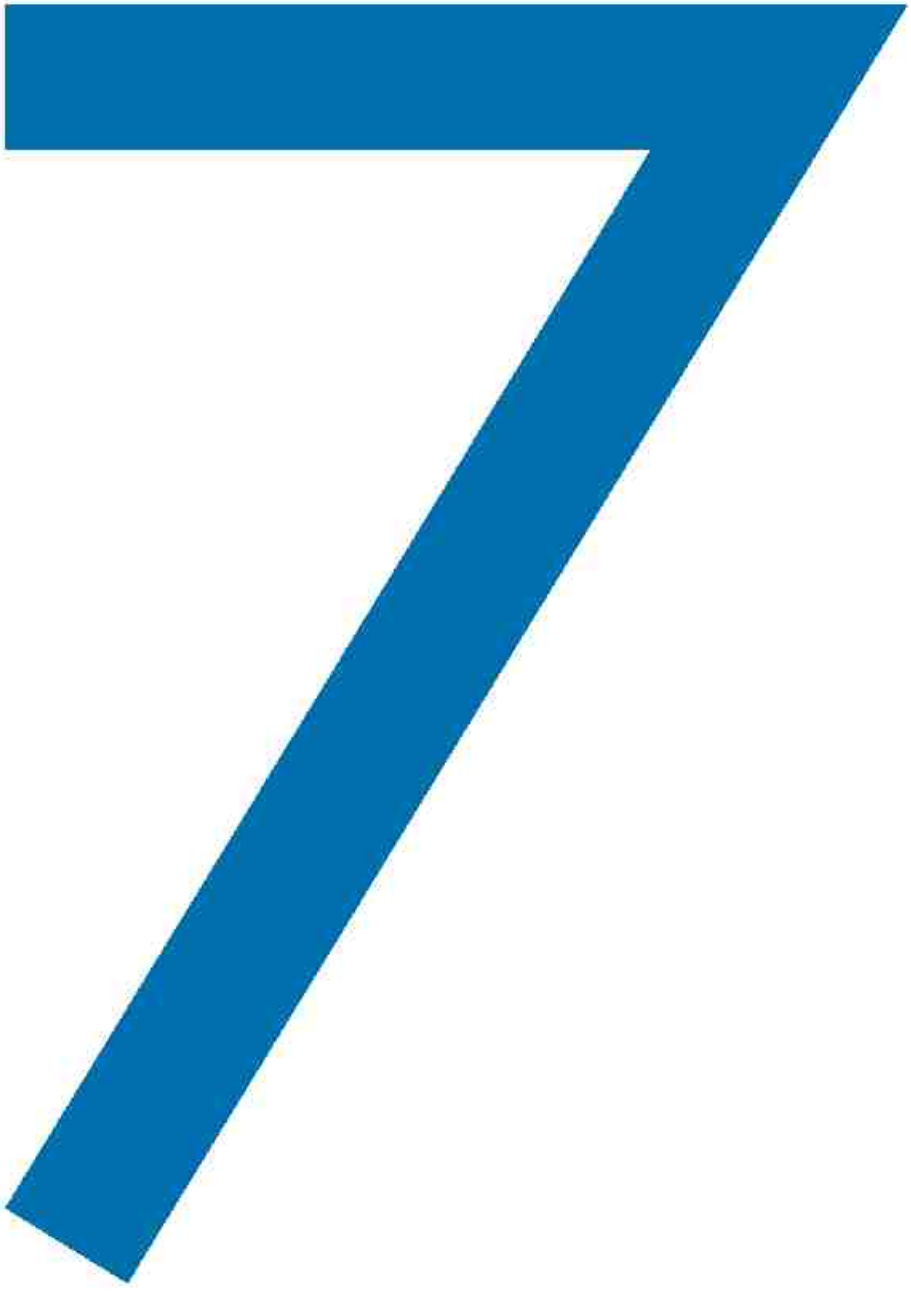
StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Christina Lorimer

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StartUp 7

Teacher's Edition

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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

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

Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening
1 [illegible] page 1	• Words related to travel planning	• Present perfect vs. simple past • Indefinite pronouns • Types of adverbs	• Talk about travel plans • Talk about space exploration • Discuss urban exploration **Conversation Skill** Share your ideas informally	• Listen to a podcast about space exploration **Listening Skill** Listen for stressed words
2 What's your superpower? page 17	• Superpowers	• Present and future unreal conditional • Future real conditional • Present real conditional	• Talk about superpowers • Talk about how to excel • Discuss why we love superheroes **Conversation Skill** Accept an opinion before offering a conflicting one	• Listen to a podcast about how to excel **Listening Skill** Listen for sequence
3 [illegible] page 33	• Words related to accomplishments	• Verb + gerund vs. infinitive • Gerund usage • Verb + object + infinitive	• Talk about what a genius is • Talk about fictional worlds • Talk about different senses **Conversation Skill** Defend arguments informally	• Listen to a podcast about fictional worlds **Listening Skill** Listen for definitions signaled by pauses
4 Are you an animal person? page 41	• Words to describe unusual things	• Articles for general and specific nouns • Quantifiers with singular vs. plural verbs • Articles for known and unknown information	• Talk about animal videos • Discuss animal personalities • Discuss animal behavior **Conversation Skill** Use circumlocution when you don't know a word	• Listen to a podcast about animal personalities **Listening Skill** Summarize
5 [illegible] page 57	• Words related to starting a business	• Reported speech patterns • Changes in reported speech • Common reporting verbs	• Talk about starting a small business • Talk about inventions • Talk about a success story **Conversation Skill** Show interest in a conversation	• Listen to a podcast about inventions **Listening Skill** Selective attention

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Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
• Rhythm and stress patterns	• Listen to or watch a talk about abandoned places **Note-taking Skill** Make lists **Discussion Skill** Invite others to participate	• Read about deep-sea exploration **Reading Skill** Identify metaphor	• Write a descriptive essay **Writing Skill** Use active verbs	• Consider how to reduce vandalism at famous sites around the world
• Pausing and intonation in transitional phrases	• Listen to or watch a talk about why we love superheroes **Note-taking Skill** Note examples clearly **Discussion Skill** Return a discussion back to the main point	• Read about technological superpowers **Reading Skill** Use a KWL chart	• Write a definition essay **Writing Skill** Use rhetorical questions	• Consider how to reduce cheating among athletes
• Pronouncing *to* in infinitives	• Listen to or watch a talk about synesthesia **Note-taking Skill** Note unfamiliar names and words **Discussion Skill** Summarize ideas to focus the conversation	• Read about creativity-boosting ideas **Reading Skill** Annotate the text	• Write an opinion essay **Writing Skill** Refer to outside sources	• Consider whether reading escapist literature leads to problems in society
• Reductions in quantifier phrases	• Listen to or watch a talk about animal behavior **Note-taking Skill** Identify a speaker's key examples **Discussion Skill** Tell an anecdote	• Read about animals that use language **Reading Skill** Recognize definitions	• Write a persuasive essay **Writing Skill** Use strong, emotional language	• Consider how to avoid the spread of invasive species
• Sentence stress in conversations	• Listen to or watch a talk about a success story **Note-taking Skill** Use Cornell Notes **Discussion Skill** Build on what others have said	• Read about alternative foods **Reading Skill** Paraphrase	• Write an online review **Writing Skill** Use titles and subtitles	• Consider how entrepreneurs could get new ideas to market faster

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Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening
6 [illegible] page [illegible]	• Words related to work and compensation	• Subject-verb agreement: Review and expand • Probability and certainty in the future • Expressing future time	• Talk about compensation • Talk about the gender pay gap • Discuss wealth inequality **Conversation Skill** Add comments to soften an opinion	• Listen to a podcast about the gender pay gap **Listening Skill** Infer goals
7 What are you going to do about it? **page 77**	• Words related to social advocacy	• Passive voice: Form and use • Passive voice: Reporting structures • Passive infinitives and causatives	• Talk about making a difference • Talk about citizen journalism • Discuss the impact of social media **Conversation Skill** Identify gaps between thought groups	• Listen to a podcast about citizen journalism **Listening Skill** Tone of voice
8 [illegible] page [illegible]	• Marketing words	• Modifying relative clauses • Participle clauses • Infinitive clauses	• Talk about a solution to a problem • Talk about promotion strategies • Talk about corporate origin stories **Conversation Skill** Speculate about the future	• Listen to a podcast about promotional strategies **Listening Skill** Anticipate words
9 Do you follow any sports? **page 101**	• Athletic abilities	• Modals for speculation and expectation • Expressing necessity and obligation • Permission, strong advice, and prohibition	• Talk about athletic competition • Talk about esports • Talk about what a sport is **Conversation Skill** Build empathy with active listening	• Listen to a podcast about esports **Listening Skill** Infer the target audience
10 [illegible] page [illegible]	• Phrasal verbs for talking about life events	• Future in the past • Past perfect and past perfect continuous • Expressing the past: Review	• Talk about a life-changing decision • Talk about a memoir • Discuss life in the past **Conversation Skill** Maintain interest with question tags	• Listen to a podcast about memoirs **Listening Skill** Comparisons

VOCABULARY / LANGUAGE CHOICES PRACTICE ..... page 125
GLOSSARY ..... page 155

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Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
• Stress in compounds	• Listen to or watch a talk about wealth inequality **Note-taking Skill** Use a KWL chart **Discussion Skill** Acknowledge others' contributions	• Read about a job market trend **Reading Skill** Recognize hedging	• Write a compare and contrast essay **Writing Skill** Use parallel structure	• Consider the pros and cons of getting additional education
• Pronunciation of *-ate* endings	• Listen to or watch a talk about the impact of social media **Note-taking Skill** Include key definitions and examples **Discussion Skill** Interrupt politely	• Read about environmental solutions **Reading Skill** Create a process flow chart	• Write a petition **Writing Skill** Consider your audience	• Consider how to get more reliable, accurate news
• Phrasal prepositional verbs	• Listen to or watch a talk about corporate origin stories **Note-taking Skill** Listen for restatement **Discussion Skill** Ask follow-up questions	• Read about deceptive marketing **Reading Skill** Skim	• Write a personal essay **Writing Skill** Use redundancy	• Consider the consequences of products not lasting as long as they used to
• Expressions of necessity	• Listen to or watch a talk about what a sport is **Note-taking Skill** List a series of arguments **Discussion Skill** Express strong opinions	• Read about sports fans **Reading Skill** Understand referential cohesion	• Write a set of instructions **Writing Skill** Write like a reader	• Consider how to limit the injuries sports can cause
• Auxiliary *had* and stress in past perfect	• Listen to or watch a talk about life in the past **Note-taking Skill** Listen for reasons **Discussion Skill** Ask rhetorical questions	• Read about memories **Reading Skill** Use a cause-and-effect T-chart	• Write a report **Writing Skill** Omit unnecessary information	• Consider how to prevent the world's languages from disappearing

Key

00:00 audio | video | ActiveTeach | web search

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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
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.

Motivating and relevant learning

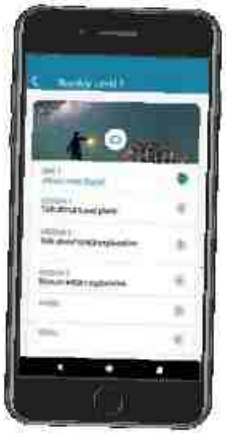
StartUp creates an immersive learning experience with a rich blend of multimedia videos and interactive activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging conversations with an international cast of characters for modeling conversation skills; high-interest video talks beginning at Level 5; media project videos in Levels 1–4; presentation skills videos in Levels 5–6; and problem-solving challenges in Levels 7–8 for end-of-unit skills consolidation.

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.

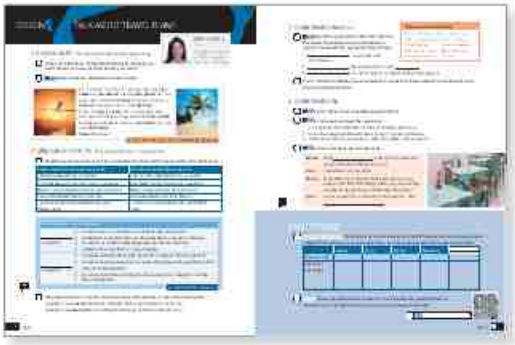
Access at your fingertips

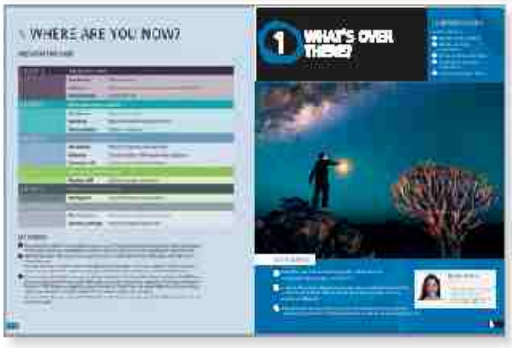
StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, 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.



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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
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive 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
- and more!

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

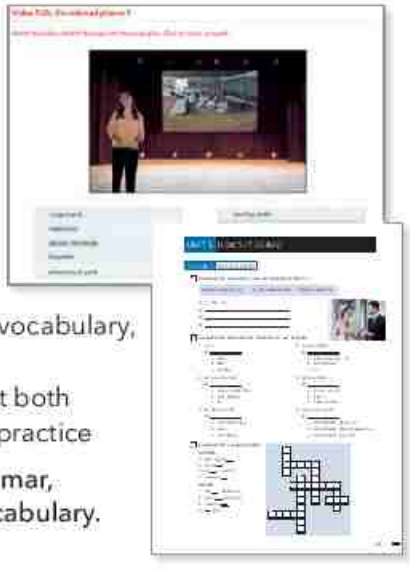
- the Teacher Methodology Handbook
- a unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- teacher's notes for every Student Book page
- rubrics for speaking and writing
- hundreds of reproducible worksheets
- answer keys for all practice
- audio and video scripts
- 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 (called Language Choices in *StartUp* 7 & 8 to better reflect the level)
- vocabulary practice
- speaking and pronunciation activities
- 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.

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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

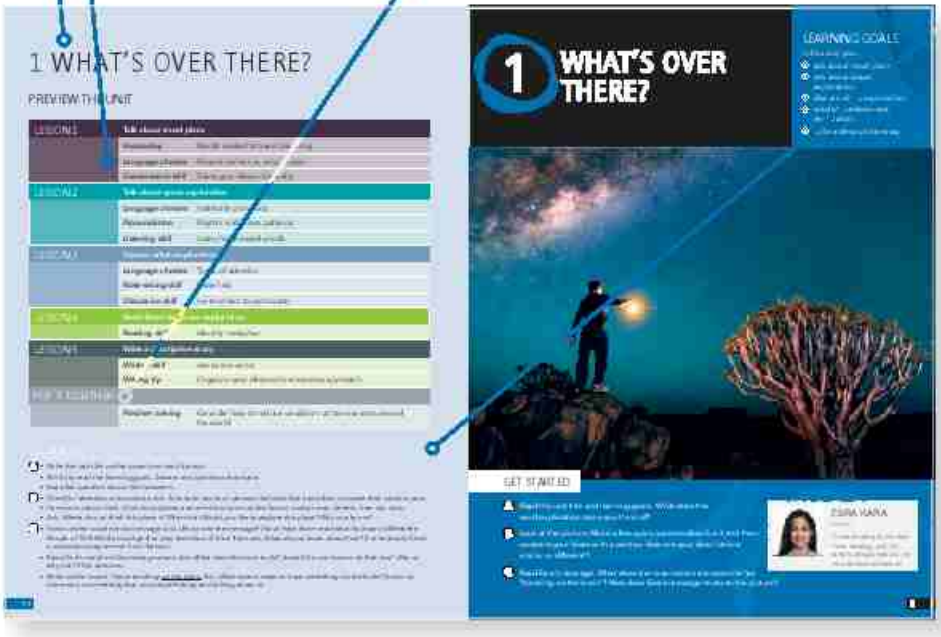
At the back of the TE, you'll find the audio and video scripts for each unit.

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!

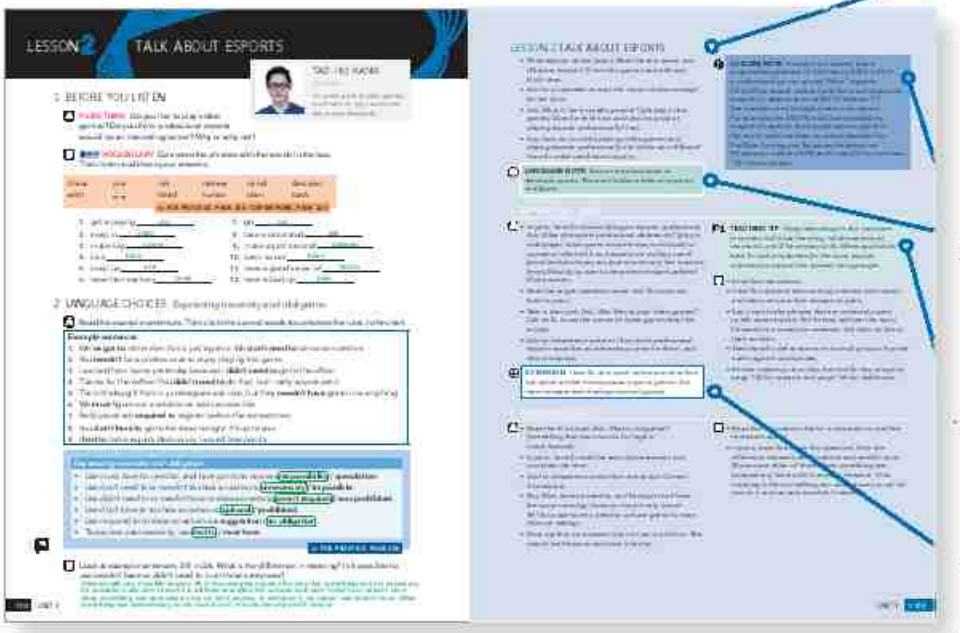
For each unit of *StartUp* the TE includes the Student Book pages with answers annotated in green ink and corresponding teacher's notes on the facing pages.

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

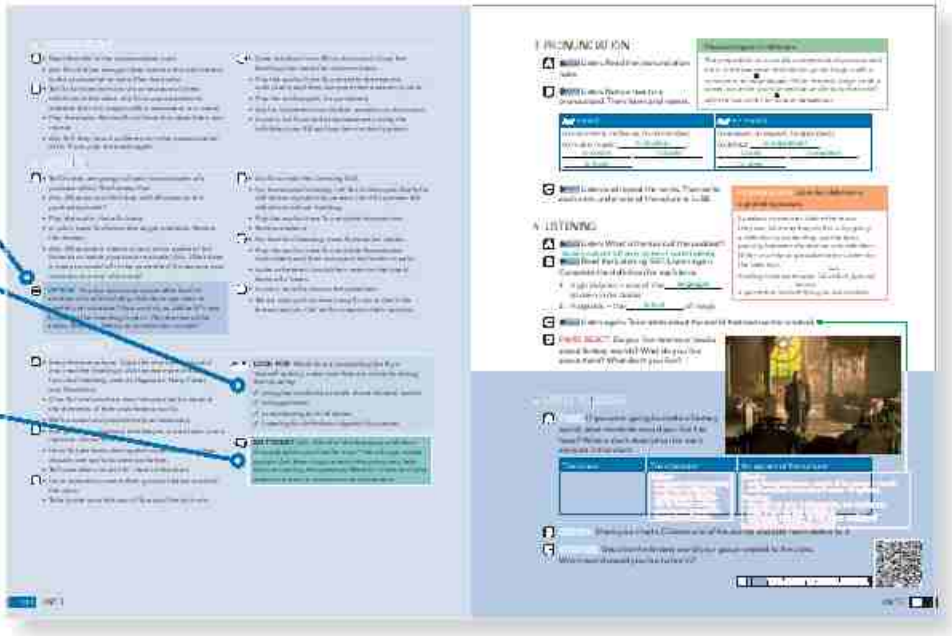


2. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is featured in the unit.

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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.
4. **Extensions** provide more practice with specific skills.



1. **Options** give you ways to vary an activity.
2. **Look for** notes help you assess your students' performance.
3. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.

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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 toward 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
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 at 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.

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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 on 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 on 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*.

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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, and 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 xviii)
  - 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 are in this Teacher's 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)
  - Grammar worksheets
  - Vocabulary practice
- 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 audio files, and video files.

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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 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 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. Walk around the class while they work to answer questions. This approach encourages collaboration and peer teaching.
2. Distribute the answer key ahead of time 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.

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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 or have them 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 flashcards 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.

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Reproducibles

What are the *StartUp* Reproducibles?

Reproducibles are printable worksheets. They include grammar worksheets, ActiveTeach grammar activities, and vocabulary practice activities. The reproducibles are in a folder in the portal.

What grammar practice is provided?

There are two different types of extra grammar practice.

1. **ActiveTeach grammar activities**

   What are these? 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.

What vocabulary practice is provided?

Vocabulary worksheets

What are these? For each vocabulary set in Lessons 1–4, there is a vocabulary worksheet that provides additional vocabulary practice activities. These activities give learners opportunities to review definitions and use words in context. In addition, worksheets provide vocabulary-building activities to help learners develop spelling and vocabulary skills.

How can you use these?

- In class, use them with the whole class a supplement or as an alternative to having your students do the activities in the back of the Student Book.
- In class, have students study the definitions in the back of the Student Book and follow up with the vocabulary practice worksheets.
- In class, give them to higher-level students who finish an activity ahead of others to keep them focused while they wait.
- As homework, give them to learners who enjoy vocabulary.

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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 assessment / 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 tell 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:

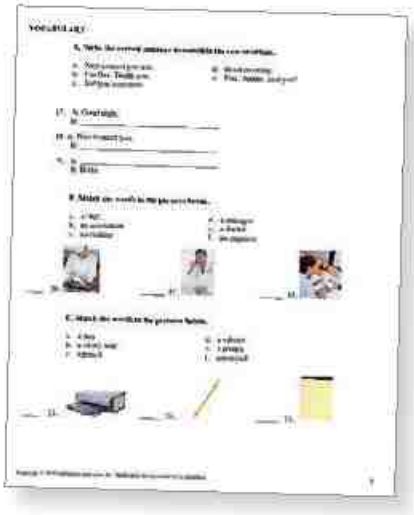
- In class, supply worksheets from the reproducibles in the portal and pair less able students with more able classmates.
- For homework, suggest activities in their app or MyEnglishLab.

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).



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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, which are 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

MyEnglishLab has different versions of 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 the 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.

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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. Then ask follow-up questions.

- loves to read _____
- has ridden a motorcycle _____
- enjoys cooking _____
- can play a musical instrument _____
- has traveled to another country _____
- is very artistic _____

A: Excuse me, do you love to read?
B: Yes, I do! My name is Onur. O-N-U-R.
A: Thanks! What kinds of things do you like to read?

B Strategies for class and business discussions

Here are some examples of strategies that will help you overcome challenges in discussions with classmates or colleagues. Complete the tips with the problems in the box.

~~doesn't participate~~	goes off topic	speaks too softly
speaks too quickly	speaks too much	interrupts others

☑ 1. If someone ___doesn't participate___, invite him or her to join in by saying things like…
- "What do you think, Diego?"
- "We haven't heard from Chiyo yet. What do you think about…?"

☐ 2. If someone ___goes off topic___, get him or her back on track by saying things like…
- "Let's return to what Lanh was saying."
- "That's a good point, but let's get back to the main issue."

☑ 3. If someone is impatient and frequently ___interrupts others___, you can say…
- "Wait your turn, please. You'll have a chance to talk in a moment."
- "Hold on. Let Malik finish what he's saying."

☑ 4. If someone ___speaks too much___ and others don't have the opportunity to speak, you can politely interrupt by saying…
- "Thank you, Noor. Now let's hear what other people have to say."
- "That's an interesting idea. What do you think about that, Jae-jin?"

☐ 5. If someone ___speaks too quickly___, ask him or her to slow down by saying…
- "Would you mind slowing down?"
- "Could you say that a little more slowly, please?"

☑ 6. If someone ___speaks too softly___, and others have trouble understanding what is being said, get him or her to speak up by saying…
- "Would you mind speaking up a little?"
- "I'm afraid we can't hear what you're saying."



C ▶00-01 Listen. Check (✓) the strategies from 1B that you hear.

D DISCUSS In groups, discuss the strategies in 1B. Which ones are the most / least useful? Say why.

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WELCOME UNIT

- Welcome the Ss to class. Introduce yourself and say the course name. Ask Ss to do a mingle activity to get to know each other. Model the activity with a higher-level student. For example, T: *Hi! My name is Kristina. What's your name?* S: *My name is Mario.* T: *Nice to meet you!* Give Ss 10–15 minutes to walk around and introduce themselves to each other.

TEACHING TIP This textbook is for B2+ level learners. B2+ level learners are at the low-advanced level. At this level, Ss are ready to learn more academic and professional language as well as more higher-order thinking skills to consider and propose solutions for global and societal problems. B2+ learners should be given many opportunities to learn inductively and work independently. When possible, shift the focus of instruction from yourself to the Ss, organizing pair and group work and encouraging peer feedback.

A

- Tell Ss to turn to page 2.
- Have Ss look at the picture. In pairs, ask them to describe what they see. For example, *a group of businesspeople meeting in a modern boardroom.* Elicit descriptions.
- Ask Ss how the image relates to what they will be doing in class. For example, *It shows people learning and using academic and professional English language, working in groups, learning about each other's backgrounds, eliciting opinions, sharing ideas, brainstorming solutions.*
- Direct Ss' attention to 1A. Ask, *Ready to get to know your classmates?*
- Read the instructions. Ask for a volunteer to read the prompts aloud for the class.
- Clarify any new or confusing words, such as *motorcycle* (a road vehicle that has two wheels and an engine and looks like a large, heavy bicycle) and *artistic* (describes someone who is skillful at the arts, such as drawing, painting, music, writing, acting, or dancing).
- Elicit examples of musical instruments. (For example, guitar, piano, saxophone) If necessary, project or show pictures of the items in the prompts.
- Read the example conversation with a volunteer. Encourage Ss to start their conversations in this way.

TEACHING TIP For the first couple weeks of class, remind Ss to introduce themselves at the beginning of pair or group work in order to build a positive learning community. This is especially helpful in large classes. Encourage Ss to ask each other the spelling and the pronunciation of their names as well.

- Write on the board: *Do you...? Have you...? Can you...? Are you...?* Ask Ss to individually write down the question for each prompt. Monitor. Help Ss with their questions as necessary.
- Give Ss time to find someone for each item. Tell Ss to find a different person for each item rather than writing the same person's name for more than one activity.
- Remind Ss to ask follow-up questions to learn more about their classmates.
- Bring the class together. Ask for volunteers to share what they learned about their classmates.

B

- Read the exercise title aloud. Tell Ss they will have many discussions in this class, and it is important they have strategies in order to have effective discussions.
- Read the instructions. Have Ss look at the phrases in the box. Ask for a volunteer to read them aloud.
- Ask clarification questions to make sure Ss understand the problems. For example, *What does it mean to* go off *topic?* (to change the topic)
- For each phrase in the box, ask, *Why could this be a problem in group discussions?* Elicit ideas.
- Read number 1 aloud with the example answer. Suggest Ss cross out the phrases after they have written them in the blanks.
- Have Ss complete the exercise in pairs. Monitor. Provide help as necessary.
- To review, read each sentence aloud and pause at the blank. Elicit the answer from the class.
- For number 2, clarify the meaning of *get someone back on track* (help someone return to the conversation, typically after a problem or distraction). For number 6, elicit the meaning of *speak up* (speak louder).

C

- Say, *Listen to a class discussion about movies. Listen for problems that come up and the strategies the Ss use to address them.* Read the instructions.
- Play the audio. Pause after *Now let's hear what other people think. Tomas?* Ask, *Why do you think Sonia was politely interrupted?* (She was speaking too much.) *How did the speaker politely interrupt Sonia?* (She thanks Sonia and acknowledges her points.) *How did the speaker include other people in the conversation?* (She said, *Now let's hear what other people think.* She specifically called on Tomas.) Tell Ss to check the box to the left of number 4 in 1B.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. To review, elicit the answers.

D

- As a group, have Ss decide which strategy is the most and the least useful. Remind them to give reasons to support their opinions.

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2 | LEARN ABOUT YOUR BOOK

- Read the activity title aloud. Draw Ss' attention to the picture. Say, *This is the textbook we will use in this class. Let's learn more about it.*
- Read the questions aloud. Give Ss time to answer the questions in pairs or small groups.

TEACHING TIP If there are Ss who still do not have the textbook, ask them to work with a partner who does and write their answers on a separate piece of paper.

- To review, ask for volunteers to say the answers. Correct if necessary. Write the answers on the board.
- Ask follow-up questions that encourage Ss to further explore the textbook. For example, for number 3, ask, *What kinds of skills do you learn in each lesson?* (vocabulary, grammar, pronunciation, listening, reading, writing) Elicit answers.
- For number 4, ask, *What skill does this section teach?* (grammar) *Why do you think it is called* Language Choices? (because grammar is about making choices in how you express yourself) Elicit ideas.
- For number 7, explain to Ss that an *internet search activity* is an additional task they will do in each unit to learn more about real-world issues online.
- Elicit and address any other questions Ss have about the organization and symbols used in the textbook.

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.

EXTENSION In pairs, have Ss skim the learning objectives on pages iv to vii and take turns reading aloud the titles of each unit. Ask them to predict what kinds of topics they will study in this book, share what they already know about them, and brainstorm what else they think they will learn about these topics in the textbook.

TEACHING TIP When arranging pair or group work, make sure to clearly explain the requirements. It is important for Ss to know the expectations of each exercise, such as to find and write down specific information, to share and compare answers, to express an opinion they agreed or disagreed with.

TEACHING TIP Teachers should be familiar with their Ss' language learning goals in order to make lessons and homework even more relevant to Ss' lives. Check in with Ss in each class to see how far they have come and what they would still like to achieve in the class.

3 | LEARN ABOUT YOUR APP

TEACHING TIP Download the app on your own phone before class. Review the section on using the app included in this manual to familiarize yourself with it. Be ready to answer Ss' questions about how they will use it with this textbook.

- Read the activity title aloud. Ask, *What is an app?* (an application downloaded by the user for a mobile device)
- Draw Ss' attention to the picture. Say, *Our book has an app. Let's learn more about it.*
- Read the questions aloud. Remind Ss that *StartUp* is the name of this textbook.
- Give Ss time to answer the questions in pairs or small groups.
- Go over the answers.

TEACHING TIP Be aware that some Ss may not have a smartphone to access and use the app. Remind the class that the app provides additional practice, but using or not using it will not affect their overall grade in the class.

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 appropriate, schedule time for IT or computer lab assistants to be available for any technical issues that arise as Ss download and register the Pearson Practice English App.

OPTION If wifi is not available in the classroom, ask Ss to download the app as homework before the next class.

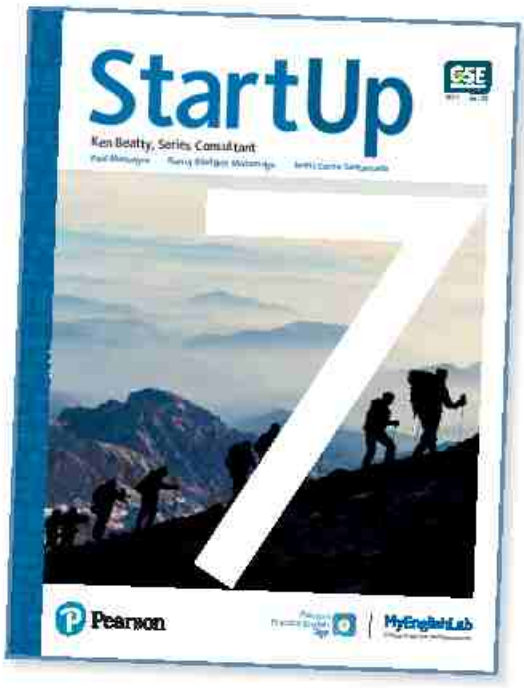
OPTION Teach Ss how to use QR codes. Open the QR code reader on your phone. Hold your device over a QR code so that it's clearly visible within your smartphone's screen. Keep the phone still as it automatically scans the code. If necessary, press the button.

TEACHING TIP To use QR codes, Ss must have a smartphone equipped with a camera and a QR code reader / scanner application feature. Newer smartphone models often have a pre-installed QR code reader / scanner app. If Ss don't already have this app installed, ask them to visit their phone's app store, such as the Apple store or the Google Play store, and download a QR code reader / scanner app.

TEACHING TIP The ability to work independently and to be self-directed are essential twenty-first-century skills. Remind Ss that it is important they seek out opportunities to study and practice English outside of class as well.

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2 LEARN ABOUT YOUR BOOK



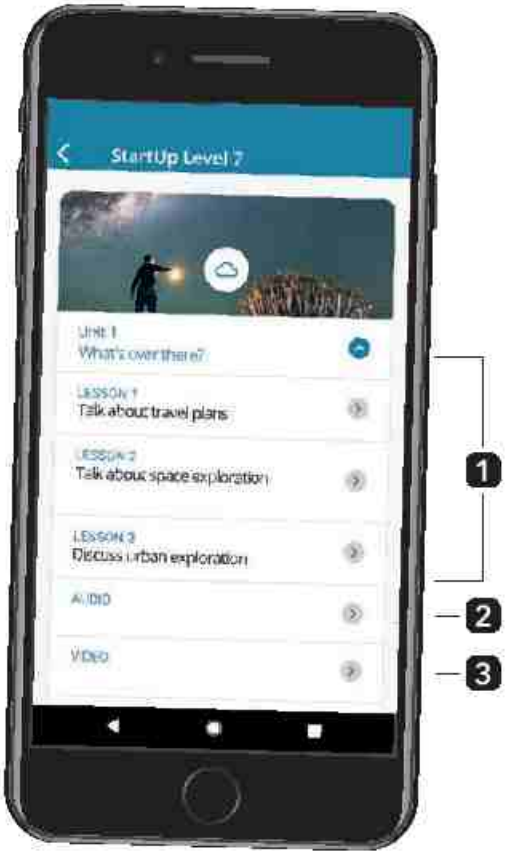
1. Look at pages iv–vii. What information is on those pages? The Learning Objectives
2. How many units are in the book? 10
3. How many lessons are in each unit? 5
4. Look at page 6, Language Choices. Where is the practice? on page 125
5. Look at the QR code. Find it on page 7. What does it mean?

   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 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.

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MEET THE PEOPLE OF TSW MEDIA

To find out more, listen to the introductions!

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.



TAE-HO KANG

▶00-02 Hello! My name is Tae-ho Kang. I live in Daegu, South Korea, where I work as a videographer.



ESRA KARA

▶00-05 Hi, everyone. My name is Esra Kara. I live and work in Istanbul, Turkey, as a computer programmer.



CARLA LUGO

▶00-03 Hi there! My name is Carla Lugo. I'm a social media coordinator in the New York office.



HIRO MATSUDA

▶00-06 Hello! I'm Hiro Matsuda. I'm a project manager. I grew up in Tokyo, but now I live in New Jersey.



MATEO ROMERO

▶00-04 Hey! I'm Mateo Romero. I was born and raised in La Paz, Bolivia. I'm an accountant.



KATE SANDS

▶00-07 Hi! I'm Kate Sands. I'm a market researcher in Toronto.

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.

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MEET THE PEOPLE OF TSW MEDIA

- TSW Media is a big company that has locations around the world. Tae-ho, Carla, Mateo, Esra, Hiro, and Kate all work for TSW Media. These characters will appear throughout the book, and each unit features 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. The conversations are often fun and sometimes humorous.
- Read the title and the information about TSW Media aloud.
- Direct Ss' attention to the pictures. Say, *These are employees at TSW Media. Our textbook includes conversations with these people where you will learn more about them and their work.*
- Say, *Let's start learning about these people now.* Tell Ss to follow along in their books as they listen to the people of TSW Media introduce themselves.
- Play the audio or video.
- Clarify any new or confusing words or phrases in the introductions. Ask, *What does Mateo mean when he says he is not* the biggest *guy?* (He is not the strongest.) *What does Esra mean when she says she got into computer programming* by accident? (She did not plan on working in the field of computer programming.) *What does Hiro mean when he says his wife is an* up-and-coming *chef?* (She is likely to become a successful and popular chef soon.)
- Take a class survey. Ask, *Which job would you most want to have? Which would you least want to have? Why?*
- Ask Ss follow-up questions, such as *Who comes from one of the places where these people work? Which of these people has similar interests as you? Which person are you excited to learn more about? Why?*

OPTION Play the audio or video. Pause after each introduction. Ask Ss about the job in each introduction. For example, ask, *What do videographers do? What education, experience, and skills do they need? Do you know any videographers? Do you want to be a videographer? Why or why not?* Elicit answers. Reference the following job descriptions.

1. *Videographers* record live events and small-scale video productions. They are often also involved in editing the video in post-production.
2. *Computer programmers* create, modify, and test the code, forms, and script that allow computer applications to run. They may assist software developers by analyzing user needs and designing software solutions.
3. *Social media coordinators* help implement and maintain online marketing strategies through social media. By using various forms of new media, they represent a company through an online channel.
4. *Project managers* plan, direct, and coordinate the details of specific projects. They draft timelines, prepare schedules, and assign specific duties to team members.
5. *Accountants* analyze financial information and prepare financial reports to determine or maintain the record of assets, liabilities, profit and loss, tax liability, or other financial activities within a company.
6. *Market researchers* research market conditions in local, regional, or national areas; gather information to determine the potential sales of a product or service; or create marketing campaigns.

EXTENSION Check comprehension by asking questions. Write the questions on the board and encourage Ss to take notes while they listen. For example:

1. *What is a really important part of Tae-ho's life?* (music)
2. *Why does Tae-ho like playing in bands?* (It's fun and good for his social life.)
3. *Where is Carla originally from?* (Ecuador)
4. *What does Carla say she is addicted to?* (salsa dancing)
5. *What are Mateo's hobbies?* (sports and fitness)
6. *What sports does Mateo play on local teams?* (soccer and baseball)
7. *How did Esra get into computer programming?* (by accident)
8. *What does Esra do on the weekends?* (teach kids about computers)
9. *Who does Hiro live in New Jersey with?* (his wife and three dogs)
10. *What does Hiro's wife do?* (She's a chef.)
11. *Where is Kate originally from?* (Western Canada)
12. *Where did Kate meet her husband?* (at university)

- Draw attention to the bottom of page 4. Read the information aloud.
- Elicit the meaning of *mentoring* (when someone experienced in a job provides guidance to someone who has less experience in the same or a similar job) and *coaching* (teaching someone a special skill).
- Say, *Let's meet the winners now.* Play the audio or video. Ask questions to test comprehension.
  1. *Where do the three winners work?* (Quito, Vancouver, Singapore)
  2. *Why do each of the winners want mentoring and coaching?* (build confidence, advance their career, get more comfortable with speaking in front of an audience)

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1 WHAT'S OVER THERE?

PREVIEW THE UNIT

LESSON 1	**Talk about travel plans**	
	Vocabulary	Words related to travel planning
	Language choices	Present perfect vs. simple past
	Conversation skill	Share your ideas informally
LESSON 2	**Talk about space exploration**	
	Language choices	Indefinite pronouns
	Pronunciation	Rhythm and stress patterns
	Listening skill	Listen for stressed words
LESSON 3	**Discuss urban exploration**	
	Language choices	Types of adverbs
	Note-taking skill	Make lists
	Discussion skill	Invite others to participate
LESSON 4	**Read about deep-sea exploration**	
	Reading skill	Identify metaphor
LESSON 5	**Write a descriptive essay**	
	Writing skill	Use active verbs
	Writing tip	Organize your ideas with a two-step approach
PUT IT TOGETHER		
	Problem solving	Consider how to reduce vandalism at famous sites around the world

GET STARTED

A
- Write the unit title on the board and read it aloud.
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the question aloud. Elicit answers.

B
- Direct Ss' attention to the picture. Ask Ss to write words or phrases that describe it and then compare their ideas in pairs.
- Have pairs report back. Elicit descriptions and write key terms on the board, such as *man, lantern, tree, sky, stars*.
- Ask, *Where do you think this place is?* (Namibia) *Would you like to explore this place? Why or why not?*

C
- Focus on the social media message. Ask, *Who wrote the message?* (Esra) Have them read what Esra says in *Meet the People of TSW Media* on page 4 or play the video of Esra. Then ask, *What do you know about Esra?* (For example, She's a computer programmer from Turkey.)
- Read Esra's social media message aloud. Ask, *What does Esra love to do?* (travel) *Do you love to do that, too? Why or why not?* Elicit opinions.
- Write on the board: *I have traveling <u>on the brain</u>.* Ask, *What does it mean to have something* on the brain? (to be so interested in something that you keep thinking and talking about it)

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1 WHAT'S OVER THERE?

LEARNING GOALS

In this unit, you

- talk about travel plans
- talk about space exploration
- discuss urban exploration
- read about deep-sea exploration
- write a descriptive essay



GET STARTED

A Read the unit title and learning goals. What does the word *exploration* make you think of?

B Look at the picture. Make a few quick notes to describe it and then compare your ideas with a partner. How are your descriptions similar or different?

C Read Esra's message. What does she mean when she says she has "traveling on the brain"? How does Esra's message relate to the picture?



ESRA KARA

@EsraK

I have traveling on the brain. I love traveling, and I'm really looking forward to my next fantastic adventure!

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LESSON 1 TALK ABOUT TRAVEL PLANS



ESRA KARA

@EsraK

Going to Thailand this summer. I've got so much planning to do!

1 VOCABULARY Words related to travel planning

A Look at the brochure. Who planned the last vacation you took? How much was planned before you went?

B ▶01-01 Read and listen. Notice the words in bold.



Here at Vista Travel we've got you covered, **high season** or **low season**! Like to **plan ahead**? We can work out a detailed **itinerary** for you—we'll even **plan out** all of your meals and **day trips**!

Prefer to **play it by ear**? We can help you with that, too! We'll keep it organized but **open-ended**, leaving you plenty of room for **impromptu** day trips and **serendipity**!

Take off with us!



>> FOR PRACTICE, PAGE 125 / DEFINITIONS, PAGE 155

2 LANGUAGE CHOICES Present perfect vs. simple past

A Read the example sentences. Then complete the chart with *Present perfect* or *Simple past*.

Present perfect example sentences	Simple past example sentences
I **have traveled** to six countries.	Last month, I **traveled** to six countries.
Rob **has gone** on day trips every weekend.	Rob **went** on day trips every weekend.
Have you ever **done** anything spontaneous?	**Did** you **do** anything spontaneous?
I**'ve** just **finished** planning the trip.	Anna **wanted** to travel to Mexico.
Tourism in Peru **has tripled** in the past fifteen years.	Tourism in Peru **tripled** in the past fifteen years.

Present perfect vs. simple past	
Simple past is used for	• a single action completed at a definite time in the past. • a habitual / repeated action in the past that no longer continues. • an action or situation that started and ended in the past. • a state in the past that no longer applies.
Present perfect is used for	• a situation that started in the past and continues into the present. • an action that happened at an unspecified time in the past that is still relevant in the present. • an action that started in the past and ended very recently or at the time of speaking.

>> FOR PRACTICE, PAGE 125

B Why does Speaker 1 use the present perfect while Speaker 2 uses the simple past?

Speaker 1: I**'ve researched** a lot of flights, but none of them work for me.

Speaker 2: I **researched** a lot of flights, but none of them worked for me.

Answers will vary. Possible answers: For Speaker 1, the research is still ongoing. The possibility of finding a flight ticket that works for him/her hasn't been ruled out yet. For Speaker 2, however, the simple past in *research* and *worked* indicates that the action is finished and the speaker doesn't plan to continue researching.

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LESSON 1 TALK ABOUT TRAVEL PLANS

- Read the lesson title. Ask for a volunteer to read the social media message aloud.
- Show or project a world map. Ask, *Where is Thailand?* Invite a volunteer to point to the country on the map.
- Ask, *How is Esra feeling about her trip?* (excited) *Why?* (because she likes to plan trips)
- Ask, *What do you think Esra needs to plan for her trip?* In small groups, ask Ss to make a to-do list of what they would need to do before traveling to Thailand.
- Walk around to provide help as necessary.
- Invite volunteers to list their answers on the board. Review ideas as a class.

1 VOCABULARY

A
- Read the vocabulary title aloud. Ask, *Do you think it's a good or bad idea to make a detailed plan before traveling?* In pairs, have Ss discuss the pros and cons of travel planning. Elicit opinions. List them on the board.
- Read the questions aloud. In new pairs, have Ss discuss the questions. Ask for volunteers to share their answers with the class.

B
- Say, *Listen to the words that are commonly used to talk about travel planning.* Play the rest of the audio.
- Say, *Now listen to how the company Vista Travel helps people plan their trips.*
- In pairs, have Ss take turns reading the text aloud and defining the terms in bold.
- Review the meanings as a class. Give additional examples of the terms, such as *We don't know what time the movie is, so let's just* play it by ear.
- Ask, *What's the difference between* plan ahead (more generally think about the future) *and* plan (something) out (more specifically think about a series of actions that you need to take in order to achieve something)? Elicit answers.
- Remind Ss they can go to page 125 for further practice and page 155 for definitions.

LANGUAGE NOTE Point out that the verb *plan* and the phrasal verb *plan out* have the same meaning.

OPTION Have Ss close their books and complete a dictation exercise. Play the audio of the target vocabulary. Ask Ss to listen and write down the words they hear. Play the audio again. Then have Ss open their books and check their spelling.

EXTENSION Ask Ss to write sentences that are true for them with at least eight of the terms. In pairs, have them take turns reading the sentences aloud and giving each other feedback on word meaning and use.

2 GRAMMAR

A
- Ask Ss to close their books. Write on the board:
  1. *When were you born?*
  2. *How long have you lived in this city?*
- Give Ss a few minutes to write answers to these questions.
- Answer the questions based on your own experience. For example, *I was born in 1984. I have lived in Busan since 2003.* Have Ss share their answers in pairs.
- Ask, *What verb tense is used in each of these questions? Why do we use that verb tense?*
- Have Ss open their books. Read the title.
- In pairs, have Ss take turns reading the example sentences. Ask them to underline any time expressions, such as *last month, every weekend, in the past fifteen years.*
- Point out the placement of the words *ever* and *just*. Say, *When emphasizing verbs, adverbs come after the auxiliary verb and before the main verb.*
- Elicit the meaning of *spontaneous.* (impromptu or unplanned)
- Tell Ss to look at the chart. Ask, *What do we use these verb tenses for?* Read the descriptions of each verb tense aloud.
- Ask Ss to complete the chart in pairs. Elicit answers.

EXTENSION Have Ss make a timeline demonstrating the action / event in each explanation in the grammar chart.

B
- Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs.
- Elicit the answers from the class. Ask Ss to reference the grammar chart to provide reasons for their answers.

EXTENSION Ask, *How would you define the meaning of the present perfect and the simple past tense?* (The present perfect is used retrospectively to refer to a time prior to now, yet it suggests a connection or relevance to the present. The simple past refers to events or actions that are conceptualized as complete wholes that don't allow for further development. It has a sense of remoteness, which can be in time or feeling.) Give Ss time to write down their own definitions for each verb tense. Remind them to describe the meaning in their own words. In pairs, have them share and compare their definitions. Ask for volunteers to share their ideas with the class.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Ask, *What are other ways you can share your ideas or opinions in an informal setting?* (To be honest…, I'm pretty sure that…, I'd say that…) Elicit additional ideas. Add them to the board.
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually.
- To review, call on Ss to read the completed sentences aloud and elicit details about the opinion expressed.

D
- Ask the class, *What should I do for my next vacation?* Elicit travel suggestions and respond with expressions from the conversation skill box. For example, S: *Why don't you take a day trip to the beach tomorrow?* T: *That sounds like a dream to me!*
- Have Ss complete the exercise in pairs. Walk around and provide help as necessary.

EXTENSION Have Ss write three more conversations using the remaining three expressions in the conversation skill box.

4 CONVERSATION

A
- Read the instructions. Have Ss read what Mateo says in *Meet the People of TSW Media* on page 4 or play the video of Mateo. Then ask, *What do you know about Mateo?* (For example, He's an accountant from Bolivia.)
- Ask, *What do you think Esra and Mateo are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen.
- Review answers. Draw a T-chart on the board with the headings *Esra* and *Mateo*. Ask, *What is Esra's style of vacation planning like? What about Mateo's?* Elicit answers. Add them to the T-chart.
- Take a class poll. Ask, *Is your style of vacation planning more like Esra's or Mateo's?* Call on Ss to explain their answer.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I like to make hotel reservations so that I know where I'm going to sleep. On the other hand, I prefer to leave meals open-ended and get recommendations from locals once I arrive at my destination.*
- Have Ss complete the chart with their own ideas.
- Point to the final column in the chart. Ask, *What other parts of a vacation do you typically plan for?* (monuments, parks, shows, sports games, etc.) Elicit ideas and list them on the board. Tell Ss to choose an idea from the board to add to their chart.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

B
- In pairs, have Ss use their notes to share their ideas and opinions. Encourage them to share real-life travel experiences and ask each other follow-up questions.
- Remind Ss to use expressions from the conversation skill box.
- Monitor. Listen for the correct use of the present perfect and simple past when Ss talk about their past travel experiences.
- To review, use the chart to focus on each part of a vacation. Take a class survey on whether Ss prefer to plan that part or leave it open-ended. Call on Ss to share their opinions and provide reasons or examples.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about travel plans
- ✓ using present perfect vs. simple past
- ✓ sharing their ideas informally

EXIT TICKET Ask, *What was your favorite vacation? What was planned and what was left open-ended?* In pairs, have Ss take turns answering the questions. Remind them to use the present perfect and simple past to describe their experiences and the target vocabulary from 2B. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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3 CONVERSATION SKILL

Share your ideas informally

You can introduce ideas and opinions informally with expressions like these:

I'm telling you,...	*Here's my advice.*
That sounds...to me.	*Take it from me.*
Just so you know,...	*Trust me.*

A ▶01-04 Read the conversation skill. Then listen. Notice the words the speakers use to introduce an opinion. Complete the sentences.

1. I'm telling you, we should wait for summer.
2. That sounds like an awful lot of work to me.
3. Take it from me. You don't want to go there during high season.

B PAIRS Student A: Make a travel suggestion. Student B: Respond with an expression from the conversation skill box.

4 CONVERSATION

A ▶01-05 Listen. What do Esra and Mateo talk about? They talk about how they each prepare for vacations.

B ▶01-05 Listen again. Answer the questions.

1. Compare Esra's and Mateo's styles of vacation planning. She plans everything out. He likes to play it by ear.
2. How does Esra feel about Mateo's style of vacation planning? She thinks it sounds stressful.
3. At the end of the conversation, what does Mateo recommend? He recommends that she not plan every minute.

C ▶01-06 Listen. Complete the conversation.

Mateo: Well, _____ : Just go for a walk and stop somewhere that looks good.

Esra: Yeah, that is *not* my style.

Mateo: Well, that's how I found the best meal I've ever eaten. I just trust that things will work out, and they usually do! Exploring is what makes travel fun!

Esra: Hmm. I guess I'm not much of an explorer. That _____.



5 TRY IT YOURSELF

A MAKE IT PERSONAL Which parts of a vacation do you plan? What do you prefer to leave open-ended? Think of reasons or examples from your travel experiences. Take notes in the chart.

	Hotels	Tours	Meals	Museums	_____
Plan? (✓ / ✗)					
Reasons / Examples					

B PAIRS Share your ideas. Use expressions from the conversation skill box to introduce your opinions. Explain your reasons and give examples.

■ I CAN TALK ABOUT TRAVEL PLANS.

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LESSON 2 TALK ABOUT SPACE EXPLORATION



ESRA KARA
@EsraK

Listened to a podcast about exploring Mars. It's harder than it seems in the movies!

1 BEFORE YOU LISTEN

A PAIRS THINK Are you interested in space exploration? What do you know about Mars?

B ▶01-07 VOCABULARY Read and listen. Do you know the words in bold?



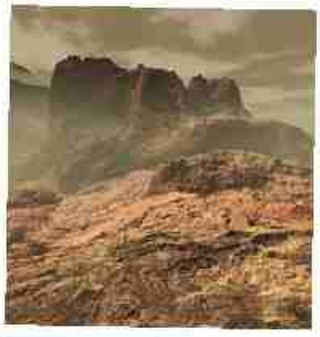
MARS: The Red Planet

There are about fourteen **spacecraft** on Mars. Six of them are **rovers**. Some people hope that we can **terraform** the planet to make it more like Earth and then **colonize** it.

Mars is **inhospitable**.

It gets hit by 200 **asteroids** every year and **bombarded** with **radiation**.

There are **massive dust storms** and **toxic** substances.



>> FOR PRACTICE, PAGE 126 / DEFINITIONS, PAGE 155

2 LANGUAGE CHOICES Indefinite pronouns

A Read the example sentences. Notice the underlined verbs and circled objects. Use the indefinite pronouns in bold to complete the rules in the chart.

Example sentences

1. The technician was asked a lot of questions. **Several** were about the failed take off.
2. Two scientists authored the article. **Both** share (their views) on space travel.
3. **Nobody** knows just how big the universe is, but **many** have guessed.
4. **Neither** of the astronauts wants to discuss (his fears) while traveling in space.
5. **Everyone** is emailing (his or her* questions) to the astronauts in space.
6. **Everything** was perfectly visible through the microscope.

*In speech and informal writing, to avoid *his or her*, the plural *their* is often used with a singular antecedent:
Informal: ***Everyone*** *is emailing (their questions) to the astronauts in space.*

Indefinite pronouns	
Always singular	anyone, someone, everybody, no one, anybody, everything, somebody, each, one, either, nobody, neither, everyone, everything
Always plural	few, others, many, several, both
Singular and plural (depending on usage)	all, any, more, most, none, some (of space / of the astronauts)

>> FOR PRACTICE, PAGE 126

B Read example sentences 1, 2, and 3. What do you think these indefinite pronouns refer to?

1. *Several* questions 2. *Both* two scientists 3. *many* people (inferred)

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LESSON 2 TALK ABOUT SPACE EXPLORATION

- Read the lesson title. Ask, *What do you know about space exploration?*
- Read the social media message aloud. Ask, *How did Esra learn more about space exploration?* (a podcast) *What does she think about it?* (It seems hard.)
- Ask, *Have you seen any movies about space exploration?* Have Ss share ideas in pairs.

1 | BEFORE YOU LISTEN

A
- Read the questions aloud. Give Ss time to discuss in pairs.
- Take a class poll. Ask, *Are you interested in space exploration?* Call on Ss to explain why or why not.
- Ask for volunteers to share what they know about Mars. Write Ss' ideas on the board.

B
- Have Ss look at the pictures. Ask, *Where is this? How would you describe this place?*
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that are commonly used to talk about space exploration.*
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 126 for practice and page 155 for definitions.

OPTION Make a cloze exercise with the text from 1B by replacing the target vocabulary with blanks. Pass out the exercise. Tell Ss to fill in the blanks with the words that they hear as they listen. Play the audio. Then have Ss open their books and check their answers.

2 | LANGUAGE NOTES

A
- Ask Ss to close their books. Write on the board:
  1. *I need a tissue. Do you have _____?*
  2. *I don't have any change. Do you have _____?*

  Read the sentences aloud. Ask Ss to complete the sentences in pairs. Elicit answers. (1. one; 2. any)
- Point to the underlined words on the board and say, *These are two examples of indefinite pronouns.* Ask, *Why are they called indefinite pronouns?* (They are indefinite because they don't refer to a specific thing or amount. They are pronouns because they are used instead of a noun.)
- Have Ss open their books. Read the instructions aloud.
- In pairs, ask Ss to take turns reading the example sentences aloud and completing the grammar chart.
- Tell Ss to pay attention to the indefinite pronouns in bold and the underlined verbs. Ask, *What are the words that are circled?* (possessive adjectives and direct objects)
- Monitor. Encourage peer discussion and collaboration.
- To review, read aloud the rules and examples in the grammar chart. Elicit the answer for each rule.
- Read the note. Provide additional examples of the rule in informal and formal situations. For example: 1. (informal): *Nobody wants to share their fears in public.* 2. (formal): *Nobody wants to share his or her fears in public.*
- Remind Ss that many people regard the gender-neutral plural as incorrect. Ss should aim for agreement between a singular indefinite pronoun and the possessive adjective that refers to it.

TEACHING TIP Give Ss time to notice patterns and work out the rules for themselves before providing explicit help. If Ss ask for the answer, suggest they discover the patterns of the target language by rereading the example sentences and discussing the grammar point with peers.

LANGUAGE NOTE There are cases where the use of the gender-neutral plural is more grammatical than the alternative *he or she*. For example, *Everyone's here, aren't they?* is considered more grammatical than *Everyone is here now, isn't he or she?*

B
- Read the instructions.
- Ask, *Are the pronouns* several, both, *and* many *singular or plural?* (all always plural)
- Do number 1 as a class. Read the first example sentence aloud. Ask, *What does the pronoun* several *refer to?* (questions) Point out that the word *questions* is plural.
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs.
- Elicit the answers from the class.

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note. Play the audio for the note.

B • Say, *Listen for the stressed syllable in the words and phrases.* Play the audio. Remind Ss to listen first, then listen and repeat.

TEACHING TIP To check Ss' understanding of syllable stress, write Ss' names on the board. Point to each, and ask Ss to tap out the syllables, tapping slightly harder on the stressed syllable.

C • Tell Ss to listen for the number of syllables in each word and which of those syllables gets the stress.
- Play the audio. Have Ss complete the exercise.
- Play the audio for number 1 again and pause after *for the technician.* Ask, *How many syllables are in each word? Which syllable gets the stress? Which word has a different pattern? Why?*
- Repeat for number 2.

⊕ **EXTENSION** Write the following syllable-stress patterns on the board. In pairs, have Ss find 3–4 words or phrases from the unit that follow each pattern. Invite volunteers to add their words to each list on the board. Say the words aloud as a class to check Ss' answers.

1. *o o o O o*
2. *o o O o o*
3. *o O o o*
4. *o O o*

4 LISTENING

A • Tell Ss they are going to listen to an episode of a podcast called *ExplorerPod.* Write the name on the board. Ask, *What do you think they will talk about in this podcast episode?*
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Review the answer.

TEACHING TIP For extra support, Ss can follow the audio script as they listen.

B • Ask Ss to look at the Listening Skill box. Read the first example in the box, stressing the word in capitals. Ask Ss to repeat. Do the same for the other examples.
- For the second listening, tell Ss to listen specifically for words that emphasize an idea. Read the instructions aloud. Give Ss time to review the key words.
- Play the audio. Have Ss complete the exercise.
- Review answers. Ask, *What is expensive?* Elicit the answer. Repeat for all items.
- Clarify any other new words in the listening. Ask, *What's a backup planet?* (a planet that can be used to replace or support our current planet) *A worldwide disaster?* (a disaster that is happening in all parts of the world)

C • For the third listening, have Ss listen for details. Copy the chart on the board.
- Play the audio. 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. Correct if necessary.

D • Give Ss a few minutes to recall information from the podcast and write down anything that surprised them.
- In pairs, have Ss share their notes. Ask them to explain their reaction.

5 TRY IT YOURSELF

A • Lead a class brainstorm of problems, such as poverty, global warming, and natural disasters. Write Ss' ideas on the board.
- Ask, *Can we solve these problems? Why or why not?* Have Ss discuss their opinions in groups.
- Ask the target question. Tell Ss to write down their opinion and list 2–3 reasons.

B • Draw a chart on the board with the title *Postponing Space Exploration* and the headings *For* and *Against.*
- Ask each student to give one argument for or against postponing space exploration. Add the ideas to the chart.
- Take a class vote on which side has the strongest arguments.

C • Take a class poll to see if most Ss are for or against going to Mars. Call on Ss to explain their opinions.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about space exploration
- ✓ using indefinite pronouns
- ✓ using rhythm and stress patterns
- ✓ listening for stressed words

EXIT TICKET In pairs, tell Ss to draw on what they have learned in the unit to argue for or against space exploration. Have each student choose a side and debate. After five minutes, ask Ss to switch roles and debate the opposite side. As Ss debate, monitor and take notes on areas for review and extra practice.

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3 PRONUNCIATION

A ▶01-09 Listen. Read the pronunciation note.

B ▶01-10 Listen. Notice the stressed syllable. Then listen and repeat.

1. colonization, first in the nation, organization, building a station, life could survive there
2. obstacle, most of them, argument, half of it, substances
3. at the end of it, inhospitable, the performances, it's an asteroid, I'm afraid of it

Rhythm and stress patterns

Rhythm is the pattern of stressed and unstressed syllables in phrases or sentences. In a phrase or sentence, one word is usually stressed more heavily than others. Words also have a pattern of stressed and unstressed syllables. Phrases and sentences can have the same syllable-stress pattern as words. For example, the word *toxic* and the sentence *Take it* both have two syllables, with stress on the first syllable.

toxic *Take it.*

C ▶01-11 Listen. Cross out the word or phrase that has a different syllable-stress pattern.

1. civilization, organization, ~~serendipity~~, evaluation, for the technician (stress is on the third syllable)
2. it's excellent, ~~I'm resting~~, it's optimal, in front of it, unfortunate (has only 3 syllables)

4 LISTENING

A ▶01-12 Listen. What is the main idea of the podcast? We shouldn't try to colonize Mars.

B ▶01-12 Read the Listening Skill. Listen again. Write the thing that the speaker is talking about with each stressed word. Some answers may vary.

1. EXPENSIVE cost of sending people to Mars
2. EXTREMELY inhospitable place
3. MINUS 80 degrees Fahrenheit (or minus 62 degrees Celsius)
4. DECIDEDLY unpleasant solution

LISTENING SKILL Listen for stressed words

Speakers often stress words to emphasize an idea.

*It is **EXTREMELY** difficult to guess what will happen in the future.*

*The circumstances were **NOT** what we expected.*

*This project is going to be **DECIDEDLY** more difficult than people realize.*

C ▶01-12 Listen again. Complete the chart with the arguments for and against going to Mars.

For	Against
It has water.	It's expensive.
It may have life.	It's dangerous because of: radiation, cold, dust
It could be a backup planet.	storms, toxic water and soil.
It has resources.	

D PAIRS REACT Were you surprised by any of the information in the podcast? If yes, explain what surprised you and why.

5 TRY IT YOURSELF

A THINK Do you think we should postpone space exploration until we solve problems here on Earth? Why or why not? Give reasons. Take notes about your ideas.

B DISCUSS Make a *For / Against* chart on the board. List the arguments for and against postponing space exploration. Vote on which side has the strongest arguments.

C ANALYZE Take a poll. What percentage of the class thinks we should go to Mars?

■ I CAN TALK ABOUT SPACE EXPLORATION.

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LESSON 3 DISCUSS URBAN EXPLORATION



ESRA KARA
@EsraK
Have you heard of urban exploration? It's something I definitely have to try!

1 BEFORE YOU LISTEN

A PAIRS THINK Have you ever seen an abandoned building or site? Describe it.

B 01-13 VOCABULARY Listen. Do you know these words?

rust	crumble	moss-covered
abandon	peel	rot
damage	dilapidated	collapse

>> FOR PRACTICE, PAGE 127 / DEFINITIONS, PAGE 155









2 LANGUAGE CHOICES Types of adverbs

A Read the example sentences. Then complete the chart with the adverbs in bold.

Example sentences

1. We could **barely** see the ceiling.
2. **Even** the rotted trees looked beautiful.
3. **Curiously**, the house hasn't collapsed yet.
4. **Apparently**, the renovation was affordable.
5. There are **seldom** any floods in this area.
6. The houses here are **mostly** abandoned.

Type of adverbs and use	Examples	Usual sentence position
Sentence adverbs describe the speaker's opinion of the sentence	*honestly, frankly, obviously, regrettably, strangely, clearly,* Curiously, Apparently	at the beginning
Focus adverbs focus the listener's attention on a particular part of a sentence	*also, just, mainly, either, neither,* Even, mostly	before or after words they modify; meaning can change depending on position
Negative adverbs give negative meaning to a sentence	*hardly, scarcely, rarely, never, little,* barely, seldom	the same as *not*: before main verb; after first auxiliary verb; after forms of *be*

>> FOR PRACTICE, PAGE 127

B Notice how the focus adverb moves in each sentence. How does the meaning change?

Only employees may photograph the building. In the first one, the focus is only on the employees—no one else may photograph the building.

Employees may **only** photograph the building. In the second one, the focus is on photographing—the employees can't do anything else.

Employees may photograph the building **only**. In the third one, the focus in on the building—the employees cannot photograph anything else.

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LESSON 3 DISCUSS URBAN EXPLORATION

- Read the lesson title and the social media message aloud. Ask, *What do you know about urban exploration? How do you think it's different from other kinds of exploration?* Have Ss share ideas in pairs.

1 | BEFORE YOU LISTEN

A

- Elicit the meaning of *abandoned*. (left behind and not taken care of) Draw Ss' attention to the pictures of abandoned buildings. Write Ss' ideas on the board. Read the target question aloud.
- Give Ss five minutes to write a short description of an abandoned building or site they have seen. Suggest they use adjectives to illustrate how the place looked, smelled, and made them feel. Encourage them to draw what they remember if that helps.
- In pairs or small groups, have Ss use their notes to describe the places they have seen.
- If Ss haven't seen abandoned buildings or sites, ask them to ask their classmates follow-up questions about their experiences.

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.
- Say, *You will hear the vocabulary words with example sentences.* Play the audio.
- In small groups, have Ss define the terms. Remind Ss to use context clues from the example sentences to help them understand the meaning. Play the audio again if necessary.
- Review definitions. Refer Ss to the practice on page 127 and definitions on page 155.
- If possible, project or show more pictures representing the different terms to help Ss understand the meaning.
- Ask, *Did the abandoned buildings or sites you described have any of these problems?* Ask for volunteers to share what they remember.

OPTION Have Ss complete a dictation exercise. Ask them to listen and write the example sentences exactly as they hear them. Play the audio. Pause after each sentence to give Ss time to write. Have Ss compare their sentences in pairs. Play the audio again, allowing Ss to look at the audio script to check their answers.

EXTENSION In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example, *What do you do if something is rusted? abandoned? damaged? crumbling? peeling? dilapidated? moss-covered? rotted? collapsing?* Ask Ss to share ideas in pairs. Encourage them to give real-life examples, if appropriate.

2 | FOCUS ON ADVERBS

A

- Read the grammar title aloud. Ask, *What do adverbs do?* (modify verbs, adjectives, and other adverbs)
- Ask for volunteers to read the example sentences for the class.
- Write on the board: *1. sentence adverbs, 2. focus adverbs, 3. negative adverbs*. Ask Ss to close their books. Say each bold adverb from the example sentences aloud, and ask Ss to predict what kind of adverb it is with their fingers showing 1, 2, or 3.
- In pairs or small groups, have Ss complete the exercise. Encourage them to practice the pronunciation of the other adverbs in the grammar chart. Provide help as necessary.
- Read aloud the use of each type of adverb. Elicit answers. Correct as necessary. Ask, *Were your predictions correct?*
- List all the adverbs in the chart on the board. Ask Ss to copy down the list and draw the syllable-stress pattern next to each. For example, *honestly: O o o* or *obviously: O o o o.*
- Elicit the pattern for each. Draw it on the board. Ask, *What syllable-stress pattern do you notice in adverbs?* (The stress is typically placed on the first syllable. *Apparently* and *regrettably* are exceptions to this rule.)
- Say the adverbs aloud with exaggerated stress. Have Ss repeat.

EXTENSION Have Ss write two more adverbs for each category. For example:

1. Sentence adverbs: *interestingly, naturally*
2. Focus adverbs: *especially, particularly*
3. Negative adverbs: *only, in no way*

Elicit adverbs. Write them on the board. Encourage Ss to add the additional vocabulary to the chart in their books.

B

- Read the sentences aloud with exaggerated stress on the adverb. Tell Ss to listen for the stressed word as you read.
- Give Ss a few minutes to discuss the question in pairs.
- Ask for a volunteer to explain how the meaning changes in each sentence.

EXTENSION Have Ss write three sentences using the target vocabulary in 1B. Then, ask them to swap papers with a partner and rewrite the sentences with each type of adverb. (For example, A: *The house was abandoned years ago.* B: *Apparently, the house was abandoned years ago.*) Have Ss read their new sentences in pairs and check each other's work.

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3 LISTENING

A
- Have Ss look at the picture. Read the title of the talk aloud: *The Allure of Abandoned Places*. Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Read the target question aloud. Remind Ss to listen for the general idea and not details at this stage.
- Play the audio or video. Have Ss share their answers in pairs.
- Review the answer.

B
- For the second listening or viewing, tell Ss they will listen for and list categorical items.
- Bring Ss' attention to the Note-taking Skill about lists. Read it aloud.
- Copy the chart on the board. Review the headings. Point out that these are the categories of information Ss should listen for.
- Play the audio or video again.
- Clarify any new or confusing words used in the talk, such as *roller coaster* (a structure like a tall railway with steep slopes at an amusement park, that you have fast rides on for fun), *trespassing* (going on someone's land without permission), *inevitability* (the fact that something is certain to happen), *nostalgic* (remembering happy times in the past), *aesthetic* (of or relating to art or beauty), and *compelling* (very interesting).
- Remind Ss to list the items vertically.
- Have Ss compare their charts in pairs. Ask for three volunteers to add their answers under each category in the chart on the board.
- Review answers. Elicit any additional ideas from the class. Add them to the chart.

TEACHING TIP Teach Ss to also listen for the rise-fall intonation that is used when the speaker is making a list. Knowing that the intonation falls on the last item of the list helps Ss understand that the list is finished.

C
- Read the question aloud.
- Have Ss complete the exercise individually and compare answers in pairs.
- To review, ask for volunteers to share the speaker's conclusion.

D
- Have Ss look back at the pictures of abandoned places on page 10. In pairs, ask them to discuss the questions and provide specific details about why they like or don't like the pictures.
- Encourage Ss to use the three kinds of adverbs as they share their opinions. (For example, *Frankly, I think the photos are interesting, but I would never want to visit these places.*) Have them reference the grammar chart on page 10 if necessary.
- Take a class survey on how many Ss like the photos of abandoned places. Call on Ss to explain their opinions.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions. Elicit additional phrases.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Ask Ss to write down their answers individually.
- If possible, project or show additional photos of abandoned spaces to give Ss more ideas.

B
- Have Ss take turns sharing their notes in small groups.
- Encourage Ss to invite others to participate after they speak and ask follow-up questions to learn more about their classmates' interests.
- Monitor. Listen for the correct use and pronunciation of adverbs.
- Ask each group to draw a chart with the title *Urban Exploration* and the headings *For* and *Against*. Tell them to list their arguments under each heading.

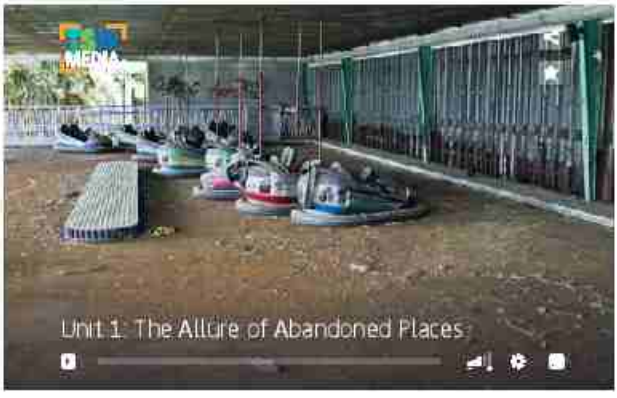
C
- Tell Ss to come to a group conclusion based on the information in their chart. If the group can't agree, suggest group members present arguments and try to convince their classmates.
- Once each group has a conclusion, ask them to follow the instructions in the exercise.
- Walk around to make sure groups are on track with their assignment. Give a time limit.
- Take a class poll to see if most Ss are for or against urban exploration. Call on Ss to explain their opinions.
- Write two headings on the board: *How to discourage urban exploration* and *New urban places to explore*. Elicit ideas from Ss. List their ideas on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss urban exploration
- ✓ using adverbs to express opinion, focus attention, and give negative meaning
- ✓ making lists of categorical items
- ✓ inviting others to participate in a discussion

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Tell them to make an argument for or against urban exploration. Ss should write at least 4–5 sentences. Tell them to use all three kinds of adverbs and include some of the vocabulary from 1B. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 VIDEO TALK



A ▶01-15 Listen or watch. What is the main idea of the talk?
The main idea is that urban exploration is interesting, but dangerous.

B ▶01-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Make lists

As you listen, try to identify categories of information. Keep lists of those categorical items under appropriate headings. Arrange the items vertically under the heading, putting each one on a separate line so they are easy to see and read when you review your notes.

Kinds of abandoned places	Why urban exploring is dangerous	Why people like abandoned places
theme parks old mansions suburban homes train stations airports hospitals towns	broken glass sharp rusted metal water-filled halls blocked doorways wasps dangerous animals could get arrested	like secret worlds next door remind us of passage of time make us nostalgic ugly-but-beautiful

C What does the speaker conclude about urban exploration?
It's dangerous, but even people who don't want to do it are interested in seeing abandoned places.

D PAIRS REACT Do you think photographs of abandoned places are interesting? What do or don't you like about them?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Invite others to participate

Invite others to participate in a discussion with phrases like these:
What do you think about...?
Do you have any thoughts on this?
Do you want to add anything...?

5 TRY IT YOURSELF

A THINK Think about the abandoned places you have seen in this lesson or in real life. Would you like to explore them? Why or why not? Write your ideas.

_____

_____

B DISCUSS In a small group, discuss your reasons for and against exploring abandoned places. After you speak, invite others to participate in the discussion.

C EVALUATE Decide which arguments are most convincing. If your group thinks urban exploration should be discouraged, explain ways to do that. If your group thinks it's worthwhile, think of new places to explore.

☐ I CAN DISCUSS URBAN EXPLORATION.

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LESSON 4 READ ABOUT DEEP-SEA EXPLORATION



ESRA KARA
@EsraK
Did you know the ocean is still mostly unexplored? Check out this interesting article!

1 BEFORE YOU READ

A PAIRS Why is exploring the ocean important for fields such as biology (the study of living things), geology (the study of rocks and soil), and archaeology (the study of ancient societies)?

B ▶01-16 VOCABULARY Read and listen. Do you know these words?

malfunction	nutrients	transmit	a wealth of	bacteria
illuminate	be accustomed to	an artifact	a spire	dissolved

>> FOR DEFINITIONS, PAGE 156

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What questions do you think the article will answer?

B ▶01-17 Read and listen to the article. Were your predictions correct?



A remotely operated vehicle explores the ocean floor.

UNDERSEA EXPLORATION: DOWN TO THE DEPTHS WITH *HERCULES*

The sea is calm as the 64-meter-long *Exploration Vessel Nautilus* (*EV Nautilus* for short) lowers a robotic submarine named *Hercules* over the side. Its mission is to explore the Cayman Trough, the deepest point in the Caribbean Sea. As *Hercules* descends to 4,000 meters, testing its limits, there is fear on board that the vehicle might malfunction or be crushed. The spotlights illuminate the blackness for its cameras, the eyes of the scientists in the ship above. They confirm the existence of springs of superheated water that are sources of nutrients for marine ecosystems and even discover a new species of shrimp. *Hercules* has passed the test!

Equipped with mechanical arms to collect samples, *Hercules* is one of several remotely operated vehicles that help the *EV Nautilus* force the deep sea to give up its well-guarded secrets. It scans the ocean floor up close with high-definition video cameras and bright lights that frequently startle creatures accustomed to life without sunlight. The stunning images are sent up to the *EV Nautilus* along a fiber-optic cable, transmitted via satellite to a university space center in the U.S., and uploaded to the internet for the world to enjoy.

Since its launch in 2003, *Hercules* has sent up a wealth of images of extraordinary life forms of all colors, shapes, and sizes, from deep-diving whales curious about the light source to jellyfish that are living fireworks displays. Of particular interest are the unlikely ecological systems that form around hydrothermal vents that eject seawater as hot as 450°C, creating prominent and often beautiful formations known as chimneys or spires. There, in total darkness, bacteria come to feed on dissolved metals, gases, and minerals. They, in turn, nourish tube worms and mussels, which themselves provide food for small crabs, shrimp, fish, etc.

Hercules is also interested in archaeology. Weather, wars, mechanical failures, and human errors have been sending vessels to a watery grave for centuries, leaving many historical artifacts on the sea floor. *EV Nautilus* has inspected not only wooden wrecks of the ancient world but also modern ones of steel and iron, including battleships, submarines, and airplanes. Dr. Robert Ballard, the president of the Ocean Exploration Trust, which owns *EV Nautilus*, is particularly fascinated by shipwrecks—it was he who located the sunken *Titanic* in 1985.

>>

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LESSON 4 READ ABOUT DEEP SEA EXPLORATION

- Read the lesson title aloud. Ask, *Have you ever been diving in the ocean or watched documentaries about deep-sea exploration?* Elicit answers.
- Read the social media message aloud. Ask, *Are you surprised that the ocean is still mostly unexplored? What kinds of discoveries do you think are being made about the ocean?* Have Ss share ideas in pairs.

1 BEFORE YOU READ

A
- Read the question aloud. Ask Ss to share their ideas in small groups. Encourage them to list ways in which exploring the ocean is important for the fields in the question.
- Call on Ss and ask them to list their ideas on the board. For example, *Biology: We can learn more about the different life forms in the ocean. Geology: We can learn more about the ocean floor and coastal rocks. Archaeology: We can learn more about past societies through exploring shipwrecks.*

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. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 156.

2 READ

A
- Read the title of the article aloud. Direct Ss' attention to the picture. Ask for a volunteer to read the caption.
- Ask, *What machine do you see in the picture? What is it doing? Why is it in the deep sea?* Elicit ideas.
- Ask Ss the target question. Have them share their ideas in pairs.

B
- Tell Ss to look at the text. Ask, *What is it?* (an online article) *What kind of websites typically publish educational articles?* (magazines, blogs, university websites)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Ask, *What does it mean when someone* tests his or her limits *or something* tests its limits? (to push beyond the expectation of what someone or something can do) Elicit ideas. Tell Ss that the expression *push boundaries* has a similar meaning.

OPTION In small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles every 4–5 lines.

EXTENSION Write the following names on the board: *EV Nautilus, Hercules, Cayman Trough, Dr. Robert Ballard, the Ocean Exploration Trust, NASA.* In pairs, ask Ss to describe who or what each of these people or things is. Encourage them to complete the activity without looking at the text. Give a time limit. Bring the class back together and elicit answers.

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A
- Read the questions aloud. Make sure Ss understand them before moving on.
- Ask, *What does it mean if something is* particularly suited *to something else?* (that the thing is very right for a particular purpose or situation because it has all the qualities that are needed)
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*
- Ask additional comprehension questions, such as *How are historical artifacts left on the sea floor?* (Ships sink due to weather, wars, mechanical failures, and human errors.)

OPTION Form groups of four students. Have each group member answer one question and then present his or her answer to the group.

B
- Ask a volunteer to read lines 18–19 and lines 21–25 aloud.
- Read the questions and answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Say, *A metaphor is when a word or phrase for one thing is used to refer to another thing in order to show or suggest that they are similar.* Read the information in the box aloud.
- Provide examples of simple metaphors, for example, *The stars are diamonds. You are my sunshine. The world is a stage.* Ask Ss to explain their meaning in pairs.
- Ask Ss to go back and reread the article to find metaphorical language. Have them complete the sentences individually and then compare their answers in pairs.
- Call on Ss to read the completed sentences aloud. Elicit any alternative interpretations of the metaphor.

EXTENSION Write on the board: *The ocean is…* and *EV Nautilus is…* Ask Ss to complete one of the sentences with a metaphor. In small groups, have Ss read their sentences aloud. Ask for volunteers to share any metaphors they particularly liked with the class.

D
- In pairs, have Ss take turns retelling 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 For homework, ask Ss to do online research about the *EV Nautilus* as suggested in the sidebar. They can watch videos and read reports of past expeditions. In class, have Ss report back in small groups on one expedition that stood out for them.

A
- Read the instructions aloud. If possible, give Ss time to do further research on the work of the *EV Nautilus* online. Encourage them to take notes on the most important aspects.
- If online research is not an option, ask Ss to draw on the information in the article to list the most important aspects.
- Walk around and provide help with research and note-taking skills. Be sure Ss are writing down key words or phrases to help them remember the most important ideas.

B
- Have Ss compare their findings in groups. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.
- Encourage Ss to take turns sharing their notes. After Ss speak, remind them to ask others to participate in the discussion.
- Remind Ss to give reasons that support why they feel that certain aspects of the work are more important than others.
- Tell note takers to combine their group's ideas into one list.

C
- Ask groups to rank the items on their list.
- Have reporters present the top two most important aspects to the class. Time permitting, have them also explain their group's choices.
- Write each group's answers on the board. Take a class vote on which is the most important aspect of the work of the *EV Nautilus*.

EXTENSION In pairs or small groups, have Ss create an informational pamphlet or poster that explains the work of the *EV Nautilus* to the public. Ask them to include illustrations and explanations of what exactly the research vessel does.

EXIT TICKET Ask, *What do you think about the work of the* EV Nautilus? Have Ss write their names on a blank card or piece of paper and answer the question in 4–5 complete sentences. Ask Ss to include at least one metaphor and provide reasons that support their opinion. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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The exciting new applications of technology by *EV Nautilus* have even caught the attention of NASA. A remotely operated vehicle similar to *Hercules* would be perfect for investigating the oceans that exist on other planets and moons in our solar system. Scientists could control such a mission from the safety of Earth, examining images transmitted back that might reveal signs of life around hydrothermal vents at the bottom of an ocean on a distant world.

30

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the article.

1. Why does the author write "*Hercules* has passed the test!"? Because *Hercules* successfully functioned at a depth of 4,000 meters, which the scientists were not sure it could do.
2. How is data collected and shared with scientists? High-definition video is taken by *Hercules* and sent via fiber-optic cable and satellite to a university space center.
3. How has *EV Nautilus* enriched the field of archaeology? By discovering wrecks of ancient and modern times, including the *Titanic*.
4. Why is *EV Nautilus*'s technology particularly suited to exploration in space? Because it is a remote system and can go where human astronauts can't.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. In lines 18-19, why does the writer use *in turn* in the second sentence?
   a. to introduce a process that is faster than the one in the first sentence
   b. to introduce a process that is the result of the one in the first sentence
   c. to introduce a process that conflicts with the one in the first sentence
2. In lines 21-25, how is the second sentence connected to the first?
   a. It provides a notable example.
   b. It describes the method used.
   c. It presents a solution to a problem.

C Read the Reading Skill. Find the metaphorical language in the article and complete the sentences.

READING SKILL Identify metaphor

In a metaphor, language is used for dramatic effect, for example: *The internet is a window on the world.* Although the internet isn't an actual window, the word *window* suggests how we use the internet to obtain information about the world.

1. In line 6, *Hercules*'s cameras are compared to the scientists' eyes because they allow them to see the bottom of the ocean.
2. In line 10, the ocean is said to keep secrets because things on the ocean floor are hidden and not easy to discover.
3. In line 15, jellyfish are called living fireworks displays because their colors are extremely bright and flash in the darkness.
4. In line 21, the bottom of the ocean is compared to a watery grave because vessels sink to the bottom as if dead and never return.

D PAIRS Summarize the article in 3-5 sentences.

Answers will vary. Possible answer: The *EV Nautilus* is a ship loaded with technology that researchers use to explore the bottom of the ocean. They use a remotely-operated vehicle with cameras to capture images of the ocean floor, investigating living things and the wrecks of different vessels at the bottom. NASA is interested in using similar technology to explore oceans on other planets.

Search online to find out more about the *EV Nautilus* and watch videos posted online of its past expeditions.

4 MAKE IT PERSONAL

A THINK Consider the exploratory work of the *EV Nautilus*. What aspects seem the most important to you? Why? Take notes.

B GROUPS Discuss which aspects of the work of *EV Nautilus* are the most important, in your opinion.

C EVALUATE As a group, decide on the two aspects that you agree are the most important. Then choose one person to present your ideas to the class.

☐ I CAN READ ABOUT DEEP-SEA EXPLORATION.

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LESSON 5 WRITE A DESCRIPTIVE ESSAY



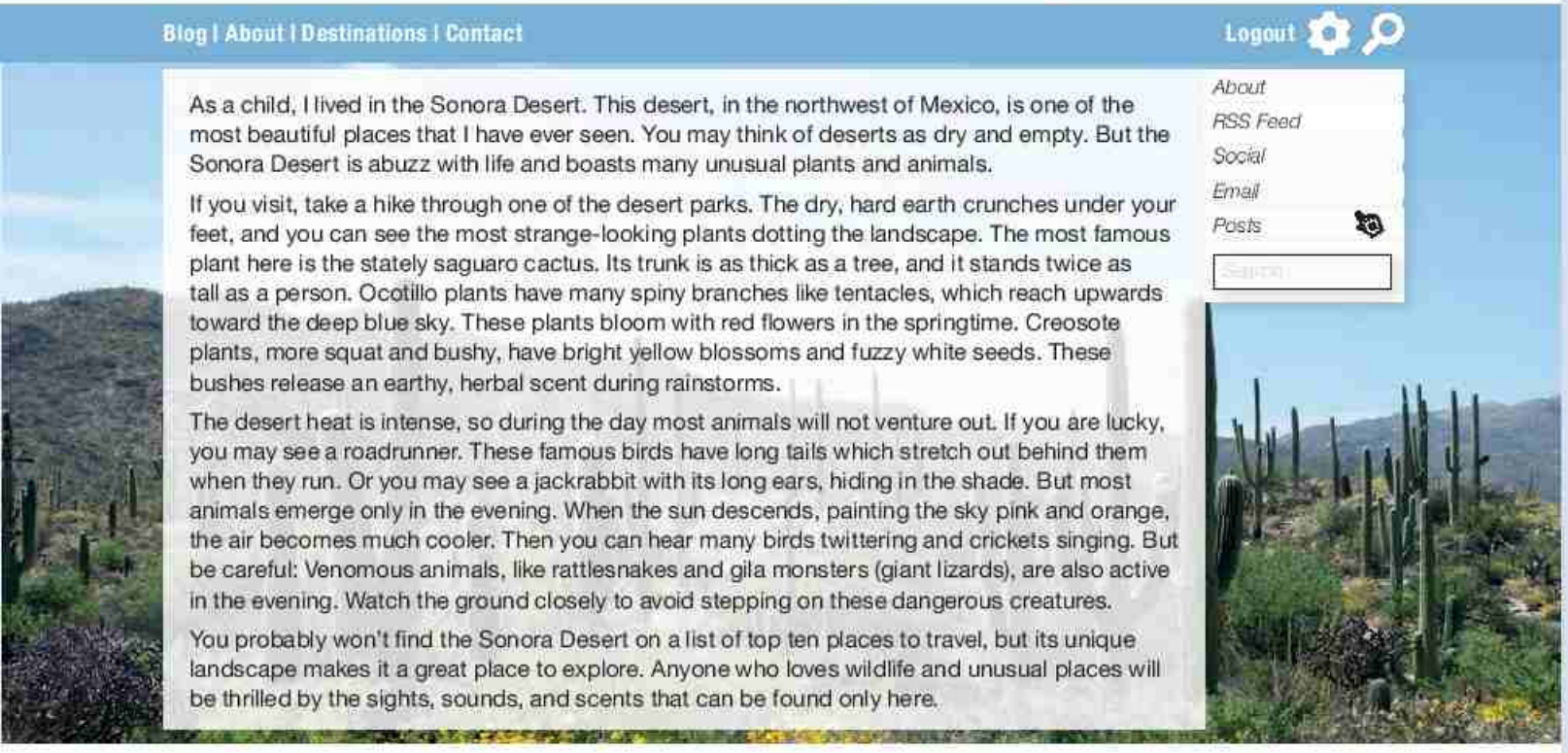
ESRA KARA
@EsraK
My friend Anita has been to some amazing places, and she writes about them on her blog. Here's a place I really want to visit!

1 BEFORE YOU WRITE

A Read about descriptive essays.

A descriptive essay is usually used to describe a place or a person. It has a formal structure with an introduction, multiple body paragraphs, and a conclusion. But the content of the essay is creative rather than academic. Descriptive essays often engage the readers' senses (sight, sound, smell, touch, taste) to enable them to visualize the place or person being described.

B Read the model. What does the writer describe? The Sonora Desert



As a child, I lived in the Sonora Desert. This desert, in the northwest of Mexico, is one of the most beautiful places that I have ever seen. You may think of deserts as dry and empty. But the Sonora Desert is abuzz with life and boasts many unusual plants and animals.

If you visit, take a hike through one of the desert parks. The dry, hard earth crunches under your feet, and you can see the most strange-looking plants dotting the landscape. The most famous plant here is the stately saguaro cactus. Its trunk is as thick as a tree, and it stands twice as tall as a person. Ocotillo plants have many spiny branches like tentacles, which reach upwards toward the deep blue sky. These plants bloom with red flowers in the springtime. Creosote plants, more squat and bushy, have bright yellow blossoms and fuzzy white seeds. These bushes release an earthy, herbal scent during rainstorms.

The desert heat is intense, so during the day most animals will not venture out. If you are lucky, you may see a roadrunner. These famous birds have long tails which stretch out behind them when they run. Or you may see a jackrabbit with its long ears, hiding in the shade. But most animals emerge only in the evening. When the sun descends, painting the sky pink and orange, the air becomes much cooler. Then you can hear many birds twittering and crickets singing. But be careful: Venomous animals, like rattlesnakes and gila monsters (giant lizards), are also active in the evening. Watch the ground closely to avoid stepping on these dangerous creatures.

You probably won't find the Sonora Desert on a list of top ten places to travel, but its unique landscape makes it a great place to explore. Anyone who loves wildlife and unusual places will be thrilled by the sights, sounds, and scents that can be found only here.

C PAIRS What senses did the essay appeal to? Give an example of each.

D Read the model again. How did the writer describe the desert? Complete the chart.

Answers below will vary. Sample answers:



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LESSON 5 WRITE A DESCRIPTIVE ESSAY

- Read the lesson title and the social media message aloud. Ask, *What does Esra's friend Anita write about?* (places she travels to) *Where does she publish her work?* (on her blog) Elicit answers.
- Ask, *What are travel blogs that you follow? Why?* Give Ss time to show each other on their phones travel blogs or social media accounts related to travel that they follow.

1 BEFORE YOU WRITE

A
- Read or ask for a volunteer to read the text about descriptive essays aloud for the class.
- Ask, *Who has written a descriptive essay before?* Ask for volunteers to share what kinds of descriptive essays they have written.

B
- Have Ss look at the picture. Ask Ss to describe what they see in pairs.
- Have Ss follow along in their books as you read the descriptive essay aloud for the class.
- Ask the target question about what the writer is describing. Elicit the answer.
- Clarify any new or confusing words, such as *abuzz* (filled with excitement, activity, or noise) and *squat* (short and thick).
- If possible, project or show pictures of roadrunners and jackrabbits. Ask Ss which of the animals in the article they have seen before.

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch roles every 4–5 lines.

CULTURE NOTE The Sonora Desert is a North American desert covering large parts of the southwestern United States in Arizona and California and of northwestern Mexico in Sonora. The western portion of the U.S.-Mexico border passes right through this desert. If possible, show the Ss an atlas or a map that has the desert.

C
- Elicit the five different senses (*sight, smell, hearing, taste,* and *touch*) from the class. Write them on the board for reference.
- Explain that words that appeal to the senses are called sensory words.
- Read the instructions aloud. In pairs, ask Ss to read the model essay and underline an example of how it appeals to each sense. (Note that there is no example of the taste sense in the essay.)

D
- Copy the chart on the board. Read the instructions.
- Ask, *What is something that you can hear in the Sonora Desert?* (birds twittering and crickets singing) Elicit the answer and add it to the chart under *sound*. Tell Ss to add the answer to their own chart.
- Have Ss work in pairs to complete the rest of the exercise but ask them to fill in their charts individually. Tell them to include details from the descriptive essay.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.
- Ask, *Does this sounds like an interesting place to explore? Why or why not?* In small groups, have Ss discuss if they would want to visit this desert. Elicit opinions from the class.

EXTENSION Project or show pictures of interesting or unusual places. For each picture, tell Ss to close their eyes and imagine they were there. Have them write down any sensory words that come to mind and compare their ideas in pairs.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What are some examples of active verbs?* (go, make, explore, play)
- Tell Ss to reread the text in 1B and look for verbs or verb phrases. Do number 1 as a class. Ask, *What is an active verb in paragraph 1 that means* has something great? (boasts)
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs.
- Review answers.

3 BUILD YOUR SKILLS

A
- Read the instructions aloud. Have Ss draw their own chart using the chart in 1D as a model.
- Say, *Add sensory words to the chart that describe the most interesting or unusual place you've been.*
- Have Ss complete the chart individually with their own ideas. Remind them to write phrases, not individual words, in the chart. (For example, under *sound* write the phrase *birds twittering*, not just the word *twittering*.)
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if necessary.

B
- Read the Writing tip aloud. Tell Ss that the "top-down" approach, the alternative to the "bottom-up" approach, is often used in technical writing. In a top-down planning structure the main points come first and then the supporting, or descriptive, information follows.
- In pairs, have Ss use their chart to take turns sharing descriptions about their place.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more sensory details about the place.
- Have Ss give suggestions for a variety of active verbs or verb phrases that would make their partner's writing more exciting.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their descriptive essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the place and discusses how the author knows the place, paragraph 2 describes some things you may see or encounter there, paragraph 3 describes how the place feels and some things to be careful of, and the final paragraph is the conclusion.
- Ask Ss to look back at 1B. Ask, *What verb tense is used throughout most of the essay?* (present) *Why does the writer use the present tense when describing the place?* (We use present tenses when describing someone or something we know well or see often.)

5 REVIEW YOUR FIRST DRAFT

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's descriptive essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answer. For example, if the question asks if there are a variety of sensory details, encourage Ss not to just say *yes*, but to also list some examples of the details. Encourage Ss to suggest more sensory details to help make the writing more interesting.
- When Ss have answered all the questions, ask them to give the essay back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.
- Give Ss time to review their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay.

EXIT TICKET Ask Ss to walk around and describe their place to two different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's place. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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2 FOCUS ON WRITING

Read the Writing Skill. Then reread the descriptive essay. Complete the chart.

WRITING SKILL Use active verbs

We know that using adjectives and other descriptors can make writing more interesting. But your writing can be even more exciting if you use a variety of active verbs.

Paragraph	Verb or verb phrase	Meaning
1	boasts	has something great
2	dotting	found all across
3	venture out	go outside
3	emerge	come out
3	descends	goes down
3	twittering	singing

3 PLAN YOUR WRITING

A Think of an interesting or unusual place that you know well. What are some of the things you can see, hear, feel, smell, or maybe even taste in that place? Create a chart like the one in 1D.

B PAIRS Discuss your ideas.

I'm going to write about the city Kyoto.

Writing tip

There are many approaches to organizing your ideas for writing. Sometimes you may need a two-step, ("bottom-up" followed by "top-down") approach. First, think about the details you want to describe. Then organize those details into broader categories.

4 WRITE

Write a first draft of a descriptive essay about the place you described in 3A. Remember to give sensory details using strong descriptive adjectives and active verbs. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Do the details help give you a clear picture of this place?
- Does the categorization of the features make sense?
- Does the essay use strong descriptive adjectives and active verbs?
- Are a variety of sensory details included, such as sights, sounds, and smells?
- Does the essay have a clear organization, with an introduction, 2-3 body paragraphs, and a conclusion?
- Does the introduction give the name of the place, explain where the place is, and explain how the writer knows the place?
- Does the conclusion say something new, but still relate to the body of the essay?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

☐ I CAN WRITE A DESCRIPTIVE ESSAY.

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PUT IT TOGETHER

[illegible]

A **CONSIDER THE PROBLEM** Tourism may be the biggest business in the world. With more and more people traveling, many famous sites are being vandalized. Review the chart and answer the questions.

World Monuments	Created	Visitors in 2013*	Visitors in 2018*	Most common vandalism
The Great Wall of China 	c. 220 BCE	9	10.5	graffiti, littering, theft of stone pieces
The Colosseum, Italy 	c. 70 CE	5.11	7.4	graffiti, theft of stone pieces
Machu Picchu 	c. 1450	1.2	4.4	graffiti, littering

*in millions

1. Which monument has had the most tourism? The Great Wall of China
2. Which monument is likely the most difficult to protect? Why? [illegible] the largest monument, so it is likely more difficult to protect.
3. What is the most common type of vandalism? graffiti

B [illegible] What factors might lead to increases in vandalism? Discuss with a partner.

Possible answers: As tourist sites become more popular, they may become inundated by people who do not respect them. With more visitors, vandalism may increase unless there is more security.

C [illegible] Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** How could vandalism of world monuments be reduced?

Step 2 **Evaluate** Choose the best solution. Consider the size of the monument and the type of vandalism.

Step 3 **Present** Explain your best solution to the class. Refer to the data to support your ideas.

Suggested answers: restricting the number of tourists allowed to visit, redirecting people to other sites of equal beauty/interest, creating artificial versions of monuments (as proposed with Stonehenge and done with Michelangelo's David statue in Florence)

[illegible]

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

Speaking Objectives
- ☐ Talk about travel plans
- ☐ Talk about space exploration
- ☐ Discuss urban exploration

Vocabulary
- ☐ Words related to travel planning

Conversation
- ☐ Share your ideas informally

Pronunciation
- ☐ Rhythm and stress patterns

Listening
- ☐ Listen for stressed words

Note-taking
- ☐ Make lists

Language Choices
- ☐ Present perfect vs. simple past
- ☐ Indefinite pronouns
- ☐ Types of adverbs

Discussion
- ☐ Invite others to participate

Reading
- ☐ Identify metaphor

Writing
- ☐ Use active verbs

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 [illegible]

A
- Read the problem aloud. Ask, *What are some famous sites or monuments?* Encourage Ss to give suggestions from their own country.
- Direct Ss' attention to the pictures. Read the title of the chart: *World monuments*. Elicit the name and place of each of the three historical sites shown.
- Ask for volunteers to take turns reading aloud the information in the chart about the three monuments.
- Read the questions aloud. Tell Ss to use the information in the chart to answer the questions.
- Review the answers as a class.

B
- In pairs, have Ss discuss the question. Ask them to list as many possible factors as they can think of.
- Write *vandalism* on the board. Call on Ss to share two reasons for the increase in vandalism. Write Ss' ideas on the board.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note takers to record all possible solutions. Encourage Ss not to limit themselves at this point.
- For step 2, have groups focus on the reason for vandalism and how it could be reduced at just one of the world monuments. Tell groups to choose the best solution for this place. Be sure that all group members are able to provide reasons to support their group's decision.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data and explain exactly how the solution would work. Leave 2–3 minutes for questions and comments after each presentation.

OPTION Choose a different world monument than those listed in the chart, identifying the site and explaining the type or types of vandalism that happens there.

OPTION Allow Ss to search online for information about possible solutions to vandalism at their chosen monument. (For example, The Chinese government has installed cameras along the Great Wall.)

2 [illegible]

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.

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2 WHAT'S YOUR SUPERPOWER?

PREVIEW THE UNIT

LESSON 1	**Talk about superpowers**	
	Vocabulary	Superpowers
	Language choices	Present and future unreal conditional
	Conversation skill	Accept an opinion before offering a conflicting one
LESSON 2	**Talk about how to excel**	
	Language choices	Future real conditional
	Pronunciation	Pausing and intonation in transitional phrases
	Listening skill	Listen for sequence
LESSON 3	**Discuss why we love superheroes**	
	Language choices	Present real conditional
	Note-taking skill	Note examples clearly
	Discussion skill	Return a discussion back to the main point
LESSON 4	**Read about technological superpowers**	
	Reading skill	Use a KWL chart
LESSON 5	**Write a definition essay**	
	Writing skill	Use rhetorical questions
	Writing tip	Change your writing plan
PUT IT TOGETHER		
	Problem solving	Consider how to reduce cheating among athletes

GET STARTED

A
- Write the unit title on the board. Underline *superpower.* Read the unit title and the learning goals aloud.
- Ask the target question. Rephrase it according to the definition. Ask, *What's a skill that you have that lets you help others or help yourself in a special way?* Give an example. Say, *My superpower is an ability to truly listen when people need someone to talk to.* Write *super listener* next to the unit title on the board.
- Give Ss a couple of minutes to think before sharing. Elicit answers from the class. Add Ss' superpowers to the board.

B
- Direct Ss' attention to the picture, including the woman's shadow.
- Read the questions aloud. Ask Ss to recall the meaning of *metaphor* from Unit 1.
- Have Ss discuss the questions in pairs. Review Ss' ideas as a class.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Tae-ho) Have them read what Tae-ho says in *Meet the People of TSW Media* on page 4 or play the video of Tae-ho. Then ask, *What do you know about Tae-ho?* (For example, He's a musician and videographer from South Korea.)
- Read Tae-ho's social media message aloud. Ask, *What is Tae-ho's superpower?* (the ability to sleep through anything) *Why is this a humorous way to define* superpower? (It's not what we would typically think of as being a special skill.)
- Elicit a few definitions from volunteers. Write them on the board.

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2 WHAT'S YOUR SUPERPOWER?

LEARNING GOALS

In this unit, you

- talk about superpowers
- talk about how to excel
- discuss why we love superheroes
- read about technological superpowers
- write a definition essay



GET STARTED

A Read the unit title and learning goals. Each of us may have a superpower–a skill that lets us help others or ourselves in a special way. What's your superpower?

B Look at the picture. What do you think it means? Does the woman know she has superpowers? Is it a metaphor?

C Read Tae-ho's message. He defines *superpower* in a humorous way. How would you define it?



TAE-HO KANG

@Tae-hoK

What if we all have secret superpowers? I'd say my superpower is an ability to sleep through anything, like my alarm!

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LESSON 1 TALK ABOUT SUPERPOWERS



TAE-HO KANG
@Tae-hoK
That feeling when you're sitting in your office just wishing you had superpowers...

1 VOCABULARY Superpowers

A Look at the comic. Which superpower do you think is the most valuable?

B ▶02-01 Read and listen. Notice the words in bold.



>> FOR PRACTICE, PAGE 128 / DEFINITIONS, PAGE 156

2 LANGUAGE CHOICES Present and future unreal conditional

A The present and future unreal conditional is used to talk about an unreal current event situation or about an unlikely future event or situation. Read the example sentences. Then circle the correct answers in the chart.

Example sentences

1. **If** I **were able** to teleport, I **would go** to the conference in Brazil tomorrow.
2. **If** she **could read** minds, she **would know** what we're thinking.
3. We **could finish** this project on time **if** we **had** superpowers.
4. I **would want** to be invisible right now **if** I **were** you.
5. **If** you could teleport, where **would** you **go**?
6. What **would** you **do if** you **had** super strength?

In informal contexts, we often use *was* with subjects *I*, *he*, and *she* in the unreal conditional.

Present and future unreal conditional

- The unreal conditional is **the same** / **different** for present time and future time.
- Use the **present** / **past** form of the verb in the *if*-clause.
- When the verb in the *if*-clause is a form of *be*, use the form ***was*** / ***were***.
- In the main clause, use ***will*** / ***would*** or ***can*** / ***could***.
- Separate the *if*-clause and the main clause with a comma when the main clause comes **first** / **second** in the sentence.

>> FOR PRACTICE, PAGE 128

B Explain the difference between these sentences.

If I were a superhero, I'd use my powers to teleport and avoid traffic.

If I were a superhero, I'd use my powers to teleport and avoid this horrible traffic jam!

Answers will vary. Possible answer: While they both refer to an unreal condition (being a superhero), the first sentence relates to a future situation—it talks about teleporting to avoid traffic generally in the future. The second sentence relates to the present situation—it talks about teleporting to avoid the current traffic situation.

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LESSON 1 TALK ABOUT SUPERPOWERS

- Read the lesson title. Ask for a volunteer to read the social media message aloud.
- Ask, *How do you think Tae-ho is feeling in his office?* (bored, stressed) *What kind of superpowers do you think he wishes he had?* (the ability to quickly complete all his work at once) Elicit ideas from the class.
- Ask, *Do you identify with this feeling or situation?* Invite volunteers to share how they feel and what kinds of superpowers they would want at work or at school.

LANGUAGE NOTE *That feeling when* is a phrase commonly used in social media communication to introduce a feeling or situation that others will likely identify with. The phrase is commonly abbreviated as *TFW*.

[illegible]

A
- Bring Ss' attention to the comic. Read the title aloud. Ask, *Who do you think they are protecting? Why?* Elicit ideas from the class.
- Ask the target question. Have Ss discuss in pairs. Tell Ss to base their opinion on what they see each superhero doing in the comic.

LANGUAGE NOTE A *squad* generally means a group of people who are involved in a particular activity, but it can also mean a part of a police force that deals with a specific type of crime, such as the vice squad.

B
- Say, *Listen to the words that are commonly used to talk about superpowers.* Play the audio.
- As the audio plays, hold up or project the book and point to the characters as they are being mentioned in the audio.
- In pairs, have Ss take turns reading the text aloud and defining the terms in bold.
- Review meanings and tricky pronunciations.
- Remind Ss they can go to page 128 for practice and page 156 for definitions.
- List the superpowers on the board. Point to each and ask, *Is this the most valuable superpower?* Count how many Ss raise their hand and write the number next to the term.
- Call on Ss to explain their opinions.

[illegible]

A
- Ask Ss to close their books. Write on the board: *If I had money, I would buy a new car.* Read the sentence aloud. Say, *This verb tense is called the unreal conditional. What do we use it to talk about?* Elicit ideas.
- Have Ss open their books. Read the explanation aloud. Say, *The unreal conditional describes something that is not true but can be imagined.* Ask, *Were your predictions correct?*
- Tell Ss that conditionals typically have an *if*-clause (a condition) and a main clause (the result that follows).
- Say, *Based on the example sentences, complete the explanations in the chart.*
- In pairs, have Ss take turns reading the example sentences aloud. Ask them to underline the *if*-clauses and note whether each sentence is in present or future time.
- Then ask Ss to complete the chart in pairs.
- Monitor. Ask Ss guiding questions as necessary, such as *Is this sentence in present or future time? How do you know? What modal is this? What clause is it in?*
- Call on Ss to read the completed explanations aloud and say which example sentence helped them guess the correct answer.
- Further explain the grammar points in the chart as needed. Point out that *were* is used for both singular and plural forms in the *if*-clause.
- Read the note explaining that in informal spoken English it is acceptable to use the verb *was* when the subject of the *if*-clause is *I*, *he*, or *she*.

B
- Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs.
- Ask, *How are the sentences different?* Elicit the answer from the class.

EXTENSION Have Ss look at the example sentences in 2A. In small groups, have them take turns answering questions 5 and 6. Remind Ss to give reasons to explain their answers. Invite volunteers to share their ideas with the class.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions.
- Ask, *What are other ways you can accept an opinion before offering a conflicting one?* (I see your point, however...; I hear you, but I wonder if...) Elicit additional ideas. Add them to the board.
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually.
- Ask, *What does it mean to clean the house* without lifting a finger? (to clean it without any effort) Elicit the answer.
- To review, call on Ss to read the completed sentences aloud and elicit details about the conflicting opinions.

LANGUAGE NOTE When using these expressions, we often exaggerate the stress on the following words: *That **could** be...; On the **other** hand,...; **True**. But...; That **may** be the case, but...; I **suppose** that's true, but...*

B
- Tell Ss to look back at 1A. Ask, *What is your opinion about these superpowers?*
- Read the instructions aloud.
- In pairs, have Ss complete the exercise. Walk around to make sure all Ss are participating. Listen for the correct use of the conversation skill phrases.

EXTENSION In the same pairs, have Ss write three conversations about three different superpowers.

4 GRAMMAR

A
- Say, *Co-workers Tae-ho and Carla are having a conversation at the office.* Have Ss read what Carla says in *Meet the People of TSW Media* on page 4 or play her video. Then ask, *What do you know about Carla?* (For example, She's a market researcher.)
- Read the instructions. Play the audio. Ask Ss to listen and complete the exercise individually.
- Review the answer.

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen.
- Elicit the answer to number 1.
- Elicit the answers to numbers 2 and 3. Then write *telepathy* and *teleportation* on the board as headings. Below each, make a T-chart to record the advantages and disadvantages. Add the disadvantages of telepathy and teleportation to the charts on the board.
- Then ask, *What advantages of telepathy and teleportation did Tae-ho and Carla discuss?* Elicit the answers. Play the audio again if necessary. Add Ss' ideas to the board.

C
- Say, *Complete the conversation with expressions from the conversation skill.* Ask Ss to predict ways the gaps might be filled.
- Play the audio. Have Ss listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.
- Ask, *Would you want to have super hearing? Why or why not?* Have Ss discuss in pairs. Invite volunteers to share their opinions with the class.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *It would be amazing to teleport and easily travel to different places all over the world. On the other hand, people would also expect me to be everywhere at once, which might be stressful. Still, I think this superpower would have a mostly positive effect on my life.*
- Have Ss complete the chart with their own ideas.
- Walk around as Ss work. Remind them to write key words and phrases rather than complete sentences.

B
- Read the instructions. In groups, have Ss use their notes to share their ideas. Encourage them to share real-life situations about how their superpowers would affect their lives and ask each other follow-up questions.
- Bring the class together. Write Ss' ideas on the board.
- Take a class vote about which superpower would have the most positive impact.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about superpowers
- ✓ using present and future unreal conditionals
- ✓ accepting opinions before offering conflicting ones

EXIT TICKET Ask, *If you could grant one superpower to a family member or friend, which would you grant? To whom? Why?* In pairs, have Ss take turns answering the question. Remind them to use the target vocabulary from 1A and the unreal conditional to share their ideas. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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3 CONVERSATION SKILL

Accept an opinion before offering a conflicting one

To accept someone's opinion and then offer a conflicting one, use expressions like these:
That could be... On the other hand...
True. But...
That may be the case, but...
I suppose that's true, but...

A ▶02-04 Read the conversation skill. Then listen. Notice the words the speakers use to accept an opinion. Complete the sentences.

1. Well, that may be the case, but I'd still want to go on road trips once in a while.
2. That could be fun. On the other hand, they might sit down on you because they don't see you.
3. I suppose that's true, but cleaning the house isn't a very exciting thing to do with a superpower.

B PAIRS Student A: Make a statement about a superpower. Student B: Respond with an expression from the conversation skill box and offer a conflicting opinion.

4 CONVERSATION

A ▶02-05 Listen. What do Tae-ho and Carla talk about? They talk about the advantages and disadvantages of certain superpowers.

B ▶02-05 Listen again. Answer the questions.

1. Which superpowers do Tae-ho and Carla discuss? They discuss super hearing, telepathy, teleportation, and invisibility.
2. According to Tae-ho, what are the disadvantages of telepathy? It could be disturbing because people have a lot going on in their minds at once and you might listen at the wrong moment.
3. According to Carla, what is one disadvantage of teleportation? You could cause someone to have a heart attack by appearing out of nowhere.

C ▶02-06 Listen. Complete the conversation.

Tae-ho: If I just had super hearing, I would know what they're saying.

Carla: That *would* be useful, wouldn't it? _____, you would hear what everyone else in the office is saying, too. That could get pretty annoying.

Tae-ho: _____. But maybe I could focus it, so I only hear the people I want to hear.

Carla: Hmm, I think telepathy _____. Then you could read their minds while they watch your video.



5 TRY IT YOURSELF

A MAKE IT PERSONAL Write down three superpowers. What would their advantages and disadvantages be? How would your life change if you had them?

Superpower	Advantages	Disadvantages	Effect on my life

B GROUPS Decide which superpower would have the most positive effect on a person's life. Use expressions from 3A to accept your classmates' opinions and offer conflicting ones. Report your ideas to the class.

I CAN TALK ABOUT SUPERPOWERS.

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LESSON 2 TALK ABOUT HOW TO EXCEL



TAE-HO KANG
@Tae-hoK
I listened to a podcast about how to excel, and I think I already do some of these things. Go me!

1 BEFORE YOU LISTEN

A PAIRS THINK How do you think people can excel and be their best? List some ideas.

B ▶02-07 VOCABULARY Complete the chart with all of the family members: the verb, noun, and adjective forms. Then listen and check your answers.

Verb	Noun	Adjective
excel	excellence	excellent
optimize	optimization	optimal *or* optimum
reflect	reflection	reflective
inspire	inspiration	inspirational
persist	persistence	persistent
rage	rage	raging
promise	promise	promising

>> FOR PRACTICE, PAGE 129 / DEFINITIONS, PAGE 156

2 LANGUAGE CHOICES Future real conditional

A Read the example sentences. Then circle the correct answers in the chart.

Example sentences

1. **If** you **keep working** on a skill, you **will get** better at it.
2. **If** she **wants** to excel, she **must optimize** her efforts.
3. I **can finish** the job on time **if** I'**m not interrupted**.
4. We **shouldn't be** afraid of small failures **if** we **want** to succeed in the end.
5. You **won't improve unless** you **push** yourself harder.
6. **Unless** we **reflect** on our mistakes, we **won't learn** from them.

Future real conditional

- We use future real conditional for situations that are **possible** / **impossible**.
- To express the condition, use an *if*-clause and the simple **present** / **future** form.
- To express the future result, use the simple **present** / **future** form or **the present continuous** / **a modal + verb**.
- The main (result) clause is **always at the beginning** / **at the beginning or end** of the sentence.
- *Unless* means ***if*** / ***except if***

>> FOR PRACTICE, PAGE 129

B What are the differences between these sentences, in meaning and form?

We'll overcome our challenges if we keep trying.

If we keep trying, we'll overcome our challenges.

Answers will vary. Possible answer: When the result clause is first, we do not separate the clauses with a comma. The meaning is almost the same, but the result clause is emphasized in the first sentence and the condition is emphasized in the second sentence.

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LESSON 2 TALK ABOUT HOW TO EXCEL

- Read the lesson title. Ask, *What does it mean to excel at something?* (to do something extremely well)
- Read the social media message aloud. Ask, *How did Tae-ho learn more about how to excel?* (a podcast) *How did it make him feel? Why?* (happy, because he already does some of those things)
- Write on the board: *Go me!* Explain to Ss that we often use *go* followed by the name of a person or team to express support in a game or competition.

1 | BEFORE YOU LISTEN

A
- Read the questions aloud. Write on the board: *To excel at ___, you should ___.* Provide a model answer, such as *To excel at learning English, you should practice the language every day.* Suggest Ss talk about their ideas using this structure.
- Give Ss time to discuss in pairs. Encourage them to take notes.
- Ask for volunteers to share different ways people can excel. Write their ideas on the board.

B
- Copy the chart on the board with the headings and original entries.
- Read the instructions. Say, *Some words have similar forms but different meanings. These words are part of the same word family.*
- Read the headings on the chart. Say, *Some words have a verb, noun, and adjective form. They are part of the same family, but have different meanings and spellings.*
- Tell Ss to complete the chart in pairs. Point out that some answers are already filled in.
- Add the example words to the first row. Ask, *What is different about these three words?* Elicit ideas. Point out the different word endings.
- Give Ss time to complete the chart with their ideas. Don't allow Ss to use a dictionary.
- Play the audio. Have Ss check their answers.
- Add the answers to the chart on the board. Tell Ss to check their spelling.
- Explain to Ss that most words in English have different forms for different parts of speech, but not all words have all forms. Point to examples in the chart.
- Tell Ss that some words have more than one form for the same part of speech, such as *optimal* and *optimum*. Provide additional examples, like the adjectives *bored* and *boring*.
- Ask Ss to circle any terms they are unfamiliar with. Give them time to look up the meaning in a dictionary.
- Remind Ss they can go to page 129 for further practice and page 156 for definitions.

LANGUAGE NOTE Some words look the same for different parts of speech, such as *rage* as a verb and *rage* as a noun. Ss will usually be able to tell which word is being used by the context it is used in.

TEACHING TIP The best way for Ss to improve fluency with word forms is to pay close attention as they read a variety of texts. Suggest that Ss record and reference the different word forms they read in a vocabulary journal. For each word, suggest they include the part of speech, the definition, example sentences, the pronunciation, and other important information, such as first-language translation or synonyms and antonyms.

2 | LISTEN FOR DETAILS

A
- Write on the board: *If the price of the car drops, I will buy it.* Read the sentence aloud. Say, *This verb tense is called the future real conditional. What do we use it to talk about?* Elicit ideas.
- Say, *Based on the example sentences, complete the explanations in the chart.*
- In pairs, have Ss read the example sentences and complete the chart. Ask them to underline any *if*-clauses and note the verb tenses used in each clause.
- Call on Ss to read the completed explanations aloud and say which example sentence helped them guess the correct answer.
- Explain to Ss that although this form is called *real*, you are usually imagining or guessing about the future. It is called *real* because it is possible that the action might occur in the future. Ask, *Were your predictions correct?*
- Further explain the grammar points in the chart as needed.
- Have Ss do a quick memory recall activity. Ask, *How is the real conditional different from the unreal conditional?* Ask Ss to discuss in pairs.

B
- Read the instructions.
- Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs. Remind them to pay attention to differences in punctuation as well as emphasis.
- Elicit the answer about the change in emphasis from the result clause to the *if*-clause.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note. Play the audio for the note.

B
- Say, *Listen for the pausing and intonation in transitional phrases.*
- Play the audio. Have Ss complete the exercise. Call on Ss to say the transitional phrases aloud. Ask Ss to draw upward or downward lines over the transitional phrases to show how the intonation changes.

LANGUAGE NOTE Not all spoken pauses are written as commas. For example, in the sentence *She can read minds and has X-ray vision*, there is a pause between *minds* and *and*, but a comma is not allowed.

C
- Tell Ss to listen for pauses in the conversation.
- Play the audio. Have Ss complete the exercise.
- Write the conversation on the board. Invite volunteers to add a comma after the transitional phrases.
- In pairs, have Ss take turns practicing the conversations.

4 LISTENING

A
- Tell Ss they are going to listen to an episode of a podcast called *Being Your Best*. Write the name on the board. Ask, *What do you think they will talk about in this podcast episode?*
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Review the answer.

B
- Ask Ss to read the Listening Skill.
- For the second listening, tell Ss to listen specifically for main ideas that follow numbers or sequencers.
- Play the audio. Have Ss complete the exercise.
- Review answers. Ask, *What is the first key to success?* Elicit the answer. Repeat for all items.
- Ask, *What numbers or sequencers did you hear?* (the first one, number 1; second; next; number 4; number 5, last)

C
- For the third listening, have Ss listen for details. Copy the chart on the board.
- Play the audio. 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. Correct if necessary.
- Clarify any other new words in the listening. Ask, *What is a* prodigy? (a young person who is unusually talented in some way) *What does it mean to* stick with something? (to do something that you promised or decided you would do) *What does it mean if someone shows* immediate promise? (They quickly exhibit signs that they are likely to be successful in the future.)

D
- In pairs, have Ss react to the information in their notes. Read the questions aloud.
- Take a class vote on how many Ss think the five keys to success are equally important. Call on Ss to explain their opinion.
- Elicit ideas of additional keys to success. Add them to the board.

5 TRY IT YOURSELF

A
- Read the instructions. Ask Ss to refer to the keys to success on the board to answer the question.
- Ask Ss to include details and real-life examples that illustrate how they have used or continue using that key to success.
- Walk around and provide help as necessary.

B
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Have Ss take turns sharing their notes. Encourage them to ask follow-up questions to learn more about their classmates.
- After they speak, remind them to ask others to participate in the discussion. For example, they can ask, *How about you? What did you choose?*
- Tell note takers to write down which keys to success were the most and least common.

C
- Ask groups to discuss reasons certain keys to success were more common in their group.
- Have reporters present their group's conclusion to the class.
- Take a class vote on the most valuable key to success.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about how to excel
- ✓ using the future real conditional
- ✓ using pausing and intonation in transitional phrases
- ✓ listening for sequence

EXIT TICKET Write on the board: *Which key to success do you use to learn English?* Have Ss write their names on a blank card. Give them time to write 4-5 sentences. Ask them to use the target vocabulary and provide specific examples from both the podcast and their own experiences. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 PRONUNCIATION

Pausing and intonation in transitional phrases

When a transitional phrase like *On the other hand* begins a sentence, there is usually a small fall or rise in intonation, followed by a pause. The pause tells the listener to focus on what comes next. It's often marked with a comma.

On the other hand, / making mistakes helps us learn better.

On the other hand, / making mistakes helps us learn better.

A ▶02-09 Listen. Read the pronunciation note.

B ▶02-10 Listen. Notice the pauses and changes in intonation.

1. A: As you've probably heard, persistence is key to mastering any skill.
   B: True, but what if I don't get better?
2. A: In my opinion, you can learn anything if you really want.
   B: Yes, but playing an instrument requires a lot of practice.

C ▶02-11 Listen. Add a comma where you hear a pause.

A: First of all, many top athletes inspire people to follow their passion.
B: On the other hand, you don't always have talent for sports.
A: I suppose that's true, but you can excel at anything if you're determined.

4 LISTENING

LISTENING SKILL Listen for sequence

A speaker may have a number of main ideas followed by details such as explanations or examples. Listen for numbers and sequencers (*next*, *then*, *last*, etc.) to follow along with the main ideas. Use numbers to list the main ideas in your notes. Add details under or next to them.

A ▶02-12 Listen. What is the main idea of the podcast? There are five keys to success.

B ▶02-12 Read the Listening Skill. Listen again. Write the main ideas.

Key	Main Idea	Details	
1.	be persistent	the best are people who stuck with something	piano players
2.	rage to master	determined to learn a specific skill	child prodigies
3.	make mistakes	learning requires trial and error	rat study
4.	optimal push	find the level that is difficult but not too difficult	successful students and athletes
5.	reflect	think about what you've done and learn from it	the process successful people go through

C ▶02-12 Listen again. Complete the chart with examples.

D PAIRS REACT Do you think all five of these keys to success are equally important? Are there any you would omit? Can you think of any you would add?

5 TRY IT YOURSELF

A THINK Which of the five keys to success do you use (at least sometimes)? Give examples.

Keys to success I use	Examples

B DISCUSS In small groups, compare and contrast the information in your charts. Identify the keys to success that are most and least common in your group.

C ANALYZE Come to a consensus about why some of the keys are more and less common. Share your conclusions with the class.

I CAN TALK ABOUT HOW TO EXCEL

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LESSON 3 DISCUSS WHY WE LOVE SUPERHEROES



TAE-HO KANG
@Tae-hoK
Just watched a talk about superheroes. Now I know why I love Batman so much! And I thought it was just the cool car. 😊

1 BEFORE YOU LISTEN

A PAIRS THINK How do you feel about superheroes? Do you watch superhero movies? Why or why not?

B ▶02-13 VOCABULARY Look at the words and listen to the sentences. Do you know these words?

churn out	resemble	trauma
innate	intervene	avenge
self-evident	consistently	thrust

>> FOR PRACTICE, PAGE 130 / DEFINITIONS, PAGE 156



2 LANGUAGE CHOICES Present real conditional

A Read the example sentences. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. Audiences **feel** more connected to the character **if** they **can relate** to the hero's story.
2. **If** our family or friends **need** assistance, we **should step up** and help.
3. **When** there's a new superhero movie, I usually **watch** it.
4. Superheroes always **intervene when** someone **is suffering**.
5. **If** a superhero **is thrust into** a dangerous situation, he or she almost always **comes out** fine.
6. **If** someone's in trouble, **do** you **react**?

Present real conditional

- Use the present real conditional for situations that are ~~impossible~~ possible OR real. F
- Use the present real conditional to describe an event (cause) that is always followed by another event (result). _____
- Use *if* or *when* in the *if*-clause or the ~~result~~ conditional clause. F
- Use the simple future form of the verb in the result clause. T
- Use the simple present form of the verb in the result clause. T
- We can use modals in the *if*-clause or the result clause. T
- Separate the clauses with a comma when the result clause comes ~~second~~ first in the sentence. F

>> FOR PRACTICE, PAGE 130

B Read the sentences. Which sentence is the more appropriate choice and why?

If someone suffers from trauma, recovery can be difficult.

If someone suffered from trauma, recovery could be difficult.

Answers will vary. Possible answer: The first sentence is more appropriate because the situation is generally true. The situation is not unlikely or impossible, as suggested by the second sentence.

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LESSON 3 DISCUSS WHY WE LOVE SUPERHEROES

- Read the lesson title and the social media message aloud. Ask, *What superhero does Tae-ho love?* (Batman) *Why do you think he likes this superhero so much?*
- Ask, *What are some superheroes that you like? Why?* Elicit ideas from the class.

1 | BEFORE YOU LISTEN

A
- Ask the target questions. Provide a model answer to the first question. Say, *I feel like superheroes are great role models because they usually represent people who don't have a voice.*
- Give Ss time to discuss in pairs. Encourage Ss to also share any superhero comics, games, or shows they like.
- Take a class survey to understand how the Ss feel about superheroes. Elicit names of movies, shows, comics, and games that Ss like. Write them on the board for reference.

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.
- Say, *You will hear the vocabulary words with example sentences.* Play the audio.
- Read the example for *intervene* again: *When you see someone in trouble, do you intervene? Or do you stay on the sidelines?* Ask, *What does it mean to* stay on the sidelines? (to watch something that is happening but not get involved in it)
- In small groups, have Ss define the terms. Remind Ss to use context clues from the example sentences to help them understand the meaning. Play the audio again if necessary.
- Review definitions. Refer Ss to the practice on page 130 and definitions on page 156.

⊕ **EXTENSION** Ask Ss to make a list numbered 1–9. Say, *Write the vocabulary word that has a similar meaning to the words you see.* Project, show, or write on the board synonyms for each vocabulary word. Leave the word up for 10–15 seconds and then move on to the next one. Repeat the activity 2–3 times, but present the synonyms in a random order each time.

Examples of synonyms:

1. churn out: produce a lot of
2. innate: natural, untaught
3. self-evident: obvious, clear
4. resemble: look like, be similar to
5. intervene: get involved, step in
6. consistently: always, constantly
7. trauma: injury, suffering
8. avenge: retaliate, take revenge for
9. thrust: pushed, forced

2 | ANALYZE THE NOTES

A
- Write on the board: *I feel great when I buy a car on sale.* Read the sentence aloud. Say, *This verb tense is called the present real conditional. What do we use it to talk about?* Elicit ideas.
- In pairs, have Ss read the example sentences and complete the exercise. Ask them to underline any *if* or *when* clauses and note the verb tenses used in each clause.
- Review answers. Call on Ss to read each rule in the chart and say the answer. If the rule is false, ask the student to change the rule so that it is true. Write the corrected rules on the board.
- Further explain the grammar points in the chart as needed.
- Have Ss do a quick memory recall activity. Ask, *How is the future real conditional different from the present real conditional?* Ask Ss to discuss in pairs.

TEACHING TIP Remind Ss that the result only happens if the condition is met. For example, audiences can only feel more connected to the character (result) if they can relate to the hero's story (condition).

B
- Read the instructions. Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs. Remind them to pay attention to the differences in verb forms.
- Ask, *What is the real condition here?* (If someone suffers) *How are the sentences different?* Ask Ss to reference the grammar chart to provide reasons for their answer.

⊕ **EXTENSION** In pairs, have Ss look back at the example sentences in 2A. Ask them to share if they agree or disagree with number 2. Ask, *What does it mean to* step up *in this context?* (to take responsibility for doing something, even though it is difficult) Encourage Ss to provide real-life examples and reasons to support their opinion. To review, read the sentence and ask, *Do you agree?* Take a class vote. Call on Ss to explain their answer.

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3 [illegible]

A
- Have Ss look at the picture. Read the title of the talk aloud: *Why We Love Superheroes.*
- Read the target question aloud. Play the audio or video. Have Ss share their answers in pairs.
- Review the answer. Ask volunteers to explain why their answer is correct.

B
- For the second listening or viewing, tell Ss they will listen for details.
- Bring Ss' attention to the Note-taking Skill about examples. Read it aloud.
- Copy the chart on the board. Review the headings.
- Play the audio or video again. Remind Ss to listen specifically for examples that illustrate the main ideas.
- Remind Ss to use abbreviations like *e.g.* or *ex.* to help the examples stand out.
- Have Ss compare their charts in pairs. Have volunteers add their answers to the chart on the board.
- Review answers. Elicit any additional ideas from the class and add them to the chart.
- Ask, *What is a* mantle? Remind Ss of how the term is used in the talk. Say, *When T'Challa's father is killed in the movie* Black Panther, *it becomes his duty to take on the* mantle *of power.* (the authority or responsibility connected with someone's position, duties, or beliefs)

C
- Have Ss complete the exercise individually and compare answers in pairs.
- To review, ask for volunteers to share the speaker's conclusion.

D
- In pairs, have Ss recall information about the two different kinds of superhero stories discussed in the talk: trauma or destiny. For each, ask Ss to share if they personally connect with it and if they think other people do as well.
- Read the question. Elicit answers.

CULTURE NOTE The genre of superhero comics became extremely popular in the 1940s during the World War II era as comics helped distract people from the tough times they were experiencing. The most popular superhero comics in the U.S. were *Superman, Batman, Captain Marvel, Wonder Woman,* and *Captain America.*

4 [illegible]

- Bring Ss' attention to the discussion skill. Explain that *get off track* means to move away from the central topic.
- Read the phrases aloud. Ask for volunteers to share which phrases they use in their own discussions.
- Elicit additional phrases to return to the main point, such as *As I was saying...* Write them on the board.

5 [illegible]

A
- Read the instructions aloud. Tell Ss that the movie, TV show, or book doesn't have to have a traditional superhero; the hero could be a main character they admire and connect with.
- Ask Ss to first write down several ideas and then choose one to focus on. Have them complete the exercise individually.

B
- Ask groups to choose a timekeeper, a note taker, and a reporter.
- Have Ss take turns sharing their notes in small groups. Ask Ss to summarize their hero's origin story. Tell them to explain how their hero does or doesn't exemplify the speaker's ideas. Encourage Ss to ask follow-up questions to learn more about their classmate's story.
- Tell note takers to write down key ideas about each hero.

C
- Tell Ss to come to a group conclusion. Have reporters present their group's conclusion to the class.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss why we love superheroes
- ✓ using the present real conditional
- ✓ noting examples clearly
- ✓ returning a discussion back to the main point

EXIT TICKET Write on the board: *Why do most people love superheroes?* Have Ss write their names on a blank card or piece of paper. Ask Ss to write a short paragraph providing at least three reasons. Tell them to use unreal and real conditionals and include some of the target vocabulary from 1B. Challenge Ss to complete the exercise without looking at their books or notes. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 VIDEO TALK

The main idea is that superhero stories are so popular because we are attracted to strong people who protect the weak and are stories that we can relate to.



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

B ▶02-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Note examples clearly

Speakers often give examples to illustrate their main ideas. If you're using a Main ideas / Details chart, write the examples in the Details section of your notes. It's also a good idea to use abbreviations like e.g. or ex. in front of them so that they stand out.

Main ideas	Details
Attraction to people who protect others is innate.	study showed babies preferred a figure who protects others
People connect with the hero's origin story	• people motivated by trauma, e.g., Batman; person who becomes a scientist after a natural disaster • destiny, ex., Black Panther; person forced by circumstance to take care of others

C What does the speaker conclude about superhero stories? It's not surprising that people love them.

D PAIRS REACT Do you think it's true that people connect with the kinds of stories the speaker describes? Why or why not?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Return a discussion back to the main point

If a discussion gets off track, use polite expressions like these to get it back to the main topic:

Let's get back to...

What we were saying earlier was...

5 TRY IT YOURSELF

A THINK Choose a movie, TV show, or book you like. Think about the talk in 3A. Then answer the questions in the chart. Include an explanation and example.

Does the hero protect others?	Does the hero's origin story follow one of the patterns?

B DISCUSS In small groups, talk about the hero from your chart. Explain how he or she does or doesn't exemplify the speaker's ideas.

C ANALYZE Come to a consensus about which hero is the closest to or furthest from the speaker's ideas. Tell the class your conclusion and explain your reasoning.

☐ I CAN DISCUSS WHY WE LOVE SUPERHEROES.

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LESSON 4 READ ABOUT TECHNOLOGICAL SUPERPOWERS



TAE-HO KANG
@Tae-hoK
Check out this article. Is this really what the future is going to look like? I hope so!

1 BEFORE YOU READ

A Read the Reading Skill. Then create a chart with three columns labeled K, W, and L.

B PAIRS The article below is about technologies that can enhance human abilities. Write at least three things you know about this topic in column K of your chart.

C 02-16 VOCABULARY Read and listen. Do you know these words?

pioneering	adhere	sheer	bulky	render
microscopic	scale	state-of-the-art	limbs	imperative

>> FOR DEFINITIONS, PAGE 157

READING SKILL Use a KWL chart

A KWL chart is a graphic organizer with three columns labeled K (what I **know**), W (what I **want** to know), and L (what I **learned**). It can help you prepare to read a text, engage with it, and organize what you learn.

2 READ

A PREVIEW Read the title and subtitles and look at the pictures. What do you want to know about the topic? Write at least three questions in column W of your chart.

B 02-17 Read and listen. Did the article answer your questions?

SUPERPOWERS | THEY ARE NOT JUST FOR SUPERHEROES ANYMORE

Imagine a universe where people climb steel and glass skyscrapers as naturally as walking along the street. Nobody wears eyeglasses as everyone has vision that is several times more powerful than yours or mine, and they operate machines using thoughts alone. If you think I'm talking about the Marvel cinematic universe, guess again. These superpowers are already available to normal humans, and more are on the way—thanks to some pioneering technologies.

CLIMB LIKE A GECKO

Over 2,000 years ago, the climbing ability of the little gecko amazed the Greek philosopher Aristotle, who wrote that it could "run up and down a tree in any way, even with the head downward." In fact, an adult gecko has a grip that can support up to 130 kilograms (or 286 pounds). In 2002, scientists discovered the gecko's secret: Its feet are covered with thousands of tiny hair-like structures. Then extending from the end of each one of those are approximately 1,000 more microscopic "hairs" that adhere to the bonds between molecules. Researchers have used the same principle to create climbing gloves that allow a person to scale sheer surfaces. Move over, Spiderman!



A gecko's foot is covered in microscopic hair-like structures.



ANYONE CAN BE IRON MAN

Tony Stark, the billionaire genius who becomes Iron Man, has a normal body and a weak heart. It's his high-tech exoskeleton that gives him his superpowers. Similarly, real-world exoskeletons greatly multiply the strength and endurance of the wearer, and there are countless applications. For example, in the shipbuilding and automobile industries, workers wearing exoskeletons effortlessly lift heavy sheets of steel, and in the military, exoskeletons allow soldiers to carry more and heavier equipment than ever before. While those state-of-the-art models are still bulky and ugly, sleek ones like a "second skin" made from lightweight materials are at the conceptual stage.

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LESSON 4 READ ABOUT TECHNOLOGICAL SUPERPOWERS

- Read the lesson title and social media message aloud. Ask, *What did Tae-ho read an article about?* (the future) *How does he feel about what he read?* (hopeful)

1 | BEFORE YOU READ

A
- Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Take a class survey to see how many Ss have heard of a KWL chart before.
- Draw an example KWL chart on the board. Write the topic above the columns, *Technological superpowers,* and write the abbreviations *K, W,* and *L* in the column headings.
- Ask Ss to draw a chart that is the same or similar on a separate piece of paper.

B
- Point to the K column in the chart on the board. Ask, *What do you know about technologies that can enhance or improve human abilities?*
- Provide an example, such as *I think many are used for medical purposes.* Write *medical purposes* in the K column of the chart.
- Give pairs time to take notes in their charts. Walk around and provide help as needed. Make sure Ss write at least three things in their notes.
- Elicit ideas from the class.

C
- 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. Play the audio.
- Point out the silent *b* in the word *limbs.* Say the word several times. Have Ss repeat.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 157.

EXTENSION In pairs, ask Ss to discuss the number of syllables in each vocabulary word and which of those syllables gets the stress. Remind Ss that monosyllabic words don't have syllable stress. Then say the words aloud and have Ss note the syllable-stress pattern of each as they listen (pi·o·**neer**·ing, mi·cro·**scop**·ic, ad·**here**, scale, sheer, state-of-the-**art**, **bulk**·y, limbs, **ren**·der, im·**per**·a·tive).

2 | READ

A
- Read the title and subheadings of the article aloud. Direct Ss' attention to the pictures.
- Ask, *What animal is this?* (gecko) *How do you think the pictures relate to the title of the article?* Elicit ideas.
- Ask Ss the target question. Provide an example, such as *I want to know why there is hair on the bottom of this gecko's feet!* Write *Why hairy feet?* in the W column of the chart.
- Give Ss time to individually take notes in their chart. Walk around and provide help as needed. Make sure Ss write at least three things they want to know.
- Have Ss take turns sharing their ideas in pairs.

OPTION Have Ss close their books. Write the title and the subheadings on the board. Ask Ss to predict what the author will discuss in each part of the text.

B
- Tell Ss to look at the text. Ask, *What is it?* (an article)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Is the article written in a formal or informal style?* (informal) *How do you know?* (use of the first person, conversational and friendly tone)
- In pairs, have Ss discuss if the information in the article answered their questions. If not, give Ss time to work together to find the answer.
- Elicit any still unanswered questions from the class. Write them on the board. Tell Ss to answer the questions for homework.

OPTION Make copies of the audio script but blank out the title and subheadings. Pass out one copy to each pair of Ss. Write the three subheadings on the board. Tell Ss to match the subheadings to the correct paragraph. Say, *Write the subheadings on the line above the paragraph that talks about that specific topic.* Then play the audio. Have Ss listen and check their answers.

CULTURE NOTE The *Marvel cinematic universe* refers to a universe featured in a series of superhero films based on characters that appear in U.S. comic books published by Marvel Comics, including Iron Man, X-Men, and Jean Grey.

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A
- Tell Ss to read the article again and complete the rest of the chart.
- Provide an example, such as *I learned adult geckos can support up to 130 kilograms.* Write *adult geckos → 130 kilograms* in the L column of the chart.
- Give Ss time to individually take notes in their chart. Walk around and provide help as needed. Make sure Ss write at least three things they learned.
- Have Ss take turns sharing what they learned in pairs.

⊕ **EXTENSION** Ask Ss to reflect on the use of KWL charts. Ask, *Do you think this type of chart helped you organize information before, during, and after the reading?* Have Ss discuss the question in pairs. Take a class poll on how many Ss found it helpful. If Ss found it helpful, suggest that they use it whenever they learn about a new topic. If not, elicit ideas about how KWL charts could be more effective.

B
- Read the questions aloud. Have Ss complete the exercise individually and then compare their answers in pairs.
- Ask additional comprehension questions, such as *What are some applications of a real-world exoskeleton?* (Workers in shipbuilding and automobile industries can wear them to lift heavy sheets of steel. In the military, they allow soldiers to carry heavier equipment.)
- Ask, *What is meant by the subheading* Mind over Matter? (This expression is used to describe a situation in which someone is able to control a physical condition or problem by using the mind.) Give additional examples of its use, such as *Her ability to keep going when she is exhausted is a simple question of mind over matter.*

C
- Ask a volunteer to read lines 18–19 and lines 20–21 aloud.
- Read the questions and answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

D
- In pairs, have Ss take turns retelling 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.
- Remind Ss to use and listen for numbers and sequencers (*first, next, then, last,* etc.) as they take turns summarizing the three technological superpowers described in the article.
- Walk around and provide help as necessary.

⊕ **EXTENSION** Have Ss share their reactions to the information in the article. Ask, *What information that you learned surprised or shocked you? Why?* Elicit ideas from the class.

⊕ **EXTENSION** For homework, ask Ss to do online research about other technological superpowers that are currently in development, as suggested in the sidebar. Ask Ss to share with the class one that they would use and explain why.

A
- Lead a class brainstorm of different social problems, such as climate change, discrimination against people with disabilities, poverty, lack of access to clean water, and public safety. Elicit ideas. Write them on the board for reference.
- Tell Ss to choose a few problems and think of ways that gecko climbing gloves, exoskeletons, and technology-aided telekinesis can help.
- Suggest that Ss use a Main ideas / Details chart to write down at least two ideas. The main ideas would be the problems. The details would be the different ways technology can help.
- Remind Ss to include examples in their notes using the abbreviations *e.g.* and *ex.*
- Walk around and provide help as necessary.

B
- Have Ss present their ideas to their group. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Remind Ss to introduce their ideas and then explain exactly how they would work.
- After Ss present, ask them to leave 2–3 minutes for peer feedback. Tell Ss to ask each other clarification questions that help further explore their real-world applications.
- Tell note takers to combine their group's ideas into one list.

C
- Ask groups to discuss the pros and cons of each idea and choose the best application for each of the three technologies.
- Have reporters present their ideas to the class.
- Write on the board: *gecko climbing gloves, exoskeletons, technology-aided telekinesis.* List each group's answers under the appropriate heading.
- Take a class vote on which idea could be the most effective real-world application for each technology.

EXIT TICKET Ask, *Which of the three technologies do you think can most help improve society?* In pairs, tell Ss to draw on what they have learned in the unit to discuss which one of the three technologies is the most useful, with reasons. Remind Ss to use the target vocabulary from 1C and cite specific examples from the article. As Ss discuss, monitor and take notes on areas for review and extra practice in later lessons.

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MIND OVER MATTER

One of the superpowers of Jean Grey, perhaps the most powerful member of the X-Men team, is telekinesis: the power to manipulate matter in the world around her with her mind. In the real world, technology-aided telekinesis begins with recognizing the electrical signals our brains produce when we think different thoughts, such as *on*, *off*, *go*, *stop*, or the letters of the alphabet. A headset can detect these signals and convert them into commands via computer to operate a device or type words. This technology promises to enable humans to operate, telekinetically, computers and computer-equipped machines, including cars and appliances. It's also great news for physically disabled individuals, who will be able to control not only wheelchairs but also mechanical limbs with their thoughts.

Other technological superpowers in development include uploading information directly to the brain, technology that renders objects invisible, and jetpacks to allow us to fly long distances airplane-free. Critics worry that such superpowers will give unfair advantages to those who have them. They fear this could become a new divide similar to the digital divide that has separated those with access to computers and internet technology and those without. That's why as scientists and researchers create new superpowers, it's imperative that they make them accessible to everyone.

3 CHECK YOUR UNDERSTANDING

A PAIRS Read the article again. In column L of your chart, write at least three things you learned. Then share and discuss them.

B Answer the questions according to the article.

1. How have scientists made use of the gecko's "secret"? They've developed climbing gloves based on the structure of the gecko's feet.
2. What is meant by the heading *Anyone Can Be Iron Man*?
3. How does technology-aided telekinesis work? Brain signals are picked up by a headset and converted to computer commands.
4. What does the author compare to the "digital divide"? The unfairness of some people having superpowers and others not.

C CLOSE READING Reread the lines. Then circle the correct answers.

1. According to the sentence in lines 18-19, _____.
   - a. only bulky exoskeletons are currently in use
   - b. exoskeletons that are currently in use are sleek
   - c. sleek exoskeletons will be weaker than bulky ones
2. In lines 20-21, it is implied that Jean Grey _____.
   - a. is the most powerful X-Men character
   - b. relies primarily on telekinesis
   - c. has more than one superpower

Exoskeletons like Iron Man's are now available to people in general.

Answers will vary. Possible answer: The article presents three technological superpowers that currently exist. First, it explains how climbing gloves are based on the principle of how geckos climb. Second, it describes exoskeletons and their applications. Third, it explains how technology-aided telekinesis works and how it might be used. The author finishes with a few more examples of superpowers and points out a concern about fairness.

D PAIRS Summarize the article in 3-5 sentences.

Search online to find out more about these and other technological superpowers that are currently in development.

4 MAKE IT PERSONAL

A THINK Think of additional real-world applications for "gecko" climbing gloves, exoskeletons, and technology-aided telekinesis to help improve society.

B GROUPS Present your ideas to the group. Clarify any points they have questions about.

C EVALUATE Discuss the pros and cons of your ideas. Decide on the best one for each of the three technologies and have one person present them to the class.

☐ I CAN READ ABOUT TECHNOLOGICAL SUPERPOWERS.

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LESSON 5 WRITE A DEFINITION ESSAY



TAE-HO KANG
@Tae-hoK
Not all heroes are in the newspaper or in comic books! 😊 I've been thinking about what makes a hero...

1 BEFORE YOU WRITE

A Read about definition essays.

A definition essay is an essay that seeks to define a term or concept. More than just a simple definition, the essay analyzes all the nuances of that concept. Examples help to explain and clarify the different aspects of the concept being considered.

B Read the model. What three qualities does the writer feel a hero must exhibit? bravery, leadership, wisdom



When you think of a hero, do you think of Superman or Wonder Woman? Or do you think of real-life heroes, like firefighters? Well, there is one more category of hero: the *unsung hero*, someone who does heroic acts in everyday life. For me, one such person was my grandmother. Why? She demonstrated three qualities that I think all heroes must exhibit: bravery, leadership, and wisdom.

My grandmother was an amazing woman. Brave? Yes, indeed, she was incredibly brave. Bravery to me means staying calm in the face of danger and putting other people before yourself. My grandmother showed this quality every single day. She was the principal of my elementary school. At a time when not many women held this job, this by itself was brave! One time, she was called upon to act like a true hero. It was a day when there was a big earthquake in our town. At school, we had not had earthquake drills, and we did not know what to do. But my grandmother stayed calm. She announced that all children should get under their desks. Then she personally came around to help people. Her bravery that day was astonishing.

My grandmother was also a real leader. Leadership, like bravery, requires staying calm. It also requires the ability to make people listen to you. My grandmother did this at school all the time. She was a small woman, and yet somehow we all paid attention to her and did what she asked—even the teachers.

And finally, my grandmother showed great wisdom. This is an important quality in a hero because heroes are people who learn from their experience and help pass on what they have learned to others. I remember a day when I got angry with another boy at school, and I pushed him. The teacher sent me to see the principal—my grandmother. I was scared that she was going to punish me harshly. Instead, she talked to me about strength. "Everyone gets angry sometimes," she told me. "But a strong person knows how to show restraint." She asked me to think about other ways I could have handled the situation. Finally, she called the other boy in and made me apologize to him. I really understood the lesson, so my apology was sincere.

The lessons I learned from my grandmother have stayed with me for my whole life and helped to shape me as a person. She was a true hero, to me and also to my community.

C PAIRS Discuss. Do you agree with the writer's selection of personality traits that make a hero?

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LESSON 5 WRITE A DEFINITION ESSAY

- Read the lesson title and the social media message aloud. Ask, *What do you think Tae-ho means when he says that not all heroes are in the newspapers or comic books?* Elicit ideas.

A
- Read or ask for a volunteer to read the text about definition essays aloud for the class.
- Explain to Ss that *nuances* in the explanation are slight differences in the concept that may be difficult to notice but that are fairly important.
- Tell Ss that a definition essay is also meant to persuade the reader that the writer's definition of the meaning of the concept is the best one.
- Ask, *Who has written a definition essay before?* Ask for volunteers to share what kinds of definition essays they have written.

B
- Read the instructions.
- Have Ss look at the picture. In pairs, ask Ss to describe the person they see.
- In small groups, have Ss take turns reading the essay aloud. Ask them to switch roles every 4–5 lines. Remind Ss to underline any unfamiliar words or phrases.
- Ask, *What term or concept is being defined in this essay?* (the unsung hero)
- Ask the target question. Call on Ss to say the three qualities. Write them on the board.
- Clarify any new or confusing words or phrases. Ask, *What does it mean to shape someone or something?* (to influence the way that a person, idea, or situation develops)

OPTION Give Ss time to read the text silently before discussing the target question in pairs or small groups.

C
- Point to the qualities on the board and ask the target question. Tell Ss that the term *personality traits* has the same meaning as *qualities*.
- In pairs, ask Ss to discuss the question. Remind them to give reasons that support their opinion.
- Call on Ss to share their opinion with the class. Elicit additional personality traits that make a hero. Add them to the board.

D
- Copy the chart on the board. Review the headings to help Ss understand the structure of the definition essay: The hero is the main idea of the essay. The personality traits of bravery, leadership, and wisdom are the main topics of each body paragraph. The examples are used to support each of the body paragraphs and draw the final conclusion.
- Read the instructions. Say, *Complete the chart with the missing information.*
- Have Ss work in pairs to complete the exercise but ask them to complete their charts individually. Tell them to include details from the definition essay.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Write on the board:
  1. *A: Do you want pizza for dinner? B: Sure, why not?*
  2. *A: Do you want pizza for dinner? B: Does the restaurant have pepperoni?*
- Ask, *Which of the conversations on the board has a rhetorical question?* (1) *How do you know?* (because B doesn't expect an answer)
- Ask, *Have you used rhetorical questions before in your writing or speech? Do you think they are useful?*
- Tell Ss to reread the text in 1B and look for rhetorical questions.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class.

⊕ **EXTENSION** Explain to Ss that sometimes rhetorical questions are also used to persuade the reader of a particular point of view. Provide an example, such as *Why shouldn't the actions of ordinary people such as my grandmother be seen as heroic?* In pairs, ask Ss to write 2–3 examples of this type of question. Ask for volunteers to share their questions. Check for correct meaning.

3 PREPARE TO WRITE

A
- Read the instructions aloud.
- Have Ss draw their own chart using the chart in 1D as a model. Say, *Use this chart to organize the personality traits and examples about your hero.*
- Have Ss complete the chart individually.
- Walk around the class as Ss work. Ask guiding questions, such as *Who is your hero? Why did you choose this person? How did she show strength?*
- List common personality traits on the board, such as *determination, energy, enthusiasm, generosity, imagination, intelligence, optimism, patience, resourcefulness*. Suggest that Ss use a dictionary for help with other vocabulary relating to personality traits.

B
- In pairs, have Ss use their notes to take turns sharing descriptions about their hero.
- Encourage Ss to ask follow-up questions and suggest ways their partner can add more examples.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their definition essay.
- Read the Writing tip aloud. Tell Ss that it's important to have a writing plan, but it's also important to keep that plan flexible.
- Remind Ss to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the three personality traits and discusses how the author knows the person, the body paragraphs give examples of the traits, and the final paragraph is the conclusion.
- Explain to Ss that it's not the length of a paragraph that matters but rather whether it includes examples and information to support the main idea. Point out the third paragraph in the model essay as an example.

5 PEER REVIEW AND REVISE

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions based on the information in your partner's essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- Encourage Ss to suggest more rhetorical questions to help make the writing more engaging.
- When Ss have answered all the questions, ask them to give the essay back to its author.

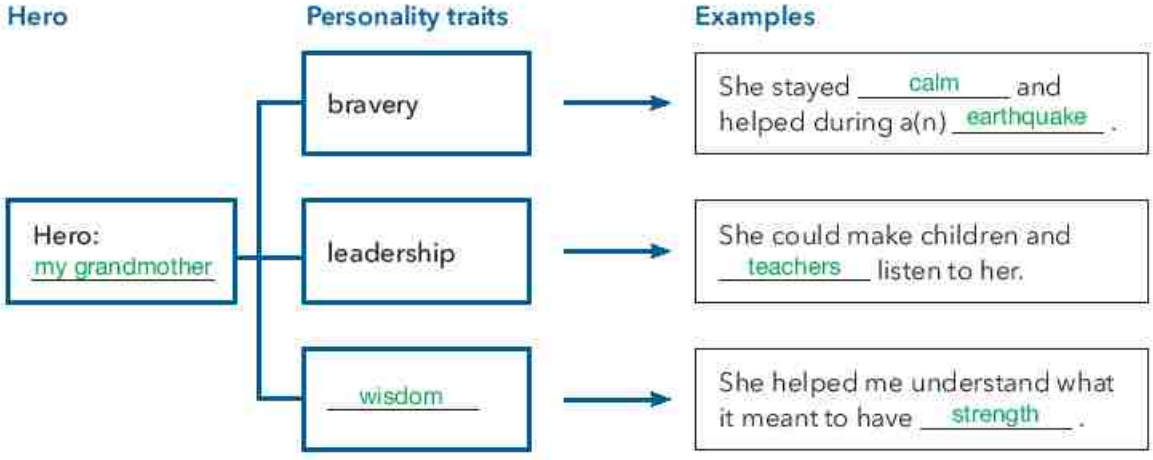
B
- Have Ss give each other feedback. Encourage them to ask clarification questions if necessary.
- Give Ss time to review their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay.

EXIT TICKET Ask Ss to walk around and describe their hero to two different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions to learn more about their partner's hero. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline all of the rhetorical questions.

WRITING SKILL Use rhetorical questions

When you ask *rhetorical* questions, you don't expect or need an answer. Ask rhetorical questions in your writing to make the reader feel engaged with your topic.

3 PLAN YOUR WRITING

A Who is a hero to you? Choose someone from your own life, or choose a fictional or historical person. What personality traits make that person a hero? Create a chart like the one in 1D.

B PAIRS Discuss your ideas.

I think heroes have to be generous, resourceful, and kind. For example,...

4 WRITE

Write a first draft of a definition essay about the personality traits that make someone a hero. Remember to use rhetorical questions. Use the essay in 1B as a model.

Writing tip

Don't worry if you stray from your original plan as you write. Often, the act of writing will make you think of new ideas or better examples. If this happens, stop and update your plan to make sure it will still make sense. Then keep writing.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Does the essay stay on topic?
- Are three personality traits stated in the introductory paragraph?
- Do the body paragraphs give examples for each personality trait?
- Does the essay use rhetorical questions?
- Does the conclusion sum up the writer's ideas?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

☐ I CAN WRITE A DEFINITION ESSAY.

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PUT IT TOGETHER



[illegible]

A **CONSIDER THE PROBLEM** As long as people have been involved in high-stakes sports, some have cheated, causing young athletes to lose interest in the competition. Review the data and answer the questions.

1. Which years had the most cheating?
   Summer Olympics: 2012
   Winter Olympics: 2014
2. Athletes might cheat to win a gold medal because they can make a lot of money ___?
   a. becoming coaches
   b. endorsing products
   c. selling medals
3. What might explain years with no cases of Olympic athletes cheating?
   a. honest athletes
   b. stricter rules
   c. weaker testing

Answers might include: taking away the incentive (less financial rewards); to create stricter monitoring before events; more people involved in monitoring athletes, such as through public tip lines

Athletes **BANNED** from the Olympics

SUMMER GAMES		WINTER GAMES	
1968	1	1968	0
1972	7	1972	1
1976	11	1976	3
1980	0	1980	0
1984	12	1984	1
1988	10	1988	1
1992	5	1992	0
1996	7	1994	0
2000	15	1998	0
2004	37	2002	10
2008	81	2006	7
2012	112	2010	2
2016	8	2014	55

B **THINK CRITICALLY** Is cheating in sports increasing or decreasing? Discuss with a partner.
Although the figures go up and down in different years, the general trend seems to be toward an increase in cheating.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ideas to reduce cheating among athletes.

Step 2 **Evaluate** Choose the best solution. Consider costs and efficiency.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

[illegible]

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

Speaking Objectives
- ☐ Talk about superpowers
- ☐ Talk about how to excel
- ☐ Discuss why we love superheroes

Vocabulary
- ☐ Superpowers

Conversation
- ☐ Accept an opinion before offering a conflicting one

Pronunciation
- ☐ Pausing and intonation in transitional phrases

Listening
- ☐ Listen for sequence

Note-taking
- ☐ Note examples clearly

Language Choices
- ☐ Present and future unreal conditional
- ☐ Future real conditional
- ☐ Present real conditional

Discussion
- ☐ Return a discussion back to the main point

Reading
- ☐ Use a KWL chart

Writing
- ☐ Use rhetorical questions

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Ask, *What are high-stakes sports?* (High-stakes sports involve important consequences or large amounts of money.) Elicit ideas. Write them on the board.
- Direct Ss' attention to the pictures. In pairs, have Ss guess what sport each person is practicing. Review ideas as a class.
- Read the title of the chart: *Athletes banned from the Olympics*. Ask, *What are the Olympics?* (a series of international athletic contests held in a different country once every four years)
- Ask, *Have you ever watched the Olympics? Which sport is your favorite to watch?* Have Ss talk about the Olympics in pairs.
- Have Ss analyze the chart in pairs. Ask them questions to check their understanding of how the chart presents data, such as:
  1. *What is being shown in the chart?* (how many athletes have been banned from the Olympics)
  2. *How does it show this data?* (presents the number of athletes banned in each of the Summer and Winter Games between 1968 and 2016)
- Read the questions aloud. Tell Ss to use the information in the chart to answer the questions.
- Clarify the meaning of *endorse*. Ask, *What does it mean to endorse a product?* (to publicly or officially say that you support or approve of it) Elicit ideas from Ss.
- Review the answers as a class.
- Ask additional questions, such as *What might explain years with the most cheating?* (better testing)

B
- Read the question aloud. In groups, have Ss discuss the data and come to a conclusion.
- Ask for volunteers to share their ideas. Ask them to refer to the information in the chart to support their answer.

⊕ **EXTENSION** Have Ss consider the issue of cheating in sports from different perspectives. For example, ask, *How does cheating in high-stakes sports impact the athletes? The athletes' families? Coaches? Young athletes? Fans? The athletes' sports? The athletes' countries?* Have Ss brainstorm ideas in groups. Invite volunteers to share their answers with the class.

⊕ **EXTENSION** Ask the class to explore the causes of the problem. Ask, *Why do athletes cheat in high-stakes sports?* (financial, social, family pressure, etc.) *Who is the most responsible for cheating in sports? Why?* Ask leading questions, such as *Is the athlete most responsible? The coach? The sport? The fans?* In groups, have Ss discuss the questions and take notes on their ideas. Ask each group to share one cause of the problem and state who they think is the most responsible, and why. Write Ss' ideas on the board.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note taker to record 3–5 possible solutions.
- For step 2, have groups choose the best solution for this problem. Remind Ss to consider whether this solution can be carried out without taking excessive time, money, or effort.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data from the chart and explain exactly how the solution would work. Leave 2–3 minutes for questions and comments after each presentation.

⊖ **OPTION** Allow Ss to search online for information about solutions that are currently being implemented for this problem. (For example, Some countries have implemented recurrent biological testing and anti-doping programs for their top athletes.)

2 [illegible]

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.

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3 HOW'D YOU COME UP WITH THAT?

PREVIEW THE UNIT

LESSON 1	**Talk about what a genius is**	
	Vocabulary	Words related to accomplishments
	Language choices	Verb + gerund vs. infinitive
	Conversation skill	Defend arguments informally
LESSON 2	**Talk about fictional worlds**	
	Language choices	Gerund usage
	Pronunciation	Pronouncing *to* in infinitives
	Listening skill	Listen for definitions signaled by pauses
LESSON 3	**Talk about different senses**	
	Language choices	Verb + object + infinitive
	Note-taking skill	Note unfamiliar names and words
	Discussion skill	Summarize ideas to focus the conversation
LESSON 4	**Read about creativity-boosting ideas**	
	Reading skill	Annotate the text
LESSON 5	**Write an opinion essay**	
	Writing tip	Consider opposing arguments
	Writing skill	Refer to outside sources
PUT IT TOGETHER		
	Problem solving	Consider whether escapist literature leads to problems in society

GET STARTED

A
- Write the unit title on the board. Read it aloud. Ask, *What does it mean to* come up with *something?* (to think of something such as an idea or a plan)
- Read the learning goals aloud.
- Ask the target question. In pairs, have Ss take turns sharing their interesting ideas and what inspired them.
- Ask for volunteers to share the most interesting idea they heard with the class.

B
- Direct Ss' attention to the picture.
- Read the question aloud. Have Ss discuss the question in pairs. Encourage Ss to be creative in imagining the possibilities.
- Ask, *What ideas did you come up with?* Elicit answers.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Kate) Have them read what Kate says in *Meet the People of TSW Media* on page 4 or play the video of Kate. Then ask, *What do you know about Kate?* (For example, She's Canadian and works as a social media coordinator.)
- Read Kate's social media message aloud.
- Read the first question. Write on the board: *If something takes you to another world, it...* Elicit ideas.
- Read the second question. In pairs, have Ss share the names of books or movies.

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3 HOW'D YOU COME UP WITH THAT?

LEARNING GOALS

In this unit, you

- talk about what a genius is
- talk about fictional worlds
- talk about different senses
- read about creativity-boosting ideas
- write an opinion essay



GET STARTED

A Read the unit title and learning goals. People are inspired in different ways to come up with new ideas. What inspired an interesting idea you had?

B Look at the picture. What might be on the other side of this door?

C Read Kate's message. What does she mean when she says the novel "took me to another world"? Do books or movies sometimes take you to other worlds?



KATE SANDS

@KateS

I just finished a new novel that took me to another world. Who wants to read it next?

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LESSON 1 TALK ABOUT WHAT A GENIUS IS



KATE SANDS

@KateS

Feels like a good time to listen to some really great music.

1 VOCABULARY Words related to accomplishments

A Look at the headlines. Would you go to one of these events?

B ▶03-01 Read and listen. Notice the words in bold.

Culture



Review: 6-year-old **Prodigy** Gives Performance at the Pavilion

Mary Lin, whom critics are calling a **virtuoso**, was discovered in the *Star Child* **talent** search, a competition for artistically **gifted** children in… READ MORE

Lectures at City Hall

- **Renowned** local writer Amaya Salas, who is very **knowledgeable** about the history of this area, will talk… READ MORE
- Author Saul Abrams will discuss his **insightful** biography of Isaac Newton, *The **Genius** of Newton*.
- Sports historian Tina Murray will talk about soccer **legends** Pelé, Valderamma, Hamm… READ MORE

>> FOR PRACTICE, PAGE 131 / DEFINITIONS, PAGE 157

2 LANGUAGE CHOICES Verb + gerund vs. infinitive

A Read the example sentences. Then write the letter of the example that matches the definition in the chart.

Example sentences

1. a. We **forgot to go** to Sophie's piano concert.
   b. I **remember reading** about her concert in the news.
2. a. We **regret to inform** you all of our positions have been filled.
   b. I **regret not applying** for a position sooner.
3. a. Jackie **quit dancing** for the Houston Ballet.
   b. She **quit to return** to medical school.
4. a. I **tried to play** guitar, but I'm not a talented musician.
   b. Have you **tried taking** lessons?

Some verbs change the meaning of the sentence depending on whether they are followed by a gerund or an infinitive. Such verbs include *remember, forget, regret, stop, quit, try, go on,* and *mean*.

Verb + gerund vs. infinitive

- **remember / forget** = to indicate someone performed or didn't perform a task ___a___
  remember / forget = to recall or not recall an event in the past ___b___
- **regret** = to wish something hadn't happened in the past ___b___
  regret = to give bad news ___a___
- **stop / quit** = to end one activity in order to begin another ___b___
  stop / quit = to completely quit some activity ___a___
- **try** = to make an effort ___a___
  try = to experiment with a new or different approach ___b___

>> FOR PRACTICE, PAGE 131

B Why do you think the writer uses gerunds in this sentence? Is it possible to replace the gerunds with infinitives? How would that change the meaning of the sentence? See answer on page T-30

After he quit playing professional basketball, Michael Jordan tried playing baseball.

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LESSON 1 TALK ABOUT WHAT A GENIUS IS

- Read the lesson title. Ask, *How would you describe a genius?* (someone who is much more intelligent or skillful than others) *Who is a genius?* Elicit ideas.
- Ask for a volunteer to read the social media message aloud.

1 VOCABULARY

A

- Read the title aloud. Write *accomplishment* on the board. Ask, *What is an* accomplishment? (something done or achieved successfully)
- Say, *I get a sense, or a feeling, of accomplishment when I finish work.* Ask, *What gives you a sense of accomplishment?* Elicit answers.
- Bring Ss' attention to the news extracts. Read the main heading aloud. Say, *Let's take a look at what cultural events are happening.*
- Have Ss follow along in their books as you read the headlines aloud.
- Ask the target question. Have Ss share their opinions in pairs. Ask them to give reasons to explain why they would or would not go to these events.

EXTENSION For homework, ask Ss to look at local newspapers or websites for information about upcoming cultural events. In class, have Ss share in groups the details of an event they would like to attend.

B

- Say, *Listen to the words that are commonly used to talk about accomplishments.* Play the audio and pause after *legend*.
- Say, *Now listen to the newspaper extracts about cultural events.* Play the rest of the audio.
- In pairs, have Ss take turns reading the text aloud and defining the terms in bold.
- Review meanings and tricky pronunciations, such as ***knowl***·*edge*·*able* ('nä-li-jə-bəl) and *vir*·*tu*·***o***·*so* (vər-chü-'ō-sō).
- Remind Ss they can go to page 131 for further practice and page 157 for definitions.

TEACHING TIP Remind Ss that words may have different meanings in different contexts. For example, the word *gifted* as an adjective means *with an impressive natural ability* and as a verb means *gave something to someone*. When learning new vocabulary, tell Ss to look for context clues in the sentences that help them choose the correct definition.

2 GRAMMAR: GERUNDS AND INFINITIVES

A

- Ask Ss to close their books. Write the title on the board. Ask what Ss know about gerunds and infinitives. Elicit examples of each. For example, *I like reading. I like to read.*
- Ask, *How do we form the infinitive?* (*to* + the base form of a verb) *How do we form a gerund?* (add *-ing* to the base form of a verb)
- Say, *Gerunds and infinitives are verb forms that take the place of a noun in a sentence.*
- Have Ss open their books. Read the note aloud.
- Say, *Based on the example sentences, complete the chart.*
- Do the first definition together. Read the first two example sentences and the first two definitions aloud. Ask, *Which sentence matches which definition?* Elicit answers.
- In pairs, have Ss take turns reading the example sentences aloud. Ask them to circle the verbs and underline the gerunds and infinitives.
- Then ask Ss to complete the chart in pairs.
- Call on pairs to review the answers. Ask student A to read the example sentences aloud and student B to say the letter of the example that matches the definition. Correct if necessary.
- Further explain the grammar points in the chart as needed.
- Tell Ss that some verbs may be followed by a gerund or an infinitive without a change in the meaning. Give an example. Say, *I love reading novels. I love to read novels.* Write *love* on the board.

B

- Read the questions aloud. Ask for a volunteer to read the example sentence aloud.
- Ask Ss to underline the gerund (*playing*). Give Ss time to answer the questions in pairs.
- Elicit the answer from the class.

2. B. Answers will vary. Possible answer: Jordan completely ended his professional basketball career. He experimented with a career in baseball, but it was short-lived. We cannot use an infinitive in the first clause because it would mean that he quit doing something else in order to play professional basketball. In the second clause, it is possible to change the gerund to an infinitive. It would mean that he attempted to play baseball.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Ask, *What are other ways you can informally defend an argument?* (No, but really…) Elicit additional ideas. Add them to the board.
- Direct Ss' attention to 3A. Read the instructions aloud. Say, *Listen for the expressions in the conversation skill box.* Give Ss a minute to preview the sentences before listening.
- Play the audio. Have Ss complete the exercise individually.
- To review, call on Ss to read the completed sentences aloud.

4 LISTENING SKILL

A
- Say, *Co-workers Kate and Mateo are having a conversation at the office.*
- Play the audio. Ask Ss to listen and complete the exercise individually.
- Review the answer.

B
- Give Ss time to preview the questions.
- Play the audio again. Suggest Ss take notes as they listen.
- Elicit the answers. Play the audio again if necessary.
- Clarify the meaning of any new or confusing words, such as *phenomenally* (in a very great or impressive way) and *sensation* (something that causes a lot of excitement and interest).

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud. Tell Ss they can discuss people from the past or present.
- Model the activity. Take notes in the chart as you speak. Say, *I think all three artists are geniuses.* List *Mozart, the Beatles,* and *Kendrick Lamar* under the heading *Name.* Say, *Mozart because he composed very complex pieces, the Beatles because they wrote amazing melodies, and Kendrick Lamar because his work is insightful and wildly creative.*
- Have Ss complete the chart with their own ideas. Allow them to do online research about the accomplishments of the people they have chosen.

B
- Read the instructions and example conversation aloud with a higher-level student.
- In pairs, have Ss use their notes to compare their opinions. Encourage them to elicit more information about each person's accomplishments.
- Ask Ss to choose one person from both their lists that can best be described as a genius. Remind them to use expressions from the conversation skill box.
- Ask, *What's the periodic table?* (a list that shows the chemical elements arranged according to their properties)

B
- Read the instructions aloud. Model the activity with a higher-level student. For example, A: *LeBron James is the greatest NBA player of all-time.* B: *Seriously? Michael Jordan is a much more renowned athlete.*
- In pairs, have Ss complete the exercise. Tell them to repeat the exercise several times. Ask them to use the target vocabulary from 1B in their conversations.
- Monitor. Listen for the correct use of the expressions from the conversation skill box.

- Write on the board: *His work stood the test of time.* Ask, *What does it mean when something* stands the test of time? (It continues to be effective, successful, or popular for a long time.)

CULTURE NOTE The Pulitzer Prize is an award given in the U.S. for achievements in journalism, literature, and musical composition.

C
- Ask Ss to predict ways the gaps might be filled.
- Play the audio. Have Ss listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.

- Bring the class together. Ask each group which person they chose as their genius, and why. List Ss' answers on the board.
- Take a class vote on which person is the most gifted.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about accomplishments
- ✓ using verb + gerund vs. infinitive
- ✓ defending arguments informally

EXIT TICKET Ask, *What are the most important qualities of a genius, and why?* Have Ss write their names on a blank card. Ask them to write 3–4 sentences to answer the question. Remind Ss to use gerunds and infinitives where appropriate and to use the target vocabulary from 1B. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CONVERSATION SKILL

Defend arguments informally

You can use informal expressions like these to defend an argument:

Seriously... *Think about it...*
I'm not kidding... *You've got to admit...*

A ▶03-04 Read the conversation skill. Then listen. Notice the words the speakers use to defend an argument. Complete the sentences.

1. Think about it . He doesn't just have physical skill.
2. No, seriously , she can name all the elements in the periodic table!
3. But you've got to admit she has a lot of talent.

B PAIRS Student A: Express an opinion about someone or something being great. Student B: Disagree. Student A: Defend your opinion with an expression from the conversation skill box.

4 CONVERSATION

A ▶03-05 Listen. What do Kate and Mateo talk about? They talk about what makes a musician a genius.

B ▶03-05 Listen again. Answer the questions.

1. What does Kate say about the Beatles? Kate says that they were popular, and not that long ago.
2. What reasons does Mateo give for his opinion about the Beatles? They made music that millions of people liked, they experimented with different styles, and they influenced other groups for a long time.
3. At the end of the conversation, what do they conclude about genius? They conclude that genius is a matter of opinion.

C ▶03-06 Listen. Complete the conversation.

Kate: He's the _____ of our time!

Mateo: Really?

Kate: Well, one of them at least! _____ , he's known as a virtuoso. He even won a Pulitzer Prize!

Mateo: Oh, yeah...I remember hearing something about that. I guess I always think of a "genius" as being someone whose work has, you know, stood the test of time. Like Mozart. Or maybe the Beatles.



5 TRY IT YOURSELF

A THINK Who do you think is (or was) a genius? Write the names of three people and take notes on what makes (or made) them geniuses.

Name	Why do you think this person is / was a genius?

B PAIRS Compare your lists and explain why you think each person is a genius. Defend your opinions. Decide with your partner which person on the list can best be described as a genius.

A: You think J. K. Rowling is a genius?
B: Think about it. She...

I CAN TALK ABOUT WHAT A GENIUS IS.

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LESSON 2 TALK ABOUT FICTIONAL WORLDS



KATE SANDS

@KateS

Listened to a podcast about fantasy writers. It's amazing how they can create a whole world and bring us along for the ride.

1 BEFORE YOU LISTEN

A PAIRS THINK What makes a story a fantasy? Brainstorm a list of things you would expect to find in a fantasy story.

B ▶03-07 VOCABULARY Write the noun form of each word. Then listen to check.

to craft / a craft
to map / a map
to approach / an approach
to detail / a detail
to focus on / a focus
to comment / a comment

>> FOR PRACTICE, PAGE 132 / DEFINITIONS, PAGE 157



2 LANGUAGE CHOICES Gerund usage

A Read the example sentences. Then read the rules in the chart. Are the rules true (*T*) or false (*F*)? Correct the false rules.

Use	Example sentences
Subject	**Creating** fantasy characters requires great imagination.
Object	She enjoys **reading** fantasy and science fiction novels.
Subject complement	One of his biggest accomplishments was **publishing** a fantasy novel.
Object complement	I had a hard time not **binge-watching** the entire series.
Object of a preposition	Tolkien became a legend by **crafting** an imaginary world.
With a possessive	Martin's **writing** is excellent.

Gerund usage

- A gerund can be used to make general statements. T
- A gerund is a noun that is made by adding *-ing* to the base form of a verb. T
- A gerund can be a subject or object. T
- A gerund as a subject is ~~plural~~ singular. F
- To make a gerund negative, add *not* ~~after~~ before the gerund. F

>> FOR PRACTICE, PAGE 132

B PAIRS Notice the use of the gerund in the first sentence. Complete the next two sentences with your own ideas. Then share them and discuss the different uses of the gerunds.

His careful **planning** has certainly paid off. The first sentence is an example of a gerund with a possessive.
By **planning** carefully, The second sentence is an example of a gerund as the object of a preposition.
Planning carefully The third sentence is an example of the gerund as a subject.

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LESSON 2 TALK ABOUT FICTIONAL WORLDS

- Read the lesson title. Ask, *What does* fictional *mean?* (invented by the imagination)
- Read the social media message aloud. Ask, *What was Kate's podcast about?* (fantasy writers) *What does Kate mean when she uses the idiom* bring someone along for the ride? (allow or encourage someone to participate in what someone else is doing; make us believe in a fictional world)

1 [illegible]

A
- Read the target question and instructions aloud.
- Direct Ss' attention to the picture. Ask, *What is this?* (a fantasy-world map) *What do you see on the map?* (flags, castles, ships, the sea) Elicit ideas.
- In pairs, have Ss share what they know about the fantasy genre. Ask them to list their ideas.
- Call on Ss to share one thing they would expect to find in a fantasy story, such as magic or other supernatural elements. List Ss' ideas on the board.
- Point out to Ss that the superhero stories discussed in Unit 2 can also be classified as belonging to the fantasy genre.

B
- Remind Ss that some words have different meanings even though their forms are the same or similar.
- Say, *You will hear sentences with the verb and noun form of these six words.* Read the instructions.
- Play the audio. Tell Ss to complete the exercise individually and then compare their answers in pairs.
- Review answers and any terms Ss are unfamiliar with. Provide additional examples if necessary, such as *The wand is crafted from bamboo. Try to approach the genre of fantasy with an open mind.*
- Remind Ss they can go to page 132 for further practice and page 157 for definitions.

EXTENSION On a separate piece of paper, ask Ss to write six sentences using each vocabulary word as either a verb or a noun. In pairs, have Ss swap papers. Ask Ss to underline the vocabulary words in the new sentences and identify their form. Have Ss check each other's work and give feedback on word form and use.

2 [illegible]

A
- Read the title and instructions. In pairs, have Ss read the example sentences and complete the exercise.
- Review answers. Call on Ss to read each rule in the chart and say the answer. If the rule is false, ask them to change the rule so that it is true. Write the corrected rules on the board.
- Give additional examples to help Ss further understand the roles of gerunds.
  1. *Subject:* Swimming is Mateo's favorite thing to do.
  2. *Object of a verb:* Mateo loves swimming!
  3. *Subject complement:* The best form of exercise is swimming.
  4. *Object complement:* He had a great time swimming.
  5. *Object of a preposition:* After swimming, Mateo feels accomplished.
  6. *With a possessive:* His swimming is really advanced.

OPTION Ask Ss to close their books. Write the example sentences on the board. Underline the gerunds. Ask, *How is the gerund used in each of these sentences?* Model an answer. Point to the first sentence and say, *In this sentence, the gerund is used as a subject.* Give Ss time to discuss the different grammatical roles of the gerund in pairs. Have Ss open their books and check their answers. Ask, *Were your predictions correct?*

LANGUAGE NOTE *Subject complements* follow a linking verb and provide additional information about the subject. *Object complements* follow and modify a direct object and provide additional information about it.

LANGUAGE NOTE The possessive should not be used with a gerund when the noun or pronoun denotes a lifeless thing. For example, rather than *There is no danger of the roof's leaking*, one should say *There is no danger of the roof leaking.*

B
- Read the instructions.
- Ask for a volunteer to read the first sentence aloud. Ask, *What is the use of the gerund in this sentence?* (with a possessive) *How do you know?* (the possessive adjective *his*)
- Give Ss time to complete the exercise individually. Then have Ss discuss the different uses of the gerunds and share their sentences.
- Invite volunteers to read their sentences aloud for the class.

TEACHING TIP After writing the sentences for 2B, suggest Ss go back and mark the different parts of a sentence by underlining, circling, boxing, highlighting, etc. These annotations will help them structure more clear and complete sentences.

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3 PRONUNCIATION

A • Read the title of the pronunciation note.
• Ask Ss to follow along as they listen to the information in the pronunciation note. Play the audio.

B • Tell Ss to listen for how *to* is pronounced in the infinitives in the chart. Ask Ss to pay attention to whether the verb begins with a consonant or a vowel.
• Play the audio. Remind Ss to listen first, then listen and repeat.
• Ask Ss if they heard a difference in the pronunciation of *to*. If not, play the audio again.

C • Draw the chart from 3B on the board. Copy the headings but leave the columns blank.
• Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
• Play the audio again, if appropriate.
• Ask for volunteers to add their answers on the board.
• In pairs, ask Ss to write two sentences using the infinitives from 3B and say them to their partner.

4 LISTENING

A • Tell Ss they are going to listen to an episode of a podcast called *The Fantasy Pod*.
• Ask, *What do you think they will talk about in this podcast episode?*
• Play the audio. Have Ss listen.
• In pairs, have Ss discuss the target question. Review the answer.
• Ask, *What does it mean to* tune in *to a podcast?* (to listen to or watch a particular episode) Ask, *What does it mean to* sound off *in the comments?* (to express your opinions in a very direct way)

OPTION Play the audio and pause after the first mention of *world-building*. Ask, *Have you seen or used this term before? How would you define it?* Have Ss predict the meaning in pairs. Play the rest of the audio. Then ask, *Were your predictions correct?*

B • Ask Ss to read the Listening Skill.
• For the second listening, tell Ss to listen specifically for definitions signaled by pauses. Have Ss preview the definitions before listening.
• Play the audio. Have Ss complete the exercise.
• Review answers.

C • For the third listening, have Ss listen for details.
• Play the audio. Have Ss complete the exercise individually and then compare their notes in pairs.
• Invite volunteers to add their notes to the board. Review Ss' ideas.

D • In pairs, have Ss discuss the questions.
• Take a class poll on how many Ss do or don't like fantasy worlds. Call on Ss to explain their opinion.

5 TRY IT YOURSELF

A • Read the instructions. Copy the chart on the board and read the headings. Add an example of each from the listening, such as *Hogwarts*, *Harry Potter*, and *Quidditch*.
• Give Ss time to write a short description for each of the elements of their own fantasy world.
• Walk around and provide help as necessary.

B • Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
• Have Ss take turns sharing their notes and then they choose one world to develop further.
• Tell note takers to add Ss' ideas to the chart.

C • Have reporters present their group's fantasy world to the class.
• Take a vote on which world Ss would like to live in.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
✓ using the vocabulary to talk about fictional worlds
✓ using gerunds
✓ pronouncing *to* in infinitives
✓ listening for definitions signaled by pauses

EXIT TICKET Ask, *Which of the fantasy worlds from the podcast do you like the most?* Have Ss get in new groups. Ask them to go around the group and take turns answering the question. Monitor. Listen and take notes on areas for review and extra practice.

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3 PRONUNCIATION

A ▶03-09 Listen. Read the pronunciation note.

B ▶03-10 Listen. Notice how *to* is pronounced. Then listen and repeat.

Pronouncing *to* in infinitives

The preposition *to* is usually unstressed and pronounced /tə/ in infinitives when the following verb begins with a consonant: *to stop* /təstɑp/. When the verb begins with a vowel, *to* can be pronounced /tu/ and links to the vowel with the sound /w/: *to*ʷ*answer* /tuwænsər/.

/tə/ + verb	/tu/ + ʷ + verb
to comment, to focus, to remember, to make music, to develop, to create, to build, to forget	to answer, to expect, to approach, to attract, to experiment, to ask, to express, to open

C ▶03-11 Listen and repeat the verbs. Then write each verb under one of the columns in 3B.

LISTENING SKILL Listen for definitions signaled by pauses

Speakers sometimes define the terms they use. One way they do this is by giving a definition just after they use the term, pausing between the term and its definition. When you hear a specialized term, listen for the definition.

Rowling's characters play Quidditch, [pause] a game that involves flying on broomsticks.
(Quidditch = term; a game that involves flying on broomsticks = definition)

4 LISTENING

A ▶03-12 Listen. What is the topic of the podcast?
fantasy authors' different styles of world-building

B ▶03-12 Read the Listening Skill. Listen again. Complete the definition for each term.

1. High Valyrian = one of the languages spoken in his books
2. Hogwarts = the school of magic

C ▶03-12 Listen again. Take notes about the world that each writer created.

D PAIRS REACT Do you like movies or books about fantasy worlds? What do you like about them? What don't you like?



5 TRY IT YOURSELF

A THINK If you were going to create a fantasy world, what elements would you like it to have? Write a short description for each element in the chart.

The place	The character	An aspect of the culture
	Tolkien: - mapped out geography - invented cultures & creatures of Middle Earth before writing - developed complete language of elves	Martin: - only invented seven words of language in book - written other book about seven kingdoms Rowling: - focused on plot & characters, not backstory - built world as she needed it - books for children → OK if not explained - Quidditch, Hogwarts = vivid

B GROUPS Share your charts. Choose one of the worlds and add more details to it.

C COMPARE Describe the fantasy world your group created to the class. Which world would you like to live in?

I CAN TALK ABOUT FICTIONAL WORLDS.

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LESSON 3 TALK ABOUT DIFFERENT SENSES



KATE SANDS
@KateS
Just watched a talk about a neurological condition called synesthesia. I'm amazed others can experience the world so differently.

1 BEFORE YOU LISTEN

A PAIRS THINK Imagine that you are listening to one of your favorite songs. When you close your eyes, what do you see in your mind while you listen? Describe it.

B 03-13 VOCABULARY Complete the chart with the word families. Then listen and check your answers.

Verb	Noun	Adjective
imagine	imagination	imaginative or imaginary
	perception	
	detection	
	combination	
	vision	
	association	

>> FOR PRACTICE, PAGE 133 / DEFINITIONS, PAGE 157

2 LANGUAGE CHOICES Verb + object + infinitive

A Certain verbs are followed by an object and an infinitive. Read the example sentences. Circle the objects and underline the infinitives. Then circle the correct answer to complete the statements in the chart.

Example sentences

1. I **want** you **to listen** to this new song.
2. Marisa **invited** us **to go** to an art exhibit with her this weekend.
3. Please **remind** your son **not to touch** the artwork.
4. Synesthesia **causes** people **to perceive** things with several senses.
5. His music **allows** him **to express** his feelings.
6. Franz Liszt **expected** his orchestra **to associate** sounds and colors the same way he did.

Verb + object + infinitive

- Verb + object + infinitive shows the sequence of events. In other words, it shows how the action of the **subject** / **object** includes the **subject** / **object**.
- The main verb can be followed by a noun or a **subject** / **object** pronoun.
- The object performs the **first** / **second** action shown by the **main verb** / **infinitive**.
- The object goes **between** / **after** the main verb and infinitive.
- To form a negative statement, *not* is placed **before** / **after** the infinitive.

>> FOR PRACTICE, PAGE 133

B What is the difference between the following sentences?

He ordered his orchestra to play the song with more feeling.
His orchestra was ordered to play the song with more feeling.

Answers will vary. Possible answer: The first sentence is in active voice and takes the pattern verb + object + infinitive. The second sentence is in passive voice. The object of the active sentence becomes the subject of the passive sentence. The pattern in the passive sentence is passive verb + infinitive.

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LESSON 3 TALK ABOUT DIFFERENT SENSES

- Read the lesson title. Have Ss recall the five different senses that were discussed in Unit 1. (sight, smell, hearing, taste, and touch) Write them on the board for reference.
- Read the social media message aloud. Ask, *What did Kate watch a talk about?* (synesthesia) *What kind of condition is it?* (neurological) *What part of the body does this condition relate to?* (the nervous system)
- Tell Ss they will learn more about the condition in the lesson, but ask them for predictions. Ask, *How do you think the condition might affect the way people experience the world?* Elicit ideas.

LANGUAGE NOTE The term *synesthesia* has two common pronunciations. In British English, it's /ˌsɪn·əs·ˈθiː·zi·ə/. In American English, it's /ˌsɪn·əs·ˈθiː·ʒə/.

1 EXPERIENCE YOUR SENSES

A
- Read the instructions.
- Give Ss time to individually answer the question before sharing. If appropriate, allow them to listen to the song with headphones.
- Ask Ss to write down key words and phrases that describe what they see. Give examples, such as happy or sad faces, colored images and shapes, or even the musician on stage.
- In pairs, have Ss share their experiences. If possible, have them play an excerpt of the song for their partner.
- Ask for volunteers to share what they saw. Ask, *What other senses are activated when you listen to your favorite song?* (For example, perhaps Ss are brought back to a memory where they can smell or taste something familiar.)

B
- Copy the complete chart on the board. Ask for a volunteer to read the list of nouns in the chart aloud for the class. Say, *Complete the word families with the verb and adjective forms of the nouns.*
- Review the example with the class. Say, *The verb form of* imagination *is* imagine. *There are two adjective forms:* imaginative *and* imaginary.
- Have Ss work in pairs to complete the exercise. Ask them not to use their dictionary at this stage.
- Ask for volunteers to add their ideas to the board.
- Play the audio and have Ss check their answers.
- Review spelling and pronunciations. Refer Ss to the practice and definitions on pages 133 and 157.

TEACHING TIP Help Ss learn common endings, also called suffixes, for parts of speech by having them discuss in pairs similarities among word form endings in the chart in 1B. For example, Ss may notice that abstract nouns often end in *-tion* and adjectives commonly end in *-ive, -able, -ed,* and *-al.*

TEACHING TIP Point out the syllable-stress pattern for words ending in the suffixes *-tion, -sion,* and *-cian* (/ʒən/ or /ʃən/). Read the nouns from 1B aloud and have Ss work out the pattern. (The syllable before the suffix receives the stress.)

EXTENSION Ask Ss to write short passages using all the words in one of the word families in 1B. (For example, J.K. Rowling is a genius at sparking people's imaginations. I'm so involved when I read her books that the world of Harry Potter doesn't even seem imaginary to me. Now, I can't imagine not having these characters in my life.) Walk around as Ss write. Check for the correct use of word forms. After checking Ss' work, have them copy the same passage on a separate piece of paper, replacing the word forms with blanks. Then ask Ss to swap papers and complete their partner's exercise by filling in the blanks with the correct word forms.

2 ANALYZE GRAMMAR

A
- Read the title and the explanation aloud.
- Analyze the first example sentence as a class. Write it on the board: *I want you to listen to this new song.* Elicit the parts of the sentence. Ask, *What's the subject? Verb? Object? Infinitive?* Label the parts of the sentence for reference.
- In pairs, have Ss read the example sentences and complete the exercise. Remind them to circle the objects and underline the infinitives.
- Call on Ss to read the completed explanations aloud and say which example sentence helped them to guess the correct answer. As Ss read the sentences aloud, listen for the correct pronunciation of *to* in infinitives.
- Further explain the grammar points in the chart as needed.

B
- Read the instructions. Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs. Remind them to pay attention to the differences in verb forms.
- Write the sentences on the board. Ask for a volunteer to label the verb, object, and infinitive in the first sentence.
- Ask, *How are the sentences different?* Elicit the answer. Ask Ss to focus on the differences in the verb forms in the sentences.

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3 | LISTENING

A
- Have Ss look at the picture. Read the title of the talk aloud: *What Is Synesthesia?*
- Bring Ss' attention to the image. Ask Ss to describe what they see in pairs.
- Read the target question aloud.
- Play the audio or video. Have Ss share their answer in pairs.
- Review the answer. Ask volunteers to explain why their answer is correct.
- Have Ss react to the first listening in pairs. Ask, *What do you think about this condition?* Invite volunteers to share their reactions with the class.

B
- For the second listening or viewing, tell Ss they will listen for details.
- Bring Ss' attention to the Note-taking Skill about noting unfamiliar names and words. Read it aloud. Explain to Ss that their notes must be organized and clear, but correct spelling and grammar are not important at this stage.
- Copy the chart on the board. Review the headings.
- Play the audio or video again. Remind Ss to listen specifically for unfamiliar names and words. Have Ss complete the chart.
- Have Ss compare their charts in pairs. Ask for volunteers to add their answers to the chart on the board.
- Review answers.
- Clarify any new words, such as *hiss* (to produce a sound like a long *s*), *hallucination* (something that you think you can see or hear that is not really there, especially because of a medical condition or the effect of drugs), *visual cortex* (the part of the brain that processes vision), and *blindfolded* (see the Unit 3, Lesson 4 glossary on page 158).

C
- Have Ss complete the exercise individually and compare answers in pairs.
- To review, ask for volunteers to share the speaker's conclusion. Write it on the board.
- Ask, *Do you agree with the speaker's conclusion? Why or why not?* Have Ss share their opinions in small groups. Take a class vote. Call on Ss to explain their opinions.

D
- Tell Ss to look back at their chart in 3B. Read the target question aloud.
- Give Ss a minute to answer the question individually before discussing in pairs. Time permitting, allow Ss to do an online search to find out more about each person.
- Read the names of the people mentioned in the talk and ask, *Who thinks this person had the most interesting experience of synesthesia?* Call on Ss to explain their opinions.

4 | DISCUSSION SKILL

- Bring Ss' attention to the discussion skill.
- Read the phrases aloud. Ask for volunteers to share which phrases they use in their own discussions.
- Elicit additional phrases to return to the main point, such as *So, it seems like we all agree that ...* Write them on the board.

5 | TRY IT YOURSELF

A
- Copy the chart on the board. Read the target questions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I would choose to taste words because it would make me a more creative writer. On the other hand, it might be distracting when trying to read or talk to someone to taste a word before I even speak it.*
- Have Ss complete the chart with their own ideas. Monitor.

B
- Read the instructions. In small groups, have Ss use their notes to talk about their choice and share their opinions.
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Tell groups to vote on which form of synesthesia is the most popular among group members, and why.
- Tell note takers to list the reasons that support their group's choice.

C
- Have reporters share with the class which type of synesthesia is the most popular in their group. Remind them to also explain their group's choice.
- Write each group's answers on the board. Take a class vote on which type of synesthesia has the most advantages and which has the most disadvantages.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about different senses
- ✓ using verb + object + infinitive
- ✓ noting unfamiliar names and words
- ✓ summarizing ideas to focus the conversation

EXIT TICKET Ask Ss to write 2–3 sentences describing what they would do if they found out that their best friend suddenly had the music / color type of synesthesia. Tell them to use a verb + object + infinitive structure. Write an example on the board, such as *I would invite her to go to a concert and to draw what colors she sees when she hears the music.* Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 VIDEO TALK

Synesthesia is a condition that causes people to perceive things with several senses at once.



A ▶03-15 Listen or watch. What is synesthesia?

B ▶03-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Note unfamiliar names and words

Sometimes you will hear unfamiliar words and names in talks and lectures. Don't worry about spelling these correctly in your notes. Make your best guess or use abbreviations. You can add a question mark after the name or word as a reminder to yourself to look it up or ask about it afterward.

tried to paint what he saw when listening to music; as a child he heard his paint box "hiss"

Artist	Profession	Type of synesthesia	Details
Liszt	composer	music / color	corrected orchestra by color, but they couldn't understand
Kandinsky	abstract painter	saw music heard color	
Amos	pop musician	sees music in patterns of light	song = "light creature" enjoys her condition
Nabokov	novelist	associated letters with colors (ex. g & j = browns; b, m, v = reds	did not find it useful

C What does the speaker conclude about synesthesia? It reminds us that we can't look at the world through other people's eyes.

D PAIRS REACT Which person do you think had the most interesting experience of synesthesia? Explain your choice.

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Summarize ideas to focus the conversation

After several ideas have been raised, remind the group of what has been said:

Three of us think that...

Maria and Tan both said...

So far none of us has...

5 TRY IT YOURSELF

A THINK If you could have synesthesia, which form would you choose? Would you like to hear music as colors, taste words, see letters or numbers as colors, or feel shapes and colors? What would be the advantages and disadvantages?

Type of synesthesia	Advantages	Disadvantages

B DISCUSS Compare your ideas in small groups. Identify which kind of synesthesia is most popular in the group. Talk about why you made the choices you did.

C EVALUATE Share your results with the class. Come to a consensus about which forms of synesthesia have the most advantages and disadvantages.

☐ I CAN TALK ABOUT DIFFERENT SENSES.

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LESSON 4 READ ABOUT CREATIVITY-BOOSTING IDEAS



KATE SANDS
@KateS
Are you feeling uncreative? I found this discussion thread with some interesting ideas to get your creative juices flowing!

1 BEFORE YOU READ

A PAIRS Are you a creative person? What is it that makes some people more creative than others?

B ▶03-16 VOCABULARY Read and listen. Do you know these words?

writer's block	jump-start	amplify	a pose	on the threshold of
be purported to	clearheaded	inconsequential	a blindfold	doze

>> FOR DEFINITIONS, PAGE 158

2 READ

A PREVIEW Read the titles of the posts. What do you think the discussion thread is about?

B ▶03-17 Read and listen to the posts. Was your prediction correct?

Help! I'm out of ideas!

Posted 5 hours ago

I'm taking a creative writing course and have a terrible case of writer's block. I read that novelist Brad Meltzer takes showers to boost his creativity. It's purported to work for a few reasons: the unconscious mind takes over and starts making lots of connections between ideas; the brain produces more dopamine, a chemical brain cells use to send signals to each other; and the focus of the mind turns inward in the shower, allowing it to wander and, ideally, discover some great insights. So far, unfortunately, it hasn't helped. What other advice do famous people have for jump-starting creativity?



Novelist Brad Meltzer

Why not stand on your head?

Posted 4 hours 21 minutes ago

That's what Igor Stravinsky, the famous composer, used to do. He said he felt rested and clearheaded afterward. As a yoga teacher, I can tell you that yoga boosts creativity in various ways. For example, the headstand pose causes the brain to absorb more oxygen, which I think must amplify creativity. However, that's an advanced pose. Why not just try some yoga breathing? It increases the production of alpha brain waves, which are associated with creativity. Or you can give yoga meditation a try. It increases activity in the frontal lobe of the brain, which is also linked to creativity.

Try keeping a notebook.

Posted 3 hours 14 minutes ago

Great ideas enter and leave our heads all day, but if we don't record them, some can be lost forever. Here's an idea I got from Richard Branson, the British entrepreneur: Keep a notebook with you wherever you go and write down all your ideas as soon as you think of them, even ones that seem incomplete or inconsequential. So don't judge them! You can cross out the bad ones later. Just record them whenever and wherever they occur to you—even in the shower! Did you know they sell waterproof notebooks for that?

Dress for creativity!

Posted 1 hour 9 minutes ago

What you wear matters. For example, psychologist Abraham Rutchick found that wearing formal clothes improved individuals' scores on tests of abstract thinking, which researchers believe enhances creative problem-solving. And here's an unscientific idea: Some people find wearing different hats inspires different types of moods. Oh, and my favorite author, Jonathan Franzen, sometimes wears earplugs, earmuffs, and a blindfold while he writes to help him focus. Would that work for you?

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LESSON 4 READ ABOUT CREATIVITY-BOOSTING IDEAS

- Read the lesson title aloud. Ask, *How would you define creativity?* (the ability to come up with new and useful ideas) *What are creativity-boosting ideas?* (ideas to help people increase their creativity)
- Read the social media message aloud. Ask, *Where did Kate read about interesting ideas for creativity?* (a discussion thread) *What's a discussion thread?* (online discussion posts about a topic)
- Ask, *What does it mean* to get one's creative juices flowing? (to start thinking in a creative and lively way)

1 READY

A
- Read the questions aloud. Follow up by asking, *Is it a person's genes, upbringing, life experiences, attitudes, or something else that makes them more or less creative?*
- Ask Ss to share their answers and ideas in pairs.
- Take a class survey to see if Ss identify as creative or uncreative. Call on Ss to explain their answers with real-life examples. (For example, I'm a creative person because I'm very good at composing poems. OR I'm an uncreative person because I never have new ideas.)

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. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Remind Ss that some terms have multiple meanings and the most appropriate definition in this context will become clear in the reading.
- Review definitions. Refer Ss to the definitions on page 158.

OPTION Rather than defining the terms first, ask Ss to read the article and guess the meaning of the vocabulary from the context. Have Ss share their definitions in pairs and then check their answers on page 158.

2 READ

A
- Ask for volunteers to take turns reading the titles of the posts aloud for the class.
- Direct Ss' attention to the picture. Read the caption aloud.
- Ask, *Where is Brad Meltzer in this picture?* (at a bookshop) *What is he doing?* (signing a book) Have Ss share ideas in pairs.
- Ask Ss the target question. Elicit ideas.

B
- Tell Ss to look at the text. Ask, *What is it?* (a discussion thread) Bring Ss' attention to the posting times. Point out how posts are ordered in chronological order, with the original post at the top and the responses following one after another in time.
- Ask, *Have you ever posted to a discussion thread?* Elicit Ss' experiences.
- Have Ss listen to the discussion thread and read along silently.
- Ask the target question. Call on Ss to say the topic of the discussion thread in their own words.
- Ask, *What is the question in the original post?* (What other advice do famous people have for jump-starting creativity?) *Do you think this question was answered in the thread?* Elicit opinions.
- Ask, *How would you describe the writing style in the posts in the discussion?* (informal, casual) *How do you know?* (use of the first person, conversational and friendly tone)

C
- Direct Ss' attention to the Reading Skill. Write the title on the board.
- Annotate the title as you read the information in the box aloud. For example, underline the word *annotate*, circle the word *the*.
- Take a class survey to see how many Ss already annotate reading texts. Ask, *Do you usually annotate reading texts? Why or why not?* Elicit answers.
- Tell Ss to reread the discussion thread in 2B. Read the step-by-step instructions aloud.
- Walk around as Ss annotate the posts. Remind them to write in the margins short questions that come up as they read.
- In pairs, have Ss share and compare their annotations. Ask, *Were your annotations similar or different? Why?* Elicit ideas.
- Clarify any new words used in the reading, such as *earplug* (a small piece of rubber that you put inside your ear to keep out noise) and *earmuffs* (two pieces of material joined by a band over the top of your head, which you wear to keep your ears warm).
- Ask, *What does it mean if your mind* wanders? (If your mind or thoughts wander, you stop concentrating and start thinking about other things.)

EXTENSION Ask Ss to reflect on the genre of discussion threads. Ask, *What do you think about this kind of text? What kinds of people might like or dislike posting in and reading discussion threads?* For example, discussion threads may be helpful for Ss that are shy about expressing their ideas in the classroom. They may not be helpful for people seeking a more formal or academic style of writing.

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A • Read the questions aloud. Make sure Ss understand them before moving on.
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*
- Ask additional comprehension questions, such as *What are alpha brain waves associated with?* (creativity) *What is the hypnagogic state?* (when you're neither fully awake nor fully asleep)

B • Ask a volunteer to read the lines aloud.
- Read the questions and answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C • In pairs, have Ss write a short summary of the discussion thread. Remind them to use their own words as they summarize.
- Ask Ss to look back at the underlining of the main idea of each post that they did for 2C.
- Remind Ss to use numbers (*first*, *second*, *third*, etc.) as they summarize the ideas described in the discussion thread.
- Walk around and provide help as necessary.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.
- Invite two volunteers to read their summaries aloud for the class.

⊕ **EXTENSION** For homework, ask Ss to search online for quizzes that claim to test creativity, as suggested in the sidebar. Have Ss take the quiz, record their score, and then share their results in small groups.

A • Ask Ss to close their books. Lead a class recall activity of the creativity-boosting methods described in the discussion thread.
- Have Ss open their books. Tell them to choose the method that would work best for them and think of activities they could use it for.
- Give an example. Say, *Yoga would be an effective creativity-boosting method for me. I think I might do some breathing exercises before I sit down to write poetry.*
- Remind Ss to write down their ideas and include examples in their notes using the abbreviations *e.g.* and *ex.*
- Walk around and provide help as necessary.

B • Have Ss present their ideas to their group. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.
- Tell Ss to present their method, reasons, and the activity they would use it for.
- After Ss present, ask them to leave 2-3 minutes for follow-up questions. Tell Ss to ask each other clarification questions that help further explore their real-world applications.
- Remind Ss to elicit feedback on whether their ideas would work for the other group members.

C • Ask group leaders to summarize the group's ideas to focus the conversation. Tell note takers to combine their group's ideas into one list.
- Tell groups to review the list and choose three ideas that are the most practical. Have reporters present them to the class.
- Ask, *Which method is the most effective for getting the creative juices flowing?* Read the methods aloud and take a class vote.
- Tell Ss to try out their preferred creativity-boosting method the next time they have the opportunity and report back to the class how effective it was.

EXIT TICKET Ask, *What are other creativity-boosting ideas? Why do they work?* Have Ss write their names on a blank card or piece of paper and describe another method to boost creativity that they have used or heard about. Ask Ss to include real-life examples and provide reasons that support their opinion. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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Creativity on the threshold of sleep Posted 12 minutes ago

The mind makes more connections between ideas when you're neither fully awake nor fully asleep (in the so-called hypnagogic state). The famous Spanish painter, Salvador Dali, used to spend his afternoons sitting in a chair with a key between his thumb and finger over a plate. When he began to drift off, the key would drop onto the plate and wake him. Many of his paintings are inspired by ideas that came to him during these short naps. The inventor Thomas Edison also sought new ideas in the hypnagogic state. He would hold metal balls as he dozed in his armchair until they clattered onto the floor. Whichever method you use, be ready to write down your creative ideas when you open your eyes. Good luck!

C Read the Reading Skill. Then reread the discussion thread and follow these steps.

1. For each post, underline the main idea and draw an asterisk (*) beside each supporting idea.
2. Circle any words, phrases, or names you're unfamiliar with.
3. Write questions you have in the margin.
4. Compare and discuss your annotations with a classmate.

READING SKILL Annotate the text

You annotate a text by underlining, circling, and writing symbols and notes. This helps you engage more closely with the text, understand it in greater detail, and clarify aspects you're not sure about.

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the posts in the thread.

1. In what ways is showering purported to enhance creativity?
2. In what ways does yoga affect the brain?
3. Why does the third post recommend keeping a notebook all the time?
4. What are the effects of formal clothes, different hats, and earplugs?
5. What did Dali and Edison have in common?

During showers, the unconscious mind makes connections, dopamine is produced, and the mind turns inward and wanders.

Yoga helps more oxygen get to the brain and increases alpha brain waves and activity in the frontal lobe.

Because it's important to record all ideas during the day and not lose any.

Formal clothes improve abstract thinking, different hats affect the mood, and earplugs improve focus.

They both sought inspiration in the hypnagogic state.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. In line 6, what does the word *ideally* imply?
   a. The wandering mind creates the perfect creative situation.
   b. This is the best reason of the three presented.
   c. It's possible great insights might not be discovered.
2. In lines 11-12, how is the second sentence connected to the first?
   a. It concedes that the pose may be difficult.
   b. It expresses encouragement to attempt the pose.
   c. It emphasizes that this pose amplifies creativity.

C PAIRS Summarize the discussion thread. Write one sentence for each post.

Answers will vary. Possible answer: The first post is by a person who needs to be creative for a writing course, but is asking for creativity-boosting ideas because the idea of showering to boost creativity didn't work. The second post suggests yoga as a way of improving brain function and creativity, while the third suggests keeping a notebook to capture unexpected ideas. The fourth post suggests wearing different clothes to spark creativity, and the fifth recommends entering a hypnagogic state to enhance creativity.

How creative are you? Search online for quizzes that claim to test creativity. Take one or two and see how you do!

4 MAKE IT PERSONAL

A THINK Which of the creativity-boosting methods you read about would be most effective for you? Why? What creative activity would you use it for? Take notes.

B GROUPS Present your method, reasons, and the activity you would use it for. Then discuss whether your classmates' ideas would work for you.

C EVALUATE In the same groups, decide together on your most practical ideas. Choose one person to present them to the class.

☐ I CAN READ ABOUT CREATIVITY-BOOSTING IDEAS.

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LESSON 5 WRITE AN OPINION ESSAY



KATE SANDS
@KateS

I've been thinking a lot about creativity. Who thinks it can be taught?

1 BEFORE YOU WRITE

A Read about opinion essays.

In an opinion essay, the writer takes a position on a topic. In the introductory paragraph, the writer states the topic and a position for or against it. Then, in multiple body paragraphs, the writer provides detailed examples that support that opinion. Similar to a persuasive essay, in an opinion essay, the writer tries to convince the reader to agree with an opinion.

B Read the model. What is the writer's position on creativity?



The Creativity Gene: Truth or Myth?

Many people believe that creativity is an inherited quality. You are either born with a natural inclination towards creativity, or not. But anyone can be taught creativity, as long as they are willing to work at it.

Albert Einstein said, "Genius is 1% inspiration and 99% perspiration." Similarly, Malcolm Gladwell theorized that anyone who does something for 10,000 hours will become an expert. This "10,000-hour rule" might be oversimplified, but it makes an important point: If you put in enough quality practice, you can learn to do anything well. In turn, mastering a skill lets you experiment and improvise. My brother, a graphic designer, is one example. James has loved drawing ever since he was a child. He wasn't a child prodigy, but because he enjoyed drawing so much, he spent a lot of time doing it. He studied other people's drawings and gradually refined his skills. Today, many companies hire him to design their websites or product logos.

Businesses often invest in the idea that creativity can be taught. My company ran some so-called creativity workshops to help people start thinking outside the box. From one such workshop, I learned that 98% of children have a high level of creativity, but as they get older, this percentage drops. In other words, we are all born creative, but gradually we forget how to be creative. If we have all unlearned creativity, cannot we learn it again, with focus and training?

It is true that creativity often runs in families—especially "showbiz" families. Singer Enrique Iglesias is the son of Julio Iglesias, also a famous singer. Jaden and Willow Smith, who are both singers and actors, are the children of actors Will Smith and Jada Pinkett Smith. So, one might argue that there is a gene for creativity. But I believe there's another explanation. People whose parents are artists are more likely to consider the arts as a valid career choice for themselves. And also, they are more likely to be supported by their parents in pursuing such a career.

Many people may think that if you are not born creative, there is no point in trying to become creative. But I disagree. By approaching creativity as a skill that can be learned and by understanding that creativity is something useful in any job, we can really free ourselves to pursue more interesting, fulfilling, and yes, creative lives.

C PAIRS Did the writer convince you that creativity can be taught? Why or why not?

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LESSON 5 WRITE AN OPINION ESSAY

- Read the lesson title and the social media message aloud. Ask, *What is Kate thinking about?* (creativity) *What is her question?* (Who thinks it can be taught?)
- Write on the board: *Creativity is / isn't something that can be taught.* Ask Ss to copy the sentence and circle the word that makes the sentence true for them. In pairs, have Ss share and compare their opinions. Remind them to informally defend their arguments with the expressions from the conversation skill on page 31.

BEFORE YOU WRITE

A
- Read or ask for a volunteer to read the text about opinion essays aloud for the class.
- Ask, *What does it mean to* take a position on something? (have a strong opinion about an important issue) Give additional examples of use, such as *Do you expect the government to take a position one way or another on this proposal?*
- Ask, *Who has written an opinion essay before?* Ask for volunteers to share what kinds of opinion essays they have written.

B
- Read the instructions and the target question aloud. Say, *Pay attention to the writer's opinion about the topic of creativity.*
- In small groups, have Ss take turns reading the essay aloud. Ask them to switch roles every 4–5 lines. Remind Ss to underline any unfamiliar words or phrases.
- Elicit the answer about the writer's position on creativity. Ask, *How do you know?*
- Clarify any new or confusing words or phrases, such as *inherited* (an inherited quality is one that is passed on through the genes), *refine* (to make small changes to something in order to improve it), *so-called* (used for saying that a particular word is usually used for referring to someone or something), and *pursue* (to follow a course of activity).
- Ask, *What does it mean to* think outside the box? (to find new ways of doing things, especially of solving problems) *What is a* showbiz *family?* (one involved in the entertainment industry, including films, television, radio, theatre, and music)

OPTION Give Ss time to read the text silently before discussing the target question in pairs or small groups.

C
- Write on the board: *Genius is 1% inspiration and 99% perspiration.* In pairs, ask Ss to take turns explaining the meaning of this quote in their own words.
- Read the target questions. In their same pairs, have Ss share their answers. Remind them to give reasons that support their opinion.
- Call on Ss to share their opinion with the class. Ask, *Did you have a different opinion before you read the essay? What made you change it?* Invite volunteers to share their answer with the class.

D
- Copy the chart on the board.
- Bring Ss' attention to the Writing tip. Read it aloud. Say, *If you refute a point of view, you prove that it is false.*
- Ask Ss to discuss in pairs other situations where it is important to consider the arguments for both positions in order to determine your own position, such as when reading the news, when deciding who to vote for, when managing family or relationship problems, etc. Ask for volunteers to share their ideas with the class.
- Read the instructions. Say, *Complete the chart with the missing information.*
- Have Ss work in pairs to complete the exercise but ask them to complete their charts individually. Tell them to include details from the opinion essay.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

EXTENSION Have Ss reread the opinion essay. Ask them to identify how the writer introduces the arguments he or she is opposing. For example, *Many people believe…, It is true that…, Many people may think…* Ask them to identify how the writer refutes the opposing arguments. For example, *But I believe there's another explanation; But I disagree.*

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Tell Ss to reread the text in 1B and follow the instructions.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class.

3 PLAN YOUR ESSAY

A
- Read the instructions aloud. Write *routine* and *flexibility* on the board. Review the meaning of *spontaneous* (happening in a natural way without being planned or thought about).
- Elicit examples of what each position means, such as *Having a daily routine means waking up at the same time every morning. Being flexible and spontaneous means changing plans to accommodate other things that come up.*
- Have Ss draw their own chart using the chart in 1D as a model. Say, *Use this chart to organize the arguments for both positions.*
- Have Ss complete the chart individually with their own ideas. Remind Ss to include supporting examples from their personal experience as well as outside sources. Allow them to do online research if appropriate.
- Walk around the class as Ss work. Provide help as necessary.

B
- In pairs, have Ss use their notes to take turns sharing their charts.
- Read the example sentence aloud. Suggest Ss start their conversations in a similar way.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more examples to explore all the arguments for both positions.

4 WRITE

- Read the instructions aloud. Ask Ss to carefully consider the notes in their chart from 3A and choose a position to defend. Have Ss write the first draft of their opinion essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 states the topic and their position for or against it, the body paragraphs provide detailed examples that support their opinion as well as a paragraph that discusses and refutes the opposing position, and the final paragraph is the conclusion.

5 AFTER YOU WRITE

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's opinion essay.*
- Read the final peer review question aloud: *Does the conclusion say something bigger about the topic?* For this question, ask Ss to consider if their partner's topic relates to other aspects of our lives, as in the model essay saying that greater creativity leads to a more interesting, fulfilling life.
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- Encourage Ss to suggest more outside sources to help make their argument more convincing.
- When Ss have answered all the questions, ask them to give the essay back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.
- Give Ss time to review their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and argue their opinion with at least three different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Remind Ss to give supporting examples as they talk and refer to outside sources they can remember. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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

Topic: Can creativity be taught **?**

Position 1: Yes

Supporting examples:
1. – Einstein's quote
   – Gladwell's 10,000-hour rule
   – my brother's career as a graphic designer
2. – creativity workshops at businesses
   – 98% of children are creative, but the number drops as they get older
3. – children whose parents are in the arts probably get more support / encouragement

Position 2: No

Supporting examples:
1. – creativity runs in families: the singer Enrique Iglesias, the actors Jaden and Willow Smith

Writing tip

When planning an opinion essay, always try to consider the arguments for both positions. This can help you determine your own position. Then make your essay stronger by including, and refuting, the opposite point of view.

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the opinion essay. Underline the supporting examples. Put an asterisk (*) next to the examples from outside sources.

WRITING SKILL Refer to outside sources

To make a strong case for your opinion, include not only personal examples, but use outside sources whenever possible. Referring to books, studies, and quotes from famous people are some ways to do this.

3 PLAN YOUR WRITING

A To work creatively, which is more important: having a daily routine, or being flexible and spontaneous? Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas.

I think routine is more important, because you need to work at something regularly before...

4 WRITE

Write a first draft of an opinion essay about whether routine or flexibility is more important to a creative life. Remember to cite outside sources when possible. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Does the essay state a clear opinion about the topic?
- Are sufficient supporting examples given?
- Do the supporting examples refer to outside sources? Can you add more?
- Does the essay include and refute an opposing argument?
- Does the conclusion say something bigger about the topic?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

☐ I CAN WRITE AN OPINION ESSAY.

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PUT IT TOGETHER

1 CRITICAL THINKING

A CONSIDER THE PROBLEM Comic books, comic strips, and graphic novels are among the most popular forms in the fantasy genre. Does reading fantasy encourage people to escape life's realities and problems? Review the chart and answer the questions.



1. Why did comic strips peak in the 1940s? Fantasy escape from WWII
2. What happened to graphic novels after 2000? Steep increase in popularity
3. Why are comic strips dropping in popularity? Fewer newspaper readers

B THINK CRITICALLY Are people overwhelmed by the problems of the real world? Could reading escapist literature lead to problems in society? Discuss with a partner.

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3-5 arguments for or against people reading fantasy, such as comic books and graphic novels. Answers will vary. Possible answers:

Step 2 **Evaluate** Choose the best ideas. Consider the political and economic impact of the world today. Arguments for: fantasy boosts creativity; fantasy boosts critical thinking; fantasy relaxes people, recharging them for more tangible duties.

Step 3 **Present** Explain the best argument to the class. Refer to the data to support your ideas. Arguments against: fantasy makes people retreat from reality; fantasy can become all-consuming and waste valuable time; fantasy does not prepare people for the realities of everyday life.

2 REFLECTION

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

Speaking Objectives
- ☐ Talk about what a genius is
- ☐ Talk about fictional worlds
- ☐ Talk about different senses

Vocabulary
- ☐ Words related to accomplishments

Conversation
- ☐ Defend arguments informally

Pronunciation
- ☐ Pronouncing *to* in infinitives

Listening
- ☐ Listen for definitions signaled by pauses

Note-taking
- ☐ Note unfamiliar names and words

Language Choices
- ☐ Verb + gerund vs. infinitive
- ☐ Gerund usage
- ☐ Verb + object + infinitive

Discussion
- ☐ Summarize ideas to focus the conversation

Reading
- ☐ Annotate the text

Writing
- ☐ Refer to outside sources

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 | PROBLEM SOLVING

A
- Read the problem aloud. Ask, *What are some real-life problems that people might want to escape?* Have Ss brainstorm in pairs.
- Direct Ss' attention to the line graph. Read the title of the graph.
- Ask, *Have you ever read comic books, comic strips, or graphic novels? Name some of your favorites.* Have Ss share their experience in pairs.
- Have Ss analyze the graph in pairs. Ask them questions to check their understanding of how the graph presents data, such as:
  1. *What is being shown in the graph?* (how popular each kind of text is)
  2. *How does it show this data?* (presents the rise and fall in popularity of each kind of text between 1910 and the present)
- Read the questions aloud. Tell Ss to use the information in the graph to answer them.
- Review the answers as a class.

B
- Read the questions aloud. Tell Ss to base their answers on the data in the graph as well as their own personal experiences.
- In pairs, have Ss share their opinions about whether escapist literature is bad for society.
- Ask for volunteers to share their ideas.

LANGUAGE NOTE The term *escapist literature* refers to fiction that provides a psychological escape from problematic realities by immersing the reader in fantastical or exciting situations and events.

EXTENSION For homework, ask Ss to interview a friend or family member about what escapist literature, movies, or series they enjoy and what effect it has on their life. Suggest Ss write up their findings in a short paragraph. In class, have Ss share their results in small groups.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Tell groups to reach a group decision as to whether they are for or against people reading fantasy.
- For step 1, tell the note takers to record 3–5 arguments to support the group's position.
- For step 2, have groups choose the best ideas.
- For step 3, ask the reporters to present their group's argument to the class. Remind them to cite data from the graph. Leave 2–3 minutes for questions and comments after each presentation.

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.

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4 ARE YOU AN ANIMAL PERSON?

PREVIEW THE UNIT

LESSON 1	**Talk about animal videos**	
	Vocabulary	Words to describe unusual things
	Language choices	Articles for general and specific nouns
	Conversation skill	Use circumlocution when you don't know a word
LESSON 2	**Discuss animal personalities**	
	Language choices	Quantifiers with singular vs. plural verbs
	Pronunciation	Reductions in quantifier phrases
	Listening skill	Summarize
LESSON 3	**Discuss animal behavior**	
	Language choices	Articles for known and unknown information
	Note-taking skill	Identify a speaker's key examples
	Discussion skill	Tell an anecdote
LESSON 4	**Read about animals that use language**	
	Reading skill	Recognize definitions
LESSON 5	**Write a persuasive essay**	
	Writing skill	Use strong, emotional language
	Writing tip	Start strong
PUT IT TOGETHER		
	Problem solving	Consider how to avoid the spread of invasive species

A • Write the unit title on the board and read it aloud.
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the target questions aloud. Write *animal person* on the board. Elicit the meaning (people who enjoy being around animals). Write Ss' ideas on the board.
- In pairs, have Ss share why they do or do not identify as an *animal person*.
- Take a class poll. Ask, *Are you an animal person?* Call on Ss and ask, *Why or why not?*

B • Direct Ss' attention to the picture. Read the target questions aloud. In pairs, have Ss discuss the difference between communicating and talking. (Talking is speaking to or at someone without the need for a response. Communicating is the verbal and nonverbal exchange of information.) Elicit answers.

C • Focus on the social media message. Ask, *Who wrote the message?* (Hiro) Have them read what Hiro says in *Meet the People of TSW Media* on page 4 or play the video of Hiro. Then ask, *What do you know about Hiro?* (For example, He's a project manager. He's from Tokyo but is based in the New York office.) Read Hiro's social media message aloud.
- Read the target questions aloud. Have Ss discuss in pairs. Ask for volunteers to share their ideas with the class.

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4 ARE YOU AN ANIMAL PERSON?

LEARNING GOALS

In this unit, you

- talk about animal videos
- discuss animal personalities
- discuss animal behavior
- read about animals that use language
- write a persuasive essay



GET STARTED

A Read the unit title and learning goals. What does it mean to be an animal person? Are you one? Why or why not?

B Look at the picture. The flamingos appear to be communicating, but are they talking? What's the difference?

C Read Hiro's message. How do people communicate with their animals? What are the most complicated ideas pets can express?



HIRO MATSUDA

@HiroM

My dogs have different barks, whines, and growls. I think each sound means something specific.

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LESSON 1 TALK ABOUT ANIMAL VIDEOS



HIRO MATSUDA
@HiroM
Working from home today. Hope the puppy doesn't distract me!

1 VOCABULARY Words to describe unusual things

A Look at the pictures. Do you think the descriptions are accurate?

B ▶04-01 Read and listen.


exotic, unique, striking


cute, precious, adorable


weird, peculiar, bizarre, gross


magnificent, astonishing

>> FOR PRACTICE, PAGE 134 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Articles for general and specific nouns

A Nouns can be general or specific, depending on the context and how the speaker perceives them. Read the example sentences. Underline the nouns and circle the articles. Then complete the rules in the chart with the words *general* or *specific*.

Example sentences

1. The lion is a magnificent animal.
2. A toucan is an exotic bird with a large, colorful bill.
3. Toucans live in the rainforest in South America.
4. Rainforests are full of unique animals.
5. A chameleon can change the color of its skin.
6. Did you see the cute new panda bear at the zoo?
7. I watched a video of elephants eating fruit and playing in the water.

Articles for general and specific nouns

- A noun that refers to a particular member of a category is ___specific___.
- A noun that refers to a category or to an undefined member of a category is ___general___.
- Use *the* with ___specific___ nouns that are singular, plural, or non-count.
- Use *a / an* or *the* with ___general___ nouns that are singular.
- Use no article with ___general___ nouns that are plural or non-count.

>> FOR PRACTICE, PAGE 134

B Underline the nouns in this sentence. For each noun, explain why the writer chose to use *the*, *a / an*, or no article. Is it possible to use different articles with these nouns?

A flying squirrel cannot fly like a bat or a bird, but it has the ability to glide between trees.

Answers will vary. Possible answer: The "a" is used with *squirrel*, *bat*, and *bird* because they are general nouns. The writer could also use "the" with squirrel if he or she thinks it's a unique animal. Alternatively, the writer could use no article and make all of the animals plural. The writer used "the" with *ability* to indicate it is a specific ability. The writer used no article with *trees* because it is a general noun. It is only possible to use "the" here if the speaker is referring to specific trees, such as ones that are visible in the scene.

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LESSON 1 TALK ABOUT ANIMAL VIDEOS

- Read the lesson title. Ask for a volunteer to read the social media message aloud.
- Ask, *Where is Hiro working?* (from home) *What is he worried about?* (being distracted from his work) *Why?* (because he has a puppy at home) Elicit the answers.

1 VOCABULARY

A
- Read the vocabulary title aloud. Give Ss a few minutes to look at the pictures and read the captions silently.
- Project or hold up the book and point to each animal. Ask, *What kind of animal is this? Do you think the description is accurate?* Write the names of the animals on the board (*goura/crowned pigeon, panda, frogfish, tiger*). Elicit answers.

B
- Say, *Listen to the words that are commonly used to describe unusual things.* Ask Ss to point to each word in their books as they hear it. Play the audio.
- In pairs, have Ss take turns reading the words aloud and discussing their meanings.
- Review the definitions as a class. Ask Ss what other animals they would describe using these words.
- Remind Ss they can go to page 134 for further practice and page 158 for definitions.

EXTENSION Project or show pictures of other animals. Ask Ss to have short conversations, using the target vocabulary to describe the animals. Leave each picture up for two minutes. Monitor. Listen for the correct use and pronunciation of the terms.

2 LANGUAGE IN NOUNS

A
- Ask Ss to close their books. Read the title aloud. Say, *Tell a partner what you know about articles in English.* Give Ss a few minutes to discuss.
- Ask, *What are the articles in English?* (a, an, the) Elicit answers. Write them on the board. Say, *We use these articles with general and specific nouns.*
- Have Ss open their books. Read the explanation and instructions aloud.
- Look at the first example sentence. Write on the board: *The lion is a magnificent animal.* Underline *lion* and *animal*. Circle *the* and *a*. Point to the word *magnificent*. Say, *The adjective is part of the noun phrase, so the article comes before it.*
- In pairs, have Ss read and annotate the example sentences. Ask them to complete the chart by writing *general* or *specific* in the blanks.
- Review the rules. Explain that proper nouns for countries, like *Peru*, are generally non-count.

LANGUAGE NOTE *Non-count nouns* are also called *mass nouns* or *uncountable nouns*. They usually have only singular forms while *count nouns* have both singular and plural forms.

EXTENSION Have Ss write four sentences using general and specific nouns. Then, ask them to swap papers with a partner. Tell Ss to circle the articles and identify if the nouns are general or specific. Have Ss read their sentences in pairs and check each other's work.

B
- Ask for a volunteer to read the example sentence aloud.
- Give Ss time to annotate the sentence and answer the question in pairs.
- Write the sentence on the board. Ask for a volunteer to circle the articles and label the nouns as general or specific. Correct if necessary.
- Point to each article and ask, *Why did the writer choose this article? Could we use a different article with the noun?*
- Elicit the answers. Ask Ss to reference the grammar chart to provide reasons for their answers.

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3 VOCABULARY | CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat. Tell Ss we often use hand gestures with these expressions to increase understanding.
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually.
- To review, call on Ss to read the completed sentences aloud. After each, ask, *What are they talking about?* (1. a hula hoop; 2. an opossum; 3. saddles)

B
- Have Ss use expressions from the conversation skill box to take turns describing and guessing different objects or animals.
- Give Ss a few minutes to brainstorm and take notes before discussing. Remind them to use the conversations in 3A as models.
- Have Ss complete the exercise in pairs. Walk around and listen for the correct use of circumlocution.
- Time permitting, have Ss repeat the exercise with different categories of nouns, such as food, drinks, or sports.

4 LISTENING | SPEAKING

A
- Say, *Listen to Hiro and Carla have a conversation on video chat.*
- Read the instructions. Have Ss read what Carla says in *Meet the People of TSW Media* on page 4 or play the video of Carla. Then ask, *What do you know about Carla?* (For example, She's a market researcher.)
- Ask, *What do you think Hiro and Carla are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen. Review answers.
- Clarify any new or confusing words, such as *fetch* (to go after and bring back), *paddle* (to swim by moving your hands and feet in short, quick motions), *grab* (to quickly take and hold), and *sled* (a wooden vehicle used to travel over snow).
- Ask, *How would you describe an animal that is* well-trained? (obedient) *What does it mean if something* wraps up? (It finishes.) *What does Carla mean when she says that cats give her* the creeps? (They give her an uncomfortable feeling of nervousness or fear.)
- Ask, *Do you think Hiro is a cat person or a dog person? What about Carla? Why?* Elicit ideas from the class.
- Take a class poll. Ask, *Are you a cat person or a dog person?* Call on Ss to give their opinions about the differences between *cat people* and *dog people*.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.

5 TRY IT YOURSELF | SPEAKING

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I saw an amazing animal video yesterday of a walrus playing a saxophone!*
- Have Ss complete the chart with their own ideas. If appropriate, allow Ss to do an online search for animal videos and watch a few to get ideas.

B
- In groups, have Ss use their notes to talk about what happens in the video. Ask them to use expressions from the conversation skill box.
- Remind Ss to choose one video that is the cutest, funniest, or most bizarre. Ask a representative from each group to describe the video to the class.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about animal videos
- ✓ using articles for general and specific
- ✓ using circumlocution when they don't know a word

EXIT TICKET Arrange Ss in pairs. Student A sits facing the front of the classroom, and student B sits facing the other direction. To begin the game, project or show a short animal video or show a picture of an animal. Ensure that all the Ss facing the front can see the video or picture. Ss must remain silent while viewing the video or picture. Then student A has two minutes to describe what he or she saw using circumlocution to get student B to say the name of the animal. After two minutes, have Ss switch seats and roles, and the game repeats. Monitor as Ss discuss. Listen and take notes on areas for review.

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3 CONVERSATION SKILL

A ▶04-04 Read the conversation skill. Then listen. Notice how the speakers use circumlocution. Complete the sentences.

1. It's shaped like a big ring and you move it with your body.
2. It's about the size of a small cat.
3. They weren't using you know, those things that people sit on when they ride a horse.

B PAIRS Student A: Think of an object or an animal. Use circumlocution to describe it. Student B: Guess the object or animal.

Use circumlocution when you don't know a word

When you aren't sure of a word for something, try to describe it. For example:

those things that...
it looks like a...
it's shaped like a...
it's about the size of a...

4 CONVERSATION

A ▶04-05 Listen. What do Hiro and Carla talk about? interesting animal videos they have seen

B ▶04-05 Listen again. Answer the questions.

1. Which animals do Hiro and Carla discuss? dogs, cat, and birds, particularly crows
2. Which animal do Hiro and Carla feel differently about? cats
3. What happens in the video that Hiro describes? A crow plays on a snowy roof by sliding down it over and over.

C ▶04-06 Listen. Complete the conversation.

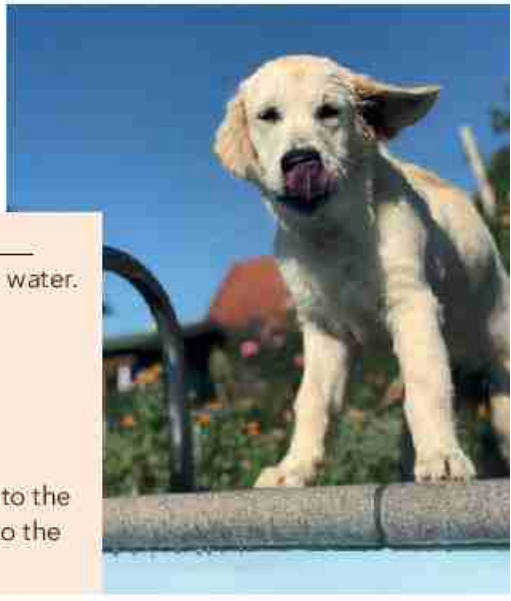
Carla: Puppies are so precious. I just saw this [redacted] of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a...on [redacted] things that you float on...

Hiro: Like an inflatable mattress?

Carla: Yes, [redacted]! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.



5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of an animal video you've seen. If you can't remember a real video, use your imagination. Take notes to prepare for describing it.

Type of animal	Words to describe it	What it does in the video

B GROUPS Tell your classmates about the video. Use circumlocution to describe things you don't know the words for. Come to a consensus about which video is the cutest, funniest, or most bizarre.

I CAN TALK ABOUT ANIMAL VIDEOS.

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LESSON 2 DISCUSS ANIMAL PERSONALITIES



HIRO MATSUDA
@HiroM
Listened to a podcast about dogs' personalities being like their owners'. My three dogs are pretty different. Not sure what the research would say about that!

1 BEFORE YOU LISTEN

A PAIRS THINK Think of some dogs you have known or have seen in the movies. How would you describe their personalities? Make a list of the personality traits.

B ▶04-07 VOCABULARY Look at the words and listen to the sentences. Do you know these words?

conduct	extroverted	fearful	a lifespan
extensive	excitable	pessimistic	a shelter

>> FOR PRACTICE, PAGE 135 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Quantifiers with singular vs. plural verbs

A Read the example sentences. Circle the verb that goes with the quantifier. Is the verb singular or plural? In the chart, complete the rules by circling the correct answer.

Example sentences

1. **About 50 percent of** a dog's life is spent sleeping. singular
2. **At least half of** the researchers disagree with that information. plural
3. **Most of** the information has been proven false. singular
4. **A lot of** my friends have been adopting pets lately. plural
5. **Every one of / Each of / One of** her cats has a funny name. singular
6. **Both of** my dogs are house trained. plural
7. If **either of** the dogs barks loudly, separate them. singular
8. **None of / Neither of** my cats likes to go to the vet. singular

For *either, neither,* and *none,* a plural verb is commonly used in informal contexts:

If either of the dogs bark loudly, separate them.

None of / Neither of my cats like to go to the vet.

Quantifiers with singular vs. plural verbs

- Use a **quantifier / verb** to give information about the number or amount of something.
- With fractions, percentages, *most of, a lot of, some of,* and *all of,* the verb form is determined by the **noun / quantifier**.
- With *one of, each of,* and *every one of,* always use the **singular / plural** form of the noun and the **singular / plural** form of the verb.
- With *both of,* the form of the verb is **singular / plural**.
- With *either of, neither of,* and *none of,* use the **singular / plural** form of the verb in formal contexts.
- Use the **singular / plural** form of the verb with a quantifier + non-count noun.

>> FOR PRACTICE, PAGE 135

B Look at the verbs in this sentence. Are they singular or plural? What words determine subject-verb agreement? Notice the verbs after *a number of* and *the number of.*

A number of animal shelters **use** personality assessments to match prospective pet owners with the right cat or dog, and most of them **claim** that the number of successful matches **has** greatly **increased** as a result.

use = plural, determined by "a number of"
claim = plural, determined by "them"
has increased = singular, determined by "the number of"
In the second clause, "them" refers to "animal shelters."

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LESSON 2 DISCUSS ANIMAL PERSONALITIES

- Read the lesson title. Ask, *How do you think animal and human personalities are the same or different?* Have Ss share ideas in pairs.
- Read the social media message aloud. Ask, *What did Hiro listen to a podcast about?* (dogs' personalities) *What did he learn?* (that dogs' personalities are like their owners') *How many dogs does he have?* (three) *What are they like?* (all pretty different)
- Take a class poll. Ask, *Who has pets? Is your pet's personality similar to yours?* Elicit answers.
- Point out the words *dogs'* and *owners'* in the social media message. Ask, *Why does Hiro use an apostrophe at the end of these words?* (to make them possessive) Elicit ideas.
- Remind Ss that to form the possessive of plural nouns that end in *-s*, we add the apostrophe after the *-s*. Provide additional examples, such as *two cats' toys*.

1 | BEFORE YOU LISTEN

A
- Read the instructions aloud. Give Ss time to discuss in pairs. Remind them to take notes.
- Ask, *Based on your experiences, how would you describe dogs' personalities?* Elicit answers. List Ss' ideas on the board. (For example, curious, intelligent, playful, fearless, social, confident)
- Invite volunteers to use the words on the board to describe a specific dog they know or have seen in movies.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that are commonly used to talk about animal and human personalities.* Tell Ss they will hear the word followed by an example sentence.
- Clarify words or phrases that help Ss understand the definitions. Ask, *What does it mean if research is meaningful?* (It's relevant, useful, or important.) *What does it mean to* look at the bright side? (to think about the good parts of a situation that is mostly bad)
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 135 for practice and page 158 for definitions.

OPTION Make a cloze exercise with the example sentences in the audio script from 1B by replacing the target vocabulary with blanks. Pass out the exercise. Tell Ss to fill in the blanks with the words that they hear as they listen. Play the audio. Then have Ss open their books and check their answers.

TEACHING TIP Tell Ss to listen for the stressed syllable when they hear new words and phrases. Encourage them to put a large dot over the syllable with the heaviest stress or write out the syllable-stress pattern.

2 | LANGUAGE FOCUS

A
- Read the title and the instructions aloud. Tell Ss the words in bold in the example sentences are quantifiers.
- Do number 1 as a class. Write on the board: *About 50 percent of a dog's life is spent sleeping.* Underline the quantifier *About 50 percent of* and circle the verb *is*. Ask, *Is the verb* is *singular or plural?* (singular)
- In pairs, have Ss read and annotate the example sentences. Ask them to complete the chart by circling the correct answers. Ask, *What does it mean if an animal is* house trained? (It's taught not to urinate in the home.)
- Ask for a volunteer to read the first rule aloud for the class. Further explain that quantifiers state the quantity or amount of something without stating a specific number.
- Review the rest of the rules. For each, ask, *What is an example sentence that demonstrates this rule? How?* (For example, sentence 1 demonstrates the second rule. It includes a percentage, so the noun *a dog's life* determines the singular verb *is*.) Elicit answers.
- Bring Ss' attention to the note. Read the explanation and examples aloud.
- Write additional example sentences using quantifiers on the board with the verbs missing. Ask Ss to decide if the missing verb should be singular or plural in each sentence.

LANGUAGE NOTE *Of* is commonly used after a fraction, such as *a half + of* a noun, *a third + of* a noun, and so on. However, it is common to omit the *of* before a noun of measurement. For example, *You need half a cup of butter.*

LANGUAGE NOTE Additional quantifiers that require a plural verb are *several of, many of, plenty of, (a) few of,* and *a couple of.*

EXTENSION Ask Ss to turn the statements in 2A into questions. Monitor. Provide help with question words and formation if necessary. Then have Ss take turns asking and answering the questions in pairs.

B
- Read the instructions. In pairs, ask Ss to read the statement aloud and answer the questions. Suggest they underline the quantifiers and circle the nouns.
- Ask for a volunteer to read the sentence aloud. Elicit the answers.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note.
- Ask Ss to follow along as they listen. Play the audio.
- Say the quantifier phrases *neither of those* /niðərəðouz/ and *half of it* /hæfəvɪt/ several times, blending *of* with the surrounding words. Have Ss repeat.

B
- Tell Ss to listen for reductions in the quantifier phrases. Ask them to pay attention to whether the word after *of* begins with a consonant sound or a vowel sound.
- Play the audio. Remind Ss to listen first, then listen and repeat.
- Point out that the word *whom* begins with the consonant letter *w*, but, since the /h/ sound is silent, the first sound of the word is actually the vowel sound /u/.

C
- Read the instructions.
- Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers.

⊕ **EXTENSION** In pairs, ask Ss to reread the reasons why animals end up in shelters in 3B. Have Ss write two other reasons using quantifier phrases and read them to the class.

4 LISTENING

A
- Tell Ss they are going to listen to an episode of a podcast called *The Dog Pod*.
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Review the answer.

B
- Ask Ss to look at the Listening Skill box.
- For the second listening, tell Ss to listen specifically for the two main findings of the research.
- Read the instructions aloud. Tell Ss that summarizing doesn't always mean writing a paragraph in complete sentences. Encourage Ss to take notes on each main finding in a short phrase or sentence.
- Copy the chart on the board. Read the headings aloud.
- Play the audio. Have Ss complete the exercise.
- Elicit the answers. Add them to the chart on the board.

C
- For the third listening, have Ss listen for details. Tell them to note the most important details about each research finding on the right side of the chart.
- Play the audio. 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.
- Clarify the meaning of *purebred* (having parents that are of the same breed). Ask, *What does it mean to dig into an area of study?* (to learn more about it) *What does it mean if something is* set in stone? (It's permanent and impossible to change.)

D
- Ask Ss to write notes individually.
- In pairs, have Ss share their notes. Ask them to explain their reaction.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions. Model the activity, writing notes in the chart. Say, *When I was young, my family had a huge cat named Tabby. He was lazy but always really affectionate.*
- Have Ss complete the chart with their own ideas.

B
- Read the target question. Ask for a volunteer to read the example aloud for the class.
- In pairs, have Ss use their notes to share their experiences.

C
- Read the instructions. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Have Ss brainstorm things owners do that have a positive or negative effect on their pet's personality. Suggest note takers organize their group's ideas in a T-chart.
- Tell Ss to think of more ideas for how owners can have a positive effect on their pets. Ask groups to choose one idea from this list to share with the class.
- Have reporters present their group's idea to the class and explain why they chose it.
- Write Ss' ideas on the board. Take a class vote on 3-4 ideas that could have the most positive effect on pets' personalities.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss animal personalities
- ✓ using quantifiers with singular vs. plural verbs
- ✓ using reductions in quantifier phrases
- ✓ summarizing the main ideas of the discussion

EXIT TICKET Write on the board: *Is your pet's personality like yours?* Have Ss write their names on a blank card. Give them time to write 4-5 sentences to answer the questions. If Ss don't have pets, suggest they answer the questions about other people's pets. Tell Ss to use the target vocabulary and provide examples from both the podcast and their own experiences. Read the cards to identify areas for review.

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3 PRONUNCIATION

Reductions in quantifier phrases

In quantifier phrases like *some of the animals* or *half of it*, the preposition *of* is unstressed and blends with the words around it. The quantifier before and the noun after *of* are usually stressed. *Of* is often reduced to /ə/ when the next word begins with a consonant sound: *neither of those* /niðərəðouz/. When the next word begins with a vowel sound, *of* is often pronounced /əv/: *half of it* /hæfəvɪt/.

A ▶04-09 Listen. Read the pronunciation note.

B ▶04-10 Listen. Notice how the words in the underlined phrases blend together. Then listen and repeat.

1. Some of the animals in pet shelters have been abandoned by their owners.
2. Some animals are brought in by their owners, many of whom are moving.

C ▶04-11 Listen. Cross out the letter *f* in *of* when it's not pronounced.

some videos of my new dog
one of the cats
both of our cats
so many of the animals

4 LISTENING

extroverted humans → excitable dogs
agreeable humans → less aggressive/fearful dogs
pessimistic owners → dogs anxious & difficult to train

A ▶04-12 Listen. What is the main idea of the podcast?
Dogs' personalities often resemble their owners' personalities.

B ▶04-12 Read the Listening Skill. Listen again. Summarize the findings of Chopik and Weaver's research in the chart.
Answers will vary. Examples:

	Key findings	Details
1.	Dogs are like their owners	
2.	Dogs' personalities change over time, esp. with training	training = better relationship best time to train ~6 years old

LISTENING SKILL Summarize

Immediately after listening, summarize the main ideas to help you remember information and gain a deeper understanding.



C ▶04-12 Listen again. Note the details in the chart.

D PAIRS REACT Are you surprised by the results of the study? Why or why not?

5 TRY IT YOURSELF

A THINK Consider people you know (you can include yourself) who have had pets. Make a list of the pets. What was the pet's personality like?

Pet	Personality

B DISCUSS Did / Does the pet's personality resemble or not resemble that of its owner?

I have a friend who has a tarantula, a spider the size of your hand. In some ways, it resembles my friend because it spends most of its time being quiet and watching the world, and my friend is a quiet, observant person. On the other hand, the tarantula is very scary-looking and possibly dangerous, but my friend would never hurt anyone.

C ANALYZE In groups, brainstorm some things owners can do to have a positive or negative effects on a pet's personality. As a class, vote on three or four of the most important ideas.

I CAN DISCUSS ANIMAL PERSONALITIES.

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LESSON 3 DISCUSS ANIMAL BEHAVIOR



HIRO MATSUDA
@HiroM
You should watch this talk about amazing animal behaviors. They're so much more like us than people realize.

1 BEFORE YOU LISTEN

A PAIRS THINK Which wild animals are the most intelligent? What have you heard about them?

B 04-13 VOCABULARY Label the pictures with the words in the box. Then listen and check your answers.

grieve	mourn	howl	hold a grudge	dive-bomb	scold	be self-aware	feel guilty


scold


dive bomb


hold a grudge


be self-aware


howl


grieve

feel guilty

mourn

>> FOR PRACTICE, PAGE 136 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Articles for known and unknown information

A Read the example sentences with articles for known and unknown information. Then complete the rules in the chart with *a / an, the,* or Ø (no article).

Example sentences

1. Could you please run to **the** store and pick up some food for **the** cat?
2. I hear dogs barking. It sounds like **the** dogs are really close to our house.
3. Harry recently got **a** pet snake. I think **the** snake is pretty creepy, but I really don't like snakes.
4. Slow down! Watch out for **the** deer.
5. Did you ever watch **the** animal show that I told you about?
6. **The** birds in that cage seem upset.

Articles for known and unknown information

- When it's clear that the speaker and the listener both know which specific person, place, or thing is being referred to, use __the__.
- When a singular noun is mentioned for the first time, use __a / an__.
- When a plural noun is mentioned for the first time, use __Ø__.
- When a noun has already been mentioned, use __the__.
- When the noun is made definite by an adjective clause or phrase that directly follows it, use __the__.

>> FOR PRACTICE, PAGE 136

B Which information in this sentence is known or unknown to the listener? How can you tell?

I looked out the window and watched the cat chase a squirrel around the tree.
We can tell that the listener already knows about the window, cat, and tree because the speaker uses "the."
We can tell the listener is not familiar with the squirrel because the speaker uses "a."

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LESSON 3 DISCUSS ANIMAL BEHAVIOR

- Read the lesson title and the social media message aloud. Ask, *What did Hiro watch a talk about?* (animal behaviors) *What did he learn?* (Their behaviors are similar to human behaviors.)
- Ask, *We know that animals' personalities can be like ours, but are their behaviors also like ours?* Have Ss share ideas in pairs.

1 | BEFORE YOU LISTEN

A
- Read the target questions aloud. Point out that Ss should focus on wild animals and not animals that are typically kept as pets.
- Give Ss time to discuss the questions in pairs. Ask them to take notes on the kinds of animals and real-life examples that demonstrate their intelligent behavior.
- Walk around as Ss work. Provide help with vocabulary and spelling. If possible, allow Ss to do an online search to look for the names of specific wild animals.
- Ask for volunteers to share their answers with the class. Write Ss' ideas on the board.
- Take a class vote on which wild animal is the most intelligent.

B
- Draw Ss' attention to the pictures. Say, *Label the pictures with the words in the box. Then listen and check your answers.*
- Have Ss preview the vocabulary. Tell them to circle any terms they are unfamiliar with and share their previous knowledge in pairs. Have Ss label the pictures.
- Play the audio.
- In pairs, have Ss compare their answers. Play the audio again.
- Clarify any new or confusing words in the sentences, such as *passing* (someone's death).
- Review answers. Refer Ss to the practice and definitions on pages 136 and 158.

⊕ **EXTENSION** In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example:

1. *What should you tell someone who is grieving?*
2. *How long do you think people mourn the passing of their pets?*
3. *Have you ever heard an animal howl? How did it make you feel?*
4. *Who in your family holds a grudge? Who does not?*
5. *Have you ever seen a bird dive-bomb? What happened?*
6. *Have you ever been scolded or have you ever scolded somebody else? Why?*
7. *How can people become more self-aware about how their actions affect others?*
8. *What is something you think many people feel guilty about? Why?*

2 | [illegible]

A
- Read the grammar title and instructions aloud.
- Ask for volunteers to read the example sentences for the class. Tell Ss to pay attention to the articles in bold as they listen.
- In pairs, have Ss complete the rules in the grammar chart. Suggest Ss find an example sentence(s) that demonstrates each rule to support their answers.
- To review, call on Ss to read the completed rule aloud for the class. After each, ask, *What is an example sentence that demonstrates this rule? How?* (For example, Sentence 1 demonstrates the first rule. The speaker is asking a favor of someone who is probably also the cat's owner and references the specific store where they usually buy food for their cat. Because of this shared knowledge, the speaker uses the definite article *the*.)
- For the fourth rule, tell Ss that even if the noun is mentioned the second time by another name, we still use *the*. For example, *This is a piece of a puzzle. The part fits right here into the top of the puzzle.*

B
- Ask for a volunteer to read the example sentence aloud.
- Ask Ss to circle the articles and underline the nouns in the sentence. Give them time to answer the questions in pairs.
- Ask for volunteers to answer the questions and reference the grammar chart to give reasons for their answers.

⊕ **EXTENSION** In pairs, have Ss repeat 2B for each example sentence in 2A. Remind Ss to discuss how they can tell which information is known or unknown. To review, read the example sentences aloud and ask for volunteers to share their answers with the class.

⊕ **EXTENSION** Have Ss write four sentences using articles for known and unknown information. Ask them to describe things they do with and for their own or someone else's pets. Then ask them to swap papers with a partner. Tell Ss to circle the articles and identify which information in the sentences is known or unknown to the listener, and why. Have Ss read their sentences in pairs and share their ideas.

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3 | LISTEN

A
- Have Ss look at the picture. Read the title of the talk aloud: *Animals Like Us*. Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Bring Ss' attention to the Note-taking Skill about how to identify a speaker's key examples. Read it aloud.
- Read the target question. Remind Ss to listen for the main idea and not examples or details at this stage.
- Play the audio or video. Have Ss share their answers in pairs.
- Copy the chart on the board. Review the answer. Add it to the chart. Ask Ss to do the same.

B
- For the second listening or viewing, tell Ss to listen for key examples and details that support the main idea.
- Play the audio or video again. Pause after *that are surprisingly human*. Ask, *What is the first key example of animals showing human behaviors?* (the chimp greeting her friend) Add the example to the chart.
- Ask, *What details illustrate the chimp's humanlike behaviors?* (face brightening, small cry of joy, stroking hair) Elicit answers. Add them to the chart. Ask Ss to do the same.
- Play the rest of the audio or video.
- Have Ss compare their charts in pairs. Ask for volunteers to complete the chart on the board.
- Review answers. Elicit any additional ideas from the class. Add them to the chart.
- Clarify any new words or phrases used in the talk, such as *beloved* (very much loved), *remarkable* (unusual or surprising), and *chief among these* (the most important of these).
- Project or show pictures of invertebrate creatures, such as octopuses and spiders. Point to each and ask, *Do you think they have feelings?* Elicit ideas.

EXTENSION Ask Ss to close their books and take turns summarizing the key examples to help them remember the information and gain a deeper understanding of the talk.

C
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Elicit the speaker's conclusion. Ask, *Do you agree? Why or why not?* Take a class vote. Call on Ss to explain their opinions.

D
- Tell Ss to look back at their chart in 3B. Read the target questions aloud.
- Have Ss answer individually before sharing their opinions in pairs.
- Ask for volunteers to share which animal behavior was most surprising, and why.

4 | DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions. Elicit additional phrases to begin an anecdote, such as *So, this one time...* Write them on the board.
- Ask, *Why are anecdotes an effective way to illustrate a point?* (They help connect the speaker's ideas to real life and real people.)

5 | TRY IT YOURSELF

A
- Read the instructions aloud. Tell Ss to base their answers on animal videos, stories they have heard, or their own personal experiences.
- Copy the chart on the board. Read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *My cat falls asleep on his back with his paws on his belly. It's so hilarious and humanlike because cats normally have all four legs up.*
- Ask Ss to write down their answers individually. Monitor.

B
- Have Ss take turns sharing their notes in small groups. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Remind Ss to use the expressions from the discussion skill box to begin their anecdote.
- When all group members have told their stories, ask Ss to discuss how similar they think animal and human behaviors really are.
- Tell Ss to come to a group conclusion. Tell note takers to list the reasons that support their group's choice.

C
- Ask the target question. Tell reporters to share their group's conclusions with the class.
- Write Ss' ideas on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss animal behavior
- ✓ using articles for known and unknown information
- ✓ identifying a speaker's key examples
- ✓ telling anecdotes

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Tell them to choose a common pet and make an argument for how the animal's behavior is or is not humanlike. Ss should write at least 4-5 complete sentences and use articles for known and unknown information. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 VIDEO TALK



A ▶04-15 Read the Note-taking Skill. Listen or watch. What is the main idea of the talk? Write it in the chart.

NOTE-TAKING SKILL Identify a speaker's key examples

In talks and lectures, speakers often say a lot to engage or entertain you. You don't have to recreate their whole speech or descriptive scenes in your notes. Instead, first identify the main idea of the talk. (The title of the talk or lecture is often a good clue.) Then focus on capturing the key examples that support it.

Talk title: Animals Like Us		
Main idea: Animals show surprisingly human behaviors.		
	Key examples	More details
1.	chimp greeting friend	face brightening; stroking hair
2.	wolf grieving	crying alone; lowering head & tail, walking softly past place where pack-mate died
3.	crow holding a grudge	dive-bombing & scolding researchers who had trapped them
4.	octopus problem solving	figuring out how to escape from aquarium

B ▶04-15 Listen or watch again. Add key examples and more details to the chart.

C What does the speaker conclude about animal behaviors? We can't know how animals feel, but we could learn by studying them.

D PAIRS REACT Which of the animal behaviors was most surprising to you? Why?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions?

Tell an anecdote

An anecdote is a brief story that illustrates a point. You can begin an anecdote with phrases like these:

Did I ever tell you about the time I...?
I'll never forget the time I...
Here's a good one...
Believe me,...

5 TRY IT YOURSELF

A THINK What is an animal behavior that you have seen (in person or on video) that seemed humanlike. Take notes in the chart.

Type of animal	Description of behavior	Why it seemed humanlike

B DISCUSS Share your anecdotes in small groups. Do you think the animal and human behaviors just appear to be similar, or is there a deeper connection? Come to a consensus.

C SYNTHESIZE What conclusions can you draw about animal and human behavior? Share your ideas with the class.

☐ I CAN DISCUSS ANIMAL BEHAVIOR.

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LESSON 4 READ ABOUT ANIMALS THAT USE LANGUAGE



HIRO MATSUDA
@HiroM
After reading this interview, I wonder how many people will try to teach their pets to talk?

1 BEFORE YOU READ

A PAIRS What are some similarities and differences between the way animals and humans communicate?

B ▶04-16 VOCABULARY Read and listen. Do you know these words?

mimic	in the wild	deprived of	be suited to	nasal	ungrammatical
primitive	captivity	befriend	albeit	a cavity	intelligible

>> FOR DEFINITIONS, PAGE 159

2 READ

A PREVIEW Read the title and the interview questions only. What is the main topic?

B ▶04-17 Read and listen to the interview. Were your predictions correct?

Home | Technology | Work | Social Media

SCIENCE IN FOCUS: TALKING ANIMALS

Last weekend, I interviewed Jennifer Orsher, the curator of primates at the Stoneville Animal Conservation Center, about animals using human language. Here's what she had to say.



Dr. Francine Patterson and Koko

Q: Jennifer, why can some animals learn to mimic words while others can't?

A: Not many species have the capacity for vocal mimicry: among birds, only parrots, songbirds, and hummingbirds, and among mammals, only humans, bats, elephants, seals, and cetaceans–whales, dolphins, and the like.

Q: What makes these animals different?

A: Well, the biology of animals that are vocal mimics is different because the muscles that control their voices are directly connected to the forebrain. However, in most other animals, those voice-control muscles are connected to the brain stem, a more primitive part of the brain. Plus, all vocal mimics are social animals, and imitation is their way of interacting and bonding with one another in the wild.

Q: Why would animals want to mimic human speech?

A: In the wild, they rarely would, but most vocal mimicry goes on in captivity, where these normally social animals find themselves deprived of contact with others of their kind. It seems they befriend humans and mimic them as they would when joining a new group of animals of their own species.

Q: Do you know of any examples of the mammals you mentioned mimicking human language?

A: Not bats, but I've heard seals in aquariums use a few words. Talking elephants are quite rare as elephants' mouths aren't suited to mimicking human sounds. However, there is one named Koshik. He lives in Everland, South Korea's largest theme park. He inserts his trunk into his mouth to help make sounds resembling Korean words meaning *yes*, *no*, *sit*, *lie down*, and several others. Then there's Nack, a Beluga whale in Kamogawa Sea World, a marine park near Tokyo. He can imitate a few sounds and Japanese words, albeit not exactly, by over-inflating his nasal cavities.

Q: Do other primates have the ability to mimic or use language the way humans do?

A: Although their larynx (the organ in the throat that produces sound) is very similar to ours, they usually don't. Tilda, an orangutan at the Cologne Zoological Garden in Germany, surprised everyone by making humanlike sounds–but not words. Koko, a gorilla that was kept by researcher Francine Patterson in California, learned over 1,000 signs >>

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LESSON 4 READ ABOUT ANIMALS THAT USE LANGUAGE

- Read the lesson title aloud. Ask, *Do you think that animals use language? What language do they speak?* Have Ss share ideas in pairs.
- Read the social media message aloud. Ask, *Have you ever tried to teach your pet to talk? Why or why not?* Invite volunteers to share their experiences with the class.

1 BEFORE YOU READ

A
- Read the question aloud. Ask Ss to share their ideas in pairs. Encourage them to list similarities and differences between the way animals and humans communicate.
- Ask, *What is similar between how animals and humans communicate? What is different?* Call on Ss to explain their answers with real-life examples. Make two lists on the board.
- Lead a class discussion about whether there are more similarities or differences, and why.

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. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 159.

OPTION Rather than defining the terms first, ask Ss to read the article and guess the meaning of the vocabulary from the context. Have Ss share their definitions in pairs and then check their answers on page 159.

2 READ

A
- Read the title of the article: *Science in Focus: Talking Animals.* Have Ss take turns reading the interview questions aloud. Remind them not to look at the answers.
- Direct Ss' attention to the picture. Read the caption aloud.
- Ask, *What animal is this?* (a gorilla) *What is the relationship between the gorilla and the person?* (friendship) *What are they doing?* (hugging) Have Ss share ideas in pairs.
- Ask, *How do you think this picture relates to the title of the article?* Elicit ideas.
- Ask Ss the target question. Elicit ideas.

OPTION Have Ss close their books. Read the title and interview questions. Ask Ss to listen for key examples that could support the main topic of the interview. In pairs, have them discuss the answer to the target question.

OPTION Make copies of the title and the interview questions on a separate piece of paper. Pass them out to pairs or small groups. Have Ss close their books. Ask them to reference the handout to complete 2A.

B
- Tell Ss to look at the text. Ask, *What is it?* (an interview) *How do you know?* (because it's a conversation where questions are asked and answers are given)
- Have Ss listen to the interview and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Explain that a *curator* is a person in charge of a museum or zoo.
- Ask, *Were your predictions correct?*
- Ask, *Is the interview written in a formal or informal style?* (formal) *How do you know?* (There are no colloquialisms and it is mostly objective, scientific language. For example, *He can imitate a few sounds and Japanese words, albeit not exactly, by over-inflating his nasal cavities.*)
- Write on the board: *If a lion could talk, we wouldn't be able to understand it.* Read the statement aloud. In pairs, ask Ss to explain the meaning of the quotation in their own words. Ask, *What do you think the philosopher Wittgenstein meant when he said this?*
- Ask, *Do you agree or disagree with this statement? Why?* Ask for volunteers to share their opinions with the class.

OPTION Play the audio and pause after *Here's what she had to say.* Ask, *Who is being interviewed?* (Jennifer Orsher) *What is her job?* (curator of primates at the Stoneville Animal Conservation Center) *What is the interview about?* (animals using human language) Review answers and then play the rest of the interview.

CULTURE NOTE Stoneville is the name of a small community located in Jackson, Mississippi, in the U.S. The Stoneville Wildlife Management Area has the mission of engaging the public in natural resource conservation and conserving Mississippi's wildlife, fisheries, and parks.

EXTENSION Ask Ss to reflect on the genre of interviews. Ask, *What do you think about this kind of text? What are the benefits to discussing a topic in an interview format?* For example, an interview can be useful to obtain detailed information about personal feelings, perceptions, and opinions. Since interviewees don't always know the questions they will be asked, the format also allows for more authentic answers.

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A • Read the questions aloud. Suggest that Ss underline key words and phrases to look for, such as *vocal mimics, Koshik, Koko, sit,* and *lie down.*

- Make sure Ss understand the questions before moving on. Ask, *What does it mean to use language intelligibly?* (to use it in a way that is clear or simple enough to understand)
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

B • Ask a volunteer to read lines 9–12 and line 16 aloud.

- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C • Direct Ss' attention to the Reading Skill. Say, *When using difficult words or specific terminology, authors often include definitions in the text.* Read the information in the box aloud.

- Write on the board the names and symbols of the punctuation marks mentioned in the explanation: *parentheses ( ); comma ,; dash –.*
- Read the instructions and terms aloud.
- Ask Ss to go back and reread the interview to find the definition of each term. Have them complete the sentences individually and then compare their answers in pairs.
- Call on Ss to read the definitions aloud. Ask them which punctuation mark was used to introduce each definition (parentheses, a comma, or a dash).
- Project or show a diagram of the brain and larynx area to further increase Ss' understanding of the terms.

⊕ **EXTENSION** Have Ss define three other terms in the text, using a dictionary if necessary. Suggest that they look at *forebrain* and *vocal mimicry* as terms to define. Ask them to underline the sentence where the term is used in the text and rewrite it to include a definition that clarifies the meaning of the term. For example, *Last weekend, I interviewed Jennifer Orsher, Stoneville's curator of primates (the group of mammals that includes monkeys and apes).* Invite volunteers to read their new sentences for the class.

D • In pairs, have Ss write a short summary of the interview. Remind them to use their own words as they summarize.

- Ask Ss to reread the interview and underline the main idea in each of Jennifer Orsher's answers.
- Walk around and provide help as necessary.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.
- Suggest that Ss read their summaries aloud to friends or family members to teach them about animal behavior.

⊕ **EXTENSION** For homework, ask Ss to visit Koko the gorilla's website and watch videos of her using Gorilla Sign Language, as suggested in the sidebar. Ask them to consider if she uses language meaningfully, and why or why not. Have Ss take notes on their ideas and share them in small groups in class.

A • Ask Ss to close their books. Lead a class recall activity of the species of animals that have the capacity for vocal mimicry as described in the interview (birds: parrots, songbirds, hummingbirds; mammals: humans, bats, elephants, seals, cetaceans).

- Have Ss open their books. Read the target question aloud.
- Give an example. Say, *If cetaceans like dolphins and whales could use human language, they could alert us to where we should target our ocean clean-up efforts.*
- Remind Ss to write down their ideas and include key real-life examples of how this would benefit both humans and animals.
- Walk around and provide help as necessary.

B • Have Ss present their ideas to their group. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.

- First, have Ss discuss different ways we could teach vocal mimics to use human language. Remind Ss to consider exactly how a process like that would be implemented.
- Then have Ss share the advantages (the potential benefits) as well as the disadvantages of animals being able to communicate. Tell Ss to focus on real-world applications. Ask note takers to list their group's ideas.

C • Ask group leaders to summarize the group's ideas to focus the conversation. Tell note takers to circle the biggest advantage and biggest disadvantage on the list.

- Have reporters present them to the class. Write Ss' ideas on the board.
- Ask, *Based on this information, is it useful for scientists to teach animals to use human language?* Take a class vote.

EXIT TICKET In pairs, have Ss take turns retelling anecdotes of times when animals have communicated with humans. Tell them they can discuss pets, wild animals, or the specific examples described in the interview. Remind Ss to begin their anecdotes with phrases from the discussion skill box, and challenge Ss to keep their book closed as they discuss. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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in Gorilla Sign Language, a modified form of American Sign Language. Although she claimed that Koko used signs to express herself much as humans do, Koko's signing was ungrammatical, and Dr. Patterson always had to interpret it.

Q: Do you think any animals will one day use language in a more intelligible way?

A: I'm not sure. It brings to mind a quotation from the philosopher Wittgenstein: "If a lion could talk, we wouldn't be able to understand it." He meant that we'd have too little in common to understand each other. So, perhaps it's primates that we would have the best chance of talking with since they are our closest animal relatives!

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the interview.

1. How does the biology of vocal mimics differ from that of most other animals? The muscles that control their voices are connected to the forebrain, not the brain stem.
2. Why did Koshik likely learn to say *sit* and *lie down*? His trainers likely say those words a lot to him.
3. Why does Orsher doubt that Koko expressed thoughts like a human? Koko's signing was ungrammatical and Dr. Patterson always had to interpret it.
4. Why is Orsher unsure about animals ever using language more intelligibly? She feels we might have trouble understanding them as we have too little in common.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. In lines 9–12, how is the second sentence related to the first sentence?
   a. It provides a reason for direct connections.
   b. It explains a different type of connection.
   c. It describes the purpose of direct connections.
2. In line 16, what does the word *as* mean?
   a. because b. in the same way c. during the time

C Read the Reading Skill. Then reread the interview. Write the definition of each term.

1. cetaceans: whales, dolphins, and the like
2. brain stem: a more primitive part of the brain
3. larynx: the organ in the throat that produces sound
4. Gorilla Sign Language: a modified form of American Sign Language

READING SKILL Recognize definitions

After a new or difficult noun or noun phrase, look for a definition that clarifies the meaning of the term. It might be set off by a comma or dash or be in parentheses. Recognizing such definitions helps break some long sentences into easily understandable chunks.

D PAIRS Summarize the interview in six sentences. Write one sentence for each answer in the interview.

Visit Koko the gorilla's website and watch videos of her using Gorilla Sign Language. Does she use language meaningfully?

4 MAKE IT PERSONAL

A THINK How would it be useful for scientists to teach different species of vocal mimics to use human language and communicate with them? Think of as many benefits as you can. Take notes.

B GROUPS Discuss how they could be implemented and the advantages and disadvantages of having animals that are able to communicate with us.

C EVALUATE In the same groups, decide the biggest advantage and the biggest disadvantage. Choose one person to present your idea to the class.

Answers will vary. Possible answer: The animals capable of vocal mimicry are parrots, songbirds, hummingbirds, humans, bats, elephants, seals, and cetaceans. There are two key characteristics of vocal mimics: the forebrain is connected to the vocal muscles and they are social animals. Animals mimic human speech in captivity because they treat humans as their own kind. Jennifer knows of seals in aquariums, an elephant in Korea, and a beluga whale in Japan that mimic human speech. Primates don't usually mimic human speech, but Tilda the orangutan made human-like noises and Koko the gorilla could use sign language. Jennifer explains that communicating with animals that are very different from us may not be possible but thinks communicating with primates might be possible as they are our close relatives.

☐ I CAN READ ABOUT ANIMALS THAT USE LANGUAGE.

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LESSON 5 WRITE A PERSUASIVE ESSAY



HIRO MATSUDA
@HiroM
Why don't we treat animals better? 😔 Check out this piece I wrote for @AnimalLife...

1 BEFORE YOU WRITE

A **Read about persuasive essays.**

A persuasive essay is similar to an opinion essay in that the writer seeks to convince the reader to agree with the points that he or she is making. The language in a persuasive essay is usually stronger, as the writer takes a stand on a topic of importance. In the introductory paragraph, the writer states his or her position. Then, the writer provides reasons and examples to support that position and convince the reader to agree.

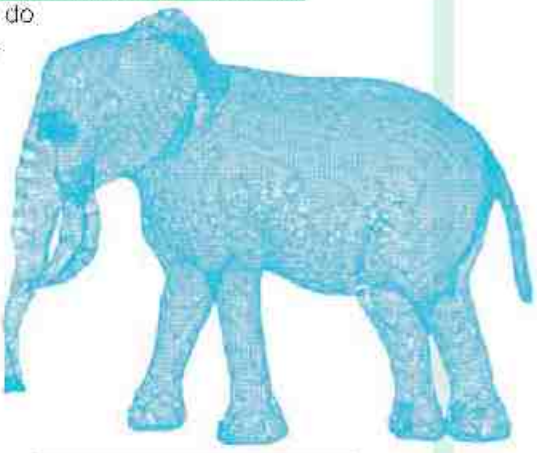
B **Read the model. What does the writer want to be done about the use of wild animals in circuses?**

Life in the circus is a terrible life for animals. It is hard to believe that in this day and age, we still accept animals being taken away from their natural environment and used for the sole purpose of entertainment. While some countries are taking steps in the right direction, far too many people still do not consider what a horrible way this is to treat animals. There is no question in my mind that the use of wild animals in circuses should be banned.

Most animals that are used in circuses are captured in the wild. They are taken away from their homes and families. Elephants in the wild live in herds, and numerous studies show that without their families, elephants often become depressed. Can you imagine being taken from your family and forced to travel and entertain others? Of course not; we would call this slavery. Animals also have emotions, and so humans have the responsibility to treat them fairly.

As part of the circus, the animals have to live in cages and travel all the time. Then they are forced to perform tricks that they would never do naturally. Perhaps people think that children can learn about animals by going to the circus, but what are they learning? That tigers will jump through a hoop if you make them? To get the animals to do these tricks, the trainers hit or poke them. The animals do the tricks out of fear, not because they want to do them. There is no reason in the world why people should be allowed to treat animals this way.

There are alternatives. Some circuses today do not use animals at all. The internationally famous Cirque du Soleil is a show with only people, performing acrobatic tricks of all kinds. It is much more astonishing to watch a show like this, seeing the amazing things that people are able to do; and it is also more enjoyable, knowing that every performer is there because they want to be. It would be a better world if all circuses were like this. Banning the use of wild animals in circuses is a no-brainer. In the meantime, it's up to all of us to make the right choices and not to support any show that uses wild animals for entertainment.



One circus has replaced real animals with holograms.

C PAIRS **Has the writer convinced you that animals should not be used in circuses? Which argument in particular convinced you?**

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LESSON 5 WRITE A PERSUASIVE ESSAY

- Read the lesson title and the social media message aloud. Ask, *What is Hiro upset about?* (the mistreatment of animals) *What does he mean when he says he published a piece?* (He published an article online.) *Where did he publish his work?* (in a publication called *Animal Life*) Elicit answers.
- Ask, *What kinds of treatment do you think Hiro is upset about?* Have Ss share ideas in pairs.

LANGUAGE NOTE *Mentions* (often known as *@ mentions*) are a useful way of drawing someone's attention to a page or comment, or assigning a task to them. To mention someone, users type @ followed by the name of the user they want to tag. This is a commonly used feature across most social media platforms.

A

- Read or ask for a volunteer to read the text about persuasive essays aloud for the class.
- Ask, *Who has written a persuasive essay before?* Ask for volunteers to share what kinds of persuasive essays they have written.

B

- Ask Ss to cover up the caption and look at the picture. Ask, *What does it make you think of? Why?* Have Ss respond to what they see in the picture in pairs.
- Read the caption. Ask, *What's a* hologram? (a special kind of picture that is produced by a laser and that looks three-dimensional) *Have you ever seen one?* Elicit answers.
- Ask, *Have you ever been to a circus? Were there animal performers? Why do you think that a circus would replace real animals with holograms?* Have Ss share their experiences and ideas in the same pairs.
- Have Ss follow along in their books as you read the persuasive essay aloud for the class.
- Ask the target question about what the writer wants to be done about the use of wild animals in circuses. Elicit the answer.
- Clarify any new or confusing words, such as *herd* (a group of animals that live or are kept together), *poke* (to push your finger or something thin or pointed into or at someone or something), *acrobatic tricks* (skillful actions involving balancing, jumping, or turning your body with great skill), and *no-brainer* (a decision or choice that is very easy to make and requires very little thought).
- Ask, *What does the phrase* this day and age *mean?* (in the present or modern times) Provide additional examples of use, such as *People shouldn't be living without running water in this day and age.*
- Draw Ss' attention to the questions in paragraphs 2 and 3. Ask Ss to read the questions aloud in pairs.
- Ask, *What kinds of questions are these?* (rhetorical questions) *How do you know?* (because the writer doesn't expect an answer) Lead a brief class review on the meaning and use of rhetorical questions.
- Ask, *Why do you think the writer included rhetorical questions in this essay?* (to persuade the reader of his or her particular point of view)

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch roles every 4–5 lines.

C

- Arrange Ss in different pairs. Read the target questions aloud.
- In pairs, ask Ss to read the model essay and underline the writer's arguments. Then have Ss state which argument, if any, was the most persuasive, and why.
- Take a quick class vote on how many Ss are convinced of the writer's argument at this stage.
- Ask, *Does the information in the article surprise and shock you? Why or why not?* Elicit opinions from the class. (For example, Not really because I already knew about this. OR I'm really surprised because I never thought about it from that perspective.)

D

- Copy the chart on the board. Read the instructions.
- Ask, *What is the position of the writer?* (The use of wild animals in circuses should be banned.) Elicit the answer and add *banned* in the center circle. Tell Ss to add the answer to their own chart.
- Have Ss work in pairs to complete the rest of the activity but ask them to fill in their charts individually. Tell them to include examples from the persuasive essay where relevant.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

EXTENSION Project or show pictures of circus animals. Pre-select pictures where animals exhibit a wide range of emotions, such as happy, anxious, or neutral expressions. For each picture, tell Ss to share with a partner how it makes them feel. Have them write down any sensory words that come to mind and compare their ideas in pairs.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What is an example of strong, emotional language in the first sentence of the essay?* (terrible)
- Tell Ss to reread the text in 1B and underline colloquial and emotional language. Tell Ss this kind of language can be words, phrases, or whole sentences.
- In pairs, have Ss compare their answers.
- Elicit answers. Write Ss' ideas on the board.

3 PLAN YOUR ESSAY

A
- Read the instructions aloud. Ask for a volunteer to read the list of animal rights issues aloud for the class.
- Give Ss time to analyze the issues individually.
- Walk around as Ss work and provide additional information about the issues if necessary.
- Tell Ss to choose one animal rights issue to write about. Encourage them to choose an issue that is very important to them.
- If Ss want to write about an issue that is not listed in the box, make sure to approve it before Ss move on.
- Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart individually with their own ideas. Remind them to write phrases, not individual words, in the chart.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if necessary.

B
- In pairs, have Ss use their notes to take turns sharing information about their issues.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more arguments that support their position.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their persuasive essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 states their position, paragraphs 2 and 3 provide reasons and key examples to support that position, and the final paragraph provides alternatives.
- Bring Ss' attention to the Writing tip. Read it aloud.
- Have Ss discuss in pairs different ways to capture the reader's attention from the beginning of their essay, such as a personal anecdote or shocking statistics. Elicit ideas. Write them on the board for reference.

TEACHING TIP Tell Ss that although a strong start is the first thing their readers see, it can be helpful to write it only once they've finished the main part of their essay.

5 REVIEW YOUR PEER'S ESSAY

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's persuasive essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answers. For example, when the question asks if the essay uses strong, emotional language, encourage Ss not to just say *yes*, but to also list some examples of this kind of language. Encourage Ss to suggest more colloquial and emotional language to help make the writing more persuasive.
- When Ss have answered all the questions, ask them to give the essay back to its author.

D
- Have Ss give each other feedback. Encourage them to ask clarification questions.
- Give Ss time to review their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and describe their issue to three different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's arguments. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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

Environment
animals taken from _____
animals become _____ without families

Not educational
tricks aren't ___natural___
___children___ don't learn about animals

Position: The use of wild animals in circuses should be ___banned___.

Treatment
animals forced to do ___tricks___
trainers ___hit___ ___poke___ the animals

Alternatives exist
some circuses have no animals
Example: _____

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline language that you think is colloquial or emotional, rather than formal. Answers may vary.

WRITING SKILL Use strong, emotional language

Although formal language makes a good impression, sometimes it is appropriate to use a more colloquial or conversational voice and appeal to your readers' emotions. In a persuasive essay, using emotional language can help readers relate to you and convince them that you mean what you say.

3 PLAN YOUR WRITING

A What animal rights issue is important to you? Choose an issue from the box or think of one yourself. Create a chart like the one in 1D to organize your ideas.

- abandoning or mistreating pets
- deforestation and/or development of land where many wild animals live
- factory farming
- hunting animals
- keeping animals in zoos
- testing products on animals
- wearing fur or leather

B PAIRS Discuss your ideas.

I'm going to write about factory farming. The animals on factory farms are...

4 WRITE

Write a first draft of a persuasive essay about an animal rights issue. Remember to use strong, emotional language. Use the essay in 1B as a model.

Writing tip
Start strong! Having a strong, declarative statement of position in your opening sentence will immediately draw readers in.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Does the essay give a strong position on the topic?
- Does it start strong, with a clear leading sentence?
- Are sufficient supporting examples given?
- Does the essay use strong, emotional language?
- Is the essay persuasive to you? Do you have suggestions for improving it?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

☐ I CAN WRITE A PERSUASIVE ESSAY.

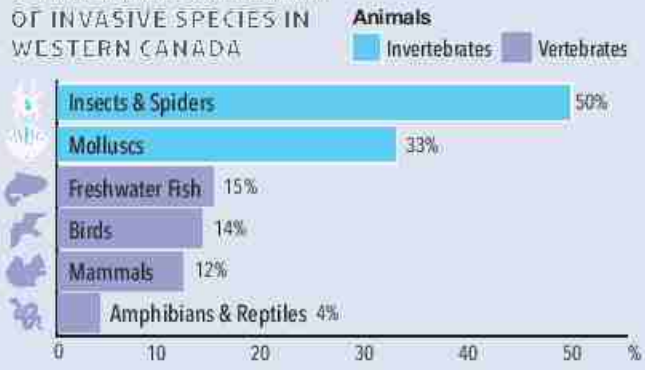
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PUT IT TOGETHER

1 [illegible]

A **CONSIDER THE PROBLEM** Many invasive species threaten various ecosystems after being introduced by accident, such as when goods are shipped from one country or another, or deliberately, for example, when people adopt dangerous pets but later release them in the wild. Review the chart and circle the correct answers.

A TYPICAL DISTRIBUTION OF INVASIVE SPECIES IN WESTERN CANADA



1. Insects and spiders are more likely to be an invasive species because they _____.
   a. crawl great distances b. are shipped with goods c. can always fly
2. For fish to be considered invasive in lakes, they probably _____.
   a. are dropped by birds b. arrive from oceans c. kill off other fish
3. Probably the easiest species to find and remove are _____.
   a. spiders b. birds c. mammals

B **THINK CRITICALLY** Discuss why some creatures are more likely than others to become invasive species. Talk to a partner.

Answers will vary. Possible answers: Insects and spiders are more likely to be shipped with goods. Insects are also more likely to find homes in new environments. Fish are more likely to kill off other fish because they need the same shelter and food.

C **FIND SOLUTIONS** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3-5 ideas to help avoid the spread of non-native species that can destroy fragile ecosystems.

Step 2 **Evaluate** Choose the best solution.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

Better checks on shipments of goods, particularly foods; better licensing of dangerous pet ownership; stricter laws against the release of dangerous pets into the wild

2 [illegible]

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

Speaking Objectives
- ☐ Talk about animal videos
- ☐ Discuss animal personalities
- ☐ Discuss animal behavior

Vocabulary
- ☐ Words to describe unusual things

Writing
- ☐ Use strong, emotional language

Conversation
- ☐ Use circumlocution when you don't know a word

Pronunciation
- ☐ Reductions in quantifier phrases

Listening
- ☐ Summarize

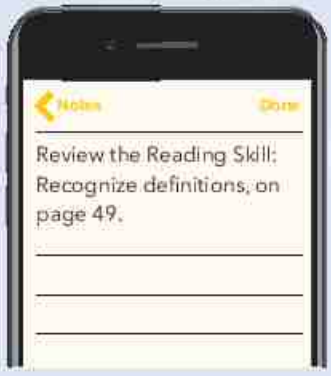
Note-taking
- ☐ Identify a speaker's key examples

Language Choices
- ☐ Articles for general and specific nouns
- ☐ Quantifiers with singular vs. plural verbs
- ☐ Articles for known and unknown information

Discussion
- ☐ Tell an anecdote

Reading
- ☐ Recognize definitions

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 [illegible]

A
- Read the problem aloud. Check Ss' understanding of the term *invasive species* (an animal or plant that spreads quickly in an environment where it is not found naturally). Ask, *What are examples of invasive species?* (For example, Burmese pythons in Florida) Elicit ideas.
- Direct Ss' attention to the bar chart. Read the title: *A Typical Distribution of Invasive Species in Western Canada.* Read the categories of the invasive species aloud.
- Have Ss analyze the chart in pairs. Ask them questions to check their understanding of how the chart presents data, such as:
  1. *What is being shown in the chart?* (the number of invasive species in western Canada)
  2. *How does it show this data?* (presents how many of each category of invasive species have been introduced in western Canada)
- Read the questions and the answer choices aloud. Tell Ss to discuss the questions in pairs and infer the answers based on the information in the chart and their own experiences.
- Review the answers as a class.

CULTURE NOTE When invasive species are introduced into a new ecosystem, they become predators, competitors, parasites, and hybridizers of native and domesticated plants and animals. According to the World Conservation Union, they are the second most significant threat to biodiversity after habitat loss.

B
- Read the instructions aloud. In pairs, have Ss discuss why some species are more likely than others to become invasive.
- Have Ss reference the species listed in the bar chart as they discuss. Encourage them to search online to learn more, if necessary.
- Ask for volunteers to share their ideas.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note takers to record all possible solutions. Encourage Ss not to limit themselves at this point.
- For step 2, have groups choose the best solution for the problem. Be sure that all group members are able to provide reasons to support their group's decision.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data and explain exactly how the solution would work.
- Leave 2–3 minutes for questions and comments after each presentation.

OPTION Have Ss focus on only one plant or animal that is an invasive species in the country where they live. Have Ss research how the species was introduced in the first place. Encourage them to brainstorm ideas and provide solutions that would help prevent the spread of this one specific species.

2 [illegible]

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.

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5 IS THIS GOING TO WORK?

PREVIEW THE UNIT

LESSON 1	**Talk about starting a small business**	
	Vocabulary	Words related to starting a business
	Language choices	Reported speech patterns
	Conversation skill	Show interest in a conversation
LESSON 2	**Talk about inventions**	
	Language choices	Changes in reported speech
	Pronunciation	Sentence stress in conversations
	Listening skill	Selective attention
LESSON 3	**Talk about a success story**	
	Language choices	Common reporting verbs
	Note-taking skill	Use Cornell Notes
	Discussion skill	Build on what others have said
LESSON 4	**Read about alternative foods**	
	Reading skill	Paraphrase
LESSON 5	**Write an online review**	
	Writing skill	Use titles and subtitles
	Writing tip	Read your draft aloud
PUT IT TOGETHER		
	Problem solving	Consider how entrepreneurs could get new ideas to market faster

GET STARTED

A
- Write the unit title on the board and read it aloud.
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the instructions. Write *innovation* on the board. Elicit the meaning (the act or process of introducing new ideas, devices, or methods).
- Read the target questions aloud. In pairs, have Ss discuss their answers, giving reasons.

B
- Direct Ss' attention to the picture. Read the instructions and target question aloud. In pairs, ask Ss to give examples of how technology extends our abilities and influence.
- Elicit answers and examples from the class.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Carla) Then ask, *What do you remember about Carla?* (For example, She's a market researcher.)
- Read Carla's social media message aloud. Ask, *What does Carla mean when she says her friends' business is already up and running?* (It's already starting to provide products or services.)
- Read the target questions aloud. Have Ss discuss in pairs. Elicit answers.

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5 IS THIS GOING TO WORK?

LEARNING GOALS

In this unit, you

- talk about starting a small business
- talk about inventions
- talk about a success story
- read about alternative foods
- write an online review



GET STARTED

A Read the unit title and learning goals. Some people avoid innovation because there are more risks involved. Would you want to work at a job where innovation was required daily? Why or why not?

B Look at the picture. There's a concept that technology has the capacity to make each of us bigger, extending our abilities and influence. How does this image reflect that?

C Read Carla's message. How is technology helping people develop new businesses? Why might it be easier to start a business now than it was 100 years ago?



CARLA LUGO

@CarlaL

My friends started a new business. It's up and running already. Technology is making it easier than ever before.

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LESSON 1 TALK ABOUT STARTING A SMALL BUSINESS



CARLA LUGO
@Carla_
Lunchtime—and I've got treats to share!

1 VOCABULARY Words related to starting a business

A Read the information about starting a business.
Which points are generally good, or positive, for starting a business? Which are not?

Good: form a partnership, lease a space, contact a supplier, track cash flow, be in the black, break even, be profitable
Not good: cut corners, be in the red, flop

B ▶05-01 Read and listen. Notice the words in bold.



>> FOR PRACTICE, PAGE 137 / DEFINITIONS, PAGE 159

2 LANGUAGE CHOICES Reported speech patterns

A Read the example sentences. Circle the reporting verb and underline the information that is being reported. Then write the example numbers next to the correct pattern in the chart.

Example sentences

1. John's friends **told him that** his business might flop.
2. They **talked about hiring** some more employees.
3. We **asked the office assistant to contact** the supplier about the missing invoice.
4. Our investors **said we need** to come up with some new ideas.
5. Mariko **decided not to create** a new expense report.
6. I **suggest not forming** a partnership at this time.
7. William **worried that his company might not break** even this year.
8. Dana **reassured us we'll be** in the black again soon.

Reported speech patterns

Reported speech pattern		Example sentences
subject + reporting verb	+ (*that*) + clause	4, 7
	+ direct object + (*that*) + clause	1, 8
	+ (*not*) infinitive	5
	+ direct object + (*not*) infinitive	3
	+ (*not*) gerund	2, 6

>> FOR PRACTICE, PAGE 137

B Does the meaning of this sentence change when you change the pattern? See answer on page T-54
Mika suggests tracking our cash flow with this new app.

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LESSON 1 TALK ABOUT STARTING A SMALL BUSINESS

- Read the lesson title. In small groups, ask Ss to describe somebody they know who runs a small business. If they don't know a business owner personally, they can reference a well-known figure.

1 VOCABULARY

A
- Read the vocabulary title aloud. Draw Ss' attention to the pictures. Say, *This is the story of a small business.*
- Read the target question. In small groups, have Ss take turns reading the captions aloud and discussing their meanings.
- Tell Ss to circle any terms they are unfamiliar with. Remind them to pay attention to the context clues in the pictures to help them define the terms.
- Ask Ss to identify if each point is positive or negative for starting a business.
- Read the terms aloud and take a class poll for each. Ask, *Is this action good or bad for business?* Elicit Ss' opinions.

B
- Say, *Listen to the words and phrases that are commonly used to talk about starting a business.* Play the audio.
- Clarify any new or confusing words in the phrases, such as *form* (to make something exist or develop) and *track* (to watch or follow the progress of someone or something).
- Ask for a volunteer to read the social media message aloud. Ask, *Where is Carla?* (at work) *What did she bring to share?* (treats) *What is a treat?* (something that tastes good and is not eaten often)
- Review definitions. Refer Ss to the practice and definitions on pages 137 and 159.

⊕ **EXTENSION** Ask, *What else is important to do when you start a business?* Have Ss discuss the question in pairs. Invite volunteers to share their ideas with the class.

⊕ **EXTENSION** Have Ss individually rank the terms in the first row according to how important they are to starting a successful business (1 = most important, 5 = least important). Time permitting, have Ss also rank them according to how difficult they are to do (1 = most difficult, 5 = least difficult). In groups, have Ss share their rankings with reasons. Take a class vote on which actions are the most important and the most difficult to do.

2 GRAMMAR IN CONTEXT

A
- Ask Ss to close their books. Read the title aloud. Ask, *When do we use reported speech?* (to tell what a speaker says without using the exact words) *What are some examples?* (For example, He asked me about my job experience.) Elicit answers.
- Ask Ss to open their books. Read the instructions aloud.
- Bring Ss' attention to the chart. Say, *There are five reported speech patterns.* Copy the chart on the board. Read the patterns aloud.
- Point out that in reported speech, the *that* before the information being reported is optional. In pairs, ask Ss to recall the difference between a clause and a phrase (a clause requires both a subject and a verb).
- Do number 1 as a class. Write on the board: *John's friends told him that his business might flop.*
- Ask, *What is the reporting verb?* Circle *told. Which pattern does this sentence follow?* (direct object + *that* + clause) Underline *his business might flop.* Add the number 1 next to the pattern in the chart. Ask Ss to do the same.
- Have Ss complete the exercise in pairs.
- Read the patterns aloud and call on Ss to say the number of the example that matches each pattern. Correct if necessary.
- Ask, *What is the tense of the reporting verbs?* (All are in the simple past except for number 6.)
- Point out that no additional punctuation (quotation marks, comma, question mark, etc.) is used in reported speech.

LANGUAGE NOTE The verbs *suggest, recommend,* and *propose* are commonly followed by a gerund in order to eliminate the indirect object (the receiver of the suggestion) and thus make the suggestion more polite. For example, *I suggest not forming a partnership at this time* is more polite than *I suggest that you do not form a partnership at this time.*

B
- Read the target question. Ask for a volunteer to read the example sentence aloud.
- Give Ss time to annotate the sentence and answer the question in pairs.
- Remind Ss they can use reporting verbs other than *suggest* with this situation. Lead a class brainstorm on which verb might be appropriate in this situation. (For example, recommend, propose, advise) Elicit answers. Write Ss' ideas on the board for reference.
- To review, write the sentence on the board. Ask for a volunteer to circle the reporting verb and underline the clause or phrase that is being reported. Elicit the reported speech pattern of the original sentence. (subject + reporting verb + gerund) Correct if necessary.
- Invite volunteers to rewrite the sentence on the board with different speech patterns and/or reporting verbs. For each, ask the class, *How does this change the overall meaning of the sentence?* Elicit ideas.

2. B Answers will vary. Possible answer: The writer used the pattern subject + reporting verb + gerund. We can change it to the following pattern: *Mike suggests that we track our cash flow with this new app.* The meaning is the same. If we change it to another pattern, we need to change the reporting verb. For example:
Mike advised us to track our cash flow with this new app.
Mike told us that we should track our cash flow with this new app.
The reporting verbs have slightly different meanings.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the words and sounds.
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio. Elicit the meaning of the humorous expression *don't quit your day job.* (The speaker thinks that the new business idea won't succeed.)
- Have Ss complete the exercise individually.
- Elicit the answers. Write them on the board.

B
- Read the instructions. In pairs, have Ss take turns describing what their new restaurant will be like and responding with expressions from the conversation skill box.
- Monitor. Listen for the correct pronunciation and intonation of the expressions.
- Time permitting, have Ss repeat the exercise with different situations, such as making a career change or planning a family trip.

4 LISTENING

A
- Direct Ss' attention to the picture. Ask, *Who is this woman?* (a business owner) *What is her job?* (a cook) *How do you know?* (She's wearing an apron.) *Where is she?* (in front of her food truck) Elicit ideas.
- Say, *Listen to Carla and Kate have a conversation about a friend's food truck.*
- Write *food truck* on the board. Ask, *What do you know about food trucks?* Have Ss share and compare knowledge in pairs.
- Read the instructions. Ask, *What do you remember about Kate?* (For example, She's Canadian and works as a social media coordinator.)
- Ask, *What do you think Carla and Kate are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review the answer. Ask, *Was your prediction correct?*

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen.
- Review answers.
- Clarify any new or confusing words, such as *catering* (the job of organizing the food and drinks for an event) and *regret* (to feel sorry or sad that something has happened).
- Ask, *What does it mean to do your own thing?* (to follow your own interests or goals without worrying about what other people think) *What does it mean to get something up to code?* (to alter or improve something so that it follows rules or regulations) Elicit ideas from the class.
- Ask, *What does Carla mean when she responds to Kate with the expression* Yeah, no kidding? (That is true. OR I agree.) *Why does she use the expression* needless to say? (to say that something is already known or understood)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.
- Elicit answers.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I've always wanted to start my own school in South America. I know I'll need textbooks and copy machines, and I'd like to have at least three other teachers.*
- In pairs, have Ss complete the chart with their own ideas.

B
- Have pairs form groups of four. Ask them to use their notes to take turns sharing their business plans.
- Read the example conversation aloud with a higher-level student.
- Remind Ss to use expressions from the conversation skill box.
- After groups have described their business plans, tell Ss to make a list of the biggest challenges for each business. Elicit the challenges and ask Ss to suggest solutions.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about starting a business
- ✓ using reported speech patterns
- ✓ showing interest in a conversation

EXIT TICKET Ask Ss to walk around and take turns describing their small business idea to two different classmates. Ss may bring their notes with them for reference, but challenge them not to look at the notes while talking to their partner. Tell Ss to ask follow-up questions to learn more about their classmate's business ideas. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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3 CONVERSATION SKILL

A 05-04 Read the conversation skill. Then listen. Write the words the woman uses to show interest in the conversation.

1. Really? 2. Right. 3. Huh.

B PAIRS Student A: Imagine that you are going to open a restaurant. Describe what it will be like. Student B: Show interest in your partner's ideas by using the words and sounds from the conversation skill box.

Show interest in a conversation

You can use words and sounds like these to show someone that you are listening to and interested in what they are saying.

Right. *Really?*
For sure. *Huh.*
OK *Uh-huh.*

4 CONVERSATION

A 05-05 Listen. What do Carla and Kate talk about? Carla's friend's business

B 05-05 Listen again. Answer the questions.

1. How did Carla's friend get started in the food-truck business? She worked for a catering company and then set up a partnership with one of the other employees.
2. What challenges did she encounter? There were a lot of expenses. She had to borrow money to pay for the truck, getting the truck up to code, and licenses and permits.
3. Why do you think Kate says, "I'll be happier to eat this knowing that they didn't cut corners"? She's glad that Carla's friend didn't cut corners (implied: because it means the food will be safer to eat).

C 05-06 Listen. Complete the conversation.

Kate: This is delicious! Your friend knows what she's doing!
Carla: Yep, she sure does. For a while she doubted _____, but I knew she'd do well once people tasted her food.
Kate: _____!
Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.



5 TRY IT YOURSELF

A THINK Imagine that you are going to form a partnership and open a new business together. What kind of business will it be? Write some ideas for your business plan.

Type of business	Supplies / Equipment	Type / Number of employees	Location / Space

B GROUPS Share your business plan with another group. Make a list of the biggest challenges for each business.

A: For our restaurant to be successful, we'll need to lease a building in a central area, and that will be expensive.
B: Right.
A: We'll need to ask someone to lend us...

I CAN TALK ABOUT STARTING A SMALL BUSINESS.

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LESSON 2 TALK ABOUT INVENTIONS



CARLA LUGO

@CarlaL_

Sometimes a simple idea can make someone a ton of money. Wish I could think of something like that!

1 BEFORE YOU LISTEN

A PAIRS THINK Brainstorm 5-7 modern inventions. Which ones do you think are the most useful?

B ▶05-07 VOCABULARY Look at the words and listen to the sentences. Do you know these words?

a sketch	tinker	land	pitch	cite
scribble	go broke	an entrepreneur	publicity	

>> FOR PRACTICE, PAGE 138 / DEFINITIONS, PAGE 159



2 LANGUAGE CHOICES Changes in reported speech

A Read the example sentences with quoted speech and reported speech. Then circle the correct words to complete the rules in the chart.

Quoted speech	Reported speech
He said, "**I want** to land a job in Japan."	He said **that he wanted** to land a job in Japan.
She said, "**Running** a business **is** hard work."	She said that **running** a business **is** hard work.
They said, "**We're working** on something new."	They said **they were working** on something new.
She said, "**I tinkered** with the settings."	She said **she had tinkered** with the settings.
He said, "**My sister was sketching** ideas."	He said that **his sister had been sketching** ideas.
She asked, "**Have you gotten** any lucky breaks?"	She asked me **if / whether I had gotten** any lucky breaks.
They asked, "**Had you pitched** the idea before?"	They asked **if / whether we had pitched** the idea before.
He asked, "**Where will you** advertise?"	He asked us **where we would** advertise.
I asked her, "**How can you gain** publicity?"	I asked her **how she could gain** publicity.
He said, "**Be strong. Don't give up.**"	He said **to be strong** and **not to give up**.

Changes in reported speech

- When reporting a situation from before the time of speaking, **change / don't change** the verb.
- When reporting a general truth, **change / don't change** the verb.
- Change verbs in the present form to **the past / modals** when reporting a situation from the past.
- *Can* becomes ***can't / could***, and *will* becomes ***would / were***.
- Change the word order in **statements / questions**.
- Introduce *Yes / No* questions with ***that / if or whether***, and information questions with ***that / a question word***.
- Change imperatives to **gerunds / infinitives**.
- Change the pronoun *we* to ***they / us***, and the pronoun *I* to ***he or she / they or we***.

>> FOR PRACTICE, PAGE 138

B What changes need to be made to rewrite this sentence as reported speech?

Before I started my own business, my parents asked me, "What do you think you need to do before you can become a successful entrepreneur?" Answers will vary. Possible answer: The writer needs to change the question to statement order, shift the verbs back a tense, change the modal "can" to "could," and change the pronoun "you" to "I": *My parents asked me what I thought I needed to do before I could become a successful entrepreneur.*

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LESSON 2 TALK ABOUT INVENTIONS

- Read the lesson title. Ask, *What are some examples of inventions that changed the world?* (For example, light bulb, television, computer, internet) Have Ss discuss in pairs. Elicit ideas.
- Read the social media message aloud. Ask, *What does Carla think can make someone a ton of money?* (a simple idea) *How much is a ton of money?* (a very large unspecified amount)
- Ask, *What is an example of a simple idea that has made someone a ton of money in recent years?* Give Ss time to brainstorm in pairs. Elicit ideas. Write them on the board.

LANGUAGE NOTE Sometimes speakers drop the subject pronoun in informal speech, especially if it is unstressed. For example, *Wish I could think of something like that* rather than *I wish I could...*

EXTENSION For homework, have Ss do an online search for a simple idea that turned into a profitable business. Ask them to take notes on the idea and what led to its success. (For example, in 1994, brothers Bert and John Jacobs had the simple idea to use a design of a cartoon figure and the motto *Life is good* on a T-shirt. People connected to the message of optimism, and today the business makes millions.) In class, have Ss report on their findings in groups.

1 BEFORE YOU LISTEN

A
- Direct Ss' attention to the picture. Ask them to describe what they see in pairs.
- Have pairs report back.
- Ask, *What is a smart home?* (a home equipped with lighting, heating, and electronic devices that can be controlled remotely by phone or computer) *Would you want to live in a house like this? Why or why not?* Elicit answers.
- Ask Ss to brainstorm 5–7 modern inventions. Ask, *Which ones do you think are most useful?* Give Ss time to discuss and take notes in pairs.
- Ask Ss to choose the two inventions on their list that are the most useful. Remind them to discuss why that invention is useful.
- Call on each pair to share and explain their answers.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words and phrases that are commonly used to talk about inventions.* Tell Ss they will hear the word followed by an example sentence.
- Clarify words or phrases that help Ss understand the definitions, such as *investments* (the act of using money to earn more money).
- Have Ss define the terms in small groups. Review meanings as a class.
- To check understanding of the term *entrepreneur*, ask, *Can you name an entrepreneur? Who started Facebook?* (Mark Zuckerberg) *Apple?* (Steve Jobs)
- Remind Ss they can go to page 138 for practice and page 159 for definitions.

LANGUAGE NOTE The expression *Good for (someone)!* is used to express approval of someone's actions. For example, *I hear Christina landed a great job. Good for her!* In other varieties of English, such as Australian English, the expression *Good on you!* has a similar meaning.

2 LISTEN FOR DETAILS

A
- Have Ss close their books. Read the title aloud. Ask, *What is quoted speech? What is reported speech?* Say, *Quoted speech is sometimes called direct speech.* In pairs, ask Ss to write down a few examples of each.
- Invite volunteers to write one example of each type of speech on the board. In the same pairs, have Ss discuss what changes when we turn quoted speech into reported speech. Elicit ideas.
- Ask Ss to open their books. Read the instructions aloud. Ask Ss to take turns reading the sentences.
- Suggest Ss underline or circle what is different between direct and reported speech. Ask them to identify the reported speech pattern used in each sentence.
- Then have Ss complete the chart by circling the correct answers.
- Call on Ss to read the rules aloud for the class. For each, review the answer and then ask, *What is an example sentence that demonstrates this rule? How?* (For example, the first sentence demonstrates the first rule. The verb *want* changes to *wanted* because the situation being reported on happened before the time of speaking.) Elicit answers.
- Explain to Ss that pronouns and possessives in reported speech usually change to keep the original meaning. For example, compare the following: *He said, "My sister has been sketching ideas." He said that his sister had been sketching ideas.*

B
- Read the instructions. Have Ss complete the exercise individually and then compare their answer in pairs. Suggest they reference the grammar chart to explain their changes.
- Ask for a volunteer to write the answer on the board. Elicit from the class what was changed from quoted to reported speech, and why. Correct if necessary.

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note.
• Ask Ss to follow along as they listen. Play the audio.

B • Tell Ss to listen for sentence stress in the conversations.
• Play the audio. Remind Ss to listen first, then listen and repeat.
• Read each sentence aloud. Ask, *Why does this word receive the stress?* Elicit answers.

C • Read the instructions.
• Play the audio. Have Ss complete the exercise individually, then compare their answers in pairs.
• Review the answers.

4 LISTENING

A • Tell Ss they are going to listen to an episode of a podcast called *Money Makers*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
• Play the audio. In pairs, have Ss discuss the target question. Review the answer.

B • Ask Ss to look at the Listening Skill box.
• Read the instructions aloud. For the second listening, tell Ss to listen specifically for the answers to the questions.
• Give Ss time to preview the questions before listening. Play the audio.
• Elicit the answers. Write them on the board.

C • Read the instructions. For the third listening, have Ss listen for details.
• Copy the chart on the board. Read the headings aloud.
• Ask, *What is a* lucky break? (a fortunate and unexpected turn of events)
• Play the audio. 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.

D • In pairs, have Ss discuss the question. Ask them to cite examples from the podcast to justify their opinion.
• Take a class vote. Call on Ss to explain their opinions.

5 TRY IT YOURSELF

A • Copy the chart on the board. Read the instructions and the headings aloud. Model the activity by writing notes in the chart. Say, *My new product is a backpack with mechanical wings called the Wing Pack. This lightweight bag quickly takes you, and your luggage, where you need to go. It's different from existing products because these mechanical wings don't strap directly onto your back. They are actually part of the backpack. This makes it much more practical and comfortable. These days, everybody needs to get places quickly, so this new product will be very successful.*
• Have Ss complete the chart with their own ideas.

B • In pairs, have Ss use their notes to prepare to present their products. Ask Ss to ask each other follow-up questions.

C • Say, *Present your new product to a team of investors.* Read the instructions.
• Model the activity with the class. Say, *I am the inventor. You are the investors.* Present the product to the class again. Elicit follow-up questions, then tell Ss to consider the criteria in the instructions. Give Ss a few minutes to make their decision.
• Ask, *Will you fund my product?* Take a class vote. Call on Ss to explain their reasoning.
• Have Ss complete the exercise in groups. Ask groups to choose a timekeeper.
• Give a time limit. Tell Ss they have two minutes to present their product and three minutes for follow-up questions.
• After all group members have presented, ask Ss to share with each other which products they will fund, and why.
• Remind Ss to use reported speech in their feedback. For example, *I didn't understand when you explained how your product could fly.*

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
✓ using the vocabulary to talk about inventions
✓ changing quoted speech to reported speech
✓ using sentence stress in conversations
✓ using selective attention

EXIT TICKET Write on the board: *What's your invention? How is it going to work?* Have Ss write their names on a blank card. Give them time to write 4–5 sentences to answer the questions. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 PRONUNCIATION

Sentence stress in conversations

The most important word in a sentence receives sentence stress. At the beginning of a conversation, sentence stress is often on the last content word of the sentence: a noun, verb, adjective, or adverb. Words representing new information often receive sentence stress.

In the last podcast, we talked about a new ***medical*** *device.*
The inventor sold it for almost a ***billion*** *dollars.*

A ▶05-09 Listen. Read the pronunciation note.

B ▶05-10 Listen. Notice how the bold words are stressed. Then listen and repeat.

A: Where's your **uncle**?
B: In the **kitchen.** He's tinkering with his new meatless **burger**.
A: A **veggie** burger? But there are already so **many**.

C ▶05-11 Listen. Circle the words that have sentence stress.

1. My uncle is going to the stadium next week. There's a convention for inventors.
2. He's taking his veggie burgers. Someone might want to invest in them.

4 LISTENING

LISTENING SKILL Selective attention

Listening for a particular piece of information can help you focus on and understand the information you are looking for.



A ▶05-12 Listen. What is the topic of the podcast?
The topic is the story of the inventor of the Ring doorbell company.

B ▶05-13 Read the Listening Skill. Read the questions below. Focus on answering the questions as you listen to the introduction of the podcast again.

It is a doorbell that allows you to talk to a visitor through an app on your phone.

1. What is a Ring doorbell? _____
2. Who is Ben Thompson? the host of the podcast
3. Who is Jamie Siminoff? the inventor of the Ring doorbell

C ▶05-12 Listen again. Take notes about Siminoff's story.

How he got the idea: his wife complained he couldn't hear the doorbell from the garage
First lucky break: appearance on *Shark Tank* gave him a lot of publicity
Company growth: developed more products, Branson invested, Shaq became spokesperson
The end of the story: returned to *Shark Tank* as a judge

D PAIRS REACT Do you think luck or hard work was more important to Siminoff's success? Explain your point of view.

5 TRY IT YOURSELF

A THINK You have invented a new product. Prepare to convince investors to back it.

Product name and function	What makes it special	Why it will be successful

B PAIRS Help your partner prepare to present his or her product by asking questions about it.

C EVALUATE In groups, present your products. When not presenting, evaluate your classmates' products. Consider how expensive the product would be to make and how easy it would be to sell. Decide which products you will fund and explain your reasoning.

☐ I CAN TALK ABOUT INVENTIONS.

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LESSON 3 TALK ABOUT A SUCCESS STORY



CARLA LUGO

@Carla...

Check out this talk about a truly inspiring person. It's so great when people can be successful and help others at the same time.

1 BEFORE YOU LISTEN

A PAIRS THINK Think of three challenges facing the industries, society, and environment in your country. Have they been solved? If not, why not?

B 05-14 VOCABULARY Match the adjectives with the nouns. Then listen and check your answers.

1. a diesel	a. project
2. a hydroelectric	b. generator
3. an underrepresented	c. dam
4. an infrastructure	d. community
5. kinetic	e. background
6. noxious	f. country
7. a developing	g. fumes
8. a diverse	h. energy

>> FOR PRACTICE, PAGE 139 / DEFINITIONS, PAGE 160

2 LANGUAGE CHOICES Common reporting verbs

A Read the example sentences with common reporting verbs. Then match the group of verbs with the reported speech pattern in the chart. (Hint: Many verbs can take more than one pattern. The verbs in bold are used in only one pattern.)

Example sentences

1. She **maintains that** she wouldn't have been successful without her team.
2. We **recommend replacing** the old generator.
3. They **instructed us to continue** with the project.
4. I **assure you that** we'll finish the work by the end of the month.
5. He **claimed to have** a new solution to the problem.
6. We **agreed not to use** any machines that produce noxious fumes.

Common reporting verbs

Patterns	Common reporting verbs
verb + (*that*) + clause ___c___	a. admit (to), deny, insist on, mention, propose, recommend, report, suggest
verb + direct object + (*that*) + clause ___d___	b. advise, ask, beg, convince, **encourage**, **forbid**, **instruct**, **invite**, **order**, **persuade**, remind, tell, **urge**, warn
verb + infinitive ___e___	c. admit, agree, **announce**, answer, claim, complain, confirm, decide, deny, explain, insist, **maintain**, mention, promise, propose, reply, report, say, suggest
verb + direct object + infinitive ___b___	d. advise, **assure**, convince, **inform**, notify, persuade, promise, **reassure**, remind, tell, warn
verb + gerund ___a___	e. agree, ask, claim, decide, demand, offer, promise, propose, **refuse**, request, threaten

>> FOR PRACTICE, PAGE 139

B What other verbs can replace the reporting verb in this sentence without significantly changing the meaning? Is it necessary to change the sentence pattern?

She told us that she wanted to address bigger problems.

Answers may vary. Possible answer:
Same pattern: *informed, notified*
We can also replace it with these verbs: *announced, declared, explained, maintained, mentioned, reported, say*
With these verbs, we need to use the pattern verb + (*that*) + clause, without the direct object: *She said that she wanted to address bigger problems.*

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LESSON 3 TALK ABOUT A SUCCESS STORY

- Read the lesson title. Ask, *What is a success story?* (someone or something that is very successful in achieving the result they want)
- Read the social media message aloud. Ask, *What did Carla watch a talk about?* (an inspiring person) *What did she find inspiring?* (The person was successful and helped other people at the same time.)

EXTENSION In small groups, have Ss discuss how external factors such as government policies, infrastructure, family background, or childhood experiences might influence how or if small business owners become success stories. Ask leading questions, such as *What policies promote business in different countries? How might family background impact one's business success? What type of upbringing leads to innovative thinking?* Ask for volunteers to share their group's ideas with the class.

1 | BEFORE YOU LISTEN

A
- Read the instructions.
- Have Ss complete the exercise in pairs.
- First, have Ss brainstorm and write down three challenges. Ask them to give real-life examples that demonstrate the importance of the issue.
- Then have Ss discuss why each problem has or hasn't been solved.
- Monitor. Provide help as necessary.
- Ask for volunteers to share one challenge with the class. Ask, *Has it been solved? Why or why not?* Elicit answers.

B
- Say, *The adjectives on the left are commonly used with the nouns on the right.*
- Do number 1 as an example. Say, *The adjective* diesel *is often used with the noun* generator. *Listen to the answer and an example sentence using the term.*
- Play the audio. Pause after *they turn on a diesel generator*. Ask, *What is a diesel generator?* (a machine that produces electricity by using diesel as a fuel) Elicit ideas.
- Have Ss complete the rest of the matching exercise in pairs.
- Play the audio and have Ss check their answers.
- Clarify any new or confusing words in the example sentences, such as *enroll* (to put your name on the official list of students who go to a particular school, university, course, etc., or put another person's name on the list for them), *lungs* (the two organs that people use to breathe air), and *attract* (to cause someone to choose to do or be involved in something).
- Review definitions. Refer Ss to the practice and definitions on pages 139 and 160.

LANGUAGE NOTE Two or more words that are often used together are called *collocations*. In the collocation *diesel generator*, *diesel* is a noun, but it is functioning as an adjective to describe the type of generator (the same also applies to *infrastructure project*).

EXTENSION In small groups, have Ss define the rest of the terms. Play the audio again if necessary.

2 | LANGUAGE NOTES

A
- Read the grammar title and instructions aloud. Remind Ss that they learned about these reported speech patterns in Lesson 1.
- Tell Ss that each example sentence uses a reporting verb that follows one of the patterns. Some of these reporting verbs can also be used in different patterns.
- Ask for volunteers to read the example sentences for the class. Tell Ss to underline the reporting verbs as they listen.
- Direct Ss' attention to the first reported speech pattern and write it on the board: *verb* + (that) + *clause*. Ask, *Which group of reporting verbs is used with this pattern?* (c) *Which sentence is an example of this pattern?* (1) Elicit the answers.
- In pairs, have Ss complete the rest of the grammar chart. Ask them to identify which example sentence demonstrates each pattern.
- To review, read the patterns and elicit the answers. After each, ask, *Which example sentence demonstrates this pattern?* (first pattern = 1; second pattern = 4; third pattern = 5 and 6; fourth pattern = 3; fifth pattern = 2)

B
- Write the sentence on the board. Ask, *What's the reporting verb?* (told) *What pattern is used?* (verb + direct object + *that* + clause)
- Ask Ss to discuss the questions in pairs.
- Ask for volunteers to answer the question and reference the grammar chart to give reasons for their answers. Review all possible answers.

EXTENSION In pairs, have Ss replace the reporting verb without changing the meaning for each example sentence in 2A. Remind Ss to discuss if the new reporting verbs require a different pattern. If they do, ask Ss to rewrite the sentence according to the new pattern. To review, read the example sentences aloud and ask for volunteers to share their answers with the class.

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3 | LISTENING

A
- Have Ss look at the picture. Read the title of the talk aloud: *Jessica O. Matthews and Uncharted Power.* Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Read the target question. Play the audio or video.
- Have Ss share their answer in pairs. Review answers.

B
- Bring Ss' attention to the Note-taking Skill about using Cornell Notes. Say, *There are many different ways to organize your ideas into notes.* Read the note aloud.
- For the second listening or viewing, tell Ss to listen for the main ideas in the talk and write the ideas using their own words in the *Notes* column.
- Play the audio or video again.
- Ask Ss to compare their notes in pairs and write key questions in the left column that correspond to the main ideas.
- Copy the chart on the board. Elicit answers. Add them to the chart.
- Tell Ss to add any new ideas from the board to their chart.
- Clarify any new words used in the talk, such as *occurrence* (something that happens) and *lineup* (a group of things brought together in a particular context).
- Ask, *What does it mean to be a sophomore in college?* (to be a student in the second year of college) *What does Latinx mean?* (it is used as a gender-neutral term for a person of Latin American origin or descent) *What does it mean to be* a rising star? (to be someone who has already achieved great things but is expected to achieve much more)
- Give Ss time to write an individual summary to complete the chart.
- Tell Ss they can write the summary on a separate piece of paper if necessary.
- Have Ss take turns reading their summaries aloud in pairs and providing each other with feedback on clarity and completeness.

TEACHING TIP When reviewing their Cornell Notes, tell Ss to cover the notes in the right column while attempting to answer the key questions in the left column. Encourage Ss to say the answers to the questions aloud in their own words.

C
- Ask Ss if they can recall the motto at the end of the talk. (Succeed not in spite of who you are, but because of who you are unapologetically.) Write it on the board.
- In pairs, ask Ss to take turns reading the motto aloud and explaining its meaning.
- Invite volunteers to share their interpretation with the class.
- Ask, *Do you agree? Why or why not?* Take a class vote.

D
- Read the target question aloud.
- Have Ss answer individually before sharing their opinions in pairs.
- Elicit answers.

4 | DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Say, *It's common to add more information to what someone else has said.* Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions.

5 | TRY IT YOURSELF

A
- Copy the chart on the board. Read the target question and the headings aloud.
  Tell Ss to base their answers on the information from the talk as well as their own ideas.
- Ask Ss to write down their answers individually. Monitor.

B
- Have Ss take turns sharing their ideas in small groups. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Remind Ss to use the expressions from the discussion skill box to build on their group members' ideas. Remind Ss to reference specific examples to support their answers.
- Ask Ss to discuss the most important way Matthews helps other people.
- Tell Ss to come to a group conclusion. Tell note takers to list the reasons that support their group's choice.

C
- Tell reporters to share their group's conclusions with the class.
- Lead a class discussion of short- and long-term benefits. Elicit ideas. Write them on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about a success story
- ✓ using common reporting verbs
- ✓ using Cornell Notes
- ✓ building on what others have said

EXIT TICKET Have Ss stand in two lines facing each other. One line is "A", and the other line is "B." Ask Ss to take turns retelling Matthews's story for two minutes. Keep time and give each pair four minutes total to speak. After the time is up, ask line A to move one partner to the left. The student at the end of line A will need to move to the front. Repeat the task two more times, first giving Ss one minute each to retell the story and then 30 seconds the next time. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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3 VIDEO TALK



A ▶05-16 Listen or watch. Who is Jessica O. Matthews?
an entrepreneur, inventor, and CEO of a tech/energy company

B ▶05-16 Read the Note-taking Skill. Listen or watch again. Write down key questions and take notes in the chart.

NOTE-TAKING SKILL Use Cornell Notes

Use Cornell Notes to help you remember information from a lecture.

- Take notes on the right side of the page.
- After you listen, write questions or key words on the left side of the page to help you focus on the important information.
- Write a short summary of the most important ideas at the bottom of the page.

Key questions	Notes
What is the Sockket?	
Summary:	

"Succeed not in spite of who you are, but because of who you are unapologetically." Answers may vary. Possible answer: It means that factors that people may see as impediments to success (for example, being poor or not having access to many opportunities) can actually be the impetus for success.

C What is Jessica O. Matthews's motto? What do you think it means?

D PAIRS REACT Why do you think Matthews has received so much recognition for her work?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Build on what others have said

Use phrases like these:

I'd also say... *In fact,...*
It's also true that... *Another...*

5 TRY IT YOURSELF

A THINK In what ways do Matthews's inventions and her company benefit others? Take notes in the chart.

How the products help others	
How the company helps others	

B DISCUSS In small groups, talk about your ideas. Use examples. Discuss the most important way that Matthews helps other people.

C CATEGORIZE Share the ideas from your group. As a class, make a list of short-term and long-term benefits that a company like Matthews's can have on a community.

I CAN TALK ABOUT A SUCCESS STORY.

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LESSON 4 READ ABOUT ALTERNATIVE FOODS



CARLA LUGO
@CarlaL

I've never been a picky eater, but I'm not sure if I'm ready for this!

1 BEFORE YOU READ

A PAIRS Are you now or have you ever considered becoming a vegetarian? Why or why not?

B 05-17 VOCABULARY Read and listen. Do you know these words?

an ecological footprint	culinary	a biopsy	a serum	a hurdle
culture	a stem cell	incubate	proliferate	recoup

>> FOR DEFINITIONS, PAGE 160

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the blog post will be about?

B 05-18 Read and listen to the blog post. Was your prediction correct?

A Food Alternative

About
RSS Feed
Social
Email
Posts
Search

One of the latest developments in the food industry is "clean meat," which is essentially producing meat in a lab. I know meat grown in a laboratory may not appeal to everyone, but I find the idea fascinating and have been studying developments in the "clean meat" industry very closely. It promises, in the near future, to supply meat that's raised with a much smaller ecological footprint, though it isn't without controversy.

The idea of clean meat—also known as *cultured meat*, *lab-grown meat*, *in-vitro meat*, *cell-based meat*, or *alt-meat*—is not new. In fact, the growing of animal parts in laboratories was predicted by Winston Churchill as early as 1930. However, it wasn't until 1999 that the first patent for a meat-culturing process was granted. In the 2000s, millions of research dollars began to flow into projects aimed at creating meat, fish, and even leather by culturing animal cells. Recently, start-ups have appeared that are creating prototype clean meat products, and they're betting that this new type of meat has a bright future.

One such company, Just, Inc. of San Francisco, has begun to allow culinary reporters to taste their prototype chicken nuggets, which begin as stem cells taken from a chicken by means of a humane biopsy. These stem cells are then transported to a lab and incubated in a warm, nutrient-rich serum, where they continue to proliferate indefinitely. After about two weeks, the technicians at Just, Inc. harvest several kilograms of chicken muscle, fat, and connective tissue cells and combine them in the correct proportions to create the "ground chicken" from which they make their tasty—if slightly mushy—chicken nuggets.



Clean meat, also known as *cultured meat*, *lab-grown meat*, *in-vitro meat*, *cell-based meat*, and *alt-meat*

Indeed, getting the texture right is one of the hurdles standing in the way of mass acceptance of clean meat, but developers remain confident that perfect chicken breasts, beef steaks, and lamb chops are just a few years away. A thornier issue is production costs, which are not yet competitive with farm-raised meat. One solution is to produce high-priced food items such as bluefin tuna and wagyu beef to recoup research and development expenditures. Another is to avoid the high cost of the serum the cells grow in by switching to one that is derived from plants. However, even if these challenges are overcome, the process still requires an enormous amount of energy, which may leave clean meat unable to compete with farm-raised alternatives.

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LESSON 4 READ ABOUT ALTERNATIVE FOODS

- Read the lesson title aloud. Ask, *What are alternative foods?* (foods that are different from and able to be used instead of traditional foods) *What are some examples?* (coconut oil instead of butter)
- Read the social media message aloud. Ask, *What is a picky eater?* (someone who only likes specific foods and is not easily pleased) *Is Carla a picky eater?* (no) *What do you think she's not ready for?* Elicit ideas.
- Take a class survey to see who in the class is a picky eater. Invite volunteers to share their preferences with the class.

1 BEFORE YOU READ

A
- Write *vegetarian* on the board. Elicit the definition (someone who chooses not to eat meat or fish).
- Ask the target questions and have Ss share their ideas in pairs. Encourage them to give reasons and real-life examples to explain their answers.
- Ask, *Who is or is considering becoming a vegetarian?* Take a class poll. Call on Ss to explain their answer.

TEACHING TIP Ss may have very strong feelings about the topic of diet and lifestyle choices. Remind them that while they do not need to agree with their classmates' opinions, it's important to show interest in what the others are saying and ask follow-up questions. Teach Ss strategies to respectfully engage in conversations about controversial topics. For example, ask Ss to use *I think* before *you* to emphasize that they are expressing their opinions. They could say, *I think you could watch a documentary on vegetarianism*, instead of, *You should watch a documentary on vegetarianism*.

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. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 160.

2 READ

A
- Read the title of the article: *A Food Alternative*. Direct Ss' attention to the picture. Read the caption aloud.
- Have Ss respond to what they see in the picture. Ask, *What does it make you think of? How does it make you feel? Why?* Have Ss share their reactions in pairs.
- Ask Ss the target question. Elicit ideas.

OPTION Have Ss cover the caption of the picture, then try to guess what the caption is.

B
- Tell Ss to look at the text. Ask, *What is it?* (a blog post) *Where do you think a post like this might be published?* (For example, in blogs about innovation and entrepreneurship)
- Have Ss listen to the blog post and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Point out the quotation marks in the first paragraph of the blog post. Write *"clean meat"* on the board. Ask, *Why does the writer use quotation marks around this term?* (to call attention to an unusual term)
- Clarify any new or confusing words, such as *controversy* (strong disagreement about something among a large group of people), *patent* (an official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time), *start-up* (a small business that is just being started), *bet* (to have a very strong hope that something will happen), *prototype* (a first model of something from which other forms are copied or developed), *indefinitely* (for a period of time that might not end), and *expenditure* (an amount of money that is spent).
- Ask, *What is a* thorny *issue?* (one that is very difficult or complicated)
- Ask, *What does it mean if you say something has a* bright future? (That thing is likely to be successful.) *What does it mean to have* mass acceptance? (Something is accepted by many people.)

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CHECK YOUR UNDERSTANDING

A
- Read the questions aloud. Suggest that Ss underline key words and phrases to listen for, such as *clean meat; stem cells; ground chicken; Just, Inc.; mass acceptance; critics.*
- Make sure Ss understand the questions before moving on. Ask, *What are* objections? (reason for disagreeing with or opposing something)
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

B
- Ask a volunteer to read lines 6–8 and lines 15–21 aloud.
- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Ask, *What is* plagiarism? (the act of using another person's words or ideas without giving credit to that person) *What is the difference between paraphrasing and plagiarism?* (Plagiarism is using someone else's work without giving credit and thereby pretending it's your own. Paraphrasing means rephrasing the original text in your own words.) Elicit ideas.
- Tell Ss they can paraphrase by changing the word order or word form, or using different words and expressions with similar meanings. Explain that when paraphrasing, it is necessary to cite the original author.
- Read the step-by-step instructions. Ask Ss to go back and reread the blog post to find a challenging excerpt to paraphrase.
- Monitor. Ask Ss to point out the excerpt they chose to paraphrase. If it is not challenging enough, suggest another.
- Encourage Ss to use a dictionary for word meaning and synonyms as they paraphrase.
- In pairs, have Ss take turns comparing their original excerpts with their paraphrases. Tell Ss to answer the two questions in the task instructions and provide feedback as necessary.
- Time permitting, have Ss repeat the exercise with another excerpt and a different partner.

OPTION Arrange Ss in pairs. Divide up the text into sections, and assign one section to each pair for them to paraphrase. When pairs are done, have Ss sit or stand in a circle and put their paraphrases in the middle. Lead a class activity where Ss combine their paraphrases to end up with a summary of the whole text.

D
- In pairs, have Ss write a short summary of the blog post. Remind them to use paraphrasing as they summarize.
- Ask Ss to reread the blog post and underline the main idea in each paragraph.
- Walk around and provide help as necessary.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.

EXTENSION For homework, ask Ss to research vegetable-based meat, chicken, and fish substitutes, as suggested in the sidebar. Ask them to consider if they would eat meat alternatives, and why or why not. Have Ss take notes on their ideas and share them in small groups in class.

THINK AND DISCUSS

A
- Read the instructions aloud. Remind Ss that *fund* means to provide money for something and *ban* means to forbid people from doing or being a part of something.
- Ask for a volunteer to paraphrase the plan for the class. Ask, *What does the government plan to do?* (They intend to give lots of money to produce meat in laboratories and prohibit production of farm-raised meat.)
- Write on the board: *lab-produced meat* and *farm-raised meat.* Elicit the pros and cons of each way of producing meat. List Ss' ideas on the board for reference.
- Have Ss complete the exercise individually. Walk around and provide help as necessary.
- Ask Ss to write down their ideas and include key real-life examples of how this plan would or would not benefit both humans and animals.
- Remind Ss to consider how the plan would affect governments, companies and their employees, scientists, farmers, and the individual consumer.

B
- Arrange Ss in groups. Ask groups to choose a leader, a timekeeper, a note taker, and a reporter. Give a time limit.
- Have Ss to share and compare their ideas. Ask note takers to compile the positive and negative aspects of the plan into two lists.

C
- Have group leaders summarize the group's ideas to focus the conversation. As a group, ask Ss to choose which list is most convincing.
- Have reporters present their group's list to the class. List Ss' ideas on the board.
- Ask, *Based on this information, do you think this is a good plan?* Take a class vote.

EXIT TICKET Write on the board: *What are the economic, social, and environmental impacts of food alternatives?* Have Ss write their names on a blank card or piece of paper. Give them time to write 4–5 sentences to answer the question. Tell Ss to use the target vocabulary and provide examples from both the blog post and their own experiences. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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> Although there are critics who say that clean meat offers no advantages over traditional meat in terms of its impact on the climate as well as vegetarians who say it encourages people to continue eating meat instead of switching to a healthier vegetable diet, I'm still optimistic. Even though I became a vegetarian a few years ago, I can still appreciate the potential benefits of lab-produced meat for both people and animals.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions according to the article.**

1. What key events in the history of clean meat research advanced its development?
2. How do chicken stem cells become "ground chicken" at Just, Inc.?
3. What obstacles stand between clean meat and mass acceptance?
4. What objections do critics have to clean meat?

A1. A patent was granted in 1999, funding poured in in the 2000s, and recently, start-ups have begun creating prototypes.
2. They are incubated in a serum in a lab where they grow into muscle, fat, and connective tissue cells that technicians then mix together.
3. Getting the texture right, high production costs, and high energy usage
4. It may be as bad as traditional meat for the climate, and it encourages people to continue to eat meat.

B CLOSE READING **Reread the lines. Then circle the correct answers.**

1. In lines 6–8, how is the second sentence connected to the first?
   a. It differentiates between an older idea and the one in the first.
   b. It explains the origins of the terms presented in the first.
   c. It adds more detailed information about the point made in the first.
2. In lines 15–21, how is the second sentence connected to the first?
   a. It presents the results of the process described in the first.
   b. It highlights an issue presented in the first.
   c. It provides a reason for the issue described in the first.

C **Read the Reading Skill. Choose a challenging excerpt of several lines to paraphrase. Then follow the steps below.**

1. Reread the excerpt until you feel you fully understand it.
2. Close your book and imagine explaining the excerpt.
3. Write a paraphrase of the excerpt.
4. Exchange paraphrases with a partner and compare them with the original excerpts.
5. Does your partner's paraphrase accurately reflect the excerpt?
6. Is it written in your partner's own style and not just a rearrangement of the words in the original excerpt?

READING SKILL Paraphrase

Paraphrasing is restating information in your own words. The ability to paraphrase text confirms and demonstrates that you understand it. Paraphrasing also allows you to take and use information from a source while avoiding plagiarism.

D PAIRS **Summarize the blog post in 3–5 sentences.**

Learn more about vegetable-based meat, chicken, and fish substitutes.

4 MAKE IT PERSONAL

A THINK **Imagine the government is planning to massively fund clean meat production and completely ban the raising of animals for food. Think of positive and negative aspects of the plan. Take notes.**

B GROUPS **Share your ideas and compile one list of the best points for the plan and another of the best points against it.**

C EVALUATE **In the same groups, decide together which list is the most convincing. Choose one person to present the list to the class.**

Answers will vary. Possible answer: The writer is fascinated by the idea of growing meat in a lab and its potential for producing meat with a low ecological footprint. The idea of clean meat is not a new one, but the industry has only taken off quite recently. Although some prototypes exist, problems remain before clean meat can be successfully marketed. However, the clean meat start-ups are confident they will be able to create appetizing meat products in the near future, and the writer can see the benefits of it.

☐ I CAN READ ABOUT ALTERNATIVE FOODS.

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LESSON 5 WRITE AN ONLINE REVIEW



CARLA LUGO

@CarlaL

Love my coffee but HATE when it gets cold before I finish it! Has anyone heard of an EverWarm mug? Reading some reviews now...

1 BEFORE YOU WRITE

A Read about online reviews.

Everyone informally reviews things, explaining to friends and family the advantages and disadvantages of new products and services. Reviews can be more formal, such as on websites and online consumer magazines. When writing a review, it is helpful to categorize the different features of the product–for example design, performance, and usability.

B Read the online review. Does the reviewer recommend purchasing this item?

The EverWarm Mug: Is a hot cup of coffee worth it?

We've all been there: You make a hot cup of coffee, but ouch! It's too hot to drink. You put it down and go back to your work. When you pick it up again, it's cold. Now you have to decide: Do you drink it cold? Do you dump it out? Do you put it in the microwave, compromising the flavor? The EverWarm mug proposes to fix this age-old problem. By using an integrated heating element, it keeps your drink the exact temperature you want. But it does come at a price: It's far more expensive than a normal coffee cup.

How does it work?

Like everything these days, the EverWarm mug works with an app. After downloading the app, you use Bluetooth to connect your mug to the app. I found this process very straightforward and smooth.

The cup itself needs to be turned on and charged, using the charging coaster that comes with it. After charging and connecting, you use the app to set the temperature you want for your drink. The mug will turn on as soon as it senses liquid in the cup. It will keep your coffee at the set temperature, even if there's not much left inside. When the cup is empty, it turns itself off—a great feature.

But does it actually perform? I'm happy to say, yes. I tested my coffee with a thermometer, and it was exactly the temperature I had set. And it stayed warm until I was finished. Happy customer!

Design and specs

The EverWarm mug is a great-looking mug. It comes in a range of rainbow colors—choose your favorite. But it doesn't hold quite enough liquid. I would prefer a 280 ml mug instead of a measly 200 ml. Also, it's a little heavier than an ordinary mug. Still, the main issue I have with the design is that you have to wash the mug by hand. It would be great to see a dishwasher-safe model in the future.

Pricing

Here we go. Currently priced at $99.99, this is not a cheap mug. But, it's true that *you get what you pay for.* I really can't complain. The features are amazing, and for someone like me, totally worth it to get a hot cup of coffee, every single time.

Was this review helpful? Yes 87 No 2

C PAIRS Would you buy this mug? Why or why not?

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

Benefits	Drawbacks
• process of downloading, installing, and connecting to the app is straightforward	• doesn't hold enough liquid
• cup maintains the correct temperature even when there is little liquid left / you've drunk some	• heavier than an ordinary mug
• when empty, it turns itself off	• you have to wash it by hand
• great-looking and comes in many colors / a range of colors	• at $99.99, the mug is very expensive

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LESSON 5 WRITE AN ONLINE REVIEW

- Read the lesson title and the social media message aloud. Ask, *What is Carla's problem?* (Her coffee gets cold before she finishes it.) *How is she thinking of solving the problem?* (by buying an EverWarm mug) *Why hasn't she bought the mug yet?* (She wants to hear and read about other people's experience with the mug first.) Elicit answers.
- Ask, *How do you think the EverWarm mug works?* (It is a mug that controls and regulates the temperature of your coffee.) Have Ss make predictions in pairs.
- Ask, *Does this sound like a product that you would want or need? Why or why not?* Ask for volunteers to share their opinions with the class.

A
- Read or ask for a volunteer to read the text about online reviews aloud for the class.
- In pairs, ask Ss to share their experience with giving and getting informal or formal reviews. (For example, My friends always ask me for my opinion before they buy new clothes. OR I always watch product review videos before ordering something online.)
- Ask, *What features are the most important to you when buying a new product?* (For example, design, performance, usability, price, safety, customer support) Elicit ideas. List them on the board.
- Ask, *Who has written an online review before?* Ask for volunteers to share their experiences with the class.

B
- Read the title and subtitles or subheadings of the article aloud. Ask, *How does the writer organize the information in the online review?* (by the different features being reviewed: usability, design and specs, and price)
- Have Ss follow along in their books as you read the online review aloud for the class.
- Ask the target question about if the reviewer recommends purchasing this item. Ask, *Why or why not?* Elicit the answer and further details.
- Ask, *How does the writer start the review?* (with the expression, *We've all been there*) *What does this expression mean?* (We've all had the following experience.)
- Clarify any new or confusing words, such as *dump* (to get rid of something quickly or in a careless way), *compromise (something)* (to lower the quality of something), *coaster* (a small, flat object that you use under a cup to protect the table from heat or moisture), *sense* (to detect the presence or occurrence of something), and *perform* (to do something with a particular amount of success).
- Ask, *What is an* age-old *problem?* (a very old problem) *What is an* integrated *heating system?* (one where the different parts work together as a unit)
- Ask, *What does it mean if a process is* straightforward? (easy to do or understand) *Smooth?* (happening or done without any problems) *What does it mean that the mug is* measly? (very small or too small in size or amount) *Dishwasher-safe?* (can be washed in a dishwasher)
- Write on the board: *You get what you pay for.* In pairs, ask Ss to paraphrase the meaning of the statement. Then have them discuss if they agree or disagree with this saying, and why.
- Invite volunteers to share their answers with the class.

OPTION Have Ss close their books. Write the title and the subheadings on the board. Ask Ss to predict what the writer will say in each part of the text.

OPTION In small groups, have Ss take turns reading 4–5 lines of the review aloud.

C
- Arrange Ss in different pairs. Read the target question aloud.
- In pairs, have Ss take turns sharing their opinions. Ask them to provide reasons and specific examples from the online review to support their answers.
- Take a quick class vote on how many Ss would buy the mug. Call on Ss to explain their reasons.

D
- Copy the chart on the board. Read the instructions. Check Ss' understanding of *benefits* and *drawbacks*.
- Have Ss work in pairs to complete the activity but ask them to fill in their charts individually. Tell them to include examples from the online review where relevant.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

EXTENSION Say, *This is just one person's experience of using this item.* Ask, *What are the pros and cons of online customer product reviews?* In groups, have Ss discuss the question and list their ideas. Ask them to consider the question from the perspective of both the shopper as well as the business. For example, *pros: drive sales, reduce returns, offer insight into how to use the product; cons: give a biased or skewed impression of a product, cause shoppers to feel overwhelmed by customer-generated comments.* Elicit ideas. List them on the board. Take a class vote on whether online customer product reviews are helpful. Call on Ss to explain their position.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What is a catchy title?* (one that is appealing and easy to remember)
- In pairs, have Ss complete the exercise.
- To review, call on Ss to read the sentences aloud and say the letter of the subtitle under which it fits.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Ask for a volunteer to read the list of products.
- Give Ss time to analyze the list individually. Tell them to circle the product they are going to write about.
- Remind Ss they do not need to actually have used this product before. Encourage them to choose a product that is interesting to them. Explain any vocabulary that is unfamiliar.
- Have Ss complete the chart individually with their own ideas. If appropriate, allow them to do some online research.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary.

B
- In pairs, have Ss use their notes to take turns sharing the benefits and drawbacks of the product they are going to review.
- Ask them to state their conclusion about the product and explain to their partners why they can or cannot recommend it.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more arguments that support their position.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their online review.
- Remind them to use the review in 1B as a model. Encourage them to follow a similar structure using the same subtitles as the review in 1B. The last sentence should be a conclusion that states their final position.
- Point out that the writing style is very informal and colloquial in an online review.

TEACHING TIP Provide Ss with tips to write catchy titles. For example, use emotional language based on what you want people to feel while reading your review. State your opinion in the title so readers know what to expect from your review. Also, include specific information in the title so that readers can quickly decide whether your review has information they want or need.

5 EXCHANGE AND IMPROVE

A
- Bring Ss' attention to the Writing tip. Read it aloud.
- Read the questions in the peer review list aloud. Say, *Make sure you answer each of these questions carefully based on the information in your partner's online review.*
- Arrange Ss in mixed-level pairs. Ask them to take turns reading their first drafts aloud.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answers.
- When Ss have answered all the questions, ask them to give the review back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their review, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and share their review with three different classmates. Ss may bring their review with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's arguments. Monitor. Listen and take notes on areas for review and extra practice.

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2 FOCUS ON WRITING

WRITING SKILL Use titles and subtitles

A catchy title draws your readers in and helps inform them about what information they will learn. Using subtitles helps organize information and make it clear to readers. Besides reviews, long essays and reports also benefit from this kind of organization.

Read the Writing Skill. Then look at the sentences from the model. Under which subtitle does each sentence fit? Write *A*, *B*, or *C*. Check your answers against the model.

Subtitle A: How does it work?
Subtitle B: Design and Specs
Subtitle C: Pricing

A 1. When the cup is empty, it turns itself off–a great feature.
B 2. Also, it's a little heavier than an ordinary mug.
A 3. After downloading the app, you use Bluetooth to connect your mug to the app.
C 4. Currently priced at $99.99, this is not a cheap mug.
B 5. It comes in a range of rainbow colors–choose your favorite.

3 PLAN YOUR WRITING

A **Choose an innovative product or service that you would like to review. You can choose a product from the box or think of another one. Create a chart of benefits and drawbacks. Use the chart in 1D as a model.**

- a drone
- a personal assistant / smart speaker
- a robot vacuum
- a sleep tracker
- a reusable notebook
- a medical chatbot
- a hoverboard scooter
- a new transportation device

B PAIRS **Discuss your ideas.**

I'm going to write a review of a drone. I just got my first one and it's great!



4 WRITE

Write a first draft of an online review of an innovative product. Remember to use a title and subtitles. Use the review in 1B as a model.

5 AFTER YOUR FIRST DRAFT

Writing tip

Read your first draft out loud–to a partner, if possible. This will help you to be sure that what you have written is clear, at the right level of formality, and not missing any important information.

A PEER REVIEW **Read your partner's review. Answer the questions.**

- Is there a catchy title?
- Are the features categorized and clearly marked with subtitles?
- Are the benefits and drawbacks of the product clear?
- Is there a conclusion that includes a recommendation on whether or not to buy the product?

B REVISE **Write another draft based on the feedback you got from your partner.**

C PROOFREAD **Check the spelling, grammar, and punctuation in your review. Then read it through again for overall sense.**

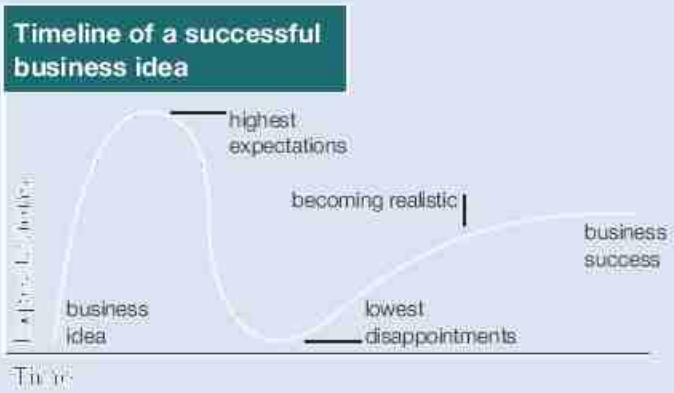
☐ I CAN WRITE AN ONLINE REVIEW.

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PUT IT TOGETHER

[illegible]

A **CONSIDER THE PROBLEM** Sometimes it takes years for even the greatest business ideas to become successful, as defined by finding a market and turning a profit. Review the chart and circle the correct answers.



1. It's probably important to have high expectations when you have a new business idea because it's when you _____.
   a. see the most potential b. are unemployed c. need investors
2. It's normal to have high expectations when starting a business because you _____.
   a. have less energy b. see few challenges c. have had no failures
3. A businessperson who does not become realistic probably won't _____.
   a. be disappointed b. have a successful business c. change jobs

B **THINK CRITICALLY** What are some of the challenges of starting a new business? Do you think most businesses go through the same cycle? Discuss with a partner. See answer on page T-64

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of one or two things entrepreneurs could do at each stage in the timeline to help ensure that their business will be a success. See answer on page T-64

Step 2 **Evaluate** Decide which ideas would provide the most support for entrepreneurs and assurance of success.

Step 3 **Present** Explain the best idea to the class. Refer to the data to support it.

[illegible]

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

Speaking Objectives
- ☐ Talk about starting a small business
- ☐ Talk about inventions
- ☐ Talk about a success story

Vocabulary
- ☐ Words related to starting a business

Conversation
- ☐ Show interest in a conversation

Pronunciation
- ☐ Sentence stress in conversations

Listening
- ☐ Selective attention

Note-taking
- ☐ Use Cornell Notes

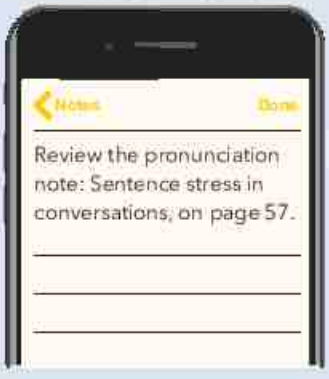
Language Choices
- ☐ Reported speech patterns
- ☐ Changes in reported speech
- ☐ Common reporting verbs

Discussion
- ☐ Build on what others have said

Reading
- ☐ Paraphrase

Writing
- ☐ Use titles and subtitles

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 | PROBLEM SOLVING

A
- Read the problem aloud. Check Ss' understanding of the terms *find a market* (find a particular group of customers to whom a product or service is aimed) and *turn a profit* (make a profit). Have Ss discuss the meaning of these terms in pairs. Elicit ideas. Write definitions on the board.
- Direct Ss' attention to the timeline. Read the title: *Timeline of a Successful Business Idea*. Read the captions aloud.
- Have Ss analyze the timeline in pairs. Ask them questions to check their understanding of how the graph presents data, such as:
  1. *What is being shown in the timeline?* (how to get a new business idea to market)
  2. *How does it show these data?* (presents the different stages of this cycle and shows how they change according to time and expectations)
- Read the questions and the answer choices aloud. Tell Ss to discuss the questions in pairs and infer the answers based on the information in the graph and their own experiences.
- Review the answers as a class.

B
- Read the instructions aloud. In pairs, have Ss discuss if most businesses go through the same cycle, and why or why not.
- Have Ss reference the stages listed in the timeline as they discuss. Encourage them to support their opinion with real-life examples, if possible.
- Ask for volunteers to share their ideas.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note taker to record all possible ideas. Encourage Ss not to limit themselves at this point. As a group, have Ss choose their best two ideas for each stage.
- For step 2, have groups focus on a specific start-up, either real or invented, and how that particular business could get their ideas to market. Tell groups to decide which ideas would be the most helpful in ensuring success. Be sure that all group members are able to provide reasons to support their group's decision.
- For step 3, ask the reporters to present their group's best idea to the class. Remind them to cite data and explain exactly how the idea would work.
- Leave 2–3 minutes for questions and comments after each presentation.

⊕ **EXTENSION** Have Ss present the timeline to a business owner that they know or that is in their community. Ask Ss to take notes on the person's reaction to the data. For example, did the person agree or disagree? Did the person have this same experience? How was it similar or different? Back in class, have Ss report their findings in small groups.

2 | REVIEW 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.

1. B Answers will vary. Possible answer: Most new businesses might follow this cycle. Experienced businesspeople may be more realistic about the success of new business ideas, but this could prove to be challenging for inexperienced businesspeople.

1. C Answers will vary. Possible answers: Novice entrepreneurs could be paired with more experienced businesspeople to give them more realistic perspectives on starting a business; novice entrepreneurs could read case studies of other successful and failed businesses to give them better perspectives on what to expect; entrepreneurs could be encouraged to always include a devil's advocate on their teams, to challenge any unrealistic optimism.

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6 CAN I HAVE A RAISE?

PREVIEW THE UNIT

LESSON 1	**Talk about compensation**	
	Vocabulary	Words related to work and compensation
	Language choices	Subject-verb agreement: review and expand
	Conversation skill	Add comments to soften an opinion
LESSON 2	**Talk about the gender pay gap**	
	Language choices	Probability and certainty in the future
	Pronunciation	Stress in compounds
	Listening skill	Infer goals
LESSON 3	**Discuss wealth inequality**	
	Language choices	Expressing future time
	Note-taking skill	Use a KWL chart
	Discussion skill	Acknowledge others' contributions
LESSON 4	**Read about a job market trend**	
	Reading skill	Recognize hedging
LESSON 5	**Write a compare and contrast essay**	
	Writing tip	Writing as a process of discovery
	Writing skill	Use parallel structure
PUT IT TOGETHER		
	Problem solving	Consider the pros and cons of getting additional education

GET STARTED

A
- Write the unit title on the board and read it aloud. Ask, *What is a* raise? (an increase in the amount of your pay)
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the instructions. Ask, *What does it mean to* negotiate *your pay?* (to discuss something formally in order to make an agreement)
- Read the target question. Review the meaning of *assess* (to make a judgment about) and *worth* (usefulness or importance). In pairs, have Ss discuss the target question. Elicit ideas from volunteers.

B
- Direct Ss' attention to the picture. Ask, *What are the women doing?* (helping each other climb a ladder) Elicit answers.
- Read the target questions aloud. Have Ss discuss the questions in pairs. If necessary, give them a hint by asking, *What do the steps of the ladder symbolize? What happens when someone climbs up a step?*
- Review answers as a class.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Mateo) Read the message aloud. Ask, *What does it mean to* cut staff? (fire employees) *What kinds of benefits is he talking about?* (health insurance, paid holiday and sick leave) Have pairs discuss the target questions and report back to the class.

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6 CAN I HAVE A RAISE?

LEARNING GOALS

In this unit, you

- talk about compensation
- talk about the gender pay gap
- discuss wealth inequality
- read about a job market trend
- write a compare and contrast essay



GET STARTED

A Read the unit title and learning goals. Getting paid fairly for work can be difficult to negotiate. What is the best way to assess someone's worth to do a job?

B Look at the picture. Why is a ladder often used as a symbol for progress in the workplace? In what way is this image a metaphor?

C Read Mateo's message. Should a company always improve salary and benefits if it adds responsibilities? Why or why not?



MATEO ROMERO

@MateoR

My friend's company cut staff and increased her responsibilities, but they're not offering her a better salary or benefits. Is that fair?

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LESSON 1 TALK ABOUT COMPENSATION



MATEO ROMERO
@MateoR
Bad news in my inbox today. 😳

1 VOCABULARY Words related to work and compensation

A Look at the company brochure. Does this sound like a place you would like to work? Why or why not?

B ▶06-01 Read and listen. Notice the words in bold.



Why consider a career at QUEST?

At QUEST, all of our **personnel** receive competitive wages and generous paid **time off**, as well as **incentives** such as **merit raises** and end-of-year **bonuses**. We also offer excellent **commission** rates for sales staff. **Perks** include a retirement package with a high employer **contribution**.

But QUEST employees aren't just happy on payday.

We offer **flextime** for many positions and the possibility to **transfer** to one of our hundreds of locations around the world. Our commitment to reasonable **workloads** and employee satisfaction means that we have one of the lowest **turnover** rates in the business.

Get your future started. Apply today!

>> FOR PRACTICE, PAGE 140 / DEFINITIONS, PAGE 160

2 LANGUAGE CHOICES Subject-verb agreement: Review and expand

A Read the example sentences. Complete the rules in the chart with *singular* or *plural*.

Example sentences

1. **Employee satisfaction has always been** our first priority.
2. **Our company offers** competitive wages and lots of perks. It's a great place to work.
3. **The educated have** more economic opportunities.
4. **Two weeks** of vacation a year **wasn't** enough for him, so he changed his job.
5. Are you sure you want to buy that phone? **A thousand dollars is** a lot of money.
6. **The United Nations is** an international organization.
7. **The good news is** that we're getting a raise next month.

Subject-verb agreement: Review and expand

- Collective nouns, like *staff*, usually take ___singular___ verbs.
- Proper nouns that end in *-s* take ___plural___ verbs.
- Non-count nouns always take ___singular___ verbs.
- *The news* always takes a ___singular___ verb.
- Units of time, distance, volume, and money take ___singular___ verbs.
- Collective adjectives, like *the rich and famous*, always take ___plural___ verbs.

>> FOR PRACTICE, PAGE 140

B PAIRS Discuss these questions. Pay attention to subject-verb agreement in your responses.

What are the responsibilities of a good company and good personnel?
What is a reasonable distance to commute to work?

Answers will vary, but students should use singular verbs with collective nouns and singular verbs with units of distance.

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LESSON 1 TALK ABOUT COMPENSATION

- Write the lesson title on the board. Read it aloud. Say, *We often use the word* compensation *to refer to payment given for doing a job.*
- Ask for a volunteer to read the social media message aloud.
- Ask, *Why did Mateo use the sad face emoji in his social media message?* (He got bad news.) *Where did Mateo read about the bad news?* (in an email)
- Ask, *Based on the lesson title, what kind of bad news do you think Mateo got?* Elicit ideas.

[redacted]

A
- Read the vocabulary title aloud. Ask, *What is a brochure?* (a small, thin book with pictures and information about a product or a place) *Why would a company make a brochure like this?* (to recruit new employees)
- Ask Ss to look at the company brochure. Ask, *What kind of company do you think this is? What do these people do for work?* Elicit ideas.
- Read the target questions. Have Ss share their opinions in pairs.
- Invite volunteers to share if they would want to work at this place, and why or why not.

B
- Say, *Listen to the words that are commonly used to talk about compensation.*
- Play the audio. Pause after *turnover*. Read the title of the company brochure: *Why consider a career at QUEST?* Ask Ss to follow along as they listen to the information.
- Play the rest of the audio.
- In pairs, have Ss read the brochure again and discuss the meanings of the words in bold. Remind them to use the context clues in the text to help them define the terms.
- Clarify any new or confusing words in the text, such as *rate* (this has two different meanings in the text: an amount that is paid, as in *commission rates*, and the number of times something happens within a given period, as in *turnover rates*).
- Review definitions. Refer Ss to the definitions on page 160. If necessary, further clarify the difference between *incentive* and *perk* by giving examples, such as, *An example of a perk is free gym membership. An example of an incentive is a bonus that a salesperson gets if she meets a sales target.*
- Remind Ss they can go to page 140 for further practice.

[redacted]

A
- Read the title and instructions aloud.
- In pairs, ask Ss to take turns reading the example sentences aloud. Suggest they underline the subjects and circle the verbs.
- Have Ss complete the rules. To review, call on Ss to read the rules aloud.
- Explain to Ss that a collective noun refers to a group of more than one person or thing. Some examples include *staff, personnel,* and *company*. A collective adjective is an adjective that functions as a noun and describes a group of people who share similar characteristics. Some examples include *the poor, the middle-aged,* and *the famous*. Provide additional examples of collective nouns (*committee, corporation, family, group, majority, minority, school, society, team*) and collective adjectives (*the blind, the elderly, the homeless, the unemployed*).
- Explain that collective nouns take a singular verb when the subject is regarded as one unit, but take a plural verb when the members of the group are acting as individuals. For example: *The whole family is here.* (Family is regarded as a unit.) *The family are arriving at different times.* (The individuals of the family are regarded separately.)

LANGUAGE NOTE In addition to *news*, other nouns ending in *-s* that take singular verbs are *civics, mathematics, economics, physics, statistics,* and *measles*.

LANGUAGE NOTE Nouns such as *glasses, sunglasses, scissors, tweezers,* and *trousers* take plural verbs because, although they are one object, they have two parts.

B
- In pairs, have Ss discuss the questions. Walk around and listen for correct subject-verb agreement.
- Ask volunteers to share their answers.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Direct Ss' attention to 3A. Say, *Listen to a conversation about work.* Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Clarify any new phrases, such as *on top of everything* (in addition to everything) and *in the long run* (not immediately but at some time in the future).

LANGUAGE NOTE The expression *if I do say so myself* is often meant to be humorous.

B
- Read the instructions aloud.
- In pairs, have Ss use expressions from the conversation skill box to take turns sharing their opinions about their school, community, and job.
- Have Ss complete the exercise in pairs.
- Invite volunteers to perform their conversations.

4 CONVERSATION

A
- Say, *Listen to Mateo and Tae-ho have a conversation at their workplace.*
- Read the instructions. Ask, *What do you remember about Tae-ho?* (For example, He's a musician and videographer from South Korea.)
- Ask, *What do you think Mateo and Tae-ho are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*
- Ask, *What does cost of living mean?* (the amount of money you need to pay for basic things such as food, clothes, housing, heating, and transport)
- Clarify any new or confusing words in the conversation, such as *release* (to make something available to the public), *record* (best among other similar things), and *morale* (the feelings of enthusiasm and loyalty that a person or group has about a task or job).
- Write on the board: *You mean our non-raises?* Ask, *What does Tae-ho mean by* non-raises? (They are not getting cost-of-living raises.) Elicit ideas. Explain that the prefix *non-* means *not*.
- Ask, *What does* 9 to 5 *mean?* (from nine o'clock in the morning until five o'clock in the evening, traditional work hours)
- Ask, *What does it mean to* keep your fingers crossed? (to hope for good luck)

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen. Review answers.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again. Elicit answers.

5 TRY IT YOURSELF

A
- Say, *Tae-ho says that working at home part of the time would be worth more to him than a raise.* Ask, *Which kinds of perks are most valuable to you?* Call on a few Ss to share their answers. Read the target questions aloud.
- Copy the chart on the board. Read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *The first perk I would negotiate is paid personal days. I often have family visit from out of town, and I always need more time to prepare for their stay.*
- Have Ss complete the chart with their own ideas.

B
- In pairs, have Ss use their notes to talk about what perks are important to them. Model the conversation with a higher-level student.
- Ask Ss to state whether they agree with their partner's choices. Remind them to use expressions from the conversation skill box to soften their opinions.
- Monitor. Listen for the correct subject-verb agreement.
- Call on Ss to state which perk is the most valuable to them, and why.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about compensation
- ✓ using subject-verb agreement
- ✓ adding comments to soften an opinion

EXIT TICKET In pairs, have Ss discuss different ways they are or have been compensated in the workplace. Allow them to talk about a family member or friend's job if they prefer or to make up a job. Remind Ss to use the target vocabulary from 1B and pay attention to the subject-verb agreement as they speak. Monitor. Listen and take notes on areas for review and extra practice.

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3 CONVERSATION SKILL

A ▶06-04 Read the conversation skill. Then listen. Notice the expressions the speakers use to soften their opinions. Complete the sentences.

1. It's time to hire someone, _if you ask me_.
2. It would save money in the long run, _at least that's what I think_.
3. _I assume_ she'd be willing to listen to you.

B PAIRS Student A: Make a statement of opinion about your school, community, or job. Use one of the expressions from the conversation skill box to soften your opinion. Student B: Agree or disagree with your partner's statement.

Add comments to soften an opinion

You can add expressions like these to soften a statement of opinion, or make it sound less forceful or strong. These phrases can appear at the beginning or end of the statement:

I think *I assume*

Don't you think...? / ...don't you think?

If you ask me,... / ..., if you ask me.

These phrases usually appear at the end of the statement:

..., at least that's what I think.

..., if I do say so myself.

4 CONVERSATION



A ▶06-05 Listen. What do Mateo and Tae-ho talk about?

They talk about not getting a raise this year.

B ▶06-05 Listen again. Answer the questions.

He hates having to negotiate a raise every year.

1. Why isn't Mateo happy about merit raises?
2. What does Tae-ho plan to negotiate for?
3. Why does Tae-ho think Mateo doesn't have to worry?

Because he deserves a merit raise.

He plans to negotiate for flexible hours or working from home part time.

C ▶06-06 Listen. Complete the conversation.

Mateo: Considering how my rent is going up, I could really use a raise right about now.

Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, _____?

Mateo: I hope so.

Tae-ho: I mean, the staff here is pretty fantastic, _____.

5 TRY IT YOURSELF

A THINK If you were going to negotiate for perks, what are three things you might ask for? Why? Take notes in the chart.

Perk	Reason
1.	
2.	
3.	

B PAIRS Share your ideas. Choose the most valuable perk and explain your choice to the class.

A: Paid time off is the best job perk because it means you have more time to travel and do other things besides work. At least that's what I think.

B: I agree that's important, but what about...

■ I CAN TALK ABOUT COMPENSATION.

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LESSON 2 TALK ABOUT THE GENDER PAY GAP



MATEO ROMERO
@MateoR
I learned a lot about the gender pay gap! I'm going to ask my sister what she thinks about all this.

1 BEFORE YOU LISTEN

A PAIRS THINK Brainstorm a list of jobs typically done by men and typically done by women. What are the education and training requirements for each job?

B ▶06-07 VOCABULARY Listen to the sentences. Do you know these words?

a gap	equivalent	bring to light
a factor	sanitation	hesitate
workforce	tend to	turn down

>> FOR PRACTICE, PAGE 141 / FOR DEFINITIONS, PAGE 161





2 LANGUAGE CHOICES Probability and certainty in the future

A Read the example sentences with the expressions of probability and certainty in the future. Use these expressions to complete the chart.

Example sentences

1. We're **likely to** get a pay increase this year. We get an increase almost every year.
2. It's **doubtful** that the gender pay gap will close any time soon. Experts don't **expect** it **to** close for another 200 years.
3. Adrienn is **on the verge of** quitting her job. She'll **probably** find a better position with another company.
4. Chiara applied for a promotion, but there's **not much chance** she'll get it.
5. Things are **bound to** change soon. They're **unlikely to** stay this way for a long time.
6. We're **certain to** have a meeting this afternoon. The company is **about to** make some big announcements.

Probability and certainty in the future

- To indicate an action is imminent, or going to happen very soon, use these expressions: about to, on the verge of
- To indicate certainty that something will happen at some point in the future, use: bound to, certain to
- To indicate some degree of certainty, but not 100%, use: expected to, likely to, probably
- To indicate something is probably *not* going to happen, use: doubtful, not much chance, unlikely to

>> FOR PRACTICE, PAGE 141

B Look at the sentences. How certain is the writer? How can you change the future expressions to show more certainty or less certainty?

Answers will vary. Possible answer: The writer feels certain about both statements.

Men at that company are certain to advance more quickly than women. It is highly unlikely that this trend will change in the near future.

To make the statement even more certain, the writer can use the future verbs without certainty expressions: *Men at that company will advance more quickly than women. This trend will not change in the near future.*

To make the statement less certain, the writer could say: *Men at that company are likely to advance more quickly than women. It is doubtful that this trend will change in the near future.*

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LESSON 2 TALK ABOUT THE GENDER PAY GAP

- Read the lesson title aloud. Ask for a volunteer to read the social media message for the class.
- Ask, *What did Mateo learn about?* (the gender pay gap) *What is the* gender pay gap? (the difference between how much men and women earn at work; women are generally paid less than men) *Whose opinion does Mateo want on this issue?* (his sister's) *How do you think she will feel about it?* Elicit answers.
- Ask, *What do you know about the gender pay gap?* Have Ss share their knowledge in pairs.

1 | BEFORE YOU LISTEN

A

- Bring Ss' attention to the pictures. Ask, *Who do you see? Where are they? What is their job?* Elicit answers.
- Read the instructions aloud. First, ask Ss to make two lists of jobs typically done by men and by women. Then have them answer the target question for each job.
- Model the activity. Make a T-chart on the board with the title *Jobs* and the headings *Typically male* and *Typically female*. List *sanitation worker* under male and *childcare worker* under female. For each, ask, *What are the responsibilities of this job? What education and training is required?* (A sanitation worker keeps public places clean, and a childcare worker attends to the basic needs of children. Both jobs usually require a high school diploma.) Elicit ideas.
- Ask Ss to list and discuss three additional jobs for each category. If appropriate, allow them to research education and training requirements online.
- Elicit two more ideas for each list and write them on the board. Ask Ss if they agree that each job is typically done by men or women, and why or why not.

TEACHING TIP Remind Ss that their classmates' ideas will reflect many different perspectives and life experiences. Remind them also of the importance of promoting respect for the principle of equal rights for men and women.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that are commonly used to talk about the gender pay gap.* Tell Ss they will hear each word followed by an example sentence.
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 141 for practice and page 161 for definitions.

2 | EXPRESS PROBABILITY

A

- Write the title on the board. Read it aloud. Ask, *What is probability?* (a measurement of how likely something is to happen) *What is certainty?* (the state of being or feeling certain about something)
- In pairs, have Ss read the example sentences and complete the chart.
- Clarify the meaning of *promotion* (the act of moving someone to a higher or more important position in a company).
- Ask for volunteers to read the rules aloud. Correct if necessary.
- Be sure Ss understand the meaning of the word *imminent*. Provide an example of its use, such as *The mountain gorilla is in imminent danger of extinction.* Ask, *What does this sentence mean?* (The mountain gorilla is very close to becoming extinct.) Elicit the answer.

OPTION Draw a downward arrow on the board. Write *100%* above it and *0%* below it. Invite volunteers to write the expressions of probability and certainty at the appropriate point along the arrow to show how much probability or certainty each phrase expresses. Elicit further examples from Ss about ways to express probability and certainty in the future. (For example, for sure, without a doubt, maybe, no way) Add them to the board.

B

- Read the instructions. Ask Ss to read the statement and underline the expressions of certainty.
- In pairs, have Ss answer the questions and rewrite the sentences with different expressions to show more or less certainty.
- Write the sentences on the board. Ask, *How certain is the writer?* (very) *How do you know?* (The writer uses the phrases *certain to* and *highly unlikely.*) Elicit the answers.
- Invite volunteers to edit the statements on the board to express more or less certainty. Review the answers with the class.
- Point out to Ss that additional adverbs, such as *highly*, can also change the future expressions to show more or less certainty. Ask, *What are some other examples?* (For example, barely, hardly, scarcely, absolutely, completely, considerably, totally, very) Write them on the board.

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note.
• Ask Ss to follow along as they listen. Play the audio.

B • Read the instructions. Ask Ss to underline the compounds before listening.
• Play the audio. Remind Ss to listen first, then listen and repeat.
• Ask for volunteers to read the sentences aloud.

C • Tell Ss to listen for stress in compounds. Read the instructions.
• Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
• To review, write the sentences on the board. Invite volunteers to underline the compounds and place a dot over the stressed syllables. Correct if necessary.

4 LISTENING

A • Tell Ss they are going to listen to an episode of a podcast called *Eye on Economics*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
• Play the audio. Have Ss listen.
• Write on the board: *The gender pay gap is narrowing in some countries.* Elicit the meaning of the verb *narrow* (to make less wide).
• In pairs, have Ss discuss the target question. Review the answer.

B • Ask Ss to look at the Listening Skill box. Read the information aloud.
• For the second listening, tell Ss to listen specifically for what the speaker wants his listeners to do.
• Play the audio. Have Ss discuss the target question in pairs.
• Elicit the answer.

C • For the third listening, have Ss listen for details.
• Copy the chart on the board. Read the information in the left column aloud. Review the meaning of *sufficient* (as much as is needed). Make sure Ss understand what to listen for before moving on.
• Play the audio. Have Ss complete the exercise individually and then compare their charts in pairs. Play the audio again if necessary.
• Invite volunteers to add their answers to the chart on the board.

D • Read the target questions aloud. Ask Ss to infer how the speaker feels based on the way he discusses the issue.
• In pairs, have Ss share if they agree or disagree with the speaker, and why.
• Ask, *Do you feel the same way as the speaker?* Take a class vote. Call on Ss to explain their position.

5 TRY IT YOURSELF

A • Read the instructions aloud.
• Model the activity. Say, *The idea that women often earn less because they have lower levels of education describes my grandmother well. She worked as a secretary. On the other hand, my sister is a lawyer and earns a high salary.*
• Have Ss make notes about their own ideas.

TEACHING TIP You could ask female Ss to also consider how the ideas in the podcast relate to their own experiences with work and compensation.

B • Ask groups to choose a timekeeper, a note taker, and a reporter. Have Ss take turns sharing the experiences of women in their lives. Give a time limit.
• Tell Ss to come to a group conclusion based on the information in their notes and from the podcast. Tell note takers to list the reasons that support their group's choice.

C • Tell reporters to share their group's conclusion.
• Lead a class discussion on what might happen with the gender pay gap in Ss' areas. Ask, *What field do you work in? What do you think will happen with the gender pay gap? Why?* Invite volunteers to share their predictions.
• Remind Ss to use expressions of probability and certainty in the future in their answers.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
✓ using the vocabulary to talk about the gender pay gap
✓ talking about probability and certainty in the future
✓ using stress in compounds
✓ inferring goals

EXIT TICKET In groups, have Ss brainstorm different ways that people can demand action to address the gender pay gap. Tell Ss to use the target vocabulary and provide examples from the podcast to explain why the actions are necessary. Monitor. Listen and take notes on areas for review and extra practice.

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3 PRONUNCIATION

A ▶06-09 Listen. Read the pronunciation note.

B ▶06-10 Listen. Notice the heavy stress and higher pitch on the words in bold. Then listen and repeat.

1. The **work**force is **well** paid, even in **entry**-level positions.
2. The **pay** gap between **support** staff and **department** supervisors is large.

Stress in compounds

Compounds are two words used together with a new meaning, for example: ***work****force* and ***safety*** *issues*. The first word has heavy stress and a higher pitch ♪. The second word has less stress and a lower pitch:

safety issues

Some adjective-noun expressions also have compound stress:

black*board* ***elementary*** *school* ***well****-paid jobs*

C ▶06-11 Listen. Underline the compounds. Place a dot over the most heavily stressed syllable.

1. Many people join the workforce when they are in high school.
2. Requests for pay raises by women are often turned down.
3. High-paying jobs are more likely to be filled by well-educated applicants.

4 LISTENING

A ▶06-12 Listen. What is the main idea of the podcast?

The gender pay gap is not narrowing fast enough.

B ▶06-12 Read the Listening Skill. Listen again. What does the speaker want his listeners to do?

They should demand that the government address the gender pay gap.

LISTENING SKILL Infer goals

Sometimes speakers don't say directly that they expect a reaction from an audience. You need to infer it from what they do say.

C ▶06-12 Listen again. Take notes in the chart.

What is the gender pay gap?	The difference between how much men & women earn
How long will it take to close it?	200 years at the current rate
Explanation for the gap	lower level of education / less work experience
Reasons the explanation isn't sufficient	1. Women's work with similar education is paid less 2. When women move into a field, pay goes down. 3. Women doing same job / same company are sometimes paid less 4. Gap exists right out of college 5. Women more likely to be turned down for raises
Conclusion	Won't change unless people demand government action

D PAIRS REACT How does the speaker feel about the gender pay gap? Do you feel the same way? Why or why not?

5 TRY IT YOURSELF

A THINK How well do the ideas in the podcast relate to people you know? Take notes.

B GROUPS Share your information. As a group, decide whether the experience of women you know suggests that things are changing or staying the same.

C EVALUATE Present your conclusion to the class. As a class, make some predictions about what will happen with the gender pay gap in your area.

☐ I CAN TALK ABOUT THE GENDER PAY GAP.

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LESSON 3 DISCUSS WEALTH INEQUALITY



MATEO ROMERO
@MateoR
This talk about wealth inequality has some pretty crazy statistics!

1 BEFORE YOU LISTEN

A PAIRS THINK Who are some of the richest people in the world? How much money do you think they have?

As of 2019: #1 Jeff Bezos and family (Amazon), 131 billion USD; #2 Bill Gates (Microsoft), 96.5 billion USD; #3 Warren Buffet (Berkshire Hathaway), 82.5 billion USD; #4 Bernard Arnault and family (Louis Vuitton, Sephora), 76 billion USD; #5 Carlos Slim Helu and family (America Movil), 64 billion USD.

B ▶06-13 VOCABULARY Look at the words and expressions and listen to the sentences. Do you know what they mean?

a disparity	economic downturn	level the playing field	a haven
by leaps and bounds	waive	take advantage of	redistribute
economic output	address (a problem)	crack down on	

>> FOR PRACTICE, PAGE 142 / DEFINITIONS, PAGE 161

2 LANGUAGE CHOICES Expressing future time

A There are many ways to express future time. Read the example sentences. Then match the explanations with the correct verb form in the chart.

Form	Example sentences
Simple future with *will*	The government **will** likely **waive** taxes on childcare expenses, but it **won't go** into effect until the end of the year.
Simple future with *be going to*	The new tax code **is going to level** the playing field.
Present continuous	We **are meeting** next week to discuss pay increases.
Simple present	The meeting **begins** at 9:00 tomorrow morning.
Future continuous	We'll **be making** several changes in the upcoming weeks.
Future perfect	By next year, the new tax code **will have gone** into effect.

Expressing future time

- To state future actions or make predictions, use ___a___ .
- To talk about a scheduled event in the future, use ___c___ .
- To show that an action will happen before another action, use ___e___ .
- To show that an action will be in progress in the future, use ___d___ .
- To talk about future plans and fixed arrangements, usually made by more than one person, use ___b___ .

a. the simple future
b. the present continuous
c. the simple present
d. the future continuous
e. the future perfect

>> FOR PRACTICE, PAGE 142

B Underline the verbs. Name each tense and discuss what it expresses.

I leave for Shanghai next Friday. I'm attending another economics conference. It's the third conference I will have attended this year, but I think this one is going to be especially interesting. The keynote speaker will be discussing new research on wealth inequality.

leave = simple present tense, expresses a scheduled event in the future
am attending = present continuous, expresses a future plan
will have attended = future perfect, expresses an action will happen before another action in the future
is going to be = simple future, expresses a prediction
will be discussing = future continuous, expresses an action will be in progress in the future

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LESSON 3 DISCUSS WEALTH INEQUALITY

- Read the lesson title and the social media message aloud. Ask, *What is Mateo watching a talk about?* (wealth inequality) Ask Ss to describe in their own words what *wealth inequality* means. For example, *a situation in which people are not equal because some people have vastly more money than others.*
- Ask, *What do you think Mateo means when he describes the statistics as* crazy? (that they are shocking and surprising)
- Ask, *What do you know about wealth inequality?* Have Ss share ideas in pairs.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Ask Ss to name some of the richest people in the world and guess how much money these people have.
- Give Ss time to discuss the questions in pairs. If possible, allow Ss to do an online search to look up specific information.
- Ask for volunteers to share their answers with the class. Write Ss' ideas on the board.
- Review the answers.
- Ask, *Besides being very rich, what do these people have in common?* Tell Ss to consider gender, profession, ethnicity, and country of origin, among other factors.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with and share their previous knowledge in pairs.
- Play the audio.
- In small groups, have Ss compare their answers and define the terms. Play the audio again if necessary.
- Review definitions. Refer Ss to the practice and definitions on pages 142 and 161.

TEACHING TIP Aim to arrange Ss in diverse pairs and groups so that Ss work closely with classmates who are from different backgrounds and have different interests.

EXTENSION Give Ss time to search online for the latest top stories in world or local news. Have them skim a few articles, and then write five sentences using the target vocabulary to report current or recent events. For example, *All the presidential candidates have a plan to address the problem of climate change, but some are going to crack down on pollution more than others.* Have Ss take turns reading their sentences to their group. Invite volunteers to report the news to the class.

2 FUTURE SENTENCES

A
- Read the grammar title and instructions aloud.
- Say each verb tense and ask for volunteers to read its example sentence. Tell Ss to pay attention to the words in bold as they listen.
- In pairs, have Ss complete the rules in the grammar chart. Remind Ss to pay attention to the time expressions used in the example sentences.
- To review, read the rules aloud and elicit the answers. Write them on the board.

OPTION Have Ss close their books. Write the example sentences on the board. Ask, *What verb tenses can we use in English to talk about the future?* Ask for volunteers to come to the board and write the verb tense next to each sentence and underline the verbs.

EXTENSION Have Ss rewrite each example sentence in the negative and as a question. (For example, Will the government waive taxes on childcare expenses? When will the new tax code go into effect? OR By the end of the year, the new tax code will not have gone into effect.)

B
- Ask for a volunteer to read the example paragraph aloud. Ask Ss to underline the verbs in the sentence as they listen.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Read each sentence and elicit the tense(s) used. Call on Ss to describe what each tense expresses. Ask them to reference the grammar chart to give reasons for their answers.

EXTENSION To review uses, have Ss write one more example for each way of expressing future time. Ask them to write sentences that are true for them. In pairs, ask Ss to read their sentences aloud and provide each other with feedback on verb form and use.

EXTENSION Have Ss revisit the topic of the gender pay gap. In groups, have them talk about what the future looks like for women in the workplace using the different tenses to express future time. Give Ss time to take notes before discussing and ask them to check that they have chosen the correct verb tense for what they intend to express. Then have Ss take turns sharing their opinions.

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3 LISTENING

A
- Read the title of the talk aloud: *Wealth Inequality.* Ask, *What do you think you will learn about in this talk?*
- Bring Ss' attention to the Note-taking Skill about how to use a KWL chart. Ask Ss to cover up the explanation and recall the meaning of KWL from Unit 2. Ask, *What does the abbreviation* KWL *stand for? Why do we use this kind of chart?*
- Then tell Ss to look at the Note-taking Skill and follow along as you read the explanation aloud.
- Copy the chart on the board. Say, *Complete the K and W columns of the chart with the information that you know and want to know about the topic of wealth inequality.*
- Give Ss time to individually take notes in their chart. Walk around and provide help as needed.
- Invite volunteers to add their ideas to the chart on the board.
- Have Ss look at the pie chart. Ask, *Who does the* Top 1% *refer to?* (the richest people in the world) *What percentage of the wealth do they have?* (75%)

B
- Read the instructions. Play the audio or video. Have Ss listen for the information they already know and want to know.
- Read the target question aloud. Elicit answers.

C
- For the second listening or viewing, have Ss listen for new information.
- Play the whole audio or video again. Have Ss take notes on what they learned in the L column of the chart.

D
- Give Ss time to share and compare the information in their charts.
- Read the target questions aloud. Have Ss discuss their reactions in pairs.
- Ask for volunteers to share what information was the most surprising, and why.
- Ask Ss if there is information they wanted to know that wasn't included in the talk. Have them answer these questions for homework and report back to the class with their findings.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the title aloud. Ask, *What does it mean to* acknowledge *something?* (to show that it has been recognized)
- Read the phrases aloud. Model the correct pronunciation and intonation.
- Ask, *What does it mean if someone makes a good point?* (They have a good idea or argument.)
- Ask volunteers to share which phrases they use in their own discussions.
- Ask, *Why is it important to acknowledge others' contributions in a group discussion?* (to show group members that their ideas are being listened to and valued)

5 TRY IT YOURSELF

A
- Arrange Ss in pairs. Read the instructions aloud.
- Copy the chart on the board. Read the headings aloud.
- Model the activity with a student. Play the role of the government official. Take notes in the chart as you speak. (For example, T: We should fund a program that gives people from underrepresented communities access to free business resources, like co-working spaces or start-up advice. S: That sounds like a good idea. Billionaires like me should probably contribute money.)
- Give Ss time to discuss ideas in pairs and take notes individually.

B
- Have pairs form groups of four. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Ask Ss to take turns sharing their ideas and then choose the three most effective ways of reducing wealth inequality.
- Remind Ss to use the expressions from the discussion skill box to acknowledge their group members' contributions.
- Tell note takers to list the arguments that support their group's choices.

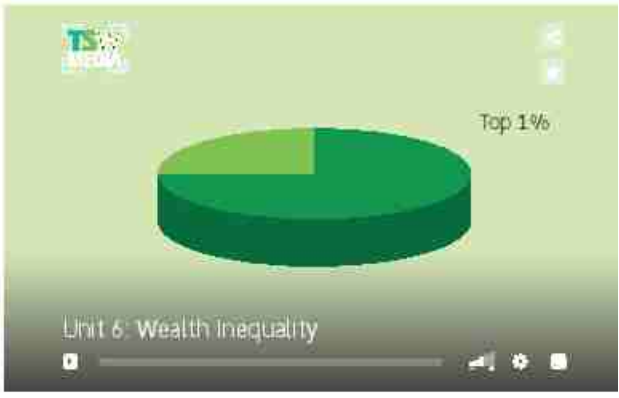
C
- Tell reporters to share their group's most persuasive arguments with the class.
- Write Ss' ideas on the board. Take a class vote on which of the actions are the most effective and realistic for addressing wealth inequality.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss wealth inequality
- ✓ expressing future time
- ✓ using a KWL chart
- ✓ acknowledging others' contributions

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Tell them to write about one action that the government can do and one action that billionaires can do to address wealth inequality on a national scale. Ss should write at least 4–5 complete sentences and use a variety of verb tenses to express future time. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 VIDEO TALK



A Read the Note-taking Skill and the title of the talk. Complete the K and W columns of the chart.

NOTE-TAKING SKILL Use a KWL chart

You can use a KWL chart to help you focus on and retain information from a talk. Before you listen, complete the first two columns with what you know (K) and what you want to know (W). After you listen, take notes on what you learned (L) in the last column.

K	W	L

B ▶06-15 Listen or watch. Did the speaker include any of the information you knew or wanted to know?

C ▶06-15 Listen or watch again. Take notes in the L column of the chart.

D PAIRS REACT Were you surprised by any of the speaker's information? Why or why not?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Acknowledge others' contributions

In a group discussion, acknowledge other people's contributions with phrases like these:
That's a good point.
That's an interesting idea.
I agree with what _____ said about...
I think _____ is making a good point.

5 TRY IT YOURSELF

A THINK Imagine you work for the government and your partner is a billionaire. Have a conversation about things you should or shouldn't do to help people in poverty. Write your ideas in the chart.

	Should	Shouldn't
Government		
Wealthy people		

B DISCUSS In small groups, talk about your ideas. Make a list of persuasive arguments about what governments and wealthy people should or shouldn't do to address wealth inequality.

C EVALUATE Share your most persuasive arguments with the class. Come to a consensus about the top three actions that should be taken or avoided.

3. A. Possible answers:
Top 1% own 46% of wealth, will increase to 75% by 2030
Top .01% getting rich much faster than everyone else
20 richest people have as much as Mexico
Rich make money off investments and can influence policy to increase wealth more
Some think governments should improve tax code, crack down on tax havens, or raise taxes
Others say focus on helping poor people and don't worry about inequality

■ I CAN DISCUSS WEALTH INEQUALITY.

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LESSON 4 READ ABOUT A JOB MARKET TREND



MATEO ROMERO
@MateoR
The working world is changing so fast! I need to keep up with employment trends—just in case!

1 BEFORE YOU READ

A PAIRS How important to you are rate of pay, physical working conditions, possibilities for advancement, a flexible schedule, and employee benefits? Rank them from 1 (most important) to 5 (least important).

B ▶06-16 VOCABULARY Read and listen. Do you know these words?

disciplined	an advocate	sidestep	streamlined	size up
the advent of	sweeping	the lion's share of	indispensable	a prerequisite

>> FOR DEFINITIONS, PAGE 161

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the article is about?

B ▶06-17 Read and listen to the article. Was your prediction correct?

PROS AND CONS OF THE GIG ECONOMY

WANTED: workers who can't stand a boss breathing down their necks or the stress of conforming to corporate culture. Must be comfortable with unsteady workloads and no benefits. If you're independent, disciplined, and desire a flexible schedule to create your ideal work-life balance and make room for your interests and passions, apply now!



Ridesharing is booming in the gig economy.

If this sounds good to you, you're not alone. Increasingly, people choose not to work as company employees and instead take on work one gig (temporary project) at a time as freelancers or temporary staff. Gig work is more accessible than ever thanks to the advent of online platforms such as Uber (which connects drivers with people who need rides), Upwork (which connects various types of freelancers with clients), and TaskRabbit (which connects workers with people who need everyday jobs done). According to Staffing Industry Analysts, Inc., this expanding global economic sector represents as many as 20 percent of workers and perhaps $3.7 trillion annually.

The gig economy also has some desirable aspects for companies. Providing employees with benefits such as guaranteed salaries, paid vacations, and health insurance is a large part of corporate budgets. A gig-work approach eliminates much of that burden. Moreover, only hiring workers with the skills needed to work on clearly defined tasks means no more wasteful employee downtime, possibly enhancing corporate productivity.

Nevertheless, workers' rights advocates are suspicious of these sweeping changes. To them, the gig economy is a gravely concerning trend that could endanger over 100 years of hard-earned worker protections. They suggest that many corporations wish to classify employees as independent contractors primarily to stop paying for their insurance, save on taxes, sidestep wage laws, and avoid dealing with workers' unions.

There is also reason for small businesses to be concerned. In the gig economy, not only are fewer people taking on full-time work with a company but also the limited number of top-performing freelancers are hugely in demand. In this situation, large corporations are better positioned to attract the lion's share of the available and talented candidates. Some companies even lose market share to streamlined gig-work platforms (for example, Uber's impact on local taxi companies),

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LESSON 4 READ ABOUT A JOB MARKET TREND

- Read the lesson title and the social media message aloud. Ask, *Do you agree with Mateo that the working world is changing fast? Why or why not?*
- Have Ss share their opinions in pairs.
- Ask, *What does it mean to do something* just in case? (to do it in order to be prepared for something that may happen)
- Ask Ss to recall Mateo's job (accountant). Ask, *In what ways are technology trends impacting Mateo's field?* (using artificial intelligence in software platforms, cloud hosting client data)

1 | BEFORE YOU READ

A
- Read the question aloud. Explain that *physical working conditions* refers to the on-site work environment, including stress and noise levels and the degree of safety or danger.
- Ask Ss to rank the factors individually and then share their lists in pairs. Remind Ss to give reasons to explain their opinions.
- Ask, *Were your rankings similar or different? Why?* Elicit feedback from the class.
- Take a class survey to see which factors were the most important to most Ss.

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.
- Ask, *Are any of these terms compounds?* (yes, *sidestep* and *streamline*) Elicit answers.
- Tell Ss to listen to the vocabulary. Remind them to listen for stress in compounds.
- Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 161.

2 | READ

A
- Read the title of the article: *Pros and Cons of the Gig Economy.*
- Direct Ss' attention to the picture. Read the caption aloud.
- Ask, *Where is this person?* (in a car) *What is he doing?* (working) *What is he looking at on his cell phone?* (a rideshare app) *What is his job?* (a driver) Elicit answers.
- Ask Ss the target question. Elicit ideas.

B
- Tell Ss to look at the text. Ask, *What is it?* (a wanted ad for a job followed by an article)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Ask, *How would you describe the writing style of the article? Why?* (Informational because it includes statistics, defines new terms, and cites its sources.)
- Clarify any new or confusing words, such as *unsteady* (not happening or proceeding in a smooth and constant way), *freelancer* (someone who is not permanently employed by a particular company, but sells their services to more than one company), *guaranteed* (if something is guaranteed, you will definitely get it or have it), *eliminate* (to remove something unwanted), *downtime* (time when you are not working or busy), *productivity* (the rate at which goods are produced), *suspicious* (having or showing a feeling that something is wrong or that someone is behaving wrongly), *gravely* (seriously), and *enterprise* (a business company or organization).
- Ask, *What does it mean to* breathe down someone's neck? (to watch closely what someone is doing, in a way that annoys them) *To* conform *to corporate culture?* (to obey the rules of traditional large companies) *To* brush up *on something?* (to practice and improve your skills or knowledge of something) *To* endanger *worker protections?* (to allow companies to pay less than the minimum wage and to provide no health or unemployment insurance)
- Ask, *How would you describe* a tight *budget?* (one where there is not a lot of money available to spend) *What is a* market share? (the percentage of sales that a company or product has)
- Write on the board: *For better or for worse.* Ask, *What does this expression mean?* (used for showing that you do not know whether an action, situation, or change will have good or bad results) Provide additional examples, such as *I'm on a three-year contract with this job, for better or for worse.*

OPTION Play the audio and pause after *apply now!* Ask, *What kind of job do you think this is? Does it sound like a job you would be interested in? Why or why not?* Have Ss discuss the questions in pairs. Then play the rest of the audio.

C
- Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Read the instructions. Ask Ss to go back and reread the article to find hedging expressions. Have them compare their answers in pairs.
- Elicit the answers.

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A
- Read the questions aloud. Suggest that Ss underline key words and phrases to look for in the article, such as *advocates* and *thrive*.
- Point out the use of synonyms in the questions. For example, tell Ss they will need to look for a synonym of *firm* (*company, enterprise*) and a synonym of *benefit* (*experience desirable aspects*) to answer number 2.
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

B
- Ask a volunteer to read lines 45–49 and lines 59–63 aloud.
- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C
- In pairs, have Ss write a short summary of the article. Remind them to use paraphrasing as they summarize.
- Ask Ss to reread the article and underline the main ideas in each paragraph.
- Walk around and provide help as necessary. Encourage Ss to consult a thesaurus to look up synonyms.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.

⊕ **EXTENSION** Challenge Ss to verbally summarize the article. Give them a couple of minutes to read their written summary and then turn their paper face down. Keep time. Each partner has two minutes to summarize the main points. Ask Ss to repeat with a different partner to practice fluency.

⊕ **EXTENSION** For homework, ask Ss to search online to find the gig-related platforms mentioned in the article (Uber, Upwork, TaskRabbit), as suggested in the sidebar. Have them research if they are eligible to apply for work using these platforms. Back in class, have Ss share what they found in small groups. Encourage them to also share if they would be interested in finding work through these platforms, and why or why not.

A
- Read the instructions. List the six factors on the board. Make two columns to the right of the list with the headings *Gig work* and *Traditional employment*. Ask Ss to copy the chart on a separate piece of paper.
- Have Ss compare the two types of work. Give an example. Say, *In terms of pay, gig work is more unstable than traditional work. However, I have the potential to make higher wages since I make my own schedule.* Take notes on the board as you speak.
- Remind Ss to write down ideas based on what they learned from the article as well as their own experiences with the gig economy and / or traditional employment.
- Walk around and provide help as necessary.

B
- Have Ss present their ideas to their group. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.
- First, have Ss take turns sharing their ideas about how each type of work compares in terms of the six factors.
- Then have Ss analyze gig work versus traditional employment from a variety of perspectives. Tell Ss to think about their family and friends as they discuss.
- Ask, *Who does the gig economy work best for? Who does traditional employment work best for?* Ask note takers to list their group's ideas.

C
- To focus the conversation, ask group leaders to summarize the group's ideas. Based on the main ideas, ask groups to choose the best and worst aspects of gig work.
- Have reporters present their group's ideas to the class. Write them on the board.
- Ask, *Based on this information, does gig work or traditional employment work better for you?* Take a class vote.

⊕ **EXTENSION** For homework, have Ss do online research to learn more about worker protections in different countries. Ask them to write down three labor laws they think are important, such as those related to minimum wage and overtime pay for hourly workers. Then ask Ss to think about how the gig economy may or may not affect these protections in the long term. In class, have Ss take turns sharing their findings and conclusions in groups.

EXIT TICKET In pairs, have Ss take turns summarizing the reasons they prefer gig work or traditional employment. Remind them to include the factors that are most or least important to them. Tell Ss to use the target vocabulary from 1B and challenge them to keep their books closed as they discuss. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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which larger enterprises can deal with more easily than smaller ones can. Additionally, in the gig economy, it's often useful to assemble teams of freelancers living in different regions or countries; however, keeping a geographically dispersed team running smoothly can involve additional administrative staff, software tools, or financial incentives. This is more difficult for smaller companies, which likely have tighter budgets.

For better or for worse, the gig economy appears to be here to stay. If there's gig work in your future, here are a few key skills you'll need to thrive. First, critical thinking skills and logic are indispensable. With only yourself to rely on, the task of sizing up situations and asking the right questions is yours alone. Second, top gig workers need the skills sought by corporate human resource departments, such as a positive attitude, communication skills, teamwork, and efficient work procedures. Third, since you'll be handling your own taxes, savings, and budgets, a good understanding of finance is a basic prerequisite. If you need brushing up in these areas, it might be time to take some online courses so you can face the fierce competition of the gig economy with confidence.

C Read the Reading Skill. Then reread the article and underline the hedging expressions. Compare the expressions you underlined with a partner's.

READING SKILL Recognize hedging

Hedging expressions (for example, *seems, could, possibly, suggests*) signal the writer's caution about whether the information presented is factual or only an approximation, opinion, or claim. By recognizing hedging, you will avoid taking something as a confirmed fact when it is not.

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the article.

1. What trend does the phrase *gig economy* refer to? The shift away from traditional employment to temporary or freelance work.
2. In what two areas can firms benefit in the gig economy? How can they do so? 2. They can save money by cutting benefits and improve productivity by hiring skilled workers for defined tasks only.
3. Why are workers' rights advocates worried about the shift to the gig economy? 3. They believe that it endangers worker protections and that companies will take advantage of it in various ways.
4. What skill sets are necessary to thrive in the gig economy? 4. Critical thinking and logic, the skills human resource departments want, and basic finance skills are necessary skill sets.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. What does the sentence in lines 45–49 imply about Uber?
   a. It is losing market share to streamlined gig-work platforms.
   b. It is taking market share from local taxi companies.
   c. It is fighting to save market share for local taxi companies.
2. In lines 59–63, how is the second sentence connected to the first?
   a. points out an exception b. provides an explanation c. supplies a comparison

C PAIRS Summarize the article in 3–5 sentences.

Search online to find the gig-work platforms mentioned in the article. Determine whether you would be eligible to obtain work through them.

4 MAKE IT PERSONAL

A THINK How does gig work compare to traditional employment in terms of pay, physical working conditions, benefits, career path, scheduling, and work-life balance? Take notes.

B GROUPS Discuss gig work versus traditional employment for young, middle-aged, older, married, and single people.

C EVALUATE In the same groups, decide together on the best and worst aspects of gig work. Choose one person to present your ideas to the class.

3. C. Answers will vary. Possible answer: The gig economy, a shift from traditional employment to flexible freelance and temporary work, is a growing trend. It has attractive aspects for both workers and companies, but there is also a negative side. It could negatively impact worker protections and put small businesses in a difficult situation by forcing them to compete with larger firms and gig-work platforms. For workers in the gig economy, critical thinking and logic, and financial skill sets are essential.

☐ I CAN READ ABOUT A JOB MARKET TREND.

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LESSON 5 WRITE A COMPARE AND CONTRAST ESSAY



MATEO ROMERO
@MateoR
Found this interesting article on what criteria to use in choosing a job. For those of us who sometimes wonder about what "might have been"...

1 BEFORE YOU WRITE

A Read about compare and contrast essays.

A compare and contrast essay looks at two different things or ideas and analyzes the similarities and / or differences between them. It seeks to draw readers' attention to the advantages and disadvantages of each side, allowing readers to determine which idea is preferable.

B Read the model. What two things is the writer comparing? What are some advantages of each side?

The Great Jobs Debate: Passion vs. Pay



When you are looking for a new job, or perhaps for your first job, there are a lot of questions to consider. How can you decide what will be the right career move? One of the biggest decisions you will need to make is whether to choose a job based on your passion, or whether to choose a job based on practical features such as salary. If you follow your passion, will you make enough money to live? If you choose a job for the salary, will you be happy? It's important to consider the ramifications of both options.

"Following your passion" means choosing a job based on your innermost desires. When you choose a job because it's something you love—teaching, for example, or playing a musical instrument—you can be pretty sure that the job will make you happy. You are less likely to lose interest in the work over time. On the other hand, there may be fewer jobs in your area of interest. The salary may be low, and the benefits may not be great. And, of course, for many people, even figuring out what they are passionate about can be a challenge!

Choosing a more practical job can solve some of these problems, but it can raise other problems. If you can find a job with a good, steady salary, you are likely to feel less stressed. And if you have a steady job, you might have time to pursue your hobbies or passions outside of work. But if you are not happy about going to work every day, you will not feel motivated to do a great job; and then you might get stuck, and not be able to move ahead in your career.

Perhaps the best solution is a happy medium. Don't feel pressured to choose a job based on your passion, but do choose a job that seems interesting to you. Don't choose a job based solely on the salary, but do choose a job that makes enough money to cover your expenses. In the end, if you put enough energy and effort into your work, it's possible that your work will become your passion. And then you have the best of both worlds.

Writing tip
It's OK if you don't know your conclusion when you start writing your first draft. Writing is a process of discovery. Writers often figure out how they feel about the topic only after they have written out the details in the body paragraphs.

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LESSON 5 WRITE A COMPARE AND CONTRAST ESSAY

- Read the lesson title and the social media message aloud. Ask, *What kind of article did Mateo find?* (one about what criteria to use in choosing a job) *What does he mean when he refers to* what might have been? (what other careers people could have chosen, but did not) Have Ss share ideas in pairs.

BEFORE YOU WRITE

A
- Read or ask for a volunteer to read the text about compare and contrast essays aloud for the class.
- Ask, *Who has written a compare and contrast essay before?* Ask for volunteers to share what kinds of compare and contrast essays they have written.

B
- Read the title of the essay aloud. Ask, *What two things are being compared in this essay?* (passion and pay) *Which do you predict has more advantages?* Elicit predictions.
- Have Ss follow along in their books as you read the compare and contrast essay aloud for the class.
- Suggest Ss underline the advantages and disadvantages that are discussed in the essay. Elicit answers about the advantages of each side.
- Clarify any new or confusing words, such as *ramification* (something that is the result of an action or decision) and *innermost* (most private and personal).
- Ask, *What is a steady salary?* (one that is dependable or reliable) *What is* a happy medium? (a way of doing something that is between two extreme positions or is satisfactory to everyone)
- Ask, *What does the phrase* the best of both worlds *refer to?* (a situation where you have the benefit of two very different types of advantage at the same time)

OPTION In small groups, have Ss take turns reading 4–5 lines of the essay aloud.

C
- Arrange Ss in different pairs. Read the target questions aloud.
- In pairs, ask Ss to state if they agree with the writer's conclusion, and why or why not.
- Take a quick class vote on how many Ss are convinced of the writer's conclusion at this stage.

D
- Copy the chart on the board. Read the instructions.
- Ask, *What are the two things the writer is comparing?* (choosing a job based on passion and choosing a job based on pay) Elicit the answer and complete the headings of the T-chart with the words *passion* and *pay*. Tell Ss to do the same.
- Have Ss work in pairs to complete the rest of the activity but ask them to fill in their charts individually.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.
- Bring Ss' attention to the Writing tip. Read it aloud. Remind Ss that it is OK if they don't know their conclusion at this stage.

EXTENSION Have Ss list all the jobs they have had in the past. Ask them to include any part- or full-time jobs they currently have. Ask them to think about whether they chose these jobs based on passion or on pay. In pairs, ask Ss to take turns describing each job on their list and how they chose it. Ask, *Did you choose the majority of your jobs based on passion or on pay?* Take a class poll.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Provide an example of parallel structure. Write on the board: *She is passionate about narrowing the gender pay gap and decreasing wealth inequality.* Say, *This sentence uses parallel structure. The same grammatical form (gerund) is used for both ideas.*
- Tell Ss that parallel structure can happen at the word, phrase, clause, or sentence level.
- Tell Ss to reread the text in 1B and underline examples of parallel structure. Point out that a common way to join parallel structures is with the use of coordinating conjunctions, such as *and* or *or*.
- In pairs, have Ss compare their answers.
- Call on Ss to read aloud an example of parallel structure from the article. For each, ask, *What's the grammatical form that repeats?* Elicit the answer.

3 THINK ABOUT WRITING

A
- Read the instructions aloud. Give Ss time to analyze the situation individually.
- Suggest Ss choose real-life jobs to represent what is perfect and not perfect for them.
- Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart with their own ideas. Ask them to include at least two pros and cons for each job.
- Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if necessary.

B
- In pairs, have Ss use their notes to take turns sharing information about their options.
- Read the example conversation aloud with a higher-level student.
- Encourage Ss to ask follow-up questions and challenge their partners to think about more pros and cons for each situation.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their compare and contrast essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the two ideas that are being compared and contrasted, paragraphs 2 and 3 present the advantages and disadvantages of each side, and the final paragraph states their position.
- Remind Ss that it is OK if they are not clear on their conclusion when they start writing their first draft. Tell them to explore the different sides in the body paragraphs and leave the conclusion for last.

5 EXCHANGE AND REVISE ESSAYS

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's compare and contrast essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answers. For example, when the question asks if there are examples of parallel structure, encourage Ss not to just say *yes*, but to also list some examples of this kind of language. Encourage Ss to suggest additional sentences where their partner could use parallel structure to make their writing more fluent and easier to read.
- When Ss have answered all the questions, ask them to give the essay back to its author.

D
- Have Ss give each other feedback. Encourage them to ask clarification questions.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and describe the job options from their essay to three different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's arguments. Monitor. Listen and take notes on areas for review.

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C PAIRS Do you agree with the writer's conclusion? Why or why not?

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

Choosing a job based on passion / strong interest or desire	
Pros	*Cons*
- the job will make you happy - you will not lose interest over time	- fewer jobs - lower salary - fewer benefits - not always easy to figure out what your passion is

Choosing a job based on salary / practical features	
Pros	*Cons*
- better salary - less stressful - time to pursue hobbies / passions outside of your job	- less motivating - you might get stuck

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the examples of parallel structure.

WRITING SKILL Use parallel structure

Parallel structure in writing means repeating the same grammatical form within a sentence or across several related sentences. Using parallel structure to compare items or ideas throughout your essay makes the writing fluent, clear, and easy to read.

3 PLAN YOUR WRITING

A Imagine that you have to choose between two jobs. One job sounds like the perfect job, but you would have to move far away. The other job is not your perfect job, but you can stay in your hometown. Create a chart to compare and contrast the two options. Use the chart in 1D as a model.

B PAIRS Discuss your ideas.

A: I wouldn't want to move far away. I would choose a job closer to home.
B: I can see benefits to both sides...

4 WRITE

Write a first draft of a compare and contrast essay about choosing a job far away versus choosing a job closer to home. Remember to use parallel structure. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Does the essay clearly present the two sides being compared?
- Are the advantages and disadvantages of each side presented in the body paragraphs?
- Are there examples of parallel structure?
- Does the writer come to a clear conclusion?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

☐ I CAN WRITE A COMPARE AND CONTRAST ESSAY.

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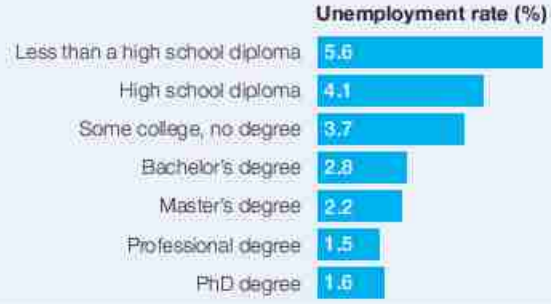
PUT IT TOGETHER

[illegible]

A **CONSIDER THE PROBLEM** Education can be difficult to obtain, time-consuming, and expensive, but it could lead to better employment opportunities. How can students know how far they should go in their education? Review the chart and circle the correct answers.

1. Someone with less than a high school diploma is **2** / **10** / **3.5** times as likely to be unemployed than someone with a PhD degree.
2. Having less education means that there may be more **cooperation in** / **competition for** / **confrontation about** a job.
3. Professional degrees may make someone more employable than a PhD because they prepare people for work that is more **practical** / **theoretical** / **interesting**.

Unemployment Percentages, Based on Education Level



B **THINK CRITICALLY** Is education always the most important factor for good employment opportunities? What other factors are important? Talk with a partner. See answer on page T-78

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 reasons for or against getting additional education.

Step 2 **Evaluate** Choose the best solution. Consider a variety of jobs and other factors for increasing employment opportunities. See answer on page T-78

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

[illegible]

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

Speaking Objectives
- ☐ Talk about compensation
- ☐ Talk about the gender pay gap
- ☐ Discuss wealth inequality

Vocabulary
- ☐ Words related to work and compensation

Conversation
- ☐ Add comments to soften an opinion

Pronunciation
- ☐ Stress in compounds

Listening
- ☐ Infer goals

Note-taking
- ☐ Use a KWL chart

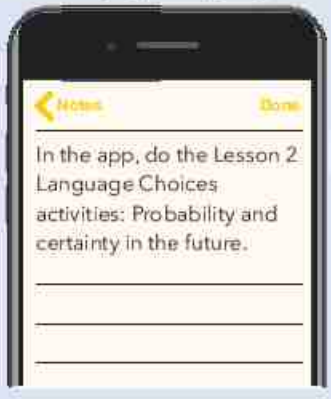
Language Choices
- ☐ Subject-verb agreement: Review and expand
- ☐ Probability and certainty in the future
- ☐ Expressing future time

Discussion
- ☐ Acknowledge others' contributions

Reading
- ☐ Recognize hedging

Writing
- ☐ Use parallel structure

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 PROBLEM SOLVING

A • Read the problem aloud. Direct Ss' attention to the bar chart. Read the title: *Unemployment Percentages, Based on Education Level*. Read the categories of education level aloud.

- Have Ss analyze the chart in pairs. Ask them questions to check their understanding of how the chart presents data, such as:
  1. *What is being shown in the chart?* (unemployment percentages)
  2. *How does it show this data?* (presents the percentage of Americans who are unemployed according to the highest level of education they have obtained)
- Read the questions and the answer choices aloud. Tell Ss to discuss the questions in pairs and infer the answers based on the information in the chart and their own experiences.
- Review the answers as a class.

B • Read the instructions aloud. In pairs, have Ss discuss what factors are important for good employment opportunities.

- Have Ss reference the data shown in the chart as they discuss. Remind Ss to consider the question according to specific fields. For example, the factors that could be important in fields like software development or graphic design might be different than the factors in fields like education, law, or medicine.
- Ask for volunteers to share their ideas.

C • Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.

- For step 1, tell the note taker to record all possible reasons for and against getting additional education. Encourage Ss not to limit themselves at this point. As a group, have Ss choose if there are more convincing arguments for or against. Then tell the note taker to circle their best 3-5 reasons from that list.
- For step 2, tell groups to choose the best solution to how to decide how long to study for. Be sure that all group members are able to provide reasons to support their group's decision.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite the data and explain how the solution would work.
- Leave 2-3 minutes for questions and comments after each presentation.

2 TEST YOURSELF

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.

1. B. Answers will vary, but some ideas are: No, education isn't always the most important factor. Other important factors could be experience (e.g., work in makers), exceptional talent (e.g., professional athletes), personal connections (e.g., a family business).

C. Reasons for getting additional education include that it can help you get better jobs, better pay, and be more prepared for the work. Reasons against getting more education include that it is expensive, time-consuming, and may not be applicable for the job. Solutions for knowing how much education to get might include considering the specific job you want and deciding how important education is for getting that job. Other factors might be more important than education.

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7 WHAT ARE YOU GOING TO DO ABOUT IT?

PREVIEW THE UNIT

LESSON 1	**Talk about making a difference**	
	Vocabulary	Words related to social advocacy
	Language choices	Passive voice: form and use
	Conversation skill	Identify gaps between thought groups
LESSON 2	**Talk about citizen journalism**	
	Language choices	Passive voice: reporting structures
	Pronunciation	Pronunciation of *-ate* endings
	Listening skill	Tone of voice
LESSON 3	**Discuss the impact of social media**	
	Language choices	Passive infinitives and causatives
	Note-taking skill	Include key definitions and examples
	Discussion skill	Interrupt politely
LESSON 4	**Read about environmental solutions**	
	Reading skill	Create a process flow chart
LESSON 5	**Write a petition**	
	Writing skill	Consider your audience
	Writing tip	Group writing
PUT IT TOGETHER		
	Problem solving	Consider how to get more reliable, accurate news

GET STARTED

A
- Write the unit title on the board and read it aloud.
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the instructions. Ask, *What are some examples of social problems?* (For example, unemployment, pollution, racism) Elicit answers. Write Ss' ideas on the board.
- Read the target question aloud. Call on Ss to answer the question and explain why they think they might be able to solve that particular social problem.

B
- Direct Ss' attention to the picture. Read the instructions and target question aloud.
- Ask, *What is citizen journalism?* (the reporting of news events by members of the public using the internet)
- In pairs, ask Ss to discuss the target question. If appropriate, give them time to search online.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Esra) *What do you remember about Esra?* (For example, She's a computer programmer from Turkey.)
- Read Esra's social media message aloud. Elicit the meaning of *volunteering* (to offer to do work without pay).
- Read the target question aloud. Ask Ss to write their skills individually and then in pairs, brainstorm three ways to use those skills. Give an example. Say, *My dad has home-repair skills, so he helps the elderly fix problems around the house.*

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7 WHAT ARE YOU GOING TO DO ABOUT IT?

LEARNING GOALS

In this unit, you

- talk about making a difference
- talk about citizen journalism
- discuss the impact of social media
- read about environmental solutions
- write a petition



GET STARTED

A Read the unit title and learning goals. There are many social problems in the world, some of which you cannot solve. What social problem might you be able to solve?

B Look at the picture. Phones and the internet have led to citizen journalism. What kinds of events do citizen journalists report on?

C Read Esra's message. What skills do you have and what are three ways you could you use them to volunteer and help others?



ESRA KARA

@EsraK

Does anyone know where I could volunteer some of my time and skills in New York City? Any ideas?

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LESSON 1 TALK ABOUT MAKING A DIFFERENCE



ESRA KARA
@EsraK
My brother is always trying to save the world. Anyone want to donate?

1 VOCABULARY Words related to social advocacy

A Look at the website. What kinds of issues do you think they raise money for?

B ▶07-01 Read and listen. Notice the words in bold.

http://www.ActionNowCampaigns.org/about

At **Action Now Campaigns** we can help you raise awareness *and* funds for the causes you care about. Our team has ten years of experience in:

- social media **fundraisers** (We'll help you go viral!)
- engaging celebrity advocates (Check our past campaigns to see some familiar faces!)
- finding **sponsors** in the business community (Big businesses make big changes!)

"I used to be **cynical** about progress. I thought it was too late to get our community **back on track**. But Action Now helped me see that by working together, we can all **make a difference**."

Rebecca Solis, ANC partner



To volunteer for an existing campaign, or just to **kick in** some money, go to our donations page.

>> FOR PRACTICE, PAGE 143 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Passive voice: Form and use

A Read the example sentences. Then complete the rules by circling the correct answers. More than one answer may be correct.

Example sentences

1. The homeless shelter **is sponsored** by local businesses.
2. A fundraiser **is being held** to raise money for the hurricane victims.
3. Advocates for the charity **have been featured** in several media sources.
4. Contributions **can be made** on our website.
5. A lot of clothes **get donated** to the shelter.

The **agent** is the person or thing that performs the action stated by a verb. The agent is the subject in an active sentence.

Passive voice: Form and use

- Use the passive voice when the agent is **not known** / **obvious or unimportant** / **missing**.
- To form passive sentences, use a form of ***be*** / ***get*** / ***have*** and the past participle.
- In a passive sentence, the object of the active verb becomes the **agent** / **focus** / **subject** of the passive verb.
- Passive voice occurs **only in the past tense** / **in all tenses** / **only in simple verb tenses**.

>> FOR PRACTICE, PAGE 143

B Read the sentence. Why do you think the writer used the passive voice? Where would you expect to see or hear such a sentence? Can the sentence be changed to active voice?

When the study on homelessness was published, real commitment was brought to the issue.

See answer on page T-78

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LESSON 1 TALK ABOUT MAKING A DIFFERENCE

- Read the lesson title. Ask, *What does it mean* to make a difference? (to have an important and good effect on something)
- Ask for a volunteer to read the social media message aloud. Ask, *How does Esra describe her brother?* (as someone who is always trying to save the world) *What does she mean by this?* (He is involved with many social projects.)
- Have Ss recall the meaning of *donate* (to give money, food, clothes, etc. in order to help a person or organization). Ask, *Have you ever donated something? What? To whom?* Elicit answers.

1 VOCABULARY

A
- Read the vocabulary title aloud. Write *social advocacy* on the board. Ask Ss to discuss the meaning of the term in pairs (the act of supporting a social cause). Review the meaning.
- Draw Ss' attention to the website. Ask, *What is the name of the organization?* (Action Now Campaigns) *What kind of organization is it?* (social advocacy)
- Have Ss look at the picture. Ask, *Who do you see?* (a young woman) *What does she do?* (volunteer) *What is she doing?* (picking up trash)
- Read the target question. Elicit answers.

B
- Say, *Listen to the words that are commonly used to talk about social advocacy.* Play the audio and pause after *make a difference.*
- Say, *Now listen to a description of the organization Action Now Campaigns.* Continue the audio and pause after *donations page.*
- Ask comprehension questions to check for understanding, such as *What does Action Now Campaigns help people raise?* (awareness and funds) *How many years of experience does their team have?* (ten) *What are some of the things they do?* (fundraisers, campaigns, finding sponsors) *How can someone volunteer or donate?* (go to the donations page on the website) *What does* go viral *mean?* (become very popular and spread very quickly, especially on the internet)
- Say, *Now listen to what a volunteer named Rebecca Solis has to say about her experience with this organization.* Play the rest of the audio.
- Ask, *Does this sound like an organization you would want to volunteer with? Why or why not?* Elicit opinions.
- In pairs, have Ss take turns reading the text aloud and defining the terms in bold.
- Remind Ss they can go to page 143 for further practice and page 162 for definitions.

2 LANGUAGE IN CHOICES

A
- Read the title and instructions aloud.
- In pairs, ask Ss to discuss how the example sentences are similar and different. (For example, all the sentences use the passive voice; the sentences use different tenses; the agent is only given in 1; all but 5 use the verb *be*) Ask for volunteers to share their ideas.
- In pairs, have Ss read the example sentences aloud and complete the chart by circling one or more correct answers.
- Call on Ss to read aloud the rules in the grammar chart. Review answers.
- Explain to Ss that in informal English we sometimes use *get* instead of *be* with the past participle as a passive form.
- Review the meaning of grammar terms, such as *past participle, active verb, passive verb,* and *by phrase.* Elicit examples of each.
- Read the note.
- As consolidation, have Ss go back to the example sentences and label the *be* or *get* verb, the past participle, the verb tense, and the *by* phrase and agent, if included.
- Write the sentences on the board. Invite volunteers to label them.

LANGUAGE NOTE A *by* phrase with the agent is included only when it adds identifying, important information. It should not be included when it adds repetitive, unimportant, or unspecific information (*someone, anyone*) or when the speaker is avoiding mention of the agent, in sentences such as *Mistakes were made.*

LANGUAGE NOTE The passive with *get* is often used to talk about unexpected events. For example, *I got hit by a motorcycle.*

B
- Review the target questions. Ask for a volunteer to read the example sentence aloud.
- Give Ss time to answer the questions in pairs.
- Review answers. Invite a volunteer to rewrite the sentence on the board in the active voice.
- Remind Ss that the passive voice is used much more often in formal writing than in speaking or informal writing.

2. B. Answers will vary. Possible answer: The writer used passive voice in order to shift the focus to the study, awareness, and commitment. This sentence might appear in an academic journal or news article. Passive voice is used much more often in formal writing than in speaking or informal writing. To make this sentence active, we need to know who the agents are. Here's one possible solution: *When researchers published the study on homeless children, it raised awareness and brought real commitment to the issue.*

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Tell Ss that thought groups help the listener understand information by grouping words into segments of meaning and adding a small break or pause at the end of each group.
- Explain that long sentences might contain several thought groups while short sentences might contain just one or two.
- Direct Ss' attention to 3A. Say, *Listen to short conversations about fundraisers and campaigns.* Read the instructions aloud.
- Do number 1 as a class. Write *Yes / No* on the board. Play the audio and pause after *How much are you asking for?* Ask, *Did the second speaker listen for the gap or did he interrupt?* (interrupt) Circle *No.*
- Play the rest of the audio. Have Ss complete the exercise individually.
- Review answers.

B
- Tell Ss that although there are no definite rules for putting words into thought groups, they should not separate adjectives or adverbs from the words they modify, prepositions or articles from the words that follow them, or any parts of a verb.
- Read the instructions. Remind Ss to focus on pausing when speaking and waiting for the gaps when listening.
- Monitor. Listen to make sure Ss are not interrupting each other.

4 CONVERSATION

A
- Say, *Listen to Esra and Hiro have a conversation about a fundraiser.*
- Read the instructions. Ask, *What do you think Esra and Hiro are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review the answer. Ask, *Was your prediction correct?*

B
- Direct Ss' attention to the picture. Ask, *What are these people doing?* (participating in a fundraiser) *Why are they wearing the same colored shirt?* (because they are on the same team) Elicit ideas.
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen.
- Review answers.
- Ask, *What does Hiro mean when he says,* It beats being cynical*?* (Being an optimist or glass-half-full person is better than being a cynical person.)
- Ask, *Why does Esra say* Oh boy*?* (to express annoyance about her brother's fundraiser)

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.
- Elicit answers.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I heard about a charity run next weekend that raises money for an organization that fights against deforestation.*
- In pairs, have Ss complete the chart with their own ideas. If appropriate, allow them to do an online search for more information.
- Monitor. Provide help with vocabulary and spelling as necessary.

B
- Read the instructions. Ask Ss to use their notes to take turns sharing their information in pairs. Remind them to listen for pauses as their partners speak to avoid interrupting.
- After Ss have shared their events, have them discuss what makes a successful fundraiser.
- Ask for volunteers to share their ideas with the class.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

✓ using the vocabulary to talk about social advocacy
✓ using the passive voice
✓ identifying gaps between thought groups

EXIT TICKET Ask Ss to choose one charity or fundraiser from their chart. Have them stand up and talk to two different classmates. Tell Ss to take turns sharing what the event is about and why the cause is important to them. Tell Ss to ask follow-up questions to learn more about their classmates' interests. Monitor. Listen and take notes on areas for review.

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3 CONVERSATION SKILL

Identify gaps between thought groups

A *thought group* is a set of several words that go together as a phrase or sentence. Avoid interrupting a speaker by listening for pauses that indicate the end of a thought group.

A ▶07-04 Read the conversation skill. Then listen. Does the second speaker listen for the gap between thought groups before interrupting? Circle *Yes* or *No*.

1. Yes / No
2. Yes / No
3. Yes / No
4. Yes / No
5. Yes / No

B PAIRS Student A: Talk about a cause that you think is important, for example, the environment, poverty, health, education, or the arts. Student B: Listen and respond with statements or questions. Be sure to wait for gaps between thought groups.

4 CONVERSATION

A ▶07-05 Listen. What do Esra and Hiro talk about? They talk about whether people can make a difference.

B ▶07-05 Listen again. Answer the questions.

1. What does Esra think about the fundraiser? She thinks that it won't have any lasting effect.
2. Why does Hiro think the fundraiser is worthwhile? Because even if it changes one life, it will have done something important.
3. What do you think the phrase "glass half full" means? It refers to an optimistic view of things.
4. What does Hiro mean when he says, "Got to put my money where my mouth is"? He means that he should spend money to show that he means what he says. So, he gives money to the campaign.

C ▶07-06 Listen. Complete the conversation.

Esra: You haven't heard about it? It's _____ that was started by a group that fights homelessness. A bunch of people are walking a hundred kilometers on June 30th.

Hiro: Oh yeah.

Esra: You know, they get friends _____ them per kilometer, and then they're all going to post photos along the way and all that.

Hiro: I think I did see something about that.



5 TRY IT YOURSELF

A THINK Make a list of charity challenges and other fundraisers that you have heard about and then describe them.

Type of charity or fundraiser	What do you know about it?

B DISCUSS Share the information from your chart. Talk about why fundraisers are successful or not successful. Remember to listen for pauses as your partners speak to avoid interrupting.

I CAN TALK ABOUT MAKING A DIFFERENCE.

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LESSON 2 TALK ABOUT CITIZEN JOURNALISM



ESRA KARA
@EsraK
I guess I pay attention to citizen journalism more than I realized!

1 BEFORE YOU LISTEN

A PAIRS THINK Sometimes people find important news stories on their cell phones. Why might people prefer to watch news on their phones than on other devices?



B ▶07-07 VOCABULARY Look at the words and listen to the sentences. Talk to a partner about what these words mean.

feed	a bystander	consume	clickbait
breaking	break down	a fraud	biased
footage	accompany	agitate	a perspective

>> FOR PRACTICE, PAGE 144 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Passive voice: Reporting structures

A Read the example sentences and match them with the sentence patterns. Then circle the words to complete the rules in the chart.

Example sentences

1. It **was thought** that citizens would play a role in the production of professional news.
2. It **has been announced** the story is not true.
3. The story **is known** to be a rumor.
4. A bystander **is believed** to have captured a video on her phone.
5. The journalist **is expected** to be interviewing local residents at this time.
6. The footage **is said** to have been filmed on a tablet.
7. A rise in population **is presumed** to be accompanied by a rise in crime.

We can use passive reporting when we don't know if something is true or not.

Passive voice: Reporting structures

Pattern	Example sentence
• *It* + passive reporting verb (+ *that*) + clause	1, 2
• Subject + passive reporting verb + infinitive	3, 7
• Subject + passive reporting verb + *to be* + *-ing*	5
• Subject + passive reporting verb + *to have* + past participle	4, 6

1. The reporting verb may be **past tense only** / **any verb tense**.
2. *To be* + *-ing* shows the reported action is **simultaneous with** / **previous to** the reporting.
3. *To have* + past participle shows the reported action is **simultaneous with** / **previous to** the reporting.

>> FOR PRACTICE, PAGE 144

B Look at the pairs of sentences. Which sentences sound more professional? Explain why passive voice is useful in reporting news stories.

They say that the doctor was a fraud.
It is said that the doctor was a fraud.

Everybody knows those apps are full of clickbait.
Those apps are known to be full of clickbait.

See answer on page T-80

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LESSON 2 TALK ABOUT CITIZEN JOURNALISM

- Read the lesson title. Ask Ss to define *citizen journalism* in their own words (citizens playing an active role in the process of sharing news and information, usually on social media). Call on Ss to share their definitions with the class.
- Read the social media message aloud. Ask, *How often does Esra pay attention to citizen journalism?* (more than she realized) *How often do you?* Elicit ideas. Ask Ss to describe specific examples of citizen journalism they have recently paid attention to.

1 | BEFORE YOU LISTEN

A

- Direct Ss' attention to the picture. Ask, *What happened to the city in the picture?* (It flooded.) *What is the person with the cell phone doing?* (taking a video of the event) Have Ss describe what they see in pairs.
- Have pairs report back. Elicit descriptions and write them on the board. (For example, cell phone, video, city center, trees, bus, motorcycle, water, flood)
- Read the instructions aloud.
- Ask, *Have you ever found an important news event on your phone? What happened?* Have Ss share their experiences in pairs.
- Read the target question aloud. If necessary, rephrase the question. For example, *Why do you think that some people prefer to watch news on their phones rather than on a television or a computer?* (convenience, ease of use) Elicit ideas.
- Take a class poll. Ask, *Who watches news videos on their phones?* Call on Ss to explain their preference.

CULTURE NOTE Recent surveys have found that 85% of adults in the U.S. get their news on a mobile device at least some of the time. Sixty-seven percent of people over 65 reported using their phone or tablet for news. Ninety-four percent of Americans aged 18–49 reported watching or reading news on mobile devices.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words and phrases that are commonly used to talk about citizen journalism.* Tell Ss they will hear the word followed by an example sentence.
- Clarify words that help Ss understand the definitions, such as *running* in the following sentence: *Our website has a news and weather feed constantly running along the bottom of the screen* (updating).
- Have Ss define the terms in pairs.
- Review meanings as a class.
- Remind Ss they can go to page 144 for further practice and page 162 for definitions.

2 | GRAMMAR | PASSIVE REPORTING

A

- Have Ss close their books. Read the title aloud. Ask, *What is passive reporting?* (using reporting verbs in the passive form) *Why do you think people use it?* Have Ss discuss in pairs. Elicit ideas.
- Ask Ss to open their books. Read the note aloud. Ask, *Were your predictions correct?*
- Have Ss take turns reading the sentences aloud. Suggest they label the *be* verbs, the past participles, and the verb tense.
- Ask Ss to review the passive voice reporting patterns in the chart and match them with the example sentences. Then have Ss circle the correct answers to complete the chart. Check that they understand that *simultaneous* means happening at the same time.
- Copy the patterns on the board. Read the example sentences aloud. For each, elicit the passive reporting verb and ask which pattern the sentence follows. Write the number of the sentence next to the correct pattern. Correct if necessary.
- Call on Ss to read the rules aloud. Review answers.
- Tell Ss that verbs that refer to saying or thinking are often used in passive reporting. Elicit other examples of these verbs. (For example, consider, discover, estimate, feel, hope, prove, report, show, understand) Write them on the board for reference.

B

- Read the instructions. Have Ss complete the exercise in pairs.
- Write the pairs of sentences on the board. For each pair, ask, *Which is passive? How do you know? What's the passive reporting verb? What pattern does it follow?* Elicit answers.
- Then ask for volunteers to respond to the target question. Review answers.

EXTENSION In pairs, have Ss discuss why the passive voice is used in each sentence in 2A. Then ask them to rewrite three of the sentences in the active voice using generic subjects such as *they, people, somebody,* and *everybody.* (For example, They have announced the story is not true.) Tell Ss to keep the same verb tense in the new sentences. Ask Ss to compare each pair of sentences and discuss which sounds more professional, and why.

2. B. Answers will vary. Possible answers: It sounds more professional to use passive reporting to avoid generic subjects such as *they, people, somebody,* and *everybody.* In news reports, passive reporting allows the reporter to distance himself/herself from the information being reported. It also allows the source to remain anonymous. It is best, however, to reveal the specific source whenever possible.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note.
- Ask Ss to follow along as they listen. Play the audio.

B
- Read the instructions.
- Play the audio. Remind Ss to listen first, and then listen and repeat the sentences.

C
- Read the instructions.
- Give Ss time to preview the questions. Ask them to underline any words with an *-ate* ending and identify their part of speech. Then tell them to predict the answers based on that information.
- Play the audio. Have Ss complete the exercise.
- Review the answers. Ask, *Were your predictions correct?*
- Have Ss take turns reading the questions aloud in pairs. Monitor. Listen for the correct pronunciation.

4 LISTENING

A
- Tell Ss they are going to listen to an episode of a podcast called *Pod Thoughts*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Play the audio.
- In pairs, have Ss discuss the target question. Review the answer.

B
- Read the information in the Listening Skill box aloud.
- Read the instructions aloud. For the second listening, tell Ss to listen specifically for a tone of voice expressing the belief that something is not true.
- Give Ss time to preview the answer choices before listening. Clarify the meaning of the term *vlogger* (an abbreviation for a *video blogger*; a person who makes videos and posts them on the internet).
- Play the audio.
- Elicit the answer.

C
- Read the instructions. Copy the chart on the board. Read the headings aloud.
- For the third listening, have Ss listen for details.
- Play the audio. Have Ss complete the exercise individually and then compare their charts in pairs.
- Invite volunteers to add their ideas to the chart on the board. Review answers.

D
- Ask, *What does it mean if something is* here to stay? (It will continue to exist for a long time and become accepted as normal.)
- Read the target question aloud. Have Ss discuss in pairs.
- Take a class vote. Call on Ss to explain their opinions.

5 TRY IT YOURSELF

A
- Read the instructions aloud.
- Have Ss make notes about their own ideas.

B
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Have Ss take turns sharing the ideas in their notes. Tell note takers to combine their group's events into one list. Ask groups to choose one event to focus on. Remind them that they can choose any event if they don't want to use the ideas in 5A.
- Have Ss brainstorm the advantages and disadvantages of citizen journalism as a means of reporting on their group's specific event. Ask note takers to list their group members' ideas.
- Encourage Ss to provide examples from the podcast and their own experiences to support their ideas. As a group, have them decide which side has the strongest arguments.

C
- Make a T-chart with the title *Citizen journalism* and the headings *Advantages* and *Disadvantages*.
- Have reporters present the most important advantages and disadvantages of citizen journalism to the class. Time permitting, have them also explain their group's choices.
- Add each group's answers to the chart.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about citizen journalism
- ✓ using passive voice reporting structures
- ✓ pronouncing *-ate* endings
- ✓ identifying tone of voice

EXIT TICKET Ask Ss to explain if they are for or against citizen journalism as a way of reporting on breaking news events. Have Ss write their names on a blank card. Give them time to write 3-4 sentences to answer the question. Ask Ss to use the target vocabulary from 1B and passive reporting where appropriate. Read the cards to identify areas for review.

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3 PRONUNCIATION

A ▶07-09 Listen. Read the pronunciation note.

B ▶07-10 Listen. Notice the pronunciation of *-ate* in the underlined words. Then listen and repeat.

Pronunciation of *-ate* endings

The *-ate* ending, as in *advocate* and *graduate*, is pronounced differently depending on whether the word is used as a verb, or as a noun or adjective. As a verb ending, *-ate* is pronounced /eit/: *to advocate* /ædvokeit/. As a noun or adjective ending, *-ate* is reduced to /ət/: *an advocate* /ædvokət/.

***-ate* is /eit/**	***-ate* is /ət/**
Citizen journalism fascinates me.	Climate change is an immediate problem.
She's going to graduate soon.	She's in graduate school.
They advocate for more objective news.	He's an advocate of digital newspapers.

C ▶07-11 Listen. Circle the words where *-ate* is pronounced /ət/.

1. Why do we read social media news when it is known to exaggerate or be inaccurate?
2. Can we depend on social media companies to regulate inappropriate content?
3. How can checking alternate sources of a news story help you evaluate its truth?

4 LISTENING

A ▶07-12 Listen. What is the topic of the podcast?
the rise of citizen journalism

B ▶07-12 Read the Listening Skill. Listen again. The speaker uses tone of voice to indicate that one sentence isn't true. Check (✓) the sentence that the speaker doesn't believe.

LISTENING SKILL Tone of voice

Speakers sometimes use tone of voice to indicate that they don't think something is true or credible.

- ☐ 1. Thousands of bloggers and vloggers could be described as citizen journalists.
- ☑ 2. Research shows this fruit can cure cancer.
- ☐ 3. Citizen journalism is here to stay.

C ▶07-12 Listen again. Take notes in the chart.

What citizen journalists do: report the news
Why people enjoy citizen journalism: They can see eyewitness footage and follow the news they are interested in.
Criticism: no context, biased, possibly frauds
Conclusion: need to check a variety of news sources and watch for bias because citizen journalism is going to stay

D PAIRS REACT Do you agree with the speaker that "citizen journalism is here to stay"? Why or why not?

5 TRY IT YOURSELF

A THINK Consider a breaking news event, for example a giant storm or a fire. How might its coverage by a citizen journalist be different from that of a professional? Make notes.

B DEBATE In groups, choose an event and take sides for and against citizen journalism as a means of reporting on it. Decide which side has the strongest arguments.

C ANALYZE As a class, make a list of the most important advantages and disadvantages of citizen journalism. Support your ideas with any examples you know of from real life.

☐ I CAN TALK ABOUT CITIZEN JOURNALISM.

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LESSON 3 DISCUSS THE IMPACT OF SOCIAL MEDIA



ESRA KARA

@EsraK

OK, I confess. I love funny animal pictures. If I see one that makes me laugh, I share it!

1 BEFORE YOU LISTEN

A PAIRS THINK What kinds of information spread rapidly on social media? Why?

B ▶07-13 VOCABULARY Look at the words and expressions and listen to the sentences. Do you know what they mean?

a fad	provoke	convey	spread like wildfire	at (the very) least
a phenomenon	empathy	self-expression	a positive force	

>> FOR PRACTICE, PAGE 145 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Passive infinitives and causatives

A Read the example sentences. Then read the rules in the chart. Are the statements true (*T*) or false (*F*)? Correct the false rules.

Example sentences: passive infinitives

1. The photo of the polar bear continues **to be** widely **used** in ad campaigns.
2. What message do you want **to be conveyed** in this ad?
3. We didn't expect the joke **to be shared** outside our office.
4. The politician was upset **to be featured** in the news story.
5. Emma is thrilled **to have been chosen** to present at the conference.
6. Many false stories appear **to have been started** on social media platforms.
7. Her profile seems **not to have been updated** for many years.

Example sentences: causatives

8. We recently **had** our website **updated** with a more modern look.
9. You need to **get** this story **fact-checked** by an expert.

Passive infinitives and causatives

- In passive infinitives and causatives, it is ~~necessary~~ not necessary to mention the agent. F
- We use passive infinitives after adjectives or verbs that go with infinitives. T
- An adverb can be placed between *to be* and the verb to describe the infinitive. T
- We can make negative statements by using *not* with the main verb or by adding *not* before the infinitive. T
- Use *to have been* + past participle to show that an action is ~~happening now~~ happened in the past. F
- Passive causatives with *get* or *have* express the idea that the speaker will ask someone else to perform the action. T

>> FOR PRACTICE, PAGE 145

B What is the difference between these sentences?

This story needs to be reviewed. We need to have this story reviewed.

Answers will vary. Possible answers: In both sentences, the agent is not mentioned. In the first sentence, the agent could be anyone, including the speaker or audience. The second sentence is a causative verb, suggesting the story will be reviewed by an outsider, someone other than the speaker or audience.

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LESSON 3 DISCUSS THE IMPACT OF SOCIAL MEDIA

- Read the lesson title. Ask, *What is social media? Do you use it? What platforms do you use most often? What for?* In pairs, have Ss discuss their experiences with social media.
- Ask for a few volunteers to define social media in their own words.
- Elicit the names of social media platforms. (For example, Facebook, WhatsApp, Instagram, Twitter, QQ, WeChat, Qzone) Write them on the board. Ask, *Which have you used?* Have Ss discuss in pairs.
- Read the social media message aloud. Ask, *What does Esra love?* (funny animal pictures) *What does she do with them?* (shares them)
- Ask, *Why does Esra use the expression* I confess? (to admit to something that she would not normally tell people about) Elicit ideas. Tell Ss the expression *I must confess* has the same meaning.

1 BEFORE YOU LISTEN

A
- Read the target question. Ask, *What does it mean if information* spreads rapidly? (It quickly becomes known by many people.)
- In pairs, have Ss discuss the question. Remind them to base their answers on their personal experiences as social media users.
- Monitor. If necessary, ask leading questions, such as *Does good news or bad news spread more rapidly? Does celebrity gossip or political news spread more quickly?*
- Ask for volunteers to share their ideas with the class. Remind them to explain why this kind of information travels quickly on social media.
- Tell Ss to recall the meaning of *go viral* from Lesson 1. Ask, *What is something you recently saw go viral on social media? Why do you think it went viral?* Elicit ideas.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with and share their previous knowledge in pairs.
- Play the audio.
- In small groups, have Ss define the terms. Play the audio again if necessary.
- Review definitions. Refer Ss to the practice and definitions on pages 145 and 162.

⊕ **EXTENSION** Ask Ss questions to deepen their understanding of the vocabulary, such as:

1. *What is an example of a fad product that was very popular when you were younger?*
2. *What is an example of a cultural phenomenon?*
3. *Are you easily provoked? Why or why not?*
4. *What is a life experience you have had that gave you greater empathy?*
5. *What are facial expressions or gestures that convey confusion?*
6. *What is your favorite form of self-expression?*
7. *What is the last news event you saw that spread like wildfire?*
8. *All of us are contributing to climate change. But how can we, at the very least, try to be a positive force in the fight for a cleaner environment?*

2 LANGUAGE NOTES

A
- Read the grammar title aloud. Say, *Let's discuss passive sentences using infinitives and causative verbs.*
- Have Ss recall basic information about causatives. Ask, *What do causatives express?* (how someone causes someone else to do something) *What are examples of causative verbs?* (have, get, let, make, help) Say, *The verbs* have *and* get *can be used with a past participle in passive causative sentences.* Write this sentence on the board: *I had my phone fixed.* Ask, *Why is this passive?* (It doesn't focus on who fixed the phone but rather on the fact that it was fixed.) Elicit answers.
- Read the instructions. In pairs, have Ss underline the verbs and circle the past participles as they take turns reading the sentences aloud. Ask them to identify if the sentences are passive infinitives or passive causatives. (Sentences 8 and 9, the sentences using *had* and *get*, are causatives.) Review answers.
- Clarify any new or confusing words in the example sentences, such as *thrilled* (very pleased and excited) and *fact-check* (to make sure that facts are correct, especially in something that is published).
- Have Ss read the rules in the grammar chart and predict whether they are true or false. Ask them to also take note of which example sentences demonstrate each rule.
- To review, call on Ss to read each rule and say the answer. If it is false, ask Ss to correct it. Write the corrected false statements.

B
- Write the sentences on the board. Ask, *Which of these sentences is passive infinitive? Which is passive causative? How are these sentences similar? How are they different?* Have Ss discuss the questions in pairs.
- Ask for volunteers to answer the question. Review answers.

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3 LISTENING

A
- Read the title of the talk aloud: *Why Memes Spread.* Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Have Ss look at the cat meme. Ask, *What do you see in this image?* (an angry cat) *How does the image relate to the text?* (The expression *I think not* is used to express a negative opinion.) Elicit ideas.
- Read the target question. Play the audio or video.
- Have Ss share their answer in pairs. Review answers.

B
- Bring Ss' attention to the Note-taking Skill about including the definition and examples of the key term. Read the note aloud.
- Read the headings in the chart aloud. For the second listening or viewing, tell Ss to listen for information to complete the chart.
- Play the audio or video again.
- Have Ss compare their charts in pairs. Play the audio again if necessary.
- Copy the chart on the board. Elicit answers. Add them to the chart.
- Clarify any new words or phrases used in the talk, such as *universal* (involving or affecting everyone in the world), *concisely* (in a way that is short and easy to understand), *classic* (completely typical), and *oversimplify* (to explain or consider something in a way that makes it seem simpler than it really is).
- Ask, *What does it mean for something to* fly around? (If ideas or opinions are *flying around*, people are talking about them a lot.) *What is a* tug at the heart? (a feeling of love or sympathy)

C
- Have Ss recall the image of the polar bear meme. Ask, *What did you see in the image? What did the text say?* Elicit answers.
- Read the target question aloud. In pairs, have Ss take turns paraphrasing the speaker's point about the meme in their own words.
- Ask, *Is it wrong for the polar bear's image to be used in this way if this particular situation may not have anything to do with global warming? Why or why not?* Take a class vote. Call on Ss to explain their opinion.

D
- Read the target questions aloud.
- Give Ss time to individually think about their answer before discussing. If appropriate, allow them to bring up memes they have shared on their phones.
- In pairs, have Ss discuss why they do or do not share memes. If they do, encourage them to show the memes they have shared and explain why they shared them.
- Ask for volunteers to share their ideas with the class.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill.
- Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Project or show a meme and model the activity. Take notes in the chart as you speak.
- Give Ss time to recall memes they have seen or heard about. Allow them to browse social media platforms or do an online search to get more information.
- Have Ss complete the chart individually.

B
- In small groups, have Ss take turns showing each other their memes. Ask them to explain their meanings and give any additional background information.
- As a group, ask Ss to categorize their group members' memes as related to important topics or as silly.
- Ask a representative from each group to share what kinds of memes they discussed.
- Take a class survey. Ask, *Which kind of meme do you like better? Why?* Elicit ideas.

C
- Tell reporters to share their group's conclusions with the class.
- Lead a class discussion about the speaker's opinion of memes. Elicit ideas from the class.
- Invite Ss to respond directly to their classmates' opinions. Remind them to use the expressions from the discussion skill box to interrupt politely and to identify gaps between thought groups.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about the impact of social media
- ✓ using passive infinitives and causatives
- ✓ including key definitions and examples
- ✓ interrupting politely

EXIT TICKET Have Ss stand up and share their memes with at least three different classmates. Ask them to explain the meaning and why they think the meme went viral. Encourage Ss to use the target vocabulary from 1B as appropriate. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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3 VIDEO TALK



A ▶07-15 Listen or watch. What is the speaker's main idea?
The main idea is that memes are a powerful way to spread ideas.

B ▶07-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Include key definitions and examples

When a speaker defines a key term, label the definition and any examples in your notes.

Key word: meme	**Definition:** a unit of meaning, or an element of culture, that can be passed from person to person **Examples:** "the dress," animal pictures with text
Why are memes powerful?	
1. Spread rapidly	
2. Convey information concisely	
3. Allow for creativity and self-expression	
4. Give a feeling of belonging	

C What is the speaker's point about the polar bear meme?
The point is that a meme can convey a message that may not be an accurate reflection of what's happening in the image.

D PAIRS REACT Do you ever share memes like the ones mentioned in the video? Why or why not?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Interrupt politely

When you want to interrupt someone, wait for the person to pause. Then use an expression like one of these:

Can I interrupt for a second?
Can I jump in here?
Can I just mention something?

5 TRY IT YOURSELF

A THINK Recall two or three memes you have seen or have heard about. How would you explain their meanings? What do you know about them (for example, how they got started, how long they've been around, or how they are used)?

Description of meme	What it means	Other information

B DISCUSS In small groups, talk about and, if possible, show your memes. Are any of them related to important topics, or would you categorize them as "silly"?

C ANALYZE Based on the memes you discussed, do you think the speaker is right about the need to be cautious about sharing them? Discuss your ideas with the class. If you want to interrupt, be sure to do so politely.

■ I CAN DISCUSS THE IMPACT OF SOCIAL MEDIA.

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LESSON 4 READ ABOUT ENVIRONMENTAL SOLUTIONS



ESRA KARA

@EsraK

I've always wanted to launch a start-up, so I admire these guys a lot. And it's for such a good cause!

1 BEFORE YOU READ

A PAIRS Is there a place near you with an air pollution, water pollution, or trash problem? What, if anything, is being done about it?

B ▶07-16 VOCABULARY Read and listen. Do you know these words?

strewn with a lifeguard	haul in	bear	gender-neutral	novel
	daunting	settle on	custom	rest on your laurels

>> FOR DEFINITIONS, PAGE 163

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the article will be about?

B ▶07-17 Read and listen to the article. Was your prediction correct?



Ninety-seven percent of plastic waste is not recycled.

4ocean: A Solution to Plastic Pollution

In 2015, American teenagers Andrew Cooper and Alex Schulze flew to Bali with one thing on their minds: surfing. However, when they arrived, they were disappointed to see its world-class surfing beaches strewn with plastic trash. A lifeguard explained that the beaches were cleaned every morning; the problem was that so much plastic continually floated in that by afternoon, they were covered again. The pair then spoke to local fishermen, who said that when they hauled in their nets, they always discovered a lot of unwanted plastic with the fish, but they simply threw it back into the ocean because it was worthless to them. Inspired rather than discouraged, Andrew and Alex began to think about business models, hoping somehow to make clearing the beaches and ocean of plastic litter profitable.

These two young entrepreneurs were taking on a daunting task. Although much plastic waste bears a recycling symbol, 97 percent is not recycled; the equivalent of one trash truck full of plastic waste is dumped into the sea every minute, which amounts to 8 million tons per year. The situation is made worse by the fact that once it is dumped into the ocean, the plastic is swept around the world and concentrated in many different areas by ocean currents, making tracking it down and collecting it an extremely challenging task, to say the least.

Back in Florida, Andrew and Alex brainstormed ideas with their families. They settled on selling a product made from recycled plastic to fund beach cleanup efforts. They considered gender-neutral products, so as not to leave anyone out, and finally decided on a bracelet. The next year was spent planning. The first step was to develop a prototype of the bracelet. They then needed to find a manufacturer willing and able to take on the job. After that, they had a custom logo and website created for their company, which they named 4ocean. Finally, they built a social media presence to introduce their novel concept to the public.

4ocean was an overnight success. For each $20 bracelet sold, the company promised to clean up 1 pound of trash, and they sold twenty bracelets the first day, 250,000 the first year and, at last count, have removed over 4.5 million pounds of trash. Of the money they take in, 45% goes to fund cleanup operations and 10% to charity partners who work with marine life. Andrew and Alex pay themselves an average wage, and the rest goes to business expenses and expansion.

Not content to rest on their laurels, Andrew and Alex plan to collect more and more trash each year; in fact, they hope to become the largest ocean-cleaning company in the world. Recently, they started selling additional products to fund their business, including steel water bottles and T-shirts with their company logo. Check them out and consider helping to fund this worthwhile cause. As it says on the 4ocean website, "Let's end the ocean plastic crisis together."

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LESSON 4 READ ABOUT ENVIRONMENTAL SOLUTIONS

- Read the lesson title and the social media message aloud. Ask, *What has Esra always wanted to do?* (launch a start-up)
- Take a class survey to see who in the class has ever wanted to launch a start-up. Then ask, *If you could launch a start-up for a good cause, what cause would you choose?* Ask for volunteers to share their ideas with the class.

1 | BEFORE YOU READ

A

- Read the target questions aloud. Have Ss discuss local pollution in pairs. Ask them to discuss what causes this pollution and give real-life examples to explain their answers.
- Ask for volunteers to share places that are polluted and what is being done about the pollution. If nothing is being done about it, elicit from the class ideas for how to solve the problem.

EXTENSION In pairs or groups, have Ss further investigate one of the places near them that has a problem with air pollution, water pollution, or trash on the ground. Ask them to make a list of the causes. Have them do research online to understand what is being done and by whom. Ask a note taker to prepare a short report on the situation. Give reporters 3–5 minutes to share their group's findings with 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. Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 163.

2 | READ

A

- Read the title of the article: *4ocean: A Solution to Plastic Pollution.*
- Direct Ss' attention to the picture. Read the caption aloud. Ask, *What do you see?* (fish, plastic bags) *Where did the plastic come from? How did it get in the ocean?* Elicit ideas.
- Ask, *How does the picture make you feel? Why?* Have Ss share their reactions in pairs.
- Ask Ss the target question. Elicit ideas.

OPTION Have Ss cover the caption of the picture. Ask, *What percentage of plastic waste is not recycled?* Ask Ss to predict a number. Then have them read the caption and check their answer.

B

- Tell Ss to look at the text. Ask, *What is it?* (an article)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Project or show a world map. Ask for a volunteer to point out the Indonesian island of Bali to the class. Have Ss share what they know about Bali in pairs.
- Clarify any new or confusing words in the reading, such as *float* (to rest or move slowly on the surface of a liquid and not sink), *concentrated* (existing or happening together in one place; not spread out), *track down* (to find someone or something after a long search), *current* (a strong movement of water in one direction), *manufacturer* (a person or company that makes a product), *content* (happy and satisfied with your life), and *steel* (a strong metal made from a mixture of iron and carbon).
- Ask, *What does it mean to have something on your mind?* (in your thoughts) *What does it mean if something is swept around the world?* (It is spread quickly throughout the world.) *What does it mean if something is* worthwhile? (It is worth the time, money, or effort that you spend on it.)
- Ask, *Why do we use the expression* to say the least? (to say that you could have expressed something in a much stronger way) Provide additional examples, such as *I'm concerned about the amount of plastic in the ocean, to say the least.*

OPTION Make a cloze exercise with the text from 2B by replacing all the statistics and numbers with blanks. Pass out the exercise. Tell Ss to fill in the blanks with the words that they hear as they listen. Play the audio. Then have Ss open their books and check their answers.

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[illegible]

A • Read the questions aloud. Ask Ss to answer the questions based on the information they read in the article.
- Make sure Ss understand the questions before moving on. Rephrase number 4. Say, *How does the way that the start-up uses its money demonstrate what the owners think is important?*
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

B • Ask a volunteer to read lines 13–16 and lines 52–55 aloud.
- Read the questions and the answer choices aloud. Clarify the meaning of *ambitious* (having a desire to be successful, powerful, or famous) and *aspire* (to want to have or achieve something).
- Ask, *What does it mean to be* number one? (to be the person that is first in order or importance)
- Have Ss discuss in pairs.
- Review the answers as a class.

C • Direct Ss' attention to the Reading Skill. Read the information in the box aloud. Tell Ss that flow charts can be horizontal or vertical, and that the steps can be linked by directional arrows or connecting lines.
- Ask, *Have you ever seen or used a flow chart before? What is a process in your life where this type of chart would be useful?* Take a class survey to better understand Ss' experience with this type of graphic organizer.
- Read the instructions. Ask Ss to go back and reread the article to complete the exercise.
- In pairs, have Ss take turns comparing their flow charts.
- Call on Ss to take turns reading the steps in the flow chart aloud. Correct if necessary.

OPTION Copy each step on a separate piece of paper. Ask Ss to sit in a large circle. Pass out one step to each student in order and ask them to complete the description with the correct word or number. For smaller classes, Ss can complete more than one step. For larger classes, Ss can work in pairs. To review answers, have Ss go around the circle and read their step aloud. Ask the student with the first step to begin. Correct if necessary.

D • In pairs, have Ss write a short summary of the article. Remind them to use paraphrasing as they summarize.
- Ask Ss to reread the article and underline the main ideas in each paragraph.
- Walk around and provide help as necessary.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.

EXTENSION For homework, ask Ss to visit the 4ocean website to find out how much trash they have cleaned up so far, as suggested in the sidebar. Ask Ss to take notes on the company's mission and products and share their findings in small groups in class.

[illegible]

A • Read the instructions aloud. Have Ss work individually to brainstorm environmental causes that are important to them. Encourage them to focus on problems that directly impact their community or home country.
- Ask Ss to take notes on what the problem is, why it is important, what is being done about it, and what more can be done to improve the situation. Encourage Ss to also consider the causes of the problem to help them brainstorm more effective solutions.
- Monitor. Provide help as necessary.

B • Have Ss present their ideas to their group. Ask groups to choose a group leader, a timekeeper, a note taker, and a reporter. Give a time limit.
- Tell Ss to present the environmental problem, its importance, its causes, and their ideas for dealing with it.
- After Ss present, ask them to leave a few minutes for follow-up questions. Tell Ss to ask each other clarification questions that help them better understand the situation.
- Then have Ss offer suggestions for additional ways this problem can be dealt with.
- Ask note takers to write down each group member's problem and possible solutions.

C • Ask group leaders to summarize each group member's environmental cause and lead a group vote to choose the one with the best suggestions.
- Have reporters present their group's ideas to the class.
- For each cause, elicit additional solutions from the class.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Without looking at their notes, ask Ss to write a short summary of their environmental cause and potential solutions. Tell Ss to use the target vocabulary, if relevant. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. D Answers will vary. Possible answer: Andrew and Alex went to Bali to surf and learned about the severe plastic pollution problem there. They went back home and came up with the idea to sell bracelets made of recycled materials to fund beach and ocean cleanup projects. Their company, called 4Ocean, has been a big success and removed 4.5 million pounds of trash from beaches and the ocean. They hope to continue to grow their company and work on cleaning up the world's plastic waste problem, which is very large: eight million tons of plastic a year are dumped into the ocean.

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3. A. 1. There would be less trash on the beach throughout the day and the fishermen wouldn't have trash in their nets to throw back into the ocean.

3. A. 2. Instead of being recycled, eight million tons a year are dumped in the ocean and swept around the world by currents.

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the article.

1. How would clearing plastic from the ocean affect beach cleanup and fishermen in Bali?
2. How has plastic trash in the ocean become such a huge problem?
3. Before starting up, how did they plan to reach a large number of people?
4. What does the way 4ocean's money is used say about the owners' priorities?

3. A. 3. By choosing a gender-neutral item to sell, having a website created, and building a social media presence.

3. A. 4. Cleanup operations seem more important to them than making a big salary, and they also seem to care a lot about marine life.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. Which sentence is closest in meaning to the sentence in lines 13-16?
   (a.) They were inspired to think of profitable business models.
   b. They were inspired by business models that made plastic profitable.
2. Which sentence is closest in meaning to the sentence in lines 52-55?
   a. Despite their great success, they still think number one is within reach.
   (b.) They are ambitious to grow their company and aspire to be number one.

C Read the Reading Skill. Complete the flow chart with the steps taken in the development and launch of the 4ocean start-up.

READING SKILL Create a process flow chart

Creating a process flow chart can help you reflect on the steps in a process and organize your thoughts by making them visible. The steps are usually written in rectangular boxes connected by arrows.

Went to Bali to surf

↓

Talked to locals about the plastic trash on the beach and in the ocean

↓

Thought about how to make clearing beaches profitable

↓

Brainstormed ideas with family

↓

Decided on a(n) gender-neutral product made from recycled plastic: a(n) bracelet

↓

Had a(n) prototype created

↓

Found a(n) manufacturer

↓

Had custom logo & website created

↓

Built a(n) social media presence

↓

Sold 20 bracelets the first day

↓

Sold 250,000 bracelets the first year

↓

Have cleaned up over 4.5 million pounds of trash

D PAIRS Summarize the article in 3-5 sentences.
See answer on page T-85

Visit the 4ocean website to find out how many tons of trash they have cleaned up by now and more about their mission and products.

4 MAKE IT PERSONAL

A THINK Consider an environmental cause that you are interested in. Why is it important, and what needs to be done to improve the situation?

B GROUPS Tell the group about the cause and your approach(es) to dealing with it. Ask the group to contribute suggestions.

C EVALUATE Choose one environmental cause with the best suggestions and have one person present the ideas to the class.

☐ I CAN READ ABOUT ENVIRONMENTAL SOLUTIONS.

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LESSON 5 WRITE A PETITION



ESRA KARA

@EsraK

Now here's a petition I can get behind. From a friend who lives near this beautiful park. Please help save it!

1 BEFORE YOU WRITE

A Read about petitions.

A petition is a formal written request submitted to an authority, such as a government or a private company. Petitions ask for a particular action to be taken; the text of the petition includes the reasoning behind the request. Petitions can be circulated as paper documents or online, and they are usually signed by many people who support the action to be taken.

B Read the model. What is the action that the writer is requesting?

Save our state park!



As concerned citizens of Pine Springs, we call upon our city to reject the development plan for a biking resort near the entrance to the Pine Springs Forest State Park.

Pine Springs Development Company has submitted plans to erect a new biking resort directly across from the entrance to the forest park. The developer argues that it will bring tourist money to our state, with little environmental impact. But they are underestimating the impact it will have. Along with the tourist money, we will also have tourist noise, light, pollution, and garbage. Additionally, if the resort is built, it is likely that more development will follow, to satisfy the tourist demand for more services such as shops and restaurants.

The State Park has long been a protected wildlife area. It is home to many species of birds and other animals that can no longer be found elsewhere in the state. In particular, local populations of foxes, deer, and other forest mammals would be threatened by the increase of traffic in the area. The hiking and biking trails through the forest would become overused and difficult to maintain. And the vast increase of bicyclists, in an area where the road is narrow and twisting, with no bike lane, would be dangerous for both bicyclists and drivers.

Furthermore, just inside the border of the State Park is the reservoir from which several surrounding towns get their drinking water. Developing near this land would potentially impact how clean our water supply is.

While we are proud to be a bike-friendly state and support the idea of offering a resort for bicyclists, we feel that this is simply not the right location for it. Alternative locations must be researched and considered!

Please sign this petition to stop the proposed development of a bike resort just across from the entrance to Pine Springs Forest State Park. Prevent harm to our local wildlife and save one of the few remaining protected areas in our state.

This petition is to be submitted to the Town Council of Pine Springs.

C PAIRS Is the petition effective? Would you sign this petition? Why or why not?

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

Petition topic:
Stop the proposed development across from Pine Springs Forest State Park

General problems due to more tourists

- More _____, and garbage from tourists
- Need for _____ such as shops and restaurants
- Trails would become _____ and hard to _____.

Harm to people

- Narrow, twisting _____ would be dangerous for _____ and _____.
- Could impact _____ in surrounding towns

Harm to wildlife

- Increased _____ would threaten protected _____ area.

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LESSON 5 WRITE A PETITION

- Read the lesson title and the social media message aloud. Ask, *What does Esra mean when she says she can get behind a petition?* (She can support that petition.) *Where is this petition from?* (a friend who lives near a beautiful park) *What is the petition asking for?* (to save a park) Elicit answers.
- Ask, *Does this sound like a good cause to you? Why or why not?* Ask for volunteers to share their opinions with the class.

OPTION Read the description of petitions in 1A before discussing the social media message.

A
- Read or ask for a volunteer to read the text about petitions aloud for the class.
- Ask, *Who has written a paper or online petition? Who has signed one?* In pairs, ask Ss to share their experiences with petitions.
- Ask for volunteers to share their experiences with the class.

EXTENSION In pairs or small groups, have Ss discuss how social media could positively or negatively impact the success of online petitions. For example, *It can help a petition spread quickly, but it could also misrepresent the cause*. Elicit ideas.

B
- Read the title of the petition aloud. Have Ss look at the picture. Have them describe what they see in pairs. For example, *a group of people with backpacks riding bicycles on a narrow road in a park*. Elicit descriptions.
- Have Ss read the petition.
- Ask the target question. Elicit the answer and further details.
- Clarify any new or confusing words, such as *concerned* (involved in or affected by something), *call upon* (to officially ask a person or organization to do something), *reject* (to refuse to believe, accept, or consider), *erect* (to build something by putting together materials), *underestimate* (to estimate something as being less than the actual size, quantity, or number), and *satisfy* (to please someone by giving them something that they want or need).
- *What does it mean if a road is* twisting? (It has a lot of bends in it.) *What is a* reservoir? (an artificial lake that is used to store a large supply of water for use in people's homes, in businesses, etc.)

EXTENSION Ask Ss to find examples of the passive voice in the petition. (Additionally, if the resort is built...; It is home to many species...that can no longer be found...; Local populations of foxes, deer, and other forest mammals would be threatened by the increase of traffic in the area; Alternative locations must be researched and considered; This petition is to be submitted to the Town Council of Pine Springs) Invite volunteers to write the examples on the board. Ask, *Why do you think the writer used the passive voice?* (The passive is more formal and places the focus on the actions or results rather than on the people doing the actions.) Elicit answers.

LANGUAGE NOTE The phrasal verbs *call upon* and *call on* have the same meaning. The only difference is that *call upon* is slightly more formal.

OPTION In small groups, have Ss take turns reading 4–5 lines of the petition aloud.

C
- Arrange Ss in different pairs. Read the target questions aloud.
- In pairs, have Ss take turns sharing their opinions. Ask them to provide reasons and specific examples from the petition to support their answer.
- Take a quick class vote on how many Ss would sign the petition. Call on Ss to explain their reasons.

D
- Copy the chart on the board. Include the headings: *Petition topic, General problems due to more tourists, Harm to wildlife, Harm to people*. Leave the rest of the chart blank.
- Read the instructions. Have Ss work in pairs to complete the activity but ask them to fill in their charts individually. Tell them to include examples from the petition.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers.

TEACHING TIP Tell Ss this type of chart is called a *fishbone map*. Explain that it is used for categorizing the potential causes of a problem in order to identify its main causes. Teach Ss how to make the graphic organizer by explaining its structure. The problem goes in a box and is the "head" of the fish. The line extending across the chart is the "spine" of the fish. The "bones" of the fish are diagonal lines that represent different categories.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Clarify the meaning of *hybrid* (a mixture of two different things or styles).
- Ask, *Who are the two audiences of this petition?* (1. citizens of Pine Springs; 2. the town council of Pine Springs)
- Read the instructions. Have Ss complete the exercise in pairs.
- To review, call on Ss to read each sentence aloud and say whether it is an example of formal or emotional language. Correct if necessary.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Lead a class brainstorm of local and global issues. Elicit ideas. Write them on the board for reference.
- Give Ss time to analyze the issues individually. Tell them to choose one they would like to petition for or against.
- Encourage them to choose an issue that is important and interesting to them. Monitor. Make sure to approve Ss' choices before they move on.
- Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart individually with their own ideas. If appropriate, allow them to do some online research.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary.

B
- Read the instructions and example aloud. In pairs, have Ss use their notes to take turns sharing details about the issue they are going to petition for or against.
- Ask them to state their topic and explain the reasons they are for or against it.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more arguments that support their position.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their petition.
- Remind them to use the petition in 1B as a model. Encourage them to start their petition in a similar way and follow a similar structure. In the first paragraph, they state who they are, who the petition is addressed to, and what particular action should be taken. In the body paragraphs, they should describe the reasons behind the petition in detail. In the conclusion, they should restate the important points of their request.
- Encourage Ss to use the passive voice in their petition where relevant.
- Bring Ss' attention to the Writing tip. Read it aloud.

5 REVIEW YOUR FIRST DRAFT

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's petition.*
- Arrange Ss in mixed-level pairs. Ask them to take turns reading their first drafts aloud.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answer. For example, when the question asks if the petition has both emotional language and formal language, encourage Ss not to just say *yes*, but to also list examples of this kind of language.
- When Ss have answered all the questions, ask them to give the petition back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their petition, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and share their petition with three different classmates. Ss may bring their petition with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's arguments. Monitor. Listen and take notes on areas for review and extra practice.

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2 FOCUS ON WRITING

Read the Writing Skill. Then read the model again. Are these sentences examples of formal or emotional language? Check (✓) your answers.

WRITING SKILL Consider your audience

Thinking about who will read your writing helps you determine choices such as formality and emotional appeal, as well as what information you choose to include. A petition is a hybrid form of writing with two audiences: the signers of the petition and the authority to whom the petition is submitted. Therefore, it must be both emotional and formal, and it must include any information that either audience needs to know.

	Formal	Emotional
1. As concerned citizens of Pine Springs, we call upon our city to reject the development plan for a biking resort...	☑	☐
2. Pine Springs Development Company has submitted plans to erect a new biking resort directly across from the entrance to the forest park.	☑	☐
3. But they are underestimating the impact it will have.	☐	☑
4. The State Park has long been a protected wildlife area.	☑	☐
5. Alternative locations must be researched and considered!	☐	☑

3 PLAN YOUR WRITING

A **Choose an issue, either local or global, which you would like to petition for or against. Create a chart to organize your ideas. Use the chart in 1D as a model.**

B PAIRS **Discuss your ideas.**

There's a really dangerous road crossing downtown. I want to start a petition to add a traffic light and a crosswalk.

4 WRITE

Write a first draft of a petition. Remember to consider your audience. Use the petition in 1B as a model.

Writing tip

Sometimes you have to write on behalf of a group. A petition is a good example of this. If you are the person writing, make sure you discuss your ideas first with other interested parties. This way you can be sure to reflect everyone's ideas and consider all important aspects of the topic.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW **Read your partner's petition. Answer the questions.**

- Does the petition provide solid evidence in support of the cause?
- Does it have both emotional language and formal language?
- Does it include all the necessary information that all readers would need?
- Does the ending sum up the important points?
- Were you convinced to support this cause?

B REVISE **Write another draft based on the feedback you got from your partner.**

C PROOFREAD **Check the spelling, grammar, and punctuation in your petition. Then read it through again for overall sense.**

☐ I CAN WRITE A PETITION.

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PUT IT TOGETHER

1 [illegible]

A **CONSIDER THE PROBLEM** People today get their news quickly from a lot of different sources, but not all sources are as reliable and accurate as others. Review the chart and circle the correct answers.



1. The most reliable news is likely to be from _____.
   a. news websites
   b. online searches
   c. social media
2. People are likely to do online news searches in order to find _____.
   a. more details b. old stories c. fun facts
3. People are likely to ask for mobile alerts on news stories that are _____.
   a. oversees b. forgotten c. ongoing

B **THINK CRITICALLY** Why do you think some news sources are more or less reliable and accurate than others? Discuss with a partner. See answer on page T-86

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ways that we can make sure that the news we get is reliable and accurate. See answer on page T-86

Step 2 **Evaluate** Choose the best solution. Consider the problems that can be caused when news is not reliable or accurate.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

2 [illegible]

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

Speaking Objectives
- ☐ Talk about making a difference
- ☐ Talk about citizen journalism
- ☐ Discuss the impact of social media

Vocabulary
- ☐ Words related to social advocacy

Conversation
- ☐ Identify gaps between thought groups

Pronunciation
- ☐ Pronunciation of *-ate* endings

Listening
- ☐ Tone of voice

Note-taking
- ☐ Include key definitions and examples

Language Choices
- ☐ Passive voice: Form and use
- ☐ Passive voice: Reporting structures
- ☐ Passive infinitives and causatives

Discussion
- ☐ Interrupt politely

Reading
- ☐ Create a process flow chart

Writing
- ☐ Consider your audience

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud. Check Ss' understanding of the terms *reliable* (able to be believed; likely to be true or correct) and *accurate* (free from mistakes or errors). Have Ss discuss the meaning of these terms in pairs. Elicit ideas. Write definitions on the board.
- Direct Ss' attention to the pie chart. Read the title: *Where People Get their Digital News*. Read the names of the categories aloud.
- Have Ss analyze the pie chart in pairs. Ask them questions to check their understanding of how the pie chart presents data, such as:
  1. *What is being shown in the chart?* (the most popular sources for digital news)
  2. *How does it show this data?* (presents different digital news sources and shows the percentage of people who access news using each source)
- Ask, *What other ways do people get their digital news?* Elicit ideas. Write them on the board for reference.
- Read the questions and the answer choices aloud. Tell Ss to discuss the questions in pairs and infer the answers based on the information in the chart and their own experiences.
- Review the answers as a class.

B
- Read the instructions aloud. In pairs, have Ss discuss why they think some news sources are more or less reliable and accurate than others.
- Have Ss reference the sources listed in the chart as they discuss. Tell them to share personal experiences they've had with these and other digital sources.
- Ask for volunteers to share their ideas.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the note takers to record all possible ways we can get reliable and accurate news. As a group, have Ss choose their best 3–5 ideas.
- For step 2, have groups discuss the problems that can be caused when news is not reliable or accurate. Encourage them to include real-life examples, if possible.
- Then have Ss choose the best solution for this problem. Be sure that all group members are able to provide reasons to support their group's decision.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data and explain exactly how the solution would work.
- Leave 2–3 minutes for questions and comments after each presentation.

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.

1. B. Answers will vary, but three ideas are: news sources rush to get news out as quickly as possible, different sources of news don't vet their news as well as others, and different sources of news don't have access to the same quality of reporting as others.

1. C. Answers will vary, but possible answers include educating ourselves about the different news sources, asking the government to better regulate news sources, better checking of facts in news stories, going to the most reliable and accurate sources of news. Solutions might include being more aware of the news we get and where we get it and taking more time to make sure that the sources are reliable and accurate.

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8 WHAT'S OUR STORY?

PREVIEW THE UNIT

LESSON 1	**Talk about a solution to a problem**	
	Vocabulary	Marketing words
	Language choices	Modifying relative clauses
	Conversation skill	Speculate about the future
LESSON 2	**Talk about promotion strategies**	
	Language choices	Participle clauses
	Pronunciation	Phrasal prepositional verbs
	Listening skill	Anticipate words
LESSON 3	**Talk about corporate origin stories**	
	Language choices	Infinitive clauses
	Note-taking skill	Listen for restatement
	Discussion skill	Ask follow-up questions
LESSON 4	**Read about deceptive marketing**	
	Reading skill	Skim
LESSON 5	**Write a personal essay**	
	Writing skill	Use redundancy
	Writing tip	Think associatively
PUT IT TOGETHER		
	Problem solving	Consider the consequences of products not lasting as long as they used to

GET STARTED

A
- Read the unit title and the learning goals. Ask, *What does it mean to* promote *someone or something in marketing?* (to attract people's attention to a product or person, for example, by advertising)
- In pairs, have Ss discuss the target question. Elicit ideas.

B
- Direct Ss' attention to the picture. Read the instructions and target question aloud.
- Provide an example answer. Point to the thumbs up icon. Say, *When a user likes an ad, that person sees similar ads in the future.*
- Give Ss time to answer the target question individually and then discuss their icons in pairs. Elicit ideas.

C
- Read Carla's social media message aloud. Ask, *What does Carla mean when she says their client needs to* connect *with adults from every age group?* (Their client needs to make adults from every age group feel like their ideas, opinions, and beliefs are understood.)
- Read the target question aloud. Have Ss discuss in groups. Elicit ideas.

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8 WHAT'S OUR STORY?

LEARNING GOALS

In this unit, you

- talk about a solution to a problem
- talk about promotion strategies
- talk about corporate origin stories
- read about deceptive marketing
- write a personal essay



GET STARTED

A Read the unit title and learning goals. Marketing can be defined as promoting someone or something. How has the internet made it easier to market ideas?

B Look at the picture. The photo shows employees holding a variety of icons. Choose three. How does each one relate to the concept of marketing?

C Read Carla's message. What might be some of the challenges of reaching out to customers of different ages?



CARLA LUGO

@CarlaL

Our client needs to connect with adults of every age group. It's a challenge to reach out to all of them!

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LESSON 1 TALK ABOUT A SOLUTION TO A PROBLEM



CARLA LUGO
@CarlaL

When it comes to social media promotion, I'd recommend that you listen to the experts!

1 VOCABULARY Marketing words

A Look at the advertisement for a marketing firm. Would you hire this company? Why or why not?

B ▶08-01 Read and listen. Notice the words in bold.

TAKE YOUR BUSINESS TO THE NEXT LEVEL!

Here at NextLevel, it's our business to help your business! We have proven **strategies** for building your **social media presence**, creating clever ad campaigns that will increase awareness of your **brand**, and planning spectacular **product launches** and **promotional materials** for every new product or service you offer. We understand the importance of **customer interaction** and can help you with **damage control** for any challenges you've faced in the past. Call us! We'll pitch ideas that **stand out** from the competition and work with you to take your business to the next level.



>> FOR PRACTICE, PAGE 146 / DEFINITIONS, PAGE 163

2 LANGUAGE CHOICES Modifying relative clauses

A Read the example sentences. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. We've had to do a lot of damage control, **some of which has been effective**.
2. Our marketing team pitched several ideas, **only three or four of which we liked**.
3. Let's translate this ad for our overseas clients, **the majority of whom don't speak English**.
4. We can learn a lot from that competitor, **most of whose product launches have been successful**.
5. We need help creating an ad campaign, **a task in which we have little experience**.
6. I'm pleased to announce our new sales director, **a person for whom I have great respect**.
7. Scott is leaving his job at Solutions, **the company at which he has worked for ten years**.

Modifying relative clauses

- Modifying relative clauses modify the whole ~~sentence~~. F the noun closest to them
- A modifying relative clause can't be a sentence by itself. T
- Some relative clauses follow this pattern: quantifier + ~~with~~ of + relative pronoun. F
- Some relative clauses begin with noun + preposition + relative pronoun. T
- In a relative clause with a quantifier or noun + preposition, the relative pronoun can be ~~who~~, *whom*, *whose*, *which*, or ~~that~~. F
- Clauses with a quantifier or noun + preposition must be separated by a comma. T

>> FOR PRACTICE, PAGE 146

B Look at other ways to write example sentence 5 in 2A. Then rewrite sentences 6 and 7.

We need help creating an ad campaign, a task which we have little experience in. (formal)
We need help creating an ad campaign, a task (that) we have little experience in. (informal)

See answer on page T-90

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LESSON 1 TALK ABOUT A SOLUTION TO A PROBLEM

- Read the lesson title and social media message aloud.
- Ask, *What do social media experts do?* (update client pages, monitor social media messages, respond to posts and comments, etc.) *What skills do they need?* (strategy planning, community management, etc.)
- Take a class survey. Ask, *Would you want to be a social media expert? Why or why not?*

1 VOCABULARY

A

- Read the vocabulary title aloud.
- Have Ss look at the picture and describe what they see in pairs.
- Ask, *How would you describe the employees of this company?* (young, alternative) *How would you describe the office?* (open, casual) *Does this look like a place you would want to work? Why or why not?* Elicit answers.
- Ask Ss to look at the advertisement for a marketing firm. Have them skim the advertisement individually for the main idea.
- Read the target question. Have Ss share their opinions in pairs.
- Invite volunteers to share if they would want to hire this company, and why or why not.

B

- Say, *Listen to the words that are commonly used to talk about marketing.*
- Play the audio. Pause after *stand out*. Tell Ss to follow along as they listen to the information in the advertisement.
- Play the rest of the audio.
- In pairs, have Ss read the advertisement again and discuss the meanings of the words and phrases in bold.
- Review definitions. Refer Ss to the definitions on page 163.
- Remind Ss they can go to page 146 for further practice.

2 GRAMMAR

A

- Write the title on the board. Ask, *What is a relative clause?* (a dependent clause that includes a relative pronoun) *What does it do?* (adds descriptive or identifying information to a noun)
- Read the instructions.
- In pairs, have Ss read the example sentences and complete the exercise.
- Monitor. Ask Ss guiding questions, such as *What is the relative clause? How do you know? What is the noun in the main clause that the relative clause modifies?* Point to different words and ask, *What is this?*
- Review answers. Call on Ss to read each statement in the chart and say the answer. Ask them to say which example sentence helped them guess the correct answer.
- If the statement is false, ask Ss to change the statement so that it is true. Write the corrected false statements on the board.

OPTION Review that defining relative clauses contain essential information about the subject and are not introduced by a comma. Non-defining relative clauses contain extra information and are introduced by a comma. Review the meaning and use of the relative pronouns *that* and *which*. For each, ask, *Is this relative pronoun used for people or things? Is it used in defining or non-defining relative clauses?* Elicit answers.

- *which*: for things; is used in non-defining relative clauses
- *that*: for people or things; is used in defining relative clauses

B

- Read the instructions.
- Write example sentence 5 on the board. Ask for a volunteer to read it aloud for the class.
- Ask, *Which pattern does this sentence follow?* (noun + preposition + relative pronoun) Write the pattern next to the sentence.
- Read the sentences aloud. After each, ask, *How is this pattern different from the example sentence?* Elicit patterns. Write them on the board for reference. Point out the placement of the preposition in each. Ask, *Which of the versions of sentence 5 is the most formal?* (the example sentence 5, in which the preposition comes before the relative pronoun)
- In pairs, have Ss complete the exercise.
- Ask for volunteers to write their answers on the board. Read them aloud and correct if necessary. Be sure to review all possible answers with the class.
- Remind Ss that we often omit the relative pronoun in defining relative clauses and that we often use *that*, instead of *who*, *whom*, or *which*, in informal speaking.

2. B. 6. I'm pleased to announce our new sales director, a person who(m) / that I have great respect for.
I'm pleased to announce our new sales director, a person I have great respect for.
Additional answer: I'm pleased to announce our new sales director, a person I greatly respect.

7. Scott is leaving his job at Solutions, the company / which / that he has worked at the past ten years.
Scott is leaving his job at Solutions, the company he has worked at the past ten years.
Additional answer: Scott is leaving his job at Solutions, the company where he has worked the past ten years.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud.
- Read the expressions aloud. Model the correct pronunciation and intonation. Have Ss repeat. Elicit other words that express possibility. (For example, guess, may, could) Write them on the board.
- Direct Ss' attention to 3A. Say, *Listen to the conversations about marketing and promotion.* Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Call on Ss to read the completed sentences aloud.

B
- Read the instructions aloud. Have Ss recall the meaning of *budget* (an amount of money available for spending that is based on a plan for how it will be spent).
- In pairs, have Ss use expressions from the conversation skill box and take turns speculating on how an expensive marketing campaign might affect their failing shoe company. (For example, A: It's quite possible that this expensive campaign could put the company out of business. B: I think it might attract more paying customers, if done right.)
- Have Ss complete the exercise in pairs. Monitor. Listen for the correct pronunciation and intonation of the expressions from the conversation skill box.
- Invite volunteers to share their speculations.

4 CONVERSATION

A
- Say, *We're going to listen to Carla and Hiro have a conversation about work.*
- Ask, *What do you think Carla and Hiro are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*
- Clarify any new words or phrases in the conversation, such as *disaster* (something that has a very bad effect or result), *poll* (an activity in which many people are asked a question or a series of questions in order to get information about what most people think about something), *cut back* (to reduce the amount of something), and *embed* (to incorporate a video or other item within the body of a web page or other document).
- Ask, *What does it mean if someone won't* listen to reason? (They can't be persuaded to act sensibly.)
- Say, *When Hiro asks Carla, "What's up?", she says, "It's the BeautyTree account."* Ask, *What can you infer from Hiro's response of "Oh no"?* (that this isn't the first problem with that account) Elicit ideas.

B
- Give Ss time to preview the questions.
- Play the audio again. Suggest Ss take notes as they listen.
- Review answers. Ask, *Do you agree with Hiro's solution? Why or why not?* Elicit opinions.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.
- Invite volunteers to perform the conversation for the class.

5 TRY IT YOURSELF

A
- Read the instructions aloud.
- Copy the chart on the board. Read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *One advantage to investing in social media is having more direct, real-time interactive exchanges with customers that provide immediate feedback and personal connections.*
- Have Ss complete the chart in pairs. Ask them to think of at least two pros and cons for each option.

B
- In pairs, have Ss use their notes to talk about whether social media or TV advertising provides more benefits for their company. Model the conversation with a higher-level student.
- Remind Ss to use expressions from the conversation skill box to speculate about future outcomes.
- Ask pairs to choose a position and take notes on reasons that support their opinion.
- Ask, *Should your company spend money on social media or TV advertising?* Take a class vote. Call on Ss to explain their opinion.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about marketing
- ✓ using modifying relative clauses
- ✓ speculating about the future

EXIT TICKET In new pairs, tell Ss to draw on what they have learned in the unit to argue for either social media or TV advertising as the solution for a failing company. Have each student choose a side and debate. After five minutes, ask Ss to switch roles and debate the opposite side. As Ss debate, monitor and take notes on areas for review.

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3 CONVERSATION SKILL

Speculate about the future

Use expressions like these to speculate—or guess—about what will happen:
It's (quite) possible that...
I suppose...
[They] might...if...

A ▶08-04 Read the conversation skill. Then listen. Write the words they use to speculate about the future.

1. I think they might like your idea if you pitch it the right way!
2. It's quite possible that she's going to save this company.

B PAIRS The shoe company you work for is failing. It is considering spending the last of its budget on an expensive marketing campaign. Speculate about how this might affect the future of the company.

4 CONVERSATION

A ▶08-05 Listen. What do Carla and Hiro talk about? They talk about how to deal with a difficult client.

B ▶08-05 Listen again. Answer the questions.

1. What are the two problems with the BeautyTree account? They have a slow response time on social media, and they don't interact with customers enough.
2. Why don't they want to spend money on social media? They'd rather spend the money on an advertising campaign.
3. What solution does Hiro suggest? He suggests that Carla focus on what's most important.

C ▶08-06 Listen. Complete the conversation.

Hiro: I mean, in the end, they are going to spend their money however they want to, no matter what we think about it.

Carla: True. _____ listen if I focus on damage control instead of trying to build their social media presence.

Hiro: _____ a good compromise.



5 TRY IT YOURSELF

A THINK Imagine that in your company there is a disagreement about advertising. One person wants to spend more money on local TV advertising and the other wants to focus on social media. Think about the pros and cons for each. Take notes in the chart.

	Pros	Cons
Social media		
TV advertising		

B PAIRS Use the details in your chart to negotiate the best choice or think of another solution.

A: If we spend too much on television, then we might not have enough resources for a proper social media campaign.
B: It's true, but we could...

■ I CAN TALK ABOUT A SOLUTION TO A PROBLEM.

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LESSON 2 TALK ABOUT PROMOTION STRATEGIES



CARLA LUGO
@CarlaL.
Seems like everyone is getting in on social media promotion these days!

1 BEFORE YOU LISTEN

A PAIRS THINK What kinds of products do you see celebrities promoting on social media? Do they make you want to buy things?

B ▶08-07 VOCABULARY Look at the words and listen to the sentences. Do you know these words?

vouch for	authenticity	put off
plug	word of mouth	turn into
computer-generated	an endorsement	
get in on	engage	

>> FOR PRACTICE, PAGE 147 / DEFINITIONS, PAGE 163



#makeup #style #ad

2 LANGUAGE CHOICES Participle clauses

A Read the example sentences. Then circle the correct words to complete the rules in the chart.

Adverb clause example sentences	Participle clause example sentences
When I'm reading his posts, I get tired of all the advertising hashtags.	**Reading** his posts, I get tired of all the advertising hashtags.
Because she's a nanoinfluencer, she gets a lot of free products.	**Being** a nanoinfluencer, she gets a lot of free products.
After we got in on social media promotion, we nearly doubled our sales.	**Having gotten** in on social media promotion, we nearly doubled our sales.
Since I've used their products for years, I can vouch for their quality.	**Having used** their products for years, I can vouch for their quality.
Because I was impressed by their ad campaign, I joined the new gym.	**Impressed** by their ad campaign, I joined the new gym.
Since it's located downtown, that coffee shop is always busy.	**Located** downtown, that coffee shop is always busy.

Participle clauses

- Use *-ing* participle clauses to emphasize the **present** / **past**.
- Use *having* + past participle clauses to emphasize the **present** / **past**.
- Adverb clauses can be changed to participle clauses only when the subject of the adverb clause and the main clause are **the same** / **different**.
- Participle clauses that begin with a past participle usually replace **an active** / **a passive** adverb clause.

>> FOR PRACTICE, PAGE 147

B Is it possible to change the adverb clause to a participle clause in this sentence? Explain.

Because she has so many social media followers, several companies have asked her to endorse their products. It's not possible to change the adverb clause to a participle clause in this sentence because the subjects of the two clauses are different. The subject of the first clause is *she*. The subject of the second clause is *several companies*.

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LESSON 2 TALK ABOUT PROMOTION STRATEGIES

- Read the lesson title aloud. Ask, *What are some strategies to promote a new idea or product on social media?* Have Ss discuss in pairs. Elicit ideas.

1 BEFORE YOU LISTEN

A

- Bring Ss' attention to the picture. Ask, *Who do you see?* (a woman) *Where is she?* (in her living room) *What is she doing?* (making a video) *What is her job?* (an influencer) *What is she promoting?* (a makeup product) Elicit answers.
- Ask for a volunteer to read the comment below the image aloud for the class. (#makeup #style #ad) If necessary, explain that the name of the symbol # in this context is *hashtag*. To pronounce *#makeup*, we say *hashtag makeup*.
- Write the comment on the board. Point to the hashtag symbol. Ask, *What is a hashtag used for on social media platforms?* (The hashtag comes before a word or phrase used to identify a key word or topic of interest and facilitate a search for it.)
- Ask, *How does this comment help explain the picture?* (It names the categories of topics and shows that the post is paid publicity.)
- Ask for a volunteer to read the social media message. Ask, *What word would you need to add to this message if you were rewriting it as a full sentence?* (*It*, before *seems*)
- Read the target questions aloud. Have Ss discuss in pairs. Encourage Ss to share real-life experiences they have had with social media advertising and discuss hashtags they have used in their own posts.
- Ask for volunteers to share their answers with the class.

B

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that are commonly used to talk about promotion strategies.* Tell Ss they will hear the word followed by an example sentence.
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 147 for practice and page 163 for definitions.

2 [illegible]

A

- Write the title on the board. Read it aloud.
- Lead a class review. Ask, *What is a past participle?* (the form of a verb typically ending in *-ed* used as an adjective and to form perfect tenses as well as passive sentences) *What is a present participle?* (the form of a verb ending in *-ing* used as an adjective and to form the continuous tenses) Elicit answers.
- Read the instructions aloud.
- Write the first row of examples on the board. Underline the adverb and participle clauses: *When I'm reading his posts; Reading his posts.* Elicit ideas about how the clauses are similar and different. Point out how the present continuous verb in the adverb clause changes to just the present participle in the participle clause. Participle clauses allow us to express the same idea as an adverb clause but with fewer words.
- In pairs, have Ss read the example sentences and complete the chart. Encourage Ss to pay attention to how the verb changes from the adverb clause to the participle clause.
- The word *nanoinfluencers* is defined in the Listening text later in this lesson. The prefix *nano-* means *one billionth* but is used informally to mean *very small*.
- Ask for volunteers to read the rules aloud. Correct if necessary.
- Remind Ss that the past participle ends in *-ed* for regular verbs. Explain that there is no fixed rule to make past participles for irregular verbs, but that many end in *-en*.

LANGUAGE NOTE A gerund is a noun that is made from a verb by adding *-ing* to the base form of the verb. A present participle is also formed by adding *-ing* to the base form of a verb. It is used to form the continuous tenses or as an adjective.

B

- Read the sentence and the target question aloud.
- Have Ss discuss the answer in pairs.
- Review the answer.
- Ask Ss to rewrite the sentence with the adverb clause so that it is possible to change it to a participle clause. (For example, Because she has so many social media followers, she was asked by several companies to endorse their products.) Elicit ideas. Write them on the board.
- Invite a volunteer to rewrite the sentence with a participle clause on the board. (For example, Having so many social media followers, she was asked by several companies to endorse their products.) Review Ss' ideas as a class.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note.
- Ask Ss to follow along as they listen. Play the audio.

B
- Read the instructions.
- Play the audio. Remind Ss to listen first, then listen and repeat.

C
- Read the instructions.
- Play the audio. Have Ss complete the sentences individually and then compare their answers in pairs.
- For the second listening, tell Ss to listen for the stress and blending in the phrasal prepositional verbs.
- Play the audio again. Have Ss place a dot over the stressed vowel.
- Have Ss compare their answers in pairs.
- To review, write the conversation on the board. Invite volunteers to fill in the blanks and place a dot over the stressed vowels. Correct if necessary.
- Have Ss practice the 3B and 3C conversations in pairs.

4 LISTENING

A
- Tell Ss they are going to listen to an episode of a podcast called *Eye on the Media*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Ask Ss to look at the Listening Skill box. Read the information aloud. Play the audio of the first sentence of the podcast (up to *social media*).
- Have Ss list at least five words they anticipate hearing in the rest of the podcast.

B
- Read the instructions.
- Play the audio. Have Ss check the words they hear.
- Ask, *Were your predictions correct?* Elicit answers.

C
- In pairs, have Ss discuss the target questions.
- Review the answer.
- To further Ss' understanding of the main topic, ask, *What's the difference between an influencer, a microinfluencer, and a nanoinfluencer?* (influencer: a huge number of followers; microinfluencer: a few thousand followers; nanoinfluencer: fewer than 1,000 followers) Elicit the answer.

D
- For the final listening, have Ss listen for details.
- Copy the chart on the board. Read the information in the chart aloud.
- Play the audio. Have Ss complete the exercise individually and then compare their charts in pairs.
- Invite volunteers to add their answers to the board.

E
- Read the target questions aloud.
- Have Ss share their opinions in pairs. Ask them to answer based on their own experiences with social media and what they learned in the podcast.
- Ask, *Would you want to be a nanoinfluencer?* Take a class vote. Call on Ss to explain their opinion.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Encourage Ss to choose a product they know well and use often.
- Model the activity. Take notes on the board as you speak. Say, *I would promote a face cream I use called Plant Magic. I would explain how the ingredients are not tested on animals. That information would be appealing to my friends.*
- Have Ss take notes about their own ideas.

B
- In pairs, have Ss take turns sharing information about their products.
- Have Ss ask follow-up questions to improve each other's promotion strategies.
- Tell Ss to add any new information or ideas to their notes.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Have Ss take turns sharing their products and promotion strategies. Give a time limit.
- Have Ss come to a group conclusion about the three best promotion strategies. Tell note takers to list the reasons that support their group's choice.
- Tell reporters to share their group's conclusion with the class and explain why the ideas are effective.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about promotion strategies
- ✓ using participle clauses
- ✓ using stress in phrasal prepositional verbs
- ✓ anticipating words

EXIT TICKET Tell Ss to imagine they are nanoinfluencers. Ask them to write a comment for a social media post promoting their product. Have Ss write their names on a blank card. Give them time to write a comment of 4–5 sentences. Tell them to include at least two hashtags. Ask Ss to use the target vocabulary from 1B and participle clauses where appropriate. Read the cards to identify areas for review.

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3 PRONUNCIATION

A ▶08-09 Listen. Read the pronunciation note.

B ▶08-10 Listen. Notice stress and blending. Then listen and repeat.

A: Wow, Eva just got in on a great opportunity using her blog.
B: Yeah, Ana's new restaurant, right? It's just about to open and Eva's come up with a creative idea for promoting it.
A: Yeah. She has amazing social media ideas. I really look up to her.

Phrasal prepositional verbs

Phrasal prepositional verbs are expressions that consist of a verb followed by two prepositions, for example: *get out of*. Some expressions may have an object after the verb: *help me out with*. The first preposition is usually stressed, and the second one is unstressed. The verb can also be stressed. The words in these expressions are blended together: *I have to get out of class early today.*

C ▶08-11 Listen. Complete the conversation. Mark the stressed preposition in the phrasal verb with a dot over the stressed vowel. Then check your answers with your partner.

A: Let's hurry and catch up to Chang. He can give us a ride back.
B: Oh, Chang. I don't really get along with him. He always argues.
A: I know what you mean. Just put up with him for half an hour.

4 LISTENING

A ▶08-12 Read the Listening Skill. Then listen to the beginning of a podcast. List more words you anticipate hearing as the podcast continues.

B ▶08-13 Listen to the whole podcast. As you listen, check (✓) any of the words on your list that you hear.

LISTENING SKILL Anticipate words

When you hear a title or part of a talk, try to anticipate–or guess–related words and ideas that you might hear. Anticipating content in this way can help you understand and remember what you hear.

C PAIRS How many of the words you anticipated did you hear in the podcast? What is the topic?

The topic is about what nanoinfluencers are.

D ▶08-13 Listen again. Take notes in the chart.

What influencers do	use social media to vouch for products
Benefits of nanoinfluencers to companies	1. authenticity: like getting a reccomendation from a friend 2. cheap: work for products, not cash; company can hire many
Being a nanoinfluencer	Pros: get free products, have fun setting up photos and creating content Cons: Companies may control language and ask to preapprove posts. Friends may not like ads.
Conclusion	It is unclear whether the nanoinfluencer trend will continue.

E PAIRS REACT Would you like to be a nanoinfluencer? Why or why not?

5 TRY IT YOURSELF

A THINK Imagine that you are going to be a nanoinfluencer. What product could you promote to your friends? How would you make it seem appealing? Take notes.

B PAIRS Help improve your partner's strategy by asking questions about the product.

C EVALUATE In groups, take turns sharing your products and promotion strategies. Choose two or three of the best ideas. Share them with the class and explain why they are effective.

■ I CAN TALK ABOUT PROMOTION STRATEGIES.

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LESSON 3 TALK ABOUT CORPORATE ORIGIN STORIES



CARLA LUGO
@Carlal...
Well, I learned something new about a couple of very famous companies today!

1 BEFORE YOU LISTEN

A PAIRS THINK What kinds of stories do businesses tell about how they got started? Think of the story of a famous company. Tell what you know about how it got started.

B 08-14 VOCABULARY Look at the words and expressions and listen to the sentences. Do you know what they mean?

stumble upon	a peer	iconic	hit it big	a stretch
expertise	dream up	designate	the premises	captivating

>> FOR PRACTICE, PAGE 148 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Infinitive clauses

A Read the example sentences. Then circle the correct answers to complete the rules in the chart. More than one answer is correct.

Example sentences

1. We decided **not to start a business together**.
2. They expected us **to have a more interesting origin story**.
3. **To make mistakes** is human. / It is human **to make mistakes**.
4. We left early **(in order) to beat the traffic**.
5. They rented a garage to **use as a lab**.
6. We were happy **to stumble upon this great place for brunch**.
7. It's normal for a business **not to hit it big right away**.
8. It's nice for us **to have some time off this week**.
9. They relocated their headquarters **to save money**.

Infinitive clauses

- Infinitive clauses can follow _____.
  a. prepositions (b.) certain verbs (c.) nouns or pronouns (d.) adjectives
- Infinitive clauses can function as _____.
  a. main verbs (b.) subjects (c.) objects d. sentences
- Infinitive clauses can be used to _____.
  (a.) express purpose (b.) make a comment (c.) explain why d. show quantity
- An infinitive always _____.
  (a.) has the word *to* b. has a noun (c.) has a verb d. comes last in a sentence

>> FOR PRACTICE, PAGE 148

B Infinitive clauses expressing purpose can often be replaced by *so (that)* + subject clause. Look at this example. Then look at the example sentences in 2A. In which example sentences can the infinitive clause be replaced by *so that*?

He took summer classes **in order to** graduate early.
OR:
He took summer classes **so that he would** graduate early.

We can change #4 and #9 in the example sentences:
We left early so that we would beat the traffic.
They relocated their headquarters so that they would save money.

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LESSON 3 TALK ABOUT CORPORATE ORIGIN STORIES

- Read the lesson title. Ask Ss if they recall the phrase *origin story* that was used in relation to superheroes in Unit 2. Ask them to describe what it means in their own words (a story that explains how a person came to be who he or she is today).
- Ask, *What is a corporate origin story?* (a story about how a company began)
- Ask for a volunteer to read the social media message aloud. Ask, *What did Carla learn about?* (a couple of famous companies)

[illegible]

A
- Read the instructions aloud. Elicit names of famous companies. Write Ss' ideas on the board for reference.
- Tell Ss to choose one company they are familiar with and share how it got started in pairs.
- Invite volunteers to share their story with the class.
- Ask, *What do these origin stories have in common?* Tell Ss to consider the background of the founders, the country where the company was started, and the mission and vision of the company, among other factors. Elicit ideas.

OPTION Give Ss time to search online for the origin story of a famous company they are interested in. Ask them to write 4–5 sentences about how the company got started. In pairs, have Ss take turns presenting their companies.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words and phrases that are commonly used to talk about corporate origin stories.* Tell Ss they will hear the word followed by an example sentence.
- Have Ss define the terms in small groups. Play the audio again if necessary. Clarify that the term *video surveillance* refers to video cameras used for security.
- Review definitions. Refer Ss to the practice and definitions on pages 148 and 164.

LANGUAGE NOTE The phrasal verb *stumble upon* has the same meaning as the phrasal verbs *stumble on* and *stumble across*.

EXTENSION Project or pass out the following questions. In pairs, have Ss discuss them to deepen their understanding of the vocabulary.

1. *What is something or someone that you have stumbled upon in the past few weeks?*
2. *What is your area of expertise? What is the area of expertise of one of your peers?*
3. *What is the most exciting idea you have ever dreamed up? Do you think it's a bit of a stretch, or is it realistic? Why?*
4. *Who is an iconic influencer that you follow? Why is this person captivating? How did he or she hit it big?*
5. *Who is someone on the premises that you would designate as a nanoinfluencer? Why?*

[illegible]

A
- Read the grammar title. Say, *Let's learn more about the form and function of infinitive clauses.*
- Read the instructions aloud. Ask Ss to take turns reading the sentences.
- Have Ss complete the chart by circling the correct answers. Remind them that more than one answer is possible.
- Call on Ss to read the rules aloud for the class. For each of the first three rules, ask, *What is an example sentence that demonstrates this rule? How?* (For example, sentence 1 demonstrates the first rule because the verb *decide* can be followed by an infinitive. Sentence 3 demonstrates the second rule because *To make mistakes* is the subject. Sentence 4 demonstrates the third rule because *to beat the traffic* is used to express purpose.)
- Point out the placement of the word *not* in sentence 1 (before the infinitive clause).
- Ask, *What verbs can be followed by infinitive clauses?* (agree, appear, arrange, decide, demand, expect, happen, hope, learn, plan, prepare, remember, seem, want, wish) Elicit answers. Write Ss' ideas on the board. Add additional verbs to the list.
- Ask Ss to identify an example sentence where the infinitive clause explains why. (Sentence 6: *to stumble upon this great place* explains why the speaker is happy.)
- Point out that the structure *for* + noun / pronoun + infinitive is a common infinitive clause pattern. Ask Ss to identify the example sentences that follow this pattern.

B
- Read the instructions and example sentences aloud.
- Where possible, ask Ss to rewrite the example sentences, replacing the infinitive clauses with *so that*.
- Invite volunteers to write the new sentences on the board. Review answers as a class.

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3 LISTENING

A
- Read the title of the talk aloud: *The Geniuses in the Garage*. Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Read the target question aloud. Tell Ss to listen for two corporate origin stories.
- Play the audio or video. Have Ss share their answer in pairs.
- Review the answer.

B
- For the second listening or viewing, tell Ss they will listen for details.
- Copy the chart on the board. Review the headings.
- Play the audio or video again.
- Have Ss compare their charts in pairs. Ask for volunteers to add their answers to the chart on the board.
- Review answers.
- Clarify any new words or words with different meanings in this context, such as *romantic* (appealing to the emotions or imagination), *mentor* (an experienced person who advises and helps a less experienced person), *exaggerated* (done in a way that makes it seem better or more important than it really is), *preserve* (to keep something in its original state or in a good condition), and *tale* (an exciting story that may not be completely true).
- Ask, *What does it mean to succeed* against all odds? (to succeed despite success being very unlikely)
- Ask, *What does the speaker mean by referring to these garage stories as* creation myths? (that they are symbolic stories about how the companies were created that are believed by many people but that are not true)

C
- Bring Ss' attention to the Note-taking Skill about listening for restatement. Read it aloud. Say the signal expressions aloud. Ask Ss to repeat.
- For the third listening or viewing, have Ss listen for restatement.
- Play the whole audio or video again. Have Ss complete the exercise individually and compare answers in pairs.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

D
- Read the target question aloud.
- Give Ss a minute to answer the question individually before they take turns sharing their opinions in pairs.
- Ask the target question again. Take a class vote. Call on Ss to explain their opinions.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the title aloud.
- Read the phrases aloud. Model the correct pronunciation and intonation.
- Ask for volunteers to share which phrases they use in their own discussions. Elicit additional examples of follow-up questions.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Tell Ss they are going to invent an origin story for a successful restaurant, clothing store, or car company.
- Have Ss read the beginnings of the origin stories silently and choose one.
- Give Ss time to complete their notes individually.

B
- Arrange Ss in pairs with a classmate who chose the same business. Have pairs decide who will be the note taker and who will be the reporter.
- Ask Ss to share their notes and then combine their ideas to further develop the origin story.
- Remind Ss to use the expressions from the discussion skill box.
- Tell the note takers to make an outline of the origin story.

C
- Tell reporters to share their pair's origin story with the class.
- Take a class vote on which of the origin stories are the most compelling or interesting. Lead a class discussion about why.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about corporate origin stories
- ✓ using infinitive clauses
- ✓ listening for restatement
- ✓ asking follow-up questions

EXIT TICKET Have Ss write their names on a blank card. Tell them to write a short summary of the origin story they developed. Challenge Ss not to look at their notes as they write. Ss should write at least 4–5 complete sentences and use infinitive clauses. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 VIDEO TALK



A ▶08-16 Listen or watch. What two stories does the speaker talk about? The speaker talks about the origins of Apple and Google.

B ▶08-16 Listen or watch again. Take notes in the chart.

Reason for corporate origin stories:
project a positive identity and build brand loyalty

Company	Story	Truth
Apple	Jobs and Wozniak dreamed up their first computer in Jobs' parents' garage.	They never designed anything in the garage and they didn't stay there long.
Google	Brin and Page created the search engine in a friend's garage.	They had already raised a million dollars before renting the garage and they didn't stay there long.

C ▶08-16 Read the Note-taking Skill. Then listen again and complete the sentences.

In essence, they are creation myths.
To sum up, my intention isn't to downplay the importance of these entrepreneurs.

D PAIRS REACT Are you surprised that the corporate origin stories are exaggerated?

NOTE-TAKING SKILL Listen for restatement

Speakers use a variety of expressions to restate or summarize an important point. Listen for signal expressions like these, and make a note of what is said:

in essence	*in brief*
in other words	*on the whole*
that is to say	*to sum up*
in short	*in conclusion*

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Ask follow-up questions

One way to demonstrate interest in a conversation or discussion is to ask follow-up questions like these to get more information.
What happened next? *Why / How did they...?*

5 TRY IT YOURSELF

A THINK Read the beginnings of origin stories for three businesses. Choose one and take notes about its founder(s) and the business.

Restaurant: A woman learned to cook in her grandmother's kitchen. Then neighbors helped her attend a famous cooking school...

A clothing store: A man worked in his parents' tiny store as a teenager and had an idea to sell their specialty clothes online...

A car company: Two people who loved cars used to draw them after school. They went to work at a dealership and then went to engineering school together...

B PAIRS Work with someone who chose the same business. Share your ideas and develop the origin story together.

C EVALUATE Present your origin story to the class. Vote on which one is the most compelling and discuss why.

I CAN TALK ABOUT CORPORATE ORIGIN STORIES.

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LESSON 4 READ ABOUT DECEPTIVE MARKETING



CARLA LUGO
@CarlaL

I always try to buy *natural products*, but does anybody know what that really means?

1 BEFORE YOU READ

A PAIRS *All natural, organic, sustainable, recyclable,* and *eco-friendly* are buzzwords often found on so-called "green" products. Discuss their meanings.

B ▶08-17 VOCABULARY Read and listen. Do you know these words?

wrongdoing	mislead	biodegradable	a municipality	disintegrate
deceptive	abhorrent	reassuring	detrimental	suggestive

>> FOR DEFINITIONS, PAGE 164

C Read the Reading Skill. Skim the article. Then check (✓) the topics that you think the article will cover.

- [x] the definition of *greenwashing*
- [ ] why green products are inferior
- [ ] how to find bargains
- [x] the origins of greenwashing
- [x] green buzzwords
- [x] examples of greenwashing
- [x] advice to shoppers
- [ ] tips on how to greenwash

READING SKILL Skim

Skimming is a type of speed reading that involves glancing over a text and only pausing to read the title, look at images and read their captions, and read just the first and last sentences of each paragraph. It's a time-saving way to get the main idea and an overall impression of the text.

2 READ

▶08-18 Read and listen to the article. Were your predictions correct?

Greenwashing: Don't Be Fooled!

Most people know that one meaning of *green* is *eco-friendly*, but are you familiar with *greenwashing*, a verb that entered dictionaries in the late '90s? Patterned on words like *brainwashing* (making people believe what you want by controlling information) and *whitewashing* (covering up wrongdoing with deceptive information), greenwashing occurs when a company misleads customers about its negative impact on the environment by attempting to convince them otherwise through advertising and publicity. In the '60s and '70s, before we had a name for this phenomenon, the chemical, automobile, and energy industries were already greenwashing their products and services to calm fears about the dangers of air pollution, chemical and oil spills, and nuclear energy technology.

In the '80s, several ecological catastrophes, including massive chemical and oil spills and a nuclear disaster, prompted various greenwashing campaigns by powerful corporations. This was the start of the corporate environmentalism movement. As a consequence of the severe damage inflicted on the environment, a company's reputation for eco-friendly practices had never been more important. Opinion polls at the time revealed that more than 70% of those surveyed were swayed by environmental issues when they shopped, and over 80% viewed environmental offenses as the most abhorrent of all corporate crimes.

The '90s brought various buzzwords, many of which still appear on packaging today, such as *recyclable*, *biodegradable*, *environmentally friendly*, and *all natural*. In recent years, *sustainable*, *renewable*, and *organic* are frequently seen. While it is reassuring to see such language on the packaging of the products we buy, whether it is simply a case of greenwashing depends on the meaning of the terms. For example, *green*, *pure*, and *natural* are essentially meaningless when they do not correspond to any legal or industrial standards. There have also been cases >>

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LESSON 4 READ ABOUT DECEPTIVE MARKETING

- Read the lesson title. Ask, *How would you define* deceptive marketing? (advertising that wants you to believe something about the product that is not true) Elicit ideas.
- Ask for a volunteer to read the social media message aloud. Ask, *What kind of products does Carla try to buy?* (natural) *What is her problem with buying these products?* (She doesn't feel confident about what *natural* means.) Elicit answers.
- In pairs, ask Ss to define *natural* in this context. Ask for several volunteers to share their definitions. For example, *not having any extra substances or chemicals added; coming from nature*. Point out how the term *natural* has several different interpretations.
- Ask, *Do you try to buy natural products? Why or why not?* Invite volunteers to share their preferences with the class.

1 | BEFORE YOU READ

A
- Read the instructions aloud. Ask, *What is a* buzzword? (a word or phrase that becomes very popular for a period of time) Elicit the meaning.
- Write the buzzwords on the board: *all natural, organic, sustainable, recyclable, eco-friendly*. In pairs, have Ss discuss their meanings.
- Invite volunteers to define the terms with key words or phrases on the board. For example: *all natural* (the ingredients were derived from nature; their original source is plant, mineral, or even animal based rather than chemically derived in a lab), *organic* (used for describing methods of farming and food production that use no or only a small number of artificial chemicals and methods), *sustainable* (using cultivation and production processes that do not harm the environment), *recyclable* (able to be used again, often for a different purpose), *eco-friendly* (designed to cause as little harm as possible to the environment). Read the definitions aloud. Ask the class, *Do you agree? Why or why not?* Elicit alternative definitions. Add them to the board.

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.
- Suggest Ss mark the syllable stress as they listen to the pronunciation of the words (**wrong**·do·ing, de·**cep**·tive, mis·**lead**, ab·**hor**·rent, bi·o·de·**grad**·able, re·as·**sur**·ing, mu·nic·i·**pal**·i·ty, det·ri·**men**·tal, dis·**in**·te·grate, sug·**ges**·tive).
- Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 164.

C
- Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Read the instructions. Ask Ss to skim the article and complete the exercise. Have Ss compare their predictions about the topics in pairs.
- Read the topics aloud. For each, ask Ss to raise their hands if they think that topic will be covered.

2 | READ

- Read the title of the article: *Greenwashing: Don't Be Fooled!*
- Direct Ss' attention to the picture. Ask for a volunteer to read the caption aloud.
- Tell Ss to look at the text. Ask, *What is it?* (an article) *Where do you think it was published?* (probably on a blog or online magazine)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *How would you describe the writing style of the article? Why?* (informational because it includes statistics, defines new terms, and provides practical tips)
- Ask, *Were your predictions correct?*
- Clarify any new or confusing words, such as *patterned on* (made in a way that is copied from something else), *catastrophe* (a terrible disaster), *inflict* (to cause someone or something to experience or be affected by something unpleasant or harmful), *reputation* (the common opinion that people have about someone or something), *sway* (to cause someone to agree with you or to share your opinion), *offense* (a criminal act), *correspond* (to have a direct relationship to or with something), *landfill* (an area where waste is buried under the ground), and *abused* (used in a bad, dishonest, or harmful way).
- Ask, *How would you define* corporate environmentalism? (large companies' efforts to reduce pollution and protect natural habitats) In pairs, have Ss explain the meaning of this term and why it is controversial, according to the article. Elicit answers.

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3 [illegible]

A
- Read the questions aloud. Suggest that Ss underline key words and numbers to look for in the article, such as *greenwashing, reputation, 1980s, pure, natural, organic, sustainable,* and *recyclable.*
- Review the meaning of *derive* (to have something as an origin). Make sure Ss understand question 1 before moving on.
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

⊕ **EXTENSION** Ask, *What is Tetra Pak? What happened with this packaging? Why is the term* recyclable *often dependent on the context?* In pairs, have Ss answer the questions. Challenge them not to reference the article as they discuss. Review the answers as a class. Ask for a few volunteers to summarize the problem with recycling Tetra Pak for the class.

B
- Ask a volunteer to read lines 34–37 and lines 55–62 aloud.
- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C
- In pairs, have Ss write a short summary of the article. Remind them to use paraphrasing as they summarize.
- Ask Ss to reread the article and underline the main ideas in each paragraph.
- Walk around and provide help as necessary. Encourage Ss to consult a thesaurus to look up synonyms.
- In pairs, have Ss compare their summaries. Ask them to take turns reading aloud and discuss why they included specific pieces of information.
- Encourage Ss to compare their summaries with the answer key. Have them reflect on any differences and modify their summaries as necessary.

TEACHING TIP Challenge Ss to verbally summarize the article. Presenting the information orally makes it easier for Ss to paraphrase and not copy.

⊕ **EXTENSION** For homework, ask Ss to search online for cases of greenwashing, as suggested in the sidebar. Back in class, have Ss share what they found out in small groups.

4 [illegible]

A
- Tell Ss they work for a marketing firm and need to promote a new green product. Read the instructions.
- Lead a class brainstorm of green products. Elicit ideas. Write them on the board for reference.
- Have Ss choose one product and write an advertisement to promote it using some of the green buzzwords from the article (*green, pure, natural, organic, sustainable, recyclable, biodegradable*).
- Walk around and provide help as necessary.

B
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- First, have Ss take turns presenting their advertisements to the group. As group members listen, ask them to write down the buzzwords they hear.
- Then have the group discuss the meaning of the buzzwords in the context of the presenter's advertisement. Repeat for all group members.

C
- Based on their discussion, ask groups to decide which buzzwords may have been used deceptively, and why. Ask note takers to list their group's ideas.
- Have reporters present their group's ideas to the class. Write each group's buzzwords on the board.

⊕ **EXTENSION** For homework, have Ss do online research to learn more about packaging regulations that promote recycling and labeling standards for green products in different countries. Ask them to write down any rules or regulations they learn about. Then ask Ss to think about whether these standards are effective or not, and why. In class, have Ss take turns sharing their findings and conclusions in groups.

EXIT TICKET In pairs, have Ss take turns summarizing the reasons certain buzzwords are more deceptive than others. Remind them to base their opinions on what they learned in the article and their own experience as a consumer. Tell Ss to use the target vocabulary from 1B and challenge them to keep their book closed as they discuss. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3. C Answers will vary. Possible answer: Greenwashing is a term for deceptive marketing practices that make products or services seem green even if they're not. Environmental disasters in the 80s prompted companies to enhance their "green" image as the public began to take notice of corporate environmental crimes. "Green" marketing has produced many buzzwords, but they are sometimes meaningless or deceptive. Seeing through greenwashing involves researching companies and thinking critically about buzzwords and labeling.

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when *organic* and *sustainable* have only referred to one component of a product, whereas the other components were neither organic nor sustainable.

The terms *recyclable* and *biodegradable* have been particularly controversial. In order to reduce its ecological footprint, one bottled water brand switched from plastic bottles to Tetra Pak packaging made of paper, aluminum, and plastic. The problem was that although Tetra Pak cartons are labeled *recyclable*, not all municipalities are equipped to recycle them; thus, the switch may have had a detrimental environmental impact. In another case, a large retailer was forced to pay a fine of nearly $1 million for labeling plastic bottles *biodegradable*. Although technically correct, the bottles could take up to 1,000 years to disintegrate in landfills, which did not meet local standards for products labeled that way.

To conclude, here are four tips to help you avoid being fooled by greenwashing.

- Learn to recognize abused and inappropriately used buzzwords.
- Watch out for "green" products made by companies that pollute. An internet search using a company's name and *greenwashing* as search terms can be useful to check this.
- Look past suggestive labeling with natural images of birds, flowers, and trees that create a "green" impression.
- Think critically about product claims. For example, if a company claims it is "greener" than its competitors, it does not mean much if those competitors are terrible polluters.



Green buzzwords are common these days, but what exactly do they mean?

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the article.

1. How was the word *greenwashing* derived?
2. Why was a green reputation so important to companies in the 1980s?
3. How can *pure*, *natural*, *organic*, or *sustainable* be deceptive?
4. How have companies used *recyclable* and *biodegradable* deceptively?

B CLOSE READING Reread the lines. Then circle the correct answers.

1. Which sentence is closest in meaning to the sentence in lines 34-37?
   a. Green buzzwords are reassuring, whether or not greenwashing is present.
   b. Although they can be misused for greenwashing, green buzzwords are reassuring.
   c. People are reassured by green buzzwords in simple cases of greenwashing.
2. In lines 55-62, how is the second sentence connected to the first?
   a. It ignores a small point then provides an example of a fine.
   b. It emphasizes slight wrongdoing then provides a reason for the fine.
   c. It concedes a minor point then provides a reason for the fine.

C PAIRS Summarize the article in 3-5 sentences.

See answer on page T-97

Search online for cases of greenwashing. Present them to the class.

1. *Green* means *eco-friendly*, and *washing* is from words like *brainwashing* and *whitewashing*, which imply deceptive practices.
2. Due to ecological catastrophes, the public was very sensitive to ecologically destructive behavior by corporations.
3. *Pure* and *natural* have little meaning when they do not correspond to standards, while *organic* and *sustainable* may apply to just one part of a product.
4. One company switched to "recyclable" cartons that many municipalities couldn't recycle, and another claimed bottles that took 1,000 years to disintegrate were biodegradable.

4 MAKE IT PERSONAL

A THINK Think of a "green" product (for example, a food, a device, clothing, a vehicle) and write a short advertisement for it that includes green buzzwords.

B GROUPS Present your advertisement. Have the group identify the buzzwords and discuss what they mean in the context of each advertisement.

C EVALUATE Decide which buzzwords could have been used deceptively in the ads and discuss why. Choose one person to present them and the reasons to the class.

☐ I CAN READ ABOUT DECEPTIVE MARKETING.

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LESSON 5 WRITE A PERSONAL ESSAY



CARLA LUGO
@CarlaL

Sometimes we have to promote ourselves! I'm helping my friend Anant write a personal essay for his grad school application.

1 BEFORE YOU WRITE

A Read about personal essays.

A personal essay is a narrative essay about your life or interests. Personal essays are often required as part of the college admissions process. Sometimes they may be submitted with a job or scholarship application. If a specific topic is not provided, choose one that relates to something meaningful about yourself, such as something that taught you a lesson or contributed to your world view.

B Read the model. What was the incident that changed the writer's perspective?

The incident that changed the writer's perspective was when the teacher highlighted the bullied student's talent, showing the class that everyone has something to offer the world.

When I was 13 years old, I learned a powerful lesson about finding the hidden talents within any person, including myself.

Up until then, I had been a shy child. I did well enough in school, and I had a few friends. But I did not consider myself particularly talented at anything.

When I started the eighth grade, there was a new boy at school named David. He had some learning problems; I now understand that he was autistic. Social interactions were difficult for him, so he did not have many friends. Unfortunately, children in my class often teased and bullied him. Although I did not participate in this bullying, I also did not intervene; instead, I stood aside.

One day, in math class, some of my classmates were again teasing David. The teacher saw what was happening. His reaction surprised all of us. He left the room without saying anything. When he came back five minutes later, he was holding a guitar. He set up a chair at the front of the classroom and asked David to sit in it. He handed him the guitar, and the boy started playing and singing. To our surprise, he had an amazing voice and could play the guitar like a professional. It was the most touching music I had ever heard.

From that day on, everyone treated David differently. My classmates and I finally started to accept him for who he was. We understood that although he was different from us, he still had something beautiful to offer the world.

That was not the only lesson I learned on that day. It also marked a turning point in my own life, when I started to look more deeply for the potential inside myself. That year I took up the piano. It was not easy; I had to practice every day. But I understood that the process of learning was just as important as the result. I did not have to be perfect; I just had to believe in myself and have the confidence to keep trying. This belief has pushed me to try many new things, to apply myself 100% to everything I do. Since that day many years ago, I have believed that everyone, including myself, has the potential to contribute something beautiful to the world.

C PAIRS Do you think that the lesson the writer discusses would be of value in a grad school program or a new job?



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LESSON 5 WRITE A PERSONAL ESSAY

- Read the lesson title and the social media message aloud. Ask, *What does Carla think we should do sometimes?* (promote ourselves) *What is she helping her friend Anant do?* (write a personal essay) *What for?* (a graduate school application) Elicit answers.

1 BEFORE YOU WRITE

A
- Read or ask for a volunteer to read the text about personal essays aloud for the class.
- Ask, *What is someone's* world view? (the way that someone sees and understands the world, especially in relation to their religious or political beliefs and ideas) Elicit the meaning.
- Ask, *Who has written a personal essay before?* Ask for volunteers to share what kinds of personal essays they have written, and why.

B
- Read the instructions aloud. Review the meaning of *incident* (an event, especially one that is unusual, important, or violent).
- Have Ss follow along in their books as you read the personal essay aloud for the class.
- Suggest Ss underline any key details related to the incident as they listen.
- Have Ss discuss the answer in pairs. Ask for a volunteer to summarize the incident for the class.
- Clarify any new or confusing words, such as *tease* (to laugh at and criticize someone in a way that is cruel and unkind), *bully* (to frighten or hurt someone who is smaller or weaker than you), and *potential* (an ability that someone has that can be developed to help that person become successful).
- Ask, *What does it mean to* accept someone? (to allow someone to become part of a community or group, and make them feel welcome) *To* push yourself? (to encourage yourself in a determined way to do something you do not want to do or are uncomfortable doing) *To* apply yourself? (to work very hard on something for a long time)
- Ask, *What is* a turning point? (a time when an important change takes place in a situation, especially one that makes it better)
- Ask, *Why would someone need to promote themselves in a graduate school application?* (For example, to show what they have accomplished, what they would bring to the specific university, how their acceptance could have a positive impact on the graduate program) Have Ss share ideas in pairs.

OPTION In small groups, have Ss take turns reading 4–5 lines of the personal essay aloud.

C
- Arrange Ss in different pairs. Read the target question aloud.
- Ask, *What lessons did the writer learn from the incident?* (People who are different also have something beautiful to offer the world. The process of learning is just as important as the result. Believing in yourself and having the confidence to keep trying is more important than being perfect.) Write the answers on the board.
- In pairs, ask Ss to discuss why these lessons would or would not be of value in a grad school program or new job.
- Take a quick class vote on how many Ss think these lessons are valuable. Ask for two volunteers to explain how they would be of value in a grad school program and in a new job.
- Ask, *In what other situations might these lessons be valuable?* Elicit ideas from the class.

D
- Read the instructions. Explain to Ss that this graphic organizer is called a *spiral timeline* due to its circular shape that winds around a central point.
- Ask, *How is a spiral timeline an effective way to organize the information in this personal essay?* (It illustrates how the events in the story still have an impact on the writer's present beliefs and behaviors.)
- Have Ss work in pairs to complete the exercise but ask them to fill in their charts individually with key words or phrases from the essay.
- Copy the chart on the board. Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

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- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What is a* thesis? (an idea, opinion, or theory that is used to explain something)
- Tell Ss to reread the text in 1B and underline the sentences that state or restate the main ideas.
- In pairs, have Ss compare their answers.
- Review the answer as a class. Ask, *Where in an essay are we most likely to state or restate the thesis?* (at the beginning and end)

A
- Read the instructions aloud. Give Ss time to analyze the situation individually.
- Bring Ss' attention to the Writing tip. Read it aloud. Give Ss time to think associatively.
- Suggest Ss choose a real-life incident that taught them an important lesson.
- Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart with their own ideas. Ask them to include details of the incident.
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary.

TEACHING TIP Encourage Ss to keep a dedicated "writer's notebook." Explain to them that journal writing is an informal type of writing practice that will not only help them capture their thoughts, feelings, and memories, but also prepare them for writing in different disciplines, including science and the arts.

B
- In pairs, have Ss use their notes to take turns sharing information about their incident and the lessons it taught them.
- Read the example sentence. Encourage Ss to start their conversations in a similar way.
- Encourage Ss to ask each other follow-up questions and challenge their partners to recall more details about the incident and to better explain how it impacted their beliefs and behaviors.

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their personal essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 clearly states the lesson, the body paragraphs explain the incident chronologically, and the final paragraph restates the lesson.
- Tell Ss to look at their journal notes as the starting point for their essay. Remind them to restate their main idea several times throughout their essay.

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's personal essay.* Check that they understand that *chronological order* means the order in which things happened.
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answer. For example, when the question asks if the lesson is stated and restated throughout the essay, encourage Ss to not only say *yes*, but also write out the different ways their partner used redundancy.
- When Ss have answered all the questions, ask them to give the essay back to its author.

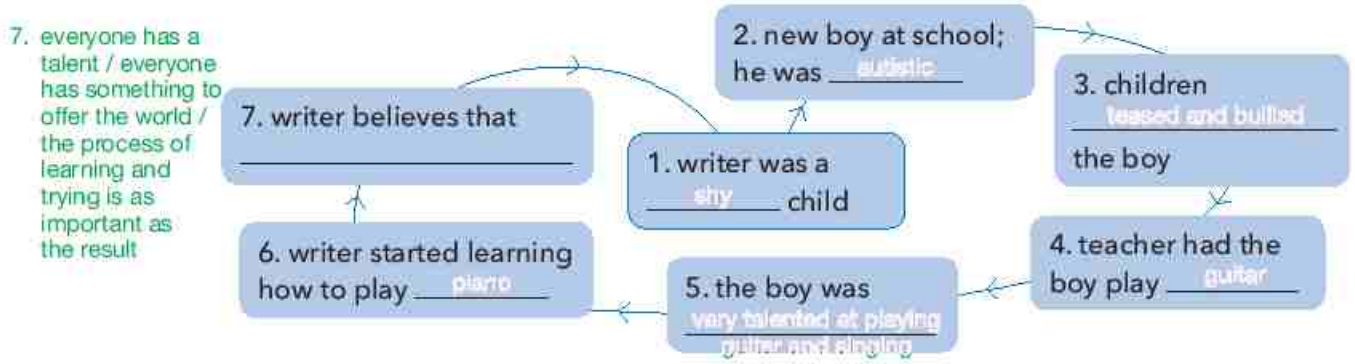
B
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their essay, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and talk about their incident and their lessons learned to three different classmates. Ss may bring their personal essay with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's story. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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



2 FOCUS ON WRITING

Read the Writing Skill. Then read the model again. Underline the sentences that state or restate the main ideas.

WRITING SKILL Use redundancy

Redundancy is stating a point over and over. If you restate your thesis at different points in the essay, it can help readers understand the connections between your ideas and remember your main idea.

3 PLAN YOUR WRITING

A If you had to promote yourself as a candidate for a job or a university program, what would your focus be? Think of a time in your life when you learned an important lesson. Create a chart to organize your ideas. Use the chart in 1D as a model.

B PAIRS Discuss your ideas.

I learned the importance of generosity when I was...

Writing tip

Think associatively. Let your mind wander and come up with an incident that you remember for some reason. Then think about why you remember the incident. Why was it important, and how did it change you? Keep a journal or take some notes on these ideas and use them as a starting point for your essay.

4 WRITE

Write a first draft of a personal essay. Remember to use redundancy. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay. Answer the questions.

- Is there a lesson clearly stated in the introduction and then restated in other places in the essay?
- Is the narrative arranged in a clear chronological order?
- Does the essay explain clearly and concisely how the lesson was learned?
- Can you see how the lesson would be valuable for grad school or for a job? If not, can you suggest ways the writer can make this lesson more clearly of value?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it through again for overall sense.

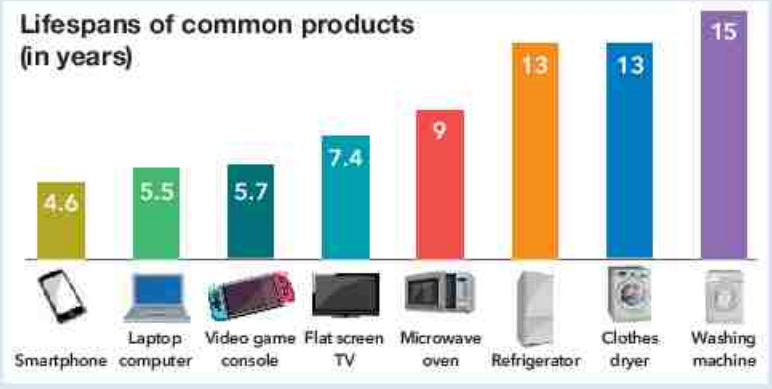
☐ I CAN WRITE A PERSONAL ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A **CONSIDER THE PROBLEM** In the past, the products we bought were made to last a long time. Now many products are becoming obsolete faster, and we need to replace them at a more rapid rate. Review the chart and circle the correct answers.



1. Since the 1950s, companies have purposely tried to make products that _____.
   a. last longer b. cannot fail c. break down sooner
2. The difference in the lifespans between a washer and dryer means when the washer breaks down, many people may _____.
   a. try to repair it b. replace both c. rent one
3. Smartphones are likely to become obsolete quickly because _____.
   a. they no longer work b. consumers want new features c. they can't be repaired

B **THINK CRITICALLY** Why don't products last as long now as they used to? Talk with a partner.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3-5 consequences of products not lasting as long as they used to.

Step 2 **Evaluate** Choose the best solution. Consider the negative consequences and what could be done about them.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

See answers on page T-100

2 SELF-ASSESSMENT

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

Speaking Objectives
- ☐ Talk about a solution to a problem
- ☐ Talk about promotion strategies
- ☐ Talk about corporate origin stories

Vocabulary
- ☐ Marketing words

Conversation
- ☐ Speculate about the future

Pronunciation
- ☐ Phrasal prepositional verbs

Listening
- ☐ Anticipate words

Note-taking
- ☐ Listen for restatement

Language Choices
- ☐ Modifying relative clauses
- ☐ Participle clauses
- ☐ Infinitive clauses

Discussion
- ☐ Ask follow-up questions

Reading
- ☐ Skim

Writing
- ☐ Use redundancy

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud. Ask, *What does* obsolete *mean?* (no longer used because of being replaced by something newer and more effective)
- Direct Ss' attention to the bar chart. Read the title: *Lifespans of common products.* Read the names of the products and their lifespans aloud.
- Have Ss analyze the graph in pairs. Ask them questions to check their understanding of how the chart presents data, such as:
  1. *What is being shown in the chart?* (how many years common products last)
  2. *How does it show this data?* (presents the names of common products and lists them according to their approximate lifespan in years)
- Read the questions aloud. Tell Ss to use the information in the chart to answer the questions.
- Review the answers as a class.

B
- Read the question aloud. In groups, have Ss discuss the data and come to a conclusion.
- Remind Ss to base their answer on the information in the chart as well as their own experiences with common products.
- Ask for volunteers to share their answers. (new technology, out-of-date software) Ask them to refer to the information in the chart to support their answer.
- Ask, *Does this problem only apply to technological products and household items?* Elicit ideas from the class. Ask them to share what other kinds of products are becoming obsolete faster.

EXTENSION Have Ss consider the problem from different perspectives. For example, ask, *Why do companies make products that need to be replaced quickly? Why do consumers dispose of products more quickly?* Have Ss brainstorm ideas in groups. Invite volunteers to share their answers with the class.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, ask Ss to brainstorm both the positive and negative consequences of products becoming obsolete more quickly. Tell the note takers to record 3–5 of the most important consequences.
- For step 2, have groups choose the best solution for preventing the negative consequences.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to explain exactly how the solution would work. Leave 2–3 minutes for questions and comments after each presentation.

OPTION Allow Ss to search online for information about solutions that are currently being implemented for this problem. For example, many people are buying products that are made from recyclable materials or that are sold in second-hand stores.

2 REVIEW 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.

1. C. Answers will vary. Possible answers:
   - Three positive consequences: increased production/employment; the retirement of outdated products like bad textbooks and inefficient air conditioners; continuous innovation
   - Three negative consequences: waste of resources; pollution from discarded items; spending more money
   - What might be done: find ways to make products last as long as possible; pressure companies to make their products last a little longer; force companies to increase recycling and reduce pollution

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9 DO YOU FOLLOW ANY SPORTS?

PREVIEW THE UNIT

LESSON 1	**Talk about athletic competition**	
	Vocabulary	Athletic abilities
	Language choices	Modals for speculation and expectation
	Conversation skill	Build empathy with active listening
LESSON 2	**Talk about esports**	
	Language choices	Expressing necessity and obligation
	Pronunciation	Expressions of necessity
	Listening skill	Infer the target audience
LESSON 3	**Talk about what a sport is**	
	Language choices	Permission, strong advice, and prohibition
	Note-taking skill	List a series of arguments
	Discussion skill	Express strong opinions
LESSON 4	**Read about sports fans**	
	Reading skill	Understand referential cohesion
LESSON 5	**Write a set of instructions**	
	Writing skill	Write like a reader
	Writing tip	Read out loud, backwards
PUT IT TOGETHER		
	Problem solving	Consider how to limit the injuries sports can cause

GET STARTED

A
- Read the unit title and learning goals aloud. Answer any questions Ss have.
- In pairs, have Ss discuss the target questions.
- Ask for a few volunteers to share their answers with the class.

B
- Direct Ss' attention to the picture. Ask Ss to write words or phrases that describe the picture and then compare their ideas in pairs.
- Review the meaning of *open-water swimming* (swimming which takes place in outdoor bodies of water such as oceans, lakes, and rivers) and *triathlete* (someone who takes part in a multisport race, the most common form of which includes swimming, cycling, and running over various distances).
- Read the target question. Have Ss discuss in pairs. Ask them to write down three motivations. To review, call on Ss to share one of the motivations.

C
- Read Tae-ho's social media message aloud.
- Ask, *What is a fantasy sport league?* (It's a game where a group of players select from among real-life professional athletes to put together fantasy teams. Then, based on the way each real-life athlete performs throughout the season, the fantasy teams are assigned points. The player whose fantasy team wins the most points throughout the season wins.)
- Read the target questions. Have Ss discuss in pairs and have volunteers provide feedback.

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9 DO YOU FOLLOW ANY SPORTS?

LEARNING GOALS

In this unit, you

- talk about athletic competition
- talk about esports
- talk about what a sport is
- read about sports fans
- write a set of instructions



GET STARTED

A Read the unit title and learning goals. Following a sport means watching it as well as keeping up with other news about it. Which sport interests you, either to watch or play? Why do you like it?

B Look at the picture. The photo appears to be open-water swimming and might be part of a triathlete competition, also involving running and cycling. Why might people do these activities?

C Read Tae-ho's message. Do people generally like to play the sport that they are fans of? Why or why not?



TAE-HO KANG

@Tae-hoK

I love to watch soccer, but I'm not very good at it. Anyone interested in a fantasy soccer league?

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LESSON 1 TALK ABOUT ATHLETIC COMPETITION



TAE-HO KANG

@Tae-hoK

I think there was an employee baseball game yesterday. Funny no one in the office is talking about it!

1 VOCABULARY Athletic abilities

A Look at the class descriptions. Would you be interested in either of these classes? Why or why not?

B ▶09-01 Read and listen. Notice the words in bold.

KP Sports Center New! Classes to boost your **athletic abilities**!



Our top trainer, Pau Pujol, is offering these short-term classes to help you improve your skills.

CLASS 1 **Hand-Eye Coordination**

Do you feel like you're too **uncoordinated** to play sports well? Have trouble hitting the ball with your bat or racket? This class will teach training exercises you can do to build those skills. You'll be winning points and **scoring runs** before you know it.

CLASS 2 Building **Competitive Spirit**

In order to win any game, you need to **play your heart out** and do your best to **demolish your opponent** (without cheating, of course—everyone wants to **win fair and square**!). But sometimes we have trouble tapping into our competitive potential. In this class you'll learn some critical psychological tricks to really help you get your game on.

>> FOR PRACTICE, PAGE 149 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Modals for speculation and expectation

A Read the example sentences. Then complete the rules in the chart with the correct modals and word forms.

Example sentences

1. That team never loses. They **must** have some really good players.
2. The retirees won the game? You **must be kidding**, right?
3. They won by only 1 point. It **must have been** an exciting game.
4. You **can't** eat that entire pizza by yourself. It's enough for five people!
5. Where is everybody? They **can't be playing** softball. The weather is terrible.
6. We've been practicing all week, so our team **should** definitely win the next game.
7. I don't know where Scott is. He **might** have a softball game today, or he **may** be in his office.
8. Our team is getting better and better. We **could** win the next game. We'll see.

Modals for speculation and expectation

- Use ___must___ to show you are quite certain that a situation is true.
- Use ___can't___ to express disbelief.
- Use ___should___ to talk about a situation that you expect to happen.
- Use ___may___, ___might___, or ___could___ to show you are not certain.
- Use a modal + *be* + ___-ing___ to show the situation is happening now.
- Use a modal + *have* + ___past participle___ to show the situation was in the past.

>> FOR PRACTICE, PAGE 149

B How certain are the speakers about these statements? Is it possible to change some modals to make them more certain or less certain? See answers on page T-102

"Joe's team can't be practicing again! They must have practiced a hundred hours this week."
"Don't worry. They might have improved, but our team should still win the next game."

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LESSON 1 TALK ABOUT ATHLETIC COMPETITION

- Write *athletic competition* on the board. Read it aloud. Say, *The adjective* athletic *describes anything related to athletes or athletics.* Ask, *Who are athletes?* (people who are good at sports and take part in sports competitions) *What are athletics?* (sports and other physical activities) Elicit answers.
- Ask for a volunteer to read the social media message aloud. Ask, *Why do you think no one in the office is talking about the baseball game?*

LANGUAGE NOTE *Funny* is an abbreviation of *The funny thing is that…* or *It's funny that…*, which are expressions used to say that something is strange. It is common to start phrases this way in informal speech and writing.

1 VOCABULARY

A

- Read the vocabulary title aloud.
- Ask, *Do you have athletic abilities?* Take a class survey. Ask, *Would you want to improve them? Why or why not?* Call on Ss to explain their answer.
- Ask Ss to look at the class descriptions. Ask, *Where are these classes being offered?* (at KP Sports Center) *What kind of place is* KP Sports Center? (a gym or community center)
- Ask for a volunteer to read the names of the two classes being offered. Read the target questions. Tell Ss to skim the descriptions and answer the questions in pairs.
- Invite volunteers to share if they would want to take these classes, and why or why not.

OPTION First, have Ss listen to the class descriptions and discuss the vocabulary. Then have them answer the target questions.

B

- Have Ss look at the picture and describe what they see in pairs (tennis player, coach, net, racket). Elicit ideas.
- Say, *Listen to the words and phrases that are commonly used to talk about athletic ability.* Play the audio. Pause after *win fair and square*.
- Tell Ss to follow along as they listen to the class descriptions. Play the rest of the audio.
- In pairs, have Ss read the descriptions again and discuss the meanings of the words in bold.
- Ask, *What does it mean to* get your game on? (to apply more effort and focus to playing a sport) Elicit answers.
- Review definitions. Refer Ss to the definitions on page 164.
- Remind Ss they can go to page 149 for further practice.

2 LANGUAGE FOCUS

A

- Read the title aloud. Ask, *What is* speculation? (ideas or guesses about something that is not known) *What is* expectation? (a belief that something will happen or is likely to happen) Elicit answers.
- Say, *We can use modals to talk about ideas, guesses, or beliefs we have.* Read the instructions aloud.
- In pairs, ask Ss to take turns reading the example sentences aloud. Suggest they underline any modal auxiliaries in the sentences and circle any present or past participles.
- Have Ss complete the rules.
- To review, call on Ss to read the rules aloud.
- Point out the negative contraction *can't* in sentence 5. Ask, *What are the negative contractions for the other modals?* (couldn't, mustn't, shouldn't; no contractions for *may not* and *might not*) Elicit answers. Write them on the board.
- Sentence 7 uses *may be*. Point out to Ss that the verb form *may be* is often confused with the adverb *maybe*. *Maybe* usually comes at the beginning of the sentence. Give examples to compare the use of *maybe* and *may be*: *Maybe my friend will be a starting player on the team. My friend may be a starting player on the team.* Point out that in the first example, the word *maybe* can be replaced with the word *perhaps* or *possibly*.

B

- Read the target questions aloud. Ask for a volunteer to read the statements for the class.
- Ask Ss to underline the modals and circle the base verbs as they listen.
- In pairs, have Ss discuss how certain the speaker feels in each of the statements.
- Encourage Ss to rewrite the sentences with different modals to see how the changes affect the meaning of the sentence.
- To review, read the statements and ask, *How certain is the speaker? How can we make this statement more or less certain?* Elicit answers. Write Ss' ideas on the board.

2. B. Answers will vary. Possible answers: The first sentence expresses disbelief that the team is practicing again. To indicate less certainty, change the modal to *may*, *might*, or *could* and delete the exclamation point. The second sentence is an exaggeration. The writer wants to express that Joe's team has practiced a lot. In the third statement, the writer is not certain whether the team has improved. To make it more certain, change the modal from *might* to *must*. The next clause in that sentence expresses a high degree of certainty. To make it less certain, change *should* to *may*, *might*, or *could*.

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3 CONVERSATION SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions.
- Elicit additional expressions to show empathy, such as *I see what you mean. That sounds really hard / great.*
- Direct Ss' attention to 3A. Say, *Listen to a conversation about an athletic competition.* Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually and compare their answers in pairs. Call on Ss to read the answers.

B
- Read the instructions aloud.
- In pairs, have Ss take turns sharing why they are feeling nervous or excited about something that is going to happen. Remind them to use expressions from the conversation skill box to express empathy and give each other advice.
- Have Ss complete the exercise in pairs.
- Invite volunteers to perform their conversations in front of the class.

4 CONVERSATION

A
- Say, *Listen to Tae-ho and Carla have a conversation about a workplace event.*
- Read the instructions. Ask, *What do you think Tae-ho and Carla are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*
- Clarify any new or confusing words in the conversation, such as *retiree* (someone who has stopped working because they are officially too old to work), *trophy* (an object such as a large cup that is given as a prize for winning a competition), and *recruit* (to get someone to join a team).
- Ask, *What does it mean to* pitch underhanded? (to throw a ball with an underhand motion, where the hand is brought forward and upward from below the shoulder)
- Ask, *What does it mean when you add* -something *to an age, as in* 30-something? (used to give an approximate age, in this example the person is between the ages of 30 and 39)
- Ask, *Why does Tae-ho respond to the score of the game with the word* Ouch? (*Ouch* as an interjection can be used as a response to an unpleasant situation.)

B
- Give Ss time to preview the questions and predict the answers.
- Play the audio again. Suggest Ss take notes as they listen. Review answers.

C
- Have Ss look at the picture. Ask, *Would you be interested in playing softball? Why or why not?* Elicit answers.
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Encourage Ss to talk about traditional sports from their country, such as sumo wrestling, horse and camel racing, and jiu-jitsu (mixed martial arts).
- Lead a class brainstorm of sports. Write Ss' ideas on the board for reference.
- Copy the chart on the board. Read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *Lately, I have been following American football. I like that it requires a variety of talents, like speed, strength, and strategy. I don't like the aggressive playing, though.*
- Have Ss complete the chart with their own ideas.

B
- In pairs, have Ss use their notes to talk about what they like and don't like about the sport they chose. Model the conversation with a higher-level student.
- Ask Ss to state whether they agree with their partner's opinions. Remind them to use expressions from the conversation skill box.
- Call on volunteers to perform their conversations.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

✓ using the vocabulary to talk about athletic ability
✓ using modals for speculation and expectation
✓ building empathy with active listening

EXIT TICKET Have Ss write their names on a blank card and describe what they like and do not like about another sport. Ask Ss to include real-life examples and provide reasons that support their opinion. Encourage them to use the target vocabulary from 1B and use modals for speculation and expectation to express certainty or disbelief about relevant situations. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 CONVERSATION SKILL

Build empathy with active listening

You can use expressions like these to show that you understand how another person feels.

I see why you're _____.
I hate / love that feeling.
That's a great / terrible feeling.
I know the feeling / how that feels.

A ▶09-04 Read the conversation skill. Then listen. Write the expressions that the woman uses to express empathy.

1. I hate that feeling.
2. I see why you're nervous!
3. That's a great feeling.

B PAIRS Student A: Imagine that you are nervous or excited about something that is going to happen.
Student B: Listen and express empathy. Give any advice you can think of.

4 CONVERSATION

A ▶09-05 Listen. What do Tae-ho and Carla talk about? what happened at the softball game

B ▶09-05 Listen again. Answer the questions.

1. Who was playing in the softball game? current employees against retired employees
2. What was the result of the game? The retirees won 6-1.
3. What reason does Carla give for the outcome? She says they must have been practicing.

C ▶09-06 Listen. Complete the conversation.

Tae-ho: Oh you wouldn't have wanted me _____.
I'd just have made things worse.
Carla: They could hardly have been worse.
Tae-ho: Seriously. Hiro tried to recruit me, but _____.
Carla: You look fit to me.
Tae-ho: Well, I run and swim, but I have zero hand-eye coordination. No ball sports for me.
Carla: OK, _____.



5 TRY IT YOURSELF

A THINK Choose one sport and think of three aspects of it that you like and three that you don't like.

Sport: _____	
What I like about it	What I don't like about it

B PAIRS Explain what you like and don't like about the sport you chose. Express empathy with your partner's point of view.

A: Baseball is so boring, especially in the outfield. You spend so much time standing around waiting for the ball to come to you...
B: I feel that way sometimes, too, but it's so exciting when all of a sudden you have to catch it!

■ I CAN TALK ABOUT ATHLETIC COMPETITION.

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LESSON 2 TALK ABOUT ESPORTS



TAE-HO KANG

@Tae-hoK

I'm pretty good at video games, but there's no way I could play esports professionally!

1 BEFORE YOU LISTEN

A PAIRS THINK Do you like to play video games? Do you think professional esports would be an interesting career? Why or why not?

B 09-07 VOCABULARY Complete the phrases with the words in the box. Then listen and check your answers.

times	pro	risk	money	mind	decision
with	gig	head	humor	plan	back

>> FOR PRACTICE, PAGE 150 / DEFINITIONS, PAGE 165

1. get a paying gig
2. keep in mind
3. make big money
4. kick back
5. keep up with
6. have fast reaction times
7. go pro
8. take a calculated risk
9. make a split-second decision
10. keep a cool head
11. have a good sense of humor
12. have a backup plan

2 LANGUAGE CHOICES Expressing necessity and obligation

A Read the example sentences. Then circle the correct words to complete the rules in the chart.

Example sentences

1. We **'ve got to** remember this is just a game. We **don't need to** be so competitive.
2. You **needn't** be a professional to enjoy playing this game.
3. I worked from home yesterday because I **didn't need to** go to the office.
4. Thanks for the coffee! You **didn't need to** do that, but I really appreciate it.
5. The birthday gift from my colleagues was nice, but they **needn't have** gotten me anything.
6. We **must** figure out a solution as soon as possible.
7. Participants are **required to** register before the competition.
8. You **don't have to** go to the show tonight. It's up to you.
9. I **had to** make a quick decision or I would lose points.

Expressing necessity and obligation

- Use *must, have to, need to,* and *have got to* to express **responsibility / speculation**.
- Use *don't need to* or *needn't* to show an action is **unnecessary / impossible**.
- Use *didn't need to* or *needn't have* to show something **wasn't required / was prohibited.**
- Use *don't have to* to show an action is **optional / prohibited**.
- Use *required to* to show an action is **a suggestion / an obligation**.
- To express past necessity, use ***had to / must have***.

>> FOR PRACTICE, PAGE 150

B Look at example sentences 3-5 in 2A. What is the difference in meaning? Is it possible to use *needn't have* or *didn't need to* in all three sentences?

Answers will vary. Possible answer: All of the examples express the idea that something was not necessary. It's possible to use *didn't need to* in all three examples. We can use both *didn't need to* or *needn't have* when something was unnecessary but we did it anyway. In sentence 3, we cannot use *needn't have*. When something was unnecessary, so we did not do it, we can use only *didn't need to*.

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LESSON 2 TALK ABOUT ESPORTS

- Write *esports* on the board. Read the title aloud. Ask, *What are esports?* (live video game competitions) Elicit ideas.
- Ask for a volunteer to read the social media message for the class.
- Ask, *What is Tae-ho pretty good at?* (playing video games) *Does he think he would also be good at playing esports professionally?* (no)
- Ask, *How do you think playing video games and playing esports professionally are similar and different?* Have Ss make predictions in pairs.

LANGUAGE NOTE *Esports* are also known as *electronic sports*. The word is also written as *e-sports* or *eSports*.

CULTURE NOTE Esports is an industry that is projected to generate $1.5 billion by 2020. In 2017, a professional gamer named "Faker" signed a $2.5 million annual contract with the world champion *League of Legends* team called *SK Telecom T1*. The numbers are also high in terms of viewers. For example, the 2017 World Championship for *League of Legends*, the biggest esports game in the world, was broadcast on video channels like YouTube Gaming and Twitch and televised on TV channels such as ESPN and DisneyXD to more than 106 million viewers.

1 BEFORE YOU LISTEN

A

- In pairs, have Ss discuss being an esports professional. Ask, *What do esports professional athletes do?* (play in multiplayer video game competitions, individually or on teams) *What skills and experience do they need?* (excellent hand-eye coordination and very fast reaction times) *Would you want to become an esports athlete?* Elicit answers.
- Read the target questions aloud. Ask Ss to discuss them in pairs.
- Take a class poll. Ask, *Who likes to play video games?* Call on Ss to say the names of video games they like to play.
- Ask for volunteers to share if they think professional esports would be an interesting career for them, and why or why not.

EXTENSION Have Ss do a quick online search to find out which are the most popular esports games. Ask them to share their findings in small groups.

TEACHING TIP Using technology in the classroom promotes individual learning, collaboration and teamwork, and 21st-century skills. When applicable, have Ss look at websites (in this case, esports websites) to support the content being taught.

B

- Read the instructions.
- Have Ss complete the matching exercise individually and then compare their answers in pairs.
- Say, *Listen to the phrases that are commonly used to talk about esports.* Tell Ss they will hear the word followed by an example sentence. Ask them to check their answers.
- Then have Ss define the terms in small groups. Play the audio again if appropriate.
- Review meanings as a class. Remind Ss they can go to page 150 for practice and page 165 for definitions.

2 LANGUAGE NOTES

A

- Read the title aloud. Ask, *What is obligation?* (something that you must do for legal or moral reasons)
- In pairs, have Ss read the example sentences and complete the chart.
- Ask for volunteers to read the rules aloud. Correct if necessary.
- Say, *Must, have to, need to,* and *have got to* all have the same meaning. However, *must* is very formal. Tell Ss to use *have to, need to,* or *have got to* in more informal settings.
- Point out that *must* doesn't have its own past form. The past of both *have to* and *must* is *had to*.

B

- Read the instructions. Ask for a volunteer to read the sentences aloud.
- In pairs, have Ss answer the questions. Elicit the difference between *didn't need to* and *needn't have*. We can use either of these when something was unnecessary but we did it anyway. However, if the meaning is that something was unnecessary so we did not do it, we can only use *didn't need to*.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note.
- Ask Ss to follow along as they listen. Play the audio.
- Ask Ss if they heard the blended pronunciations. If not, play the audio again.

B
- Say, *Listen to tips for being a professional dancer.*
- Read the instructions. In pairs, ask Ss to predict the pronunciation of the underlined verbs before listening.
- Play the audio. Remind Ss to listen first, and then listen and repeat.

C
- Read the instructions.
- Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, invite a volunteer to read the paragraph and pause at the blanks. Elicit the answers from the class. Write them on the board. Correct if necessary.

4 LISTENING

A
- Have Ss look at the picture. Ask, *Who is in the picture?* (male and female esport gamers) *What are they wearing?* (matching shirts, headphones) *Why?* (because they are a professional team)
- Tell Ss they are going to listen to an episode of a podcast called *What Work?* Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Play the audio.
- In pairs, have Ss discuss the target question. Review the answer.

B
- Ask Ss to look at the Listening Skill box. Read the information aloud. Ask, *What does it mean to deduce something?* (to use logic or reason to form a conclusion)
- For the second listening, ask Ss to listen specifically to the speaker's language to infer who the target audience of the podcast is. Tell them to pay attention to the speaker's word choice and style (formal, informal, academic, conversational).
- Play the audio. Have Ss discuss the target question in pairs.
- Elicit the answer. Ask, *How do you know?* (use of second person: *you, your*) *What does the host say when speaking directly to the target audience?* (if you think this is the path for you, there are a few things to keep in mind; if you're hoping to be a big-league gamer, start early and have a backup plan)

C
- For the third listening, have Ss listen for key details.
- Copy the chart on the board. Tell Ss to listen for the transition words in the chart that signal important pieces of information.
- Play the audio. Have Ss complete the exercise individually and then compare their charts in pairs. Play the audio again if appropriate.
- Ask, *What does it mean if we say someone has* charisma? (has a natural ability to attract and interest other people) *What does it mean if we say someone plays sport at an* elite level? (is amongst the top performers in the country)
- Invite volunteers to add their answers to the board.

D
- Read the target questions aloud.
- In pairs, have Ss discuss what information surprised them, and why. Encourage them to talk about what they knew about esports before and after the podcast.
- Ask for volunteers to share their answers.

5 TRY IT YOURSELF

A
- Read the instructions. Tell Ss to list the benefits of becoming a professional gamer.
- Have Ss choose three of these benefits to focus on.
- Monitor and provide help as needed.

B
- Have Ss read about and choose their roles. Encourage them to use their notes as they role-play the conversation between friends.
- Time permitting, have Ss swap roles and have a new conversation.
- Monitor. Listen for the correct use and pronunciation of expressions of necessity.
- Invite volunteers to perform their role play.

C
- Have pairs form groups of four. Have Ss come to a group conclusion about the strongest arguments. Tell reporters to share their group's conclusion with the class.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about esports
- ✓ expressing necessity and obligation
- ✓ pronouncing expressions of necessity
- ✓ using appropriate language for their audience

EXIT TICKET Have Ss write their names on a blank card. Give them time to write 4–5 sentences explaining their personal opinion either for or against professional gaming as a career choice. Ask Ss to use the target vocabulary from 1B and expressions of necessity. Read the cards to identify areas for review.

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3 PRONUNCIATION

Expressions of necessity

Have to, has to, had to, need to, needs to, and *needed to* have blended pronunciations: /hæftə/, /hæstə/, /hædtə/, /nidtə/, /nidztə/, and /nidədtə/. The final /d/ in *had, need,* and *needed* and the /t/ of *to* blend into a single sound. In the words *don't, doesn't,* and *didn't,* /t/ is often silent: *don't have to* /donhæftə/.

A ▶09-09 Listen. Read the pronunciation note.

B ▶09-10 Listen. Notice the blended pronunciations of the underlined verbs. Then listen and repeat.

1. To be a professional dancer, first of all, you have to love dancing–because you need to give up a lot for the career.
2. A professional dancer has to train for several hours a day, six days a week, for almost the whole year.
3. Athletes who play seasonal sports don't have to practice so much and have more time off.

C ▶09-11 Listen. Complete the sentences with the words you hear.

Playing for a professional esports team, Miko thought he didn't need to study, but his coach said he had to finish high school. After the championships, he knew he needed to save money for next season. He didn't have to wait long before he got offers to promote gaming equipment.

4 LISTENING

LISTENING SKILL Infer the target audience

We can often tell from a speaker's language who the intended, or target, audience is. For example, if you hear very formal language about a particular field of study, you might deduce that the target audience is an academic one.

A ▶09-12 Listen. What is the main idea of the podcast? The main idea is that there are many challenges to becoming a pro gamer.

B ▶09-12 Read the Listening Skill. Listen again. Who is the intended audience for this talk? Young people who are looking at career options.

C ▶09-12 Listen again. Take notes in the chart.

Esports are getting more popular, but there are things to keep in mind about going pro.

Introduction:	
1st:	Only about 500 players worldwide make a lot of money.
2nd:	Requires many hours of practice, must keep up with games
3rd:	Need excellent hand-eye coordination and cool head
4th:	Performance skills also useful
Finally:	Most pro gamers retire by 25 / need a backup plan



D PAIRS REACT Were you surprised by any of the information in the podcast? Why or why not?

5 TRY IT YOURSELF

A THINK Imagine that you have your heart set on becoming a professional gamer, but your friend wants to talk you out of it. What points could you make in favor of this choice? Write three ideas.

B PAIRS Student A: Try to convince your friend that professional gaming is a good career choice for you. Student B: Using your notes from 4C and your own ideas, try to talk your friend out of trying to going pro.

C EVALUATE Decide which are the most compelling arguments in favor of a gaming career. Share your ideas with the class.

■ I CAN TALK ABOUT ESPORTS.

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LESSON 3 TALK ABOUT WHAT A SPORT IS



TAE-HO KANG
@Tae-hoK
Do you think ice dancing is a sport? What about bowling?

1 BEFORE YOU LISTEN

A PAIRS THINK Think of a sport you consider unusual. What makes it unusual? Explain the sport and your opinions to your partner.

B ▶09-13 VOCABULARY Look at the words and expressions and listen to the sentences. Do you know what they mean?

call for	fetch	eliminate
as opposed to	a tournament	enlightening
play catch	regard as	

>> FOR PRACTICE, PAGE 151 / DEFINITIONS, PAGE 165



capoeira

2 LANGUAGE CHOICES Permission, strong advice, and prohibition

A Read the example sentences. Look at the words in bold expressing permission, strong advice, and prohibition. Then write those words in the correct categories in the chart.

Example sentences

1. You **ought to** rest the night before a big game.
2. We **should** wait for instructions before we begin.
3. You**'re allowed to** take breaks between games.
4. We**'re not allowed to** use our phones during the trivia game.
5. You **had better** stretch before the game begins.
6. We**'re supposed to** arrive an hour early.
7. Athletes **must not** use non-prescription drugs.
8. You **may** join our team if you'd like, or you **can** choose another team.
9. You **can't** park your car there.

Permission	Strong advice	Prohibition
allowed to may can	ought to should had better supposed to	not allowed to must not can't

>> FOR PRACTICE, PAGE 151

B PAIRS Discuss the differences in meaning in these sentences. Describe situations in which they might be used. See answers on page T-106

1. You're not allowed to participate with a sprained ankle.
2. You can't participate with a sprained ankle.
3. You must not participate with a sprained ankle.
4. You had better not participate with a sprained ankle.
5. You're not supposed to participate with a sprained ankle.

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LESSON 3 TALK ABOUT WHAT A SPORT IS

- Read the lesson title. In pairs, have Ss discuss why esports was officially classified as a professional sport. Elicit ideas.
- Ask, *Do you agree that gaming is a sport? Why or why not?* Elicit opinions.
- Ask for a volunteer to read the social media message aloud. Clarify Ss' understanding of *bowling* (an indoor game in which you roll a large heavy ball along a wooden track in order to knock down a group of wooden objects shaped like bottles).
- Elicit answers to the questions in the message. Ask Ss to provide reasons to support their opinion.

1 | BEFORE YOU LISTEN

A
- Read the instructions aloud. Lead a class brainstorm to elicit names of unusual sports. Write Ss' ideas on the board.
- In pairs, have Ss discuss the sports on the board or other sports they find unusual. Ask them to explain to each other what is strange about each sport.
- Ask for volunteers to share their answers with the class.

B
- Draw Ss' attention to the picture. Read the caption aloud.
- In pairs, have Ss describe what they see. Ask leading questions, such as *Who are the athletes? What are they wearing? Where are they training?*
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with and share their previous knowledge in pairs.
- Play the audio.
- In small groups, have Ss define the terms. Play the audio again if appropriate.
- Review definitions. Refer Ss to the practice and definitions on pages 151 and 165.

CULTURE NOTE Capoeira is a martial art that combines elements of dance, acrobatics, and music. It was developed by enslaved Africans in Brazil at the beginning of the 16th century, but today is practiced by athletes all over the world.

2 | ANALYZE GRAMMAR

A
- Read the grammar title and instructions aloud.
- Copy the chart on the board. Ask Ss to define the headings in pairs. (*permission*: the right or ability to do something that is given by someone who has the power to decide if it will be allowed or permitted; *strong advice*: advice that is firmly believed or firmly felt; *prohibition*: the act of not allowing something to be used or done)
- Have Ss take turns reading the example sentences aloud. Tell them to pay attention to how the bold words are being used in each sentence.
- Clarify Ss' understanding of terms that may be unfamiliar, such as *trivia game* (a game with questions on facts about history, sports, famous people, etc.) and *non-prescription drugs* (drugs that you can get without a prescription, or a special note from a doctor).
- In pairs, have Ss complete the grammar chart.
- Invite volunteers to add their answers to the grammar chart on the board.
- Review the answers as a class.

B
- Have volunteers take turns reading the sentences aloud. Ask Ss to underline the expressions of permission, strong advice, or prohibition in the sentences as they listen.
- In pairs, have Ss discuss and compare the meaning of the sentences. Ask them to brainstorm different real-life situations where the sentences might be used.
- Read each sentence aloud. Ask, *What does this mean? In what situation might it be used?* Elicit answers from the class. Ask Ss to reference the grammar chart to help explain their answers.

EXTENSION Have Ss write one sentence for every modal in the grammar chart. Encourage them to make the sentences true for them. In pairs, have Ss take turns reading their sentences and giving each other feedback on verb use and form.

2. B. Answers will vary. Possible answer: Sentences 1 and 2 both express that the person does not have permission to participate, but the second sentence could also mean that the person does not have the ability to participate. The first sentence is stronger and might be used by a coach or other person of authority, whereas the second sentence is somewhat friendlier. Sentence 3 expresses prohibition and might be used by a medical professional. Sentences 4 and 5 express strong advice, but the fourth sentence is stronger.

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3 LISTENING

A
- Read the title of the talk aloud: *What Is a Sport?* Ask, *What do you think you will learn about in this talk?*
- Bring Ss' attention to the picture. Have them identify as many of the sports balls as they can (American football, soccer ball, basketball, volleyball, golf ball, tennis ball, badminton shuttlecock, billiard ball, baseball). Elicit the answers.
- Read the target question. Ask Ss to recall the meaning of *tone* (a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing).
- Play the audio or video. Have Ss discuss the target question in pairs.
- Review the answer. Ask, *What about the speaker's tone makes it humorous?* (For example, He says, *There are cake-baking and tomato-growing competitions. And trust me, those people get competitive.* Also, at the end of the episode he sarcastically calls the lecture *enlightening* and jokes about not being able to come to a conclusion.)

B
- Bring Ss' attention to the Note-taking Skill about how to list a series of arguments. Read it aloud.
- Copy the chart on the board. Review the headings and the criteria in the left column.
- For the second listening or viewing, tell Ss to listen for the counterarguments to each of the criteria.
- Play the audio or video again. Pause after *like gymnastics, hockey, and swimming.*
- Do an example as a class. Elicit the counterarguments for the ball as a defining characteristic of a sport. Add key phrases and examples to the chart.
- Play the rest of the audio or video.
- Have Ss complete their charts and then compare them in pairs.
- Review answers by asking for volunteers to add their ideas to the chart on the board.

C
- Have Ss complete the exercise individually and then compare their answers in pairs. Elicit the speaker's conclusion.

D
- Tell Ss to look back at their chart in 3B. Read the target questions aloud.
- Have Ss answer individually and then take turns sharing their opinions in pairs.
- Ask for volunteers to share their opinions.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the phrases aloud.
- Ask for volunteers to share which phrases they use in their own discussions. Elicit additional phrases to express strong opinions. (For example, I'm certain that…)

5 TRY IT YOURSELF

A
- Read the instructions aloud. Have Ss look at the chart. For each activity, ask, *Have you heard of this activity? Have you done it? If so, how was the experience? If not, do you want to try it?* Elicit answers.
- Allow Ss to conduct online research about the three activities.
- Ask Ss to write down their answers individually. Monitor.

B
- Have Ss take turns sharing their notes in small groups. Ask groups to choose a timekeeper, a note taker, and a reporter.
- Give group members a few minutes to present their arguments. Tell the timekeepers to keep time.
- Remind Ss to use the expressions from the discussion skill box to express strong opinions.

C
- When all group members have presented, ask Ss to come to a group conclusion. Tell note takers to make a list.
- Tell reporters to share their group's conclusions.
- Write Ss' ideas on the board. Take a class vote on whether each activity should be considered a sport.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about what a sport is
- ✓ expressing permission, strong advice, and prohibition
- ✓ listing a series of arguments
- ✓ expressing strong opinions

EXIT TICKET In groups, have Ss choose three other unusual activities, and discuss arguments for and against each one being considered a sport. Tell Ss to use the target vocabulary and the criteria from the podcast to help guide their conversation. Monitor. Listen and take notes on areas for review.

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3 VIDEO TALK



A 09-15 Listen or watch. What is the tone of this lecture?
The tone of the lecture is humorous.

B 09-15 Read the Note-taking Skill. Listen or watch again and complete the chart.

NOTE-TAKING SKILL List a series of arguments

Sometimes a speaker will present a series of arguments and counterarguments when trying to answer a conceptual question. The counterarguments explain why each potential answer is incorrect or insufficient. In your notes, list each potential answer and the counterarguments against it.

What makes a sport a sport?	Counterarguments
Playing with a ball	non-sports with ball: fetch, catch sports with no ball: hockey, swimming, gymnastics
Playing on a team	individual sports: tennis, surfing team non-sports: quiz games, board games, work teams
Playing competitively	non-sports competitions: chess, tomato-growing, baking some sport activities done non-competitively: kayaking, diving
Using physical skill and coordination	trampoline, yoga, ballet dancing require it, but aren't sports
Being included in the Olympics	car and boat races not included, but still sports

C What does the speaker conclude? In conclusion, the speaker states that he doesn't know what a sport is.

D PAIRS REACT Which of the speaker's criteria do you think are most important in defining something as a sport? Why?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you already use in your discussions?

Express strong opinions

In a group discussion, express strong opinions with phrases like these:

Obviously...
It seems clear to me...
There's no doubt...

A THINK The activities in the chart were included in the Olympics at least once. List an argument for and against each one being considered a sport.

Read online about hot-air ballooning, tug-of-war, and motor boating. What do these activities look like?

	For	Against
Hot-air ballooning		
Tug-of-war		
Motor boating		

B DISCUSS In small groups, present your arguments.

C EVALUATE Decide which are the strongest arguments for and against each activity being considered a sport.



☐ I CAN TALK ABOUT WHAT A SPORT IS.

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LESSON 4 READ ABOUT SPORTS FANS



TAE-HO KANG

@Tae-hoK

I'm a big soccer fan and go to a lot of games. Who likes to paint their face or wear team colors?

1 BEFORE YOU READ

A PAIRS What are some of the ways fans express support for their favorite sports teams?

B 09-16 VOCABULARY Read and listen. Do you know these words?

strut	prioritize	ostracize	eccentric	monotonous
eye-catching	disproportionate	manifest	contradictory	take its toll

>> FOR DEFINITIONS, PAGE 165

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the interview will be about?

B 09-17 Read and listen to the interview. Was your prediction correct?

An interview with

Alan Harris

Author of *Sports Superfans*



Sports superfans supporting their teams

We've all seen them strutting or dancing around at sporting events wearing colorful, eye-catching clothes or costumes and body paint in their team's colors. They spare no expense buying team souvenirs and traveling across the country to attend games. They prioritize attending team events over personal obligations, including weddings and funerals, and may even name a child after their team's coach. They're sports superfans, the subject of the new book by Alan Harris, whom I had the pleasure of interviewing.

Q: Alan, what is the motivation behind the disproportionate enthusiasm of sports superfans that you document in your book compared to that of average fans?

A: Fundamentally, I think it stems from a strong desire to be part of a group. It's related to our survival instinct. In ancient times, if your group ostracized you, it often meant death. In the case of sports superfans, the intensity of this primitive instinct manifests itself as a display of allegiance to sports teams in a big way.

Q: I see. But, doesn't such eccentric behavior put superfans at risk of being ostracized?

A: While it's certainly true that the behavior of superfans is eccentric, in their private lives, they're generally people who fit into society very well. One concept that helps to explain this two-sided personality is the theory of optimal distinctiveness, which holds that people have two conflicting needs: to fit in and to be distinctive. Everyone finds a compromise between these two contradictory impulses. Most people seek a balance that allows them to satisfy both needs in a reasonable way. Sports superfans, however, are different in that they seek to make a spectacle of themselves while still gaining acceptance from the group.

Q: Isn't transitioning between extremely extroverted behavior at weekend sporting events and a monotonous office job during the week difficult for sports superfans?

A: Research confirms that it is. The intense personal investment that superfans feel for their team can cause chemical changes in the body. Studies on soccer professionals and soccer superfans have revealed that the increased hormone levels after a win and the decreased levels after a loss are the same in both groups. One fan I spoke with explained that when his team wins, the high lasts a week, but that after a loss, he can't sleep as memories of the game keep running through his head over and over, so he goes to work exhausted the next day.

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LESSON 4 READ ABOUT SPORTS FANS

- Read the lesson title aloud. Ask, *What does it mean to be a* sports fan? (a person who likes and admires a sport or a sports team in a very enthusiastic way) Elicit ideas.
- Ask for a volunteer to read the social media message aloud. Ask, *What sport is Tae-ho a fan of?* (soccer)
- Project or show pictures of local sports fans who have their faces painted or who are wearing team colors. Ask, *Have you ever dressed like this for a sports game?* Invite volunteers to share their experiences with the class.

BEFORE YOU READ

A
- Read the question aloud. Have Ss discuss in pairs.
- Tell Ss to base their answers on their real-life experiences of being or interacting with sports fans, or seeing sports fans on TV.
- Elicit ideas from the class. Write them on the board.

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.
- Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 165.

EXTENSION Have Ss write ten sentences using the vocabulary terms. Ask them to write about fan culture, either from the perspective of the celebrity or from the perspective of the fan. (For example, Being a professional athlete is like being a celebrity, and all the attention can really take its toll on that person's well-being.) In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

READ

A
- Read the title of the article: *An Interview with Alan Harris, Author of* Sports Superfans.
- Direct Ss' attention to the picture. Read the caption aloud.
- Ask, *Who are these people?* (superfans) *What are they doing?* (supporting their teams) *How do you think they are feeling?* (excited) *What sport do you think they are fans of?* (soccer) *What teams are they supporting?* (England, Germany, France, Brazil) *How do you know?* (by the team colors and flags) Elicit answers.
- Ask Ss the target question. Elicit ideas.

OPTION Have Ss close their books. Read the title and interview questions. Ask Ss to listen for key examples that could support the main topic of the interview. In pairs, have them discuss the answer to the target question.

OPTION Make copies of the title and the interview questions on a separate piece of paper. Pass it out to pairs or small groups. Have Ss close their books. Ask them to reference the handout to predict what the interview will be about.

B
- Tell Ss to look at the text. Ask, *What is it?* (an interview)
- Have Ss listen to the interview and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Was your prediction from 2A correct?*
- Clarify the meaning of new or confusing words and phrases in the interview, such as *souvenir* (something you keep as a reminder of a place you have visited or an event you have been to), *ancient* (belonging to a time that was long ago in the past), *allegiance* (loyalty to a person, country, or group), *two-sided* (having two different parts), *extroverted behavior* (behavior that is very energetic and sociable), and *constructive* (helping to develop or improve something).
- Ask, *What does it mean to* spare no expense *on something?* (to spend as much money as necessary to make something successful, without worrying about the cost) *What does it mean to* make a spectacle of yourself? (to behave in an embarrassing way) *What does it mean if something* gains acceptance? (becomes considered by most people to be reasonable or to be something that can be allowed) *What does it mean to* take something too far? (to do something to an excessive degree) *What does it mean to* have a positive take *on something?* (to have a positive opinion of it)
- Write on the board: *One fan I spoke with explained that when his team wins, the high lasts a week.* Ask, *What is the author referring to when he uses the term* the high *in this sentence?* (a very happy or successful feeling)

OPTION Play the audio and pause after each question. Give Ss a few minutes to predict the answer in pairs before moving on.

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3 READ AND UNDERSTAND

A
- Read the questions aloud. Suggest that Ss underline key words and phrases to listen for, such as *ancient, optimal distinctiveness,* and *society.*
- Make sure Ss understand the questions before moving on. Ask, *What are* physiological effects? (changes in a person's body)
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*
- Ask, *Do you agree with Harris's positive view of superfans? Why or why not?* Have Ss discuss in pairs. Then elicit opinions.

B
- Ask a volunteer to read lines 24–27 and lines 39–46 aloud.
- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Explain to Ss that referential cohesion occurs when the interpretation of one item within a text is dependent upon another.
- Write two examples with personal and demonstrative pronouns on the board: *1. My relatives were waiting for me at the airport, and I was happy to see them. 2. Plagiarism is academic dishonesty, and students should know that this can result in disciplinary action.* Ask for a volunteer to read sentence 1 aloud. Ask, *What is the personal pronoun?* (them) *What is its referent, meaning what is it referring to?* (my relatives) Say, *The personal pronoun helps avoid repeating* my relatives. Repeat the questions for sentence 2.
- Ask Ss to reread the relevant lines in the interview to find the referent for each pronoun. Have them complete the exercise individually and then compare their answers in pairs.
- Ask each question and call on Ss to read the answer aloud. If necessary, go back to a specific line number and clarify any confusing answers as a class.

D
- In pairs, have Ss write a short summary of the interview.
- Ask Ss to reread the interview and underline the main idea in each of Alan Harris's answers.
- Walk around and provide help as necessary.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.

EXTENSION For homework, ask Ss to search online for videos of superfans at large sports events with enthusiastic and eccentric behavior. As suggested in the sidebar, tell Ss to share the links with the class.

4 SHARE IDEAS

A
- Write *optimal distinctiveness* on the board. Ask Ss to paraphrase the theory of optimal distinctiveness in pairs. Challenge them not to look at their books.
- Ask for a volunteer to explain the definition of the theory to the class.
- Read the target questions aloud.
- Give an example. Say, *I sing in a community choir to be part of a group, but I like to dress with my own style to be distinctive.*
- Remind Ss to write down their ideas.
- Walk around and provide help as necessary.

B
- Arrange Ss in groups.
- First, have Ss take turns sharing their ideas.
- Then ask groups to assign each group member a score from 1 to 10 in two categories: 1. the need to fit in (1 = fitting in is the least important, 10 = fitting in is the most important) and 2. the need to be distinctive (1 = being distinctive is the least important, 10 = being distinctive is the most important).
- Ask group members to add up their scores and share them with their group. Based on this information, have groups discuss which of its members would most likely enjoy being a sports superfan, and why.

C
- Have Ss take turns sharing how well they think their score ratio represents their true feelings about sports superfans.
- Take a class survey to see how many Ss' score ratios accurately predicted their feelings about becoming sports superfans.

EXIT TICKET Write on the board: *What is your opinion about sports superfans, and why?* Have Ss write their names on a blank card or piece of paper and write 4–5 sentences answering the question. Ask Ss to include real-life examples as well as information they learned in the interview to provide reasons that support their opinion. Encourage them to use the target vocabulary from 1B and express strong opinions with the expressions in the discussion skill box from Lesson 3. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. D. Answers will vary. Possible answer: Alan Harris is the author of a new book on sports superfans. He believes that the extroverted behavior of superfans stems from an ancient, instinctive need to be part of a group. The theory of optimal distinctiveness is helpful in understanding them, as it holds that people have a need not only to fit in but also to be distinctive. Superfans also undergo chemical changes due to their intense devotion to the team. Harris takes a positive view of superfan behavior as he feels it helps build bridges between people in society.

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>

B: Wow! That must really take its toll. Don't you think superfans are taking things too far?

A: I know what you mean, but I have a more positive take on them. Professional sports have assumed a central place in the social life of modern societies. They're one of the few things that everyone can connect with. In the diverse and inclusive world of sports fans, the enthusiasm of superfans is constructive energy that can really benefit society by helping to build bridges between all kinds of people.

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the interview.

1. How is the behavior of a sports superfan related to that of ancient humans?
2. What is the theory of optimal distinctiveness and how does it apply to superfans?
3. What are the physiological effects of a superfan's behavior?
4. What is Harris's positive view of the role of sports superfans in society?

1. The instinct that drives superfans to actively demonstrate allegiance to their team is the same that drove ancient humans to be part of a group.
2. The theory says that people want to both fit in and be distinctive, which is also true of superfans, although they don't choose a reasonable balance between the two.
3. Hormone levels increase or decrease, depending on team performance, and can lead to a long-term high or inability to sleep.
4. He sees their enthusiasm as helping to build bridges between the diverse fans of professional sports.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. What follows the colon (:) in the sentence in lines 24-27?
   a. a more exact purpose for the previous phrase
   b. a more precise explanation of the previous phrase
   c. a new piece of evidence for the previous phrase
2. In lines 39-46, how is the second sentence connected to the first?
   a. a relevant anecdote **b.** supporting evidence c. a contrasting opinion

C Read the Reading Skill. Then circle the correct answers.

READING SKILL Understand referential cohesion

Referential cohesion is the way some parts of a text refer to other parts. Personal and demonstrative pronouns (for example, *he, they, this, those*) are often used for this purpose as they avoid repetition. Understanding the referents of such pronouns is essential to a correct understanding of nearly any text.

1. In line 9, who does *whom* refer to?
   a. Alan Harris
   b. superfans
2. In line 13, what does *that* refer to?
   a. the motivation
   b. the disproportionate enthusiasm
3. In line 22, what does *it* refer to?
   a. that superfans are eccentric
   b. no referent
4. In line 39, what does *it* refer to? a. extroverted behavior **b.** transitioning
5. In line 54, what does *They* refer to? **a.** professional sports b. modern societies

D PAIRS Summarize the interview in 3-5 sentences.
See answers on page T-109

Search online for videos of sports superfans doing their thing. Share the link with the class.

4 MAKE IT PERSONAL

A THINK In what ways do you try to be part of groups? In what ways do you try to be distinctive? Take notes.

B GROUPS Share your ideas. Then assign each person a score from 1 to 10 for "need to fit in" and for "need to be distinctive." Based on the two scores, decide who would most likely enjoy being a sports superfan.

C EVALUATE In the same groups, discuss how well your score ratio predicts your actual feelings about becoming a sports superfan.

☐ I CAN READ ABOUT SPORTS FANS.

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LESSON 5 WRITE A SET OF INSTRUCTIONS



TAE-HO KANG
@Tae-hoK
Just found out about this cool new sport. Can't wait to try it out!

1 BEFORE YOU WRITE

A Read about "how-to" instructions.

When you are writing instructions for how to do something, you need to be sure they are clear and easy to follow. At the same time, you want to make sure not to forget any steps. Instructions for how to play a sport should include information on the number of players, any equipment needed, the rules for playing the game, and how to win the game.

B Read the instructions on how to play bossaball. What are some differences between bossaball and volleyball?

Bossaball Rules



Bossaball is a relatively new game which was invented in Spain. It is similar to volleyball, but with some important differences. It is meant to be played with music; its name is associated with the Brazilian music *bossa nova*.

Players and Equipment

To play bossaball, you need two teams of four players. Male and female players can be mixed.

For equipment, you need a bossaball court and a ball. You can buy your own court, but it is probably easier to rent one at a beach club or resort, where the sport is popular. The court is an inflatable surface around 45 meters long and 25 meters wide. There is a 3-meter-high net across the center of the court. On each side of the net, there is a trampoline in the center of the inflatable surface. One player is always on the trampoline.

Object of the Game

The goal is to score as many points as possible by hitting the ball over the net. You may hit the ball with any part of your body—the more creative, the better!

Playing the Game

One team serves, and then the rally begins. Each team may only touch the ball up to five times before the ball must go over the net. If the team does not succeed, the opposite team wins points (see "Scoring Points") and it also gets the next serve. Each time a team scores, the players rotate so that a different player is on the trampoline.

Scoring Points

If you hit the ball over the net and your opponent cannot return it, you earn points. Either team may score points, whether or not it is serving. If the ball hits the playing surface on the other side of the net, your team wins points as follows:

Hitting the ball with your hands ("volleyball touch")	• 3 points if the ball hits the trampoline on your opponent's side of the net • 1 point if the ball hits the playing area outside the trampoline
Hitting the ball with another part of your body ("soccer touch")	• 5 points if the ball hits the trampoline on your opponent's side of the net • 3 points if the ball hits the playing area outside the trampoline
If the ball touches the "bossawall" (the ring around the trampoline), no points are scored and play continues.	

Winning the game The first team to score 25 points wins the game. But you must win by 2 points, so if the score is tied at 24–24, the game continues until one team is ahead by 2 points.

C PAIRS Can you explain the scoring system for bossaball?

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LESSON 5 WRITE A SET OF INSTRUCTIONS

- Read the lesson title and the social media message aloud. Ask, *What did Tae-ho just find out about?*

A
- Read or ask for a volunteer to read the text about "how-to" instructions aloud for the class.
- Ask, *Who has written how-to instructions before?* Ask for volunteers to share what kinds of how-to instructions they have written, and why.

B
- Read the title of the essay aloud: *Bossaball Rules*. Take a class survey to see whether Ss have heard about this sport before.
- Read the target question. Remind Ss to focus on the difference between the two sports as they follow along. Read the how-to instructions aloud for the class.
- Clarify any new or confusing words, such as *inflatable* (an inflatable object must be filled with air before you can use it), *trampoline* (a piece of equipment consisting of a metal frame with a strong material stretched across it that you can jump up and down on), *serve* (to hit a ball to your opponent in order to start playing for a point in a game), *rally* (when two players in a game hit the ball to each other several times before either of them wins the point), and *rotate* (if people or things rotate, they replace one another in a fixed order).
- Project or show a picture or video of a bossaball court and ball.
- Ask Ss if they are familiar with the music *bossa nova*. Play an audio clip of the music. Have Ss share if they like the music and how it might help, or not, when playing a sport.

OPTION In small groups, have Ss take turns reading the steps in the bossaball instructions.

C
- Arrange Ss in different pairs. Read the target questions aloud.

(a cool new sport) *What is a new sport you have recently learned about?* Have Ss share ideas in pairs.

- Have Ss explain the scoring system in pairs. After they explain it once, ask them to close their books and complete the task again.
- Ask for volunteers to explain the scoring system to the class. Have the rest of the Ss follow along with the instructions as they listen and provide feedback on what information was missing or added.

D
- Copy the chart on the board. Include the headings but not the notes. Read the instructions.
- Have Ss work in pairs to complete the exercise but ask them to fill in their charts individually.
- Walk around to provide help as necessary.
- To review, invite volunteers to add their answers to the chart on the board. Ask, *Do you agree? What other information can we add?*

EXTENSION Arrange Ss in groups of three. Write the headings from the chart in 1D on pieces of paper and place them in a small bag. Pass out one bag to each group. Have each S choose a piece of paper from the bag. Ask them to read the heading aloud and then explain that part of bossaball to their group. For example, if student A picks the piece of paper that says *Object of the game*, he or she is responsible for explaining the object of the game to the group. When each person's turn is finished, have them put the piece of paper back in the bag and pass it to the classmate on their left. Have Ss repeat this activity for 10–15 minutes.

TEACHING TIP Ask Ss to bring in real-life examples of instructions for playing a sport. Using realia engages Ss' interest and promotes a more authentic learning environment.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Clarify the meaning of *omit* (to leave something out).
- Read the instructions. In pairs, have Ss make a list of all the techniques they found.
- Call on Ss to share one of the techniques they found in the article. For each, ask, *How does this help make the instructions clearer?* Elicit ideas.

3 PREPARE AND WRITE

A
- Read the instructions aloud.
- Have Ss draw their own chart using the chart in 1D as a model. Tell Ss they must include the six categories in the chart, but can add additional categories if relevant.
- Have Ss complete the chart with their own ideas. Remind them to present steps in a logical order and explain any technical or game-specific terms.

B
- In pairs, have Ss use their notes to take turns sharing information about their ideas.
- Have a higher-level student read the example aloud.
- Encourage Ss to ask follow-up questions and challenge their partners to include only the essential information in their how-to instructions.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their how-to instructions.
- Remind them to use the how-to instructions in 1B as a model. Encourage them to use the same subheadings or subtitles and organize the categories of information in a similar way. Ask them to start the instructions with an overview of the game or sport and arrange the rest of the information in a logical way.
- Remind Ss to write like a reader. After they write a sentence, have them reread it aloud to see if it sounds logical to them.

5 EXCHANGE AND REVISE

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's instructions.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's how-to instructions.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answer. For example, when the question asks if all the technical terms are explained, encourage Ss to not only say *yes*, but also list the terms and make sure they understanding the meaning of each.
- Encourage Ss to point out any steps in the instructions that are unclear and give tips on how to make the information clearer.
- When Ss have answered all the questions, ask them to give the set of how-to instructions back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft of the instructions based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- Direct Ss' attention to the Writing tip and read it aloud. Explain that a *typo* is a typing mistake, for example when you type *form* instead of *from*.
- If many edits were made, encourage Ss to rewrite a clean version of their text, then read it through again for overall sense.

EXIT TICKET Ask Ss to walk around and describe their game or sport to three different classmates. Ss may bring their how-to instructions with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's instructions. Have them share if the instructions make sense and if they think the game or sport sounds interesting. Monitor. Listen and take notes on areas for review.

3. A. *Answers will vary in wording, but should include the following ideas:*
The introduction gives a clear overview so that the reader can have a picture in his or her mind before reading the details.
Subtitles help the reader see at a glance where the information is.
The information proceeds in a logical way, with each piece of information explained as necessary.
The writing is straightforward but informal, with a *you* subject.
All technical terms are explained.
The instructions include all the information you need in order to understand the game.

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

About the game	Players and equipment
- invented in Spain - similar to volleyball - to be played with music	- 2 teams of 4 players - court: inflatable surface with 3-meter high net and an inflatable surface with a trampoline on each side - ball
Object of the game	**Playing the game**
- score points by hitting the ball over the net - hit ball with any part of your body	- ball must go over the net after 5 hits (or fewer) - when team scores, earns points, get next serve - players rotate when points are scored
Winning	**Scoring**
- first team to get 25 points wins - must win by at least 2 points	- "volleyball touch": 3 points on trampoline, 1 point on playing area - "soccer touch": 5 points on trampoline, 3 points on playing area - ball hits "bossawall": no points are scored, play continues

2 FOCUS ON WRITING

PAIRS Read the Writing Skill. Then reread the model. What techniques does the model employ to be clear to the reader? Work together to make a list.

WRITING SKILL Write like a reader

To make sure that your writing is clear and easy to understand, ask yourself: Would I understand this if I were the reader? Information should be presented in a logical order, and no information should be omitted. Extra wordiness should be avoided, but any technical terms must be explained. Ask a friend to read your writing and tell you if it's clear.

3 PLAN YOUR WRITING

A Think of a sport or a game that you know well. Prepare to write instructions for it. Create a chart like in 1D as a model. See answers on page T-111

B PAIRS Discuss your ideas.

I don't play sports, but I like board games. I'll write about...

Writing tip

Most writing software includes spelling and grammar checks, but to be extra certain that you have no typos, try reading out loud, backwards. Read one word at a time from the last word back to the first word.

4 WRITE

Write a first draft of a set of instructions. Remember to write like a reader. Use the instructions in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's instructions. Answer the questions.

- Do you understand how to play the game or sport after reading the instructions?
- Do subtitles help you see at a glance where the information is?
- Is there an overview of the game or sport at the start of the instructions?
- Do the instructions make it clear how to win the game or sport?
- Do the instructions proceed in a logical way and are all technical terms explained?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your instructions. Then read it through again for overall sense.

☐ I CAN WRITE A SET OF INSTRUCTIONS.

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PUT IT TOGETHER

1 [illegible]

A **CONSIDER THE PROBLEM** Sports can be a lot of fun to play and a great way to get exercise, but they can also lead to injuries. Some injuries, like bruises, are minor, but others, like concussions, can do long-term damage. Review the picture and circle the correct answers.

1. Elbow injuries are most likely to come from playing **board games** / **tennis** / **hockey**.
2. Playing soccer is most likely to result in **finger fractures** / **shoulder injuries** / **foot injuries**.
3. The sport most likely to lead to the widest range of injuries is **rugby** / **swimming** / **ping pong**.



B **THINK CRITICALLY** Why are some sports more likely to lead to injuries than others? Talk with a partner.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ways that people can continue to enjoy sports and get exercise while limiting the risk of the physical injuries they sometimes cause.

Step 2 **Evaluate** Choose the best solution. Consider things that people can do before, during, and after playing sports.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

2 [illegible]

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

Speaking Objectives
- ☐ Talk about athletic competition
- ☐ Talk about esports
- ☐ Talk about what a sport is

Vocabulary
- ☐ Words related to athletic ability

Conversation
- ☐ Build empathy with active listening

Pronunciation
- ☐ Expressions of necessity

Listening
- ☐ Infer the target audience

Note-taking
- ☐ List a series of arguments

Language Choices
- ☐ Modals for speculation and expectation
- ☐ Expressing necessity and obligation
- ☐ Permission, strong advice, and prohibition

Discussion
- ☐ Express strong opinions

Reading
- ☐ Understand referential cohesion

Writing
- ☐ Write like a reader

B What will you do to learn the things you highlighted?



1. C. Answers will vary, but possible answers include proper awareness of the dangers of the sport, adequate sleep and stretching before playing, not being too reckless while playing, and proper cooldown and treatment after playing. Solutions include being as aware as possible of the risks of injury and doing everything to be physically fit and prepared to avoid injuries.

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PUT IT TOGETHER

1 [illegible]

A
- Read the problem aloud. Direct Ss' attention to the picture. Read the title: *Sports Injuries.*
- Elicit any terms that are new or confusing for Ss, such as *concussion* (an injury to the head that makes you lose consciousness or feel sick for a short time) and *ping pong* (table tennis)
- Ask, *Have you ever had any of these injuries? Which ones? What happened?* In pairs, have Ss discuss their experience with the injuries shown in the picture. Ask for volunteers to share their answer with the class. Make sure Ss understand all the injuries before moving on.
- Have Ss analyze the picture in pairs. Ask them questions to check their understanding of how the picture presents data, such as:
  1. *What is being shown in the picture?* (different kinds of sports injuries)
  2. *How does it show this data?* (presents a visual representation of the injury and points to where on the body it is located)
- Read the items aloud. Tell Ss to use their own knowledge to answer them.
- Review the answers as a class. For each, ask Ss to further explain. For example, ask, *Why does tennis lead to more elbow injuries? Why does playing soccer result in foot injuries? What other sports lead to similar injuries?* Elicit answers.

B
- Read the question aloud. Ask, *What makes some sports more dangerous than others?* In pairs, ask Ss to discuss the question and provide examples. For example, contact sports such as football result in a higher number of injuries than non-contact sports such as swimming.
- Ask for volunteers to share their ideas.

⊕ **EXTENSION** For homework, ask Ss to do online research for at least three statistics related to sports injuries. If necessary, provide Ss with example questions and answers, such as:

1. *What are the most common injuries?* (sprains and strains)
2. *What percentage of injuries occur during bicycling, skateboarding, or skating incidents?* (50%)
3. *How many children are treated in emergency departments for sports-related injuries each year in the U.S.?* (775,000)
4. *How do most injuries happen?* (as a result of falls, being struck by an object, collisions, or excessive physical effort during unorganized or informal sports activities)

Suggest Ss write up their findings in a short paragraph. In class, have Ss share their results in small groups.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Tell groups to come to a consensus about how to reduce sports-related injuries.
- For step 1, tell the note takers to record 3-5 ideas for how to limit the risk of sports-related injuries before, during, and after playing sports. If appropriate, allow Ss to research ideas online.
- For step 2, have groups choose the best solution for this problem.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to explain exactly how the solution would work. Leave 2-3 minutes for questions and comments after each presentation.

⊖ **OPTION** Have groups make a pamphlet or poster about the most effective ways to prevent sports injuries. Tell them to use the writing techniques they learned in the previous lesson and write step-by-step instructions for how people can reduce the risk of injury. Display the pamphlets or posters around the room and invite other classes to learn more about sports-injury prevention.

2 [illegible]

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.

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10 REMEMBER WHEN?

PREVIEW THE UNIT

LESSON 1	**Talk about a life-changing decision**	
	Vocabulary	Phrasal verbs for talking about life events
	Language choices	Future in the past
	Conversation skill	Maintain interest with question tags
LESSON 2	**Talk about a memoir**	
	Language choices	Past perfect and past perfect continuous
	Pronunciation	Auxiliary *had* and stress in past perfect
	Listening skill	Comparisons
LESSON 3	**Discuss life in the past**	
	Language choices	Expressing the past: review
	Note-taking skill	Listen for reasons
	Discussion skill	Ask rhetorical questions
LESSON 4	**Read about memories**	
	Reading skill	Use a cause-and-effect T-chart
LESSON 5	**Write a report**	
	Writing skill	Omit unnecessary information
	Writing tip	Sleep on it
PUT IT TOGETHER		
	Problem solving	Consider how to prevent the world's languages from disappearing

A • Write the unit title on the board.
- Tell Ss to read the learning goals. Answer any questions they have.
- Read the instructions. In pairs, have Ss discuss the target question. Elicit ideas.

TEACHING TIP Meaningful language learning takes multiple exposures to new information in different contexts. Some Ss may learn content more quickly, while others will need more repetition. Use opportunities at the beginning or end of units and lessons to review what Ss have learned thus far. The more they are exposed to the same words and context, the more automaticity they will develop.

B • Direct Ss' attention to the picture. Ask, *What do you see?* (a person holding up an old picture in the same spot it was taken many years before)
- Read the instructions aloud. In pairs, have Ss discuss the target question. Elicit ideas from the class.

C • Read Kate's social media message aloud. Read the target question aloud. Have Ss discuss in groups. Invite volunteers to share their memories with the class.

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10 REMEMBER WHEN?

LEARNING GOALS

In this unit, you

- talk about a life-changing decision
- talk about a memoir
- discuss life in the past
- read about memories
- write a report



GET STARTED

A Read the unit title and learning goals. People who have experienced the same thing may remember it differently. Why might that be?

B Look at the picture. When you revisit places, you may be struck by how similar or different they are now. Who might be holding the old photo, and why?

C Read Kate's message. What strong memories do you have that are not visual but are based on one of your other senses?



KATE SANDS

@KateS

I've been thinking about memories and how important sounds, smells, and tastes are to me – even the feel of sand between my toes!

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LESSON 1 TALK ABOUT A LIFE-CHANGING DECISION



KATE SANDS
@KateS
Today I'm thinking about how one little room key changed my life.

1 VOCABULARY Phrasal verbs for talking about life events

A Look at the title. What is meant by "small moments"?

B ▶10-01 Read and listen. Notice the words in bold.

Small Moments That Changed Your Life | **Readers: Tell us your story, but keep it short!**



SALIM I saw a flyer for a surfing class and decided to **sign up for** it. Now I spend as much time on the waves as I can!



MEI I just kind of **fell into** my career. I **didn't get around to** turning in an application for an office job I wanted, and I **ended up** working for a food truck and eventually getting my own food truck!



ANA My mom **talked me into** taking a karate class, and some of the girls I met there are still my best friends.



TIM I **met up with** friends for coffee and fell in love with our server!



TONY I **ran into** an old teacher of mine at the market and told him I was looking for work. He gave me the name of a friend who was hiring, I **turned in** an application, and two days later I had a job!



MAHA I started taking guitar lessons because I **came across** my dad's old guitar in the attic. Now I play all the time.



HUGO A friend decided to **pass up** an offer to photograph a wedding. The people needed someone urgently, and I was standing right there, so he recommended me for the job. I've been photographing weddings ever since!

>> FOR PRACTICE, PAGE 152 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES Future in the past

A Read the example sentences. What ideas do these forms express? Check (✓) the correct boxes in the chart. More than one answer may be correct.

When talking about the past, we can refer to a situation that happened after a particular point in the past but before now. To do this, we use expressions for future in the past.

Example sentences

1. I **was graduating** soon, so I decided to apply for some jobs.
2. I lost my passport the day before I **was to leave** for Japan.
3. I met Benji on the subway. I never imagined we **would get married** two years later.
4. I thought I **would get** a degree in history, but I ended up studying programming.
5. I always knew you **were going to be** successful.
6. We **were going to stay** in Lima, but I got a great job offer in Dubai.
7. The last time we talked, you **were about to start** a business.

Future in the past

	Prediction	Plan or arrangement	*On the verge of*
would	☑	☐	☐
was / were going to	☑	☑	☐
the past continuous	☐	☑	☐
was / were about to	☐	☐	☑
was / were + infinitive	☐	☑	☑

>> FOR PRACTICE, PAGE 152

B Why does this sentence use *graduated* and *would get*? Did Jon get a job in a big city?

Jon was hoping that when he graduated, he would get a job in a big city. See answer on page T-114

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LESSON 1 TALK ABOUT A LIFE-CHANGING DECISION

- Read the lesson title aloud. Ask, *What is a life-changing decision? What are some examples?* Elicit the meaning and examples from the class.
- Ask for a volunteer to read the social media message aloud.
- Ask, *What changed Kate's life?* (one little room key) Elicit the answer.
- In small groups, ask Ss to predict how a small key could have changed Kate's life. Give Ss time to share ideas.

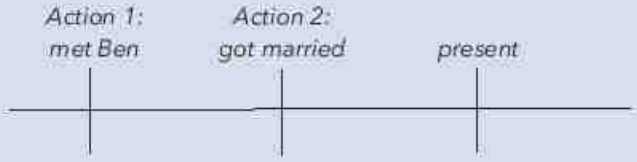
1 VOCABULARY

A
- Read the vocabulary title aloud. Elicit examples of life events, such as a job promotion or graduating from high school.
- Ask Ss to look at the title of the article in 1B. Read it aloud: *Small Moments That Changed Your Life.*
- Read the target question. Have Ss discuss in pairs.
- Elicit answers from the class.
- Tell Ss to cover the stories with their hand or a piece of paper. In pairs, have them predict what kinds of stories about small moments the people in the pictures will tell.
- Invite volunteers to share their predictions.

B
- Say, *Listen to the phrasal verbs that are commonly used to talk about life events.*
- Play the audio. Tell Ss to point to the phrasal verbs in their books as they hear them.
- In pairs, have Ss take turns reading the posts aloud. Monitor. Provide help with pronunciation as necessary.
- Ask Ss to discuss the meanings of the phrasal verbs in bold. Remind them that a phrasal verb combines a verb with a preposition or adverb or both and that its meaning is different from the combined meanings of the individual words.
- Review definitions. Refer Ss to the definitions on page 166.
- Ask, *Which story is the most surprising? Has anything similar ever happened to you?* Have Ss discuss the questions in pairs.
- Remind Ss they can go to page 152 for further practice.

2 GRAMMAR

A
- Write the title on the board. Read the instructions and the note. Say, *We can use these verb tenses to refer to the future from the perspective of some point in the past.*
- Review the headings in the grammar chart. Ask, *What is a prediction?* (something you think will happen in the future) *What is a plan or arrangement?* (something you have prepared for in the future) *What does it mean to be on the verge of something?* (be about to do or experience something) Elicit answers. Make sure Ss understand how the three ideas are different.
- Look at number 3 as a class. Read the example sentence aloud. Ask, *What action happened first?* (The writer met Ben.) *What action happened after?* (They got married.) Copy the following timeline on the board to help illustrate the grammar point.



- Ask, *What idea does the writer express by using the verb tense* would get *in the example sentence?* (prediction) Elicit the answer. Say, *The writer never imagined, or predicted, that this second event would happen.*
- In pairs, have Ss read the example sentences and complete the exercise. Remind them that the verb tenses can express more than one idea.
- Suggest that Ss make similar timelines to demonstrate the action / event in each of the example sentences.
- Monitor. Provide help as needed.
- Review answers. Read the different ways to talk about the future in the past and call on Ss to say the answers. Ask them to say which example sentence helped them guess the correct answer.

B
- Ask for a volunteer to read the example sentences aloud.
- Give Ss time to answer the question in pairs.
- Elicit the answers from the class.

2. B. Answers will vary. Possible answer: Graduate and get both express the future in the past, but the verb graduate is in a time clause. Future forms cannot be used in time expressions.
The writer did not get a job in the city.

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3 [illegible] SKILL

A
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the question tags. Have Ss repeat.
- Direct Ss' attention to 3A. Say, *Listen to the conversation about an important life event.* Tell Ss to listen specifically for question tags.
- Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Ask, *Which tags did you hear?* Review the answers.

B
- Read the instructions and the example aloud.
- First, have Ss work individually to write statements using each of the tag questions in the conversation skill box. Provide additional examples, such as, *It's warm outside, isn't it?*
- Monitor. Provide help with spelling and vocabulary.
- Then ask Ss to choose one of their statements and start conversations in pairs.
- Monitor. Listen for the correct intonation of the question tags.

4 [illegible]

A
- Say, *Listen to Kate and Esra have a conversation about a life-changing decision.*
- Ask the target question. Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*
- Clarify any new or confusing words or phrases in the conversation, such as *anniversary* (the date when a couple were married in a previous year), *dormitory* (a large building at or near a college or university where students live), *dining hall* (a large room where meals are served at a school or college), *secondary school* (a school for children between the ages of 11 and 16 or 18), and *fulfill* (to do what is required).
- Ask, *What does it mean* to get around to *doing something?* (to do something after you have intended to do it for some time)
- Say, *What does Esra mean when she says she had a hole in her schedule?* (a time or opening in her schedule when she was not taking classes)

B
- Give Ss time to preview the questions.
- Play the audio again. Suggest Ss take notes as they listen. Review answers.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.
- Invite volunteers to perform the conversation for the class.

5 [illegible]

A
- Read the instructions aloud. Elicit additional ideas of life events.
- Copy the chart on the board. Read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *I met my best friend on the first day of the first grade. The class was sitting down to eat when I realized my parents forgot to pack me a lunch. I was about to cry when this girl sat down and offered to share her lunch with me. I never imagined we would still be friends so many years later!*
- Have Ss complete the chart individually. Monitor. Provide guidance and help as necessary.

B
- Have Ss share their stories in groups. Ask each group to choose a timekeeper. Suggest that each group member gets three minutes to share his or her story.
- Ask groups to choose one story that is the most surprising. Ask that group member to present his or her story to the class.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using phrasal verbs for talking about life events
- ✓ talking about the future in the past
- ✓ maintaining interest with question tags

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Tell them to write a short summary of what happened before and after their life-changing event. Challenge Ss not to look at their notes as they write. Ss should write at least 5–6 complete sentences and use the appropriate verb tenses to express the future in the past. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 CONVERSATION SKILL

Maintain interest with question tags

Add question tags to keep your listeners engaged in the conversation and to invite responses. For example:
..., isn't it?
..., would you?
..., right?

A ▶10-04 Read the conversation skill. Then listen. Check (✓) the tags you hear.

- ☐ isn't it?
- ☐ aren't they?
- ☑ wouldn't you?
- ☑ right?
- ☐ do you
- ☑ wasn't it?

B PAIRS Think of a statement to go with each of the tag questions in the conversation skill box. Use one of the statements and its tag question to start a short conversation with your partner.

It's difficult to choose a career, isn't it? I'm interested in so many things.

4 CONVERSATION

A ▶10-05 Listen. What story does Esra tell? Esra tells Kate how she ended up becoming a programmer.

B ▶10-05 Listen again. Answer the questions.

1. Why did Kate pick up the key? She thought it was hers.
2. How did she meet her future husband? The key didn't fit, so she put up a notice with her phone number on it and he called her.
3. What was Esra planning to do after high school? She was planning on getting a history degree.

C ▶10-06 Listen. Complete the conversation.

Kate: I met up with him to _____, never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, _____?

Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I _____ programming.



5 TRY IT YOURSELF

A THINK Choose a meaningful life event–for example, meeting a friend, finding a job, starting a new hobby, or discovering a favorite place for the first time. Take notes about what led to that event, including small, seemingly insignificant decisions.

Event	
What happened before	
What happened after	

B DISCUSS In small groups, tell your stories. Remember to use question tags to keep your listeners interested. As a group, decide whose story is the most surprising.

☐ I CAN TALK ABOUT A LIFE-CHANGING DECISION.

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LESSON 2 TALK ABOUT A MEMOIR



KATE SANDS
@KateS
Some people overcome such difficult circumstances. It's inspiring to read about their lives.

1 BEFORE YOU LISTEN

A PAIRS THINK Would you want to write a memoir–a story about special events in your life? What might inspire others to write their memoirs?

B ▶10-07 VOCABULARY Look at the words and listen to the sentences. Do you know these words?

contemporary	flee	devastating	interweave
an orphanage	harrowing	a passage	grief
an orphan	glittering		

>> FOR PRACTICE, PAGE 153 / DEFINITIONS, PAGE 166



2 LANGUAGE CHOICES Past perfect and past perfect continuous

A Read the example sentences. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. She **had always dreamed** of becoming a ballerina.
2. They **had never experienced** such a bad storm before.
3. She **had begun** a graduate degree program before she had a stroke.
4. Before moving to New York, she **had been traveling** in South America.
5. Before settling down here, I **had lived** in over a dozen different cities.
6. They **had been vacationing** in Sri Lanka when the tsunami hit.
7. She was exhausted because she **had been dancing** all day.
8. He **had been living** in an orphanage until my aunt adopted him.
9. They **had planned** on fleeing the country, but all the roads were blocked.
10. I **had intended** to read her book but never got around to it.

Past perfect and past perfect continuous

- To form the past perfect, use ~~have~~ had + past participle. F
- The past perfect expresses an action that happened ~~after~~ before another action in the past. F
- To form the past perfect continuous, use *had been* + the ~~base~~ -ing form of a verb. F
- The past perfect continuous shows an activity was in progress before another action in the past. T
- We can use the past perfect for intentions that were never realized. T

>> FOR PRACTICE, PAGE 153

B PAIRS What is the difference between these sentences? Discuss your ideas.

Sophie danced for years before she joined the Houston Ballet.
Sophie had danced for years before she joined the Houston Ballet.
Sophie had been dancing for years before she joined the Houston Ballet.

See answers on page T-116

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LESSON 2 TALK ABOUT A MEMOIR

- Read the lesson title aloud. Ask, *What is a memoir?* Have Ss predict the meaning.
- Ask for a volunteer to read the social media message. Ask, *What does it mean to overcome something?* (to successfully deal with or gain control of something difficult) Elicit the answer.
- Ask, *What are examples of difficult circumstances?* (an illness, natural disaster, etc.) Elicit ideas.
- Ask, *Do you think it's inspiring to read about other people's lives?* Take a class vote. Call on Ss to explain their answer.
- Elicit the names of inspiring memoirs Ss have read.

LANGUAGE NOTE The pronunciation of the word *memoir* is **mem**·oir (/ˈmɛmwɑr/).

LANGUAGE NOTE Although often used interchangeably, the terms *biography* and *memoir* are different. A *biography* focuses on the chronology of the writer's entire life, while a *memoir* covers one specific aspect of the writer's life.

1 | BEFORE YOU LISTEN

A
- Bring Ss' attention to the picture. Explain that the cloud-shaped picture is called a *thought bubble*. Tell Ss a thought bubble represents what a person is thinking or dreaming about.
- Ask, *Who do you see?* (a young woman) *What is she thinking about?* (a graduation ceremony) *How is she feeling?* (thoughtful) *What is she doing?* (writing in a notebook) Elicit answers.
- Ask, *What do you think she is writing about?* (her memories of her graduation ceremony) Elicit ideas.
- Read the target questions aloud. Have Ss discuss in pairs.
- Ask for volunteers to share their answers with the class. Take a class survey of how many Ss would want to write a memoir about their lives.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that can be used to talk about memoirs.* Tell Ss they will hear the word followed by an example sentence.
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 153 for practice and page 166 for definitions.

2 | LANGUAGE FOCUS

A
- Have Ss close their books. Ask, *How do you form the present perfect?* (*have* + past participle) *How do you form the present perfect continuous?* (*have been* + the *-ing* form of the verb) Elicit answers and examples of the two forms.
- Remind Ss that *been* is the past participle of the verb *be*.
- Then ask, *How do you form the past perfect? How do you form the past perfect continuous?* Elicit predictions from the class.
- Ask Ss to open their books. Read the instructions.
- In pairs, have Ss read the example sentences and complete the exercise.
- Monitor. Ask Ss guiding questions, such as *What is the verb tense? How do you know?* Point to different words and ask, *What is this?* (past participle, present participle)
- Review answers. Call on Ss to read each rule in the chart and say the answer. Ask them to say which example sentence helped them guess the correct answer.
- If the rule is false, ask Ss to change the rule so that it is true. Write the corrected false statements on the board.
- Point out the placement of the adverbs *always* and *never* in example sentences 1 and 2.
- Further explain the grammar points in the chart as needed. For the fourth rule, tell Ss that the past perfect continuous expresses how long an activity was in progress, just like the present perfect continuous, but in the past perfect continuous the action continues up to a point in the past rather than in the present.
- Elicit the short form of *had* (*'d*). Remind Ss that the short form for *would* is also *'d*. Explain that *would* is followed by the base form (*If I could, I'd move to New York tomorrow.*) and *had* by the past participle (*I'd moved to New York to become a Broadway star.*).
- Tell Ss that the past perfect can also be used to talk about unreal or imaginary things in the past. Provide examples, such as *If I had known you were going to visit, I would have gotten the day off work. I wish I hadn't gone to bed so late!*

B
- Read the instructions. Tell Ss to discuss the difference in meaning between the three sentences.
- In pairs, have Ss complete the exercise.
- Ask for volunteers to share their answers with the class.
- Explain to Ss that it's correct to use the simple past rather than the past perfect for the first action if it's clear which action happened first (as noted by the words *before* or *after*). Provide additional examples, such as *The movie began before we arrived. The movie had begun before we arrived.*

2. B. Answers will vary. Possible answer: The first two sentences have the same meaning. It's possible to use the simple past instead of the past perfect when we use *before* or *after* to show the time relationship. The third sentence emphasizes the duration of the activity (dancing) and shows it was in progress when the next action (*joined*) began.

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note.
• Ask Ss to follow along as they listen. Play the audio.

B • Read the instructions.
• Play the audio. Remind Ss to listen first, then listen and repeat.

C • Read the instructions.
• Play the audio. Have Ss complete the sentences individually.
• Have Ss compare their answers in pairs. Review answers. Then have Ss practice saying the sentences in 3B and 3C to their partners.

4 LISTENING

A • Tell Ss they are going to listen to an episode of a podcast called *Book Pod*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
• Play the audio.
• In pairs, have Ss discuss the target question. Review the answer.

B • Ask Ss to look at the Listening Skill box. Read the information aloud.
• Read the instructions aloud. For the second listening, tell Ss to listen specifically for the answers to the questions.
• Give Ss time to preview the questions before listening.
• Play the audio.
• Elicit the answers. Write them on the board.
• Clarify any new words or words with different meanings in this context, such as *cling* (to hold onto something or someone very tightly), *tsunami* (a very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land), and *process* (to review information in order to better understand it).
• Ask, *What is a fairy-tale ending?* (a happy and simplistic ending to a story) *What does it mean to be* thrown off course? (not going in the right direction or according to plan)

C • For the third listening, have Ss listen for details of the events in each memoir.
• Copy the chart on the board. Read the titles of the memoirs aloud. Provide Ss with a few prompts to give them an idea of what types of notes to take. For example, *Where is the writer from? When did the event happen?*
• Play the audio. Have Ss complete the exercise individually.
• Have Ss compare their charts in pairs.
• Invite volunteers to add their answers to the chart on the board.

OPTION Pause the audio after the descriptions of each memoir to give Ss time to write their answers.

D • Read the target questions aloud.
• Have Ss share their opinions in pairs.
• Take a class vote. Call on Ss to explain their opinion.

5 TRY IT YOURSELF

A • Read the instructions aloud.
• Model the activity. Write *honesty* on the board. Say, *One element that makes a memoir interesting to read is when writers tell the truth about what they have been through.*
• Have Ss list their own ideas.

B • In pairs, have Ss combine their ideas to write one list.
• Have Ss share ideas of two people whose memoirs they would like to read, and why.

C • Call on Ss to say one element that makes an interesting memoir. List Ss' ideas on the board.
• As a class, decide on three living people who would have an interesting memoir. Ask, *Who has an interesting story? Why?* Elicit ideas.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
✓ using the vocabulary to talk about a memoir
✓ using the past perfect and past perfect continuous
✓ using contractions and stress in past perfect
✓ listening for comparisons

EXIT TICKET Ask Ss to summarize the events of one of the memoirs described in the podcast. Have Ss write their names on a blank card. Give them time to write a summary of 3–4 sentences without looking at the notes in their books. Ask Ss to use the target vocabulary from 1B and the past perfect and past perfect continuous. Read the cards to identify areas for review.

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3 PRONUNCIATION

Auxiliary *had* and stress in past perfect

The auxiliary verb *had* is usually contracted after pronouns and nouns ending in a vowel:
We'd been sitting outside when it started to rain.
After nouns, *had* is often reduced to /əd/:
Matt had finished college before he went to work.
We stress the past participle and present participle. In negatives, *hadn't* is also stressed.
They hadn't moved until the baby was born.

A ▶10-09 Listen. Read the pronunciation note.

B ▶10-10 Listen. Notice how *had* is pronounced. Then listen and repeat.

1. What had he done before he fled the house?
2. When the doctors saw her, they discovered that she'd had a stroke.
3. Christine had been keeping a journal of her struggle to regain her memory.

C ▶10-11 Listen and complete the sentences. Add a dot over the stressed verbs. If *had* is reduced to /əd/, cross out the *h* and link (‿) the preceding word with *a* in *had*.

1. When the storm had passed, the cleanup crews came in.
2. Before her traumatic accident, she 'd been a world-class dancer.
3. My friend had loved the book even though she hadn't expected to

4 LISTENING

LISTENING SKILL Comparisons

Speakers often use words like these to indicate comparisons and contrasts:

in common	*also*
different	*but in this case*
unlike	*on the contrary*

A ▶10-12 Listen. What is the purpose of the podcast?
The purpose of the podcast is to review three memoirs.

B ▶10-12 Read the Listening Skill. Then listen again and answer the questions.

1. What do the three books have in common?
All three women suffered and survived.
2. What is different about *Taking Flight*?
3. How is *Tell Me Everything You Don't Remember* different from *Wave*? There is recovery at the end.

The writer started out with a difficult life.



C ▶10-12 Listen again. Take notes in the chart about the events of each memoir.

born during war, parents died, went to an orphanage, had to flee, ended up adopted by a kind family and becoming a ballerina

Taking Flight by Michaela DePrince	
Wave by Sonali Deraniyagala	lost family in tsunami, interweaves story of happy family past and story of grief
Tell Me Everything You Don't Remember by Christine Hyung-Oak Lee	suffered a stroke at 33, lost memory and speaking ability, book tells story of slow recovery

D PAIRS REACT Which of the three books would you be most interested in reading? Why?

5 TRY IT YOURSELF

A THINK What are three elements that make a memoir interesting to read? Write your ideas.
1. _____ 2. _____ 3. _____

B PAIRS Compare ideas and make a list of the elements of a good memoir. Think of one or two well-known people whose memoir you'd like to read.

C ANALYZE Share your ideas with the class. Decide which three living people might have the most interesting memoir.

I CAN TALK ABOUT A MEMOIR

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LESSON 3 DISCUSS LIFE IN THE PAST



KATE SANDS
@KateS
If I could go back in time, I'd visit western Canada before the Europeans came. I'd love to see what it was like back then!

1 BEFORE YOU LISTEN

A PAIRS THINK If you could go someplace in the past, where and when would you go? Why?

B ▶10-13 VOCABULARY Look at the words and expressions and listen to the sentences. Do you know what they mean?

nostalgic	an overreliance on	a slab	adequate
a famine	lounge around	upholstery	enticing

>> FOR PRACTICE, PAGE 154 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES Expressing the past: Review

A Read the example sentences. Look at the different ways to express the past. Then complete the rules in the chart with the words in the left column.

Form	Example sentences
Simple past	In the nineteenth century, most people **lived** on farms.
Past continuous	In the 1950s, many people **were** still **washing** their clothes by hand.
Present perfect	Technological developments **have changed** the way people live.
Past perfect	By the 1930s, manufacturing jobs **had become** more common.
Past perfect continuous	For centuries before the first airplane, inventors **had been trying** to build a machine that could fly.
Used to	Fruits and vegetables **used to** taste better than they do now.
Would	Before cars were invented, people **would** travel by horse and wagon.

Expressing the past: Review

- Use the past continuous to show an action was in progress at a time in the past.
- Use *used to* or *would* to show habits or states that were true in the past but are not true now.
- Use the simple past to show an action occurred at a specific time in the past.
- Use the present perfect to show an action occurred at an indefinite time in the past.
- Use the past perfect continuous to show an action was in progress before another action in the past.
- Use the past perfect to show an action happened before another action in the past.

>> FOR PRACTICE, PAGE 154

B Read this paragraph. Underline each verb and explain why it is used. Pay special attention to *used to* and *would*. What is the difference in meaning between *used to* and *would*?

See answer on page T-118

I've worked at many different places. I used to work at a coffee shop when I was younger. It was my favorite job in college. I used to hang out there all the time, even on days when I wasn't working. I would do my homework or spend time with friends. And by the time I graduated, I'd become a coffee expert.

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LESSON 3 DISCUSS LIFE IN THE PAST

- Read the lesson title and the social media message aloud. Ask, *What does it mean to* go back in time? (return to the past) *Where does Kate want to go?* (western Canada) *Why?* (She would like to see what it was like before the Europeans arrived.)

1 | BEFORE YOU LISTEN

A
- Read the instructions aloud.
- Give Ss time to take notes before sharing. Remind them to write down where, when, and why they would go.
- In pairs, have Ss share their ideas. Encourage them to ask each other follow-up questions.
- Invite volunteers to share their answer with the class.

⊕ **EXTENSION** In small groups, have Ss reflect on what it would have been like to live in the early 1900s. Ask them to think about whether everyday activities at home, school, and work were the same or different. Elicit ideas.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Tell Ss they will hear the word followed by an example sentence. Play the audio.
- Have Ss define the terms in small groups. Play the audio again if necessary.
- If necessary, clarify the meaning of *frame* (the structure that forms part of an object and gives it its strength and shape).
- Review definitions. Refer Ss to the definitions on page 166 and practice on page 154.

⊕ **EXTENSION** In pairs, have Ss write a new sentence for each word. Remind them that their new sentences should have enough detail to clearly illustrate the meaning of each term. When finished, have the pair rewrite their sentences, leaving a blank in place of the vocabulary word. Finally, ask each pair to exchange sentences with another pair and complete the fill-in-the-blank activity.

2 | AS YOU LISTEN

A
- Read the grammar title. Say, *Let's review all the ways we can express the past.*
- Read the instructions aloud. Ask Ss to take turns reading the sentences. Tell them to pay attention to the verbs in bold.
- Have Ss complete the chart by writing in the correct verb tense for each rule. Point out that the second rule asks for two of the verb tenses.
- Call on Ss to read the rules aloud for the class. For each rule, ask *Which example sentence demonstrates this rule? How?* (For example, the second sentence demonstrates the first rule. The verb in the past continuous is *were washing*, the action in progress is *washing clothes by hand*, and the time in the past is *in the 1950s*.)

B
- Read the instructions aloud. Ask for a volunteer to read the paragraph for the class.
- Have Ss complete the exercise in pairs. Tell them to underline and discuss all the verbs in the paragraph.
- To review, read the sentences in the paragraph one by one. After each, ask, *What are the verbs in this sentence? What verb tense is used? Why?* Call on Ss to answer.
- Point out the phrase *by the time* in the last sentence. Ask, *What is the meaning of this time expression?* (used for saying what has already happened at the time that something else happens)
- Ask for a volunteer to explain the difference in meaning between *used to* and *would*. Emphasize that *would* is not used with stative verbs such as *love, be, understand,* and *feel*. Provide an example to further demonstrate this grammar point, such as:
  1. *When I was in college, I <u>used to</u> love* sleeping *in on the weekends.* (grammatical)
  2. *When I was in college, I <u>would</u> love sleeping in on weekends.* (ungrammatical)

⊕ **EXTENSION** To review uses, have Ss write two more sentences for each way to express the past. Encourage Ss to write sentences that are true for them. In pairs, ask Ss to read their sentences aloud and provide each other with feedback on verb tense form and use.

2. B. *'ve worked* = present perfect to show an indefinite time in the past
used to work = past action that is no longer true
was = simple past to show a specific point in the past
used to hang out = past action that is no longer true
weren't working = past continuous to show an action in progress in the past
would do or spend = past action that is no longer true
graduated = simple past to show the second of two past actions
had become = past perfect to show the first of two actions in the past
Both *used to* and *would* express that an activity happened in the past but no longer occurs. *Would* is more for actions that repeated regularly in the past. For past situations or states, only *used to* is possible.

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3 LISTENING

A
- Read the title of the talk aloud: *The Not-So-Good Old Days*. Ask, *What do you think you will learn about in this talk?* Elicit ideas.
- Read the instructions.
- Play the audio or video. Have Ss compare their answer in pairs.
- Review the answer.
- Ask Ss about the meaning of the title. Ask, What *does the expression* the good old days *refer to?* (a time in the past when things were much better than now) *Why did the writer use this title?* (to contrast with the common expression) Elicit answers.

B
- Bring Ss' attention to the Note-taking Skill about listening for reasons. Read it aloud.
- For the second listening or viewing, tell Ss to listen for details.
- Copy the chart on the board. Review the headings. Add the main idea to the chart.
- Play the audio or video again. Remind Ss to listen specifically for reasons that modern people wouldn't like to live in the past. Have Ss complete the chart.
- Have Ss compare their charts in pairs. Ask for volunteers to add their answers to the chart on the board.
- Review answers.
- Clarify any new or confusing words, such as *staggering* (extremely surprising) and *sturdy* (strong and not easily hurt, damaged, or affected by what happens).
- Ask, *What is* junk food? (food that is not healthy because it contains a lot of fat, salt, and sugar) *What is a* hybrid *fruit or vegetable?* (one that has been produced from two different types of plants) *What are* food-borne illnesses? (infections caused by food that contains harmful bacteria)
- Ask, *What does it mean if something is* made to last? (It will continue to exist or function for a long time before it breaks.) *What does the speaker mean when she says that marble sofas weigh* a ton? (They weigh a very large amount.)

C
- Read the target questions aloud. Have Ss complete the exercise individually and compare answers in pairs.
- Review the answers.

D
- Read the target questions aloud. Have Ss take turns discussing in pairs.
- Elicit answers.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read the title aloud.
- Read the explanation and examples aloud.
- Point out that rhetorical questions are formed and asked in the same way as other questions, but they are asked for effect, not for the answer. Tell Ss that they will know if it's a rhetorical question by the context it's used in.
- Ask for volunteers to share times when they have used rhetorical questions in their own discussions.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Read the instructions and the headings aloud.
- Tell Ss that a *time period* refers to any historical period with a particular character, feature, or event. For example, the Viking Age (793–1066) or the Mao Years (1949–1976).
- Have Ss complete the chart with their own ideas.

B
- Have Ss compare their charts in groups. Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- Remind Ss to use rhetorical questions.
- Ask groups to choose one place and time period to discuss further. Tell note takers to make a best / worst list with their group's new ideas.

C
- Have reporters present their group's chosen place and time period to the class.
- Take a class vote on which place and time period would be the best and worst to live in.

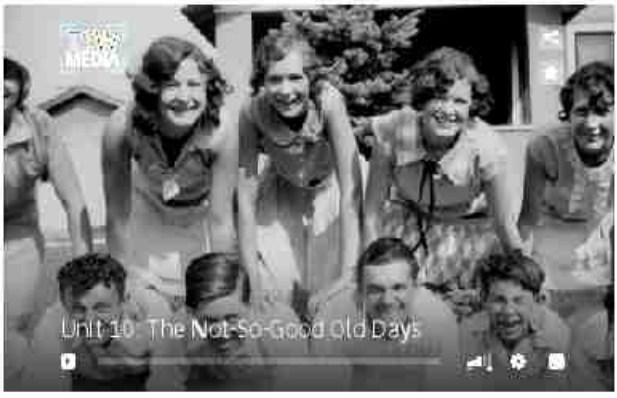
LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

✓ using the vocabulary to talk about life in the past
✓ expressing the past
✓ listening for reasons
✓ asking rhetorical questions

EXIT TICKET Have Ss write their names on a blank card. Tell them to write a short summary of the information in their charts. Challenge Ss not to look at their notes as they write. Ss should write at least 4-5 complete sentences and provide reasons. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 VIDEO TALK



A 10-15 Listen or watch. What is the speaker's main idea? Write it in the chart below. The main idea is that most modern people wouldn't like to live in the past.

B 10-15 Read the Note-taking Skill. Then listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Listen for reasons

Reasons are facts that explain why something happens. Speakers often give reasons to support a main idea. Listen for the reasons and write them in your notes. Write the reasons under or next to the main idea.

Main idea	Reasons
Most modern people wouldn't like to live in the past.	1. not much food variety 2. lots of food-borne illness 3. cold buildings 4. uncomfortable, heavy furniture 5. no flush toilets, filth in the streets

C What part of the world does the speaker refer to most? Do you think these problems were the same, worse, or better in other areas? The speaker refers the most to Europe. Answers will vary.

D PAIRS REACT Were you surprised by any of the speaker's ideas? What are some negative things about living in the past that the speaker didn't mention?

4 DISCUSSION SKILL

Read the discussion skill. Write a rhetorical question that you could use in your discussion about past times.

_____

Ask rhetorical questions

You can emphasize a point and engage others by asking a rhetorical question—a question that you want the listener to think about but don't expect him or her to answer. For example:

Don't they look glamorous in their old-fashioned clothes?

Who wouldn't want to be the first person to see this beautiful place?

Why would anyone want to live in a time before the telephone?

5 TRY IT YOURSELF

A THINK Pick a place and time in the past. What do you think would be the best and worst things about living in that time and place? Take notes in the chart.

Place: _____	Time period: _____
Best	Worst

B DISCUSS In small groups, discuss your ideas. Choose one of the locations and time periods and add more ideas to the best / worst lists.

C ANALYZE Share your group's ideas with the class. As a class, decide which of the chosen places / time periods would be the best and worst to live in and why.

☐ I CAN DISCUSS LIFE IN THE PAST.

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LESSON 4 READ ABOUT MEMORIES



KATE SANDS
@KateS
Everyone says college is the best time of your life. But I'm not so sure I agree.

1 BEFORE YOU READ

A PAIRS Share a fond memory from your childhood. How do you feel when you remember it?

B ▶10-16 VOCABULARY Read and listen. Do you know these words?

mediocre	rosy	self-esteem	instill	enviable
a recollection	elapse	consequent	a yearning	in retrospect

>> FOR DEFINITIONS, PAGE 166

2 READ

A PREVIEW Read the title, look at the picture, and read the caption. What do you think the article will be about?

B ▶10-17 Read and listen to the article. Was your prediction correct?

Home | Technology | Work | Social Media

DO WE VIEW THE PAST THROUGH ROSE-COLORED GLASSES?

A summer trip with the family to a theme park seems like a wonderful idea. As you load up the car, the kids can hardly contain their excitement. Along the way, you have to deal with a flat tire, and at the park, there are the usual high prices, long lines, occasional rudeness, and mediocre food. It's a relief when you get home, and you tell yourself it's the last time you'll go. But somehow, in the following months, all the negative memories seem to fade, leaving mostly happy recollections and the general sense that you had a good time. Next summer, or the summer after that, you will probably look forward to going again.

The memory changes described above are what psychologists call *rosy retrospection*, a cognitive bias that makes past events seem more positive upon later reflection than they were in reality. Several studies have confirmed this bias. For example, bicyclists who were surveyed before, during, and after a three-week tour recalled their trip in a more positive light after some time had elapsed. This provides evidence of a phenomenon known as *fading affect bias*, that is, the way the brain retains positive memories while allowing negative ones to fade.

This distorted yet rosy view of the past seems to have a largely positive effect on our well-being as viewing life positively is a coping mechanism that helps fight depression while bolstering an individual's sense of self-esteem and belief in personal control over influences that shape our lives. At work, letting go of negative memories reduces anxiety and enhances productivity. Furthermore, forgetting the pain of past failures eliminates the consequent regrets and fears that could be barriers to healthy risk-taking.

However, rosy retrospection has drawbacks. Since we learn from our mistakes, forgetting their negative consequences can prevent us from learning valuable lessons. As a result, we might find ourselves repeatedly in the same bad situation. For example, if you only remember the exciting aspects of a hike climbing a mountain with friends and not how much you regretted having sore legs for a week after, you could easily find yourself making the same mistake again. Rosy retrospection has also been linked to a *declinist* perspective: the belief that a situation is in decline and heading, in the long run, toward collapse. Adopting this perspective instills the idea that our best days are behind us and a yearning for "the good old days." Declinist arguments are often used by politicians, and although historians have shown that they are frequently false, they can effectively appeal to a bias toward a past that looks enviable in retrospect.

>>



If you say someone sees the world through rose-colored glasses, you mean they prefer to see everything in a positive light.

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LESSON 4 READ ABOUT MEMORIES

- Read the lesson title and the social media message aloud. Ask, *According to Kate, what time does everyone say is the best?* (college) *Does she agree?* (She is not sure.) Elicit answers.
- Ask, *Why would people think college is the best time of someone's life? Do you agree? Why or why not? Has this been your experience?* Have Ss discuss in pairs. Invite volunteers to share their opinions with the class.

1 | BEFORE YOU READ

A
- Read the instructions aloud.
- Give Ss time to think about childhood memories before sharing in pairs. Encourage them to recall the people, location, smells, music, and other details of what happened at that time.
- In pairs, have Ss take turns describing the memory as clearly as they can. Remind them to also talk about how the memory makes them feel now.

OPTION Ask Ss to do a three-minute freewrite answering the target questions. Remind Ss not to worry about grammar or consult a dictionary; the idea is to reflect on and explore their memories before discussing them. Then have them share their ideas in pairs.

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.
- Play the audio.
- In small groups, have Ss define the terms. Encourage them to use a dictionary to look up or check meanings.
- Review definitions. Refer Ss to the definitions on page 166.

OPTION Have Ss define the vocabulary from the context after reading the article in 2B.

EXTENSION Project or pass out the following questions. In pairs, have Ss discuss them to deepen their understanding of the vocabulary.

1. *Have you ever done a mediocre job and had consequent problems because of it? Why did this happen? What would you have liked to have done differently?*
2. *Do you have any recollections of birthday parties or family events when you were little? What is an event that stands out in your memory? Why?*
3. *Who do you know that has a rosy outlook on life? How do you think this perspective was instilled?*
4. *How much time has elapsed since you last saw your best friend? When will you be together again?*
5. *Do you consider yourself someone with high self-esteem? Why or why not?*
6. *Do you ever have a yearning to travel to somewhere new? Where would you want to go?*
7. *Who do you know that has had enviable success? Why do you think this person is so successful?*
8. *In retrospect, do you think your interests and beliefs were shaped by your childhood experiences? How so?*

2 | [illegible]

A
- Read the title of the article: *Do We View the Past through Rose-Colored Glasses?*
- Direct Ss' attention to the picture and caption. Ask for a volunteer to read the caption aloud for the class.
- Ask Ss to predict what they think the article will be about.

B
- Tell Ss to look at the text. Ask, *Where do you think it was published?* (probably on a blog or online magazine)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *How would you describe the writing style of the article? Why?* (informational and academic because it defines new terms, refers to studies, and includes more formal word choices, such as *in sum* and *net positive effect*)
- Ask, *Were your predictions correct?*
- Clarify any new or confusing words, such as *load up* (to put a load onto or into something such as a vehicle or container), *contain* (to control or hide an emotion), *bolster* (to make something stronger or more effective), and *genuinely* (honestly, or in a sincere way).
- Ask, *How would you define a* coping mechanism? (the strategies people often use to deal with stress or trauma and to help manage painful or difficult emotions) *What is a* net effect? (A net effect or result is the final one, after everything has been considered.) In pairs, have Ss explain the meaning of these terms. Elicit answers.

OPTION In small groups, have Ss take turns reading 4–5 lines of the article aloud.

LANGUAGE NOTE The phrasal verb *load up* and the verb *load* have the same meaning.

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A • Read the questions aloud. Suggest that Ss underline key words to look for in the article, such as *fading affect bias, rosy retrospection, declinist perspective,* and *effects*.
- Have Ss complete the exercise in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*

⊕ **EXTENSION** Write key terms on the board, such as *rosy retrospection, cognitive bias, fading affect bias, coping mechanism, declinist perspective.* In pairs, have Ss take turns defining the terms. Keep time. Give Ss 20 seconds to define a term before moving on to the next. Challenge Ss not to reference the article to complete the activity.

B • Ask a volunteer to read lines 9–10 and lines 24–26 aloud.
- Read the questions and the answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.

C • Direct Ss' attention to the Reading Skill. Read the information in the box aloud.
- Have Ss complete the exercise in pairs but fill in the chart individually.
- Suggest Ss skim the article again if necessary. Remind them that the effects are typically explained after the causes in the text.
- Copy the chart on the board. Ask for a higher-level student to lead a class discussion by eliciting the effects from the class and adding Ss' ideas to the chart.
- Review answers as a class.

D • In pairs, have Ss write a short summary of the article. Remind them to use paraphrasing as they summarize.
- Ask Ss to reread the article and underline the main ideas in each paragraph.
- Walk around and provide help as necessary. Encourage Ss to consult a thesaurus to look up synonyms.
- In pairs, have Ss compare their summaries. Ask them to take turns reading them aloud and discuss why they included specific pieces of information.
- Encourage Ss to compare their summaries with the answer key. Have them reflect on any differences and modify their summary as necessary.

⊕ **EXTENSION** For homework, ask Ss to search online for the phrase *song lyrics* or the phrase *poem* plus words like *memory, remember,* and *recall,* as suggested in the sidebar. Tell them to identify examples that do and don't feature rosy retrospection. Back in class, have Ss share their findings in small groups.

A • Read the instructions aloud.
- Model the activity. Take notes on the board as you speak. Say, *Yesterday, I ran into an old friend I hadn't seen in years! I'm glad that I did because right before that I'd had to go to the dentist. Luckily, what I'm most likely to remember about yesterday was catching up with a friend rather than getting a tooth pulled!*
- Make two lists on the board. Under *Remember fondly,* write *1. ran into an old friend.* Under *Forget,* write *1. got a tooth pulled.* Suggest Ss take notes in a similar way as they brainstorm their answers.
- Walk around and provide help with vocabulary and spelling as necessary.

B • Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- First, have Ss take turns sharing their memories with their group. As group members listen, ask them to think about which memories are more likely to be remembered over time.
- After each group member speaks, have the group choose one memory that is most likely to be remembered. Repeat for all group members. Tell the note takers to make a list of their group's most impactful memories.

C • Based on their discussion, ask groups to come up with three rules that influence whether a memory will be retained, and why. (For example, the more associations and connections to a new memory, the more likely it is to be retrieved.)
- Ask note takers to make another list of their group's ideas.
- Have reporters present their group's ideas to the class. Write each group's rules on the board.
- Ask, *Based on this information, what should you do if you want a memory to be retained?* Elicit ideas.

EXIT TICKET In pairs, have Ss take turns summarizing the rules that influence whether a memory will be retained. Remind them to base their opinions on what they learned in the article as well as on their own personal experiences with memories. Tell Ss to use the target vocabulary from 1B and challenge them to keep their book closed as they discuss. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 D. Answers will vary. Possible answer: Rosy retrospection is a scientifically-demonstrated phenomenon that makes past events seem more positive than they did when they happened. It is a coping mechanism and has positive implications for work and risk-taking. Its drawbacks include preventing us from learning from our mistakes and a declinist perspective that values the past over the present or future. The author believes that an awareness of the effects of rosy retrospection can help us think more clearly.

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So, while researchers have confirmed the benefits of rosy retrospection for our well-being and its value as a coping mechanism, by maintaining an awareness of its effects, we can also improve the accuracy of our judgment and decision-making. This might help us avoid falling into a declinist perspective. In sum, rosy retrospection should have a net positive effect as long as we make sure not to prefer that rosy view of the past to a genuinely bright future.

3 CHECK YOUR UNDERSTANDING

A Answer the questions according to the article.

1. What is the purpose of the story in the first paragraph?
2. What is the relationship between fading affect bias and rosy retrospection?
3. How is a declinist perspective sometimes exploited?
4. How does the writer suggest we deal with the effects of rosy retrospection?

1. It provides an extended example that most people can relate to about fond memories of vacations.
2. Fading affect bias causes the brain to retain positive memories while allowing the negative ones to fade, thus leading to rosy retrospection.
3. Politicians use declinist arguments to appeal to people who yearn for "the good old days" to gain political advantage.

We should be aware of its effect on our judgment and decision-making, avoid a declinist perspective, and be careful not to prefer a rosy view of the past to the future.

B CLOSE READING Reread the lines. Then circle the correct answers.

1. In the sentence in lines 9-10, why does the author use the phrase *that is*?
   a. to introduce a phrase with the same meaning as *fading affect bias*
   b. to introduce the cause of fading affect bias
   c. to provide an example of fading affect bias
2. Which sentence is closest in meaning to the sentence in lines 24-26?
   a. Because they are often false, declinist arguments have limited appeal in politics.
   b. In politics, declinist arguments, despite often being false, are persuasive.
   c. Declinist arguments by politicians are frequently unconvincing and exposed as false.

C Read the Reading Skill.
Then complete the chart.

READING SKILL Use a cause-and-effect T-chart

Using a T-chart with causes on the left in line with their effects on the right allows you to clearly visualize the effects of phenomena to understand them better.

2. eliminates the consequent regrets and fears that could be barriers to healthy risk-taking

4. instills the idea that our best days are behind us and a yearning for "the good old days"

Causes	Effects
1. letting go of negative memories	1. reduces anxiety and enhances productivity
2. forgetting the pain of past failures	2. _____
3. forgetting the negative consequences of mistakes	3. prevents us from learning valuable lessons
4. a declinist perspective	4. _____
5. an awareness of the effects of rosy retrospection	5. improves the accuracy of our judgment and decision-making

D PAIRS Summarize the article in 3-5 sentences.
See answers on page T-121

Search song lyrics or poems for words like *memory*, *remember*, and *recall*. Identify examples that do and don't feature rosy retrospection.

4 MAKE IT PERSONAL

A THINK What did you do yesterday? List three things that you remember fondly and three things you'd rather forget. What are you most likely to remember about yesterday?

B GROUPS Compare yesterday's fond and unpleasant memories and decide which ones are most likely to be remembered over time.

C EVALUATE From the group's findings, write a list of three rules that seem to influence whether a memory will be retained or not.

☐ I CAN READ ABOUT MEMORIES.

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LESSON 5 WRITE A REPORT



KATE SANDS

@KateS

Writing a report on the Jessica Matthews presentation I saw with Carla last week. Luckily, I took great notes! 😊

1 BEFORE YOU WRITE

A Read about reports.

In work situations, employees may go to see a lecture or a presentation on a relevant topic. Sometimes the employee is asked to prepare a report to share with other colleagues. The report should summarize the important information and include any "takeaways" or action items: ideas that can be put to use in the employee's workplace.

B Read the report. What takeaways did Kate include?

The Jessica O. Matthews Presentation – Summary Report

Overview

The presentation was about Jessica O. Matthews, the CEO of the company Uncharted Power. This company develops tech / energy products for areas with limited access to stable sources of electricity. The speaker discussed the company's founding, its mission and products, and the personal values Matthews brings to the company.

Summary

Matthews first got the idea for the company when she was a sophomore in college. After attending an aunt's wedding in Nigeria, where the power went out, she came up with the idea for a soccer ball that stores the energy that is generated when it is played with. After one hour of play, this soccer ball (called the Soccket) can light an LED lamp for three hours; it can light the lamp for three days when fully charged.

After college, Matthews went on to found the company Uncharted Play. She added other energy-generating toys to her product line. Then, because she wanted to focus on tech products and not just on toys, Matthews changed the company name to Uncharted Power. The company now designs infrastructure facilities, such as a hydroelectric dam in Nigeria.

The speaker also focused on the personal challenges Matthews faces as a CEO who is a woman of color. Because of her gender and ethnicity, Matthews believes in the importance of having a diverse workforce and working in a diverse community. Uncharted Power is a successful company and an inspiration to others. They have won several awards, and they give back to their community, for example, by supporting the teaching of science, math, and design to students who lack opportunity.

Takeaways

TSW Media seeks to be innovative and to represent many different communities, so we can learn a lot from Jessica O. Matthews. Here are some possible takeaways:

1. *We should think about the "unauthorized use" of objects.* Matthews created the Soccket by taking an ordinary item and using it in a different way than was originally intended. Similarly, we should always be looking at items around us and considering the multiple uses they might have.
2. *We can tap into the diversity of our workforce.* What talents, knowledge, or information might our employees bring to the table? Matthews got her idea by going to an aunt's wedding in Nigeria. Perhaps our employees have knowledge from their personal lives that can inform the company of an unfulfilled need.
3. *We should make sure to create a diverse team.* We can look at our hiring choices, as Matthews did. Which communities can be better represented through these choices?

C PAIRS Do you think the takeaways are useful? Are there other takeaways you can think of?

D Read the model again. Complete Kate's notes.

Key words	Notes
Jessica O. Matthews background	- when sophomore at Harvard, went to aunt's wedding in Nigeria - power went out; used diesel generator – noxious fumes - engineering class assignment: invent something to help people in developing countries → invented the Soccket / a soccer ball that generates energy >>

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LESSON 5 WRITE A REPORT

- Read the lesson title and the social media message aloud. Ask, *What is Kate writing a report on?* (the Jessica Matthews presentation she saw last week) *Who did she see the presentation with?* (Carla) *How is she feeling about writing the report?* (confident) Elicit answers.

BEFORE YOU SPEAK

A
- Read or ask for a volunteer to read the text about reports aloud for the class.
- Ask, *What is a takeaway?* (an important piece of information to remember from a meeting, presentation, etc.) Elicit the meaning.
- Ask, *What makes a takeaway relevant in a work situation?* (if it can be applied to improve the workplace)
- Ask, *Who has written a report before?* Ask for volunteers to share what kinds of reports they have written, and why.

B
- Read the instructions aloud.
- Have Ss follow along in their books as you read the report aloud for the class.
- Suggest Ss underline any key details related to the takeaways as they listen.
- Have Ss discuss the answer in pairs. Ask for a volunteer to summarize the takeaways for the class.
- Clarify any new or confusing words, such as *stable* (able to stay in the same state) and *inform* (to influence something such as an opinion, attitude, or style).
- Ask, *What is an* unfulfilled need? (one that has not yet been met) *What does it mean to* bring something to the table? (to provide something that will be a benefit) Provide additional examples, such as *Naomi was the right person to hire. She brings a lot of experience and some important skills to the table.*

OPTION In small groups, have Ss take turns reading 4–5 lines each of the report aloud.

OPTION Have Ss close their books. Read the title and the introduction aloud for the class. Say, *In the video talk in Unit 5, you learned about Uncharted Power, its mission, its staff, its products, Jessica O. Matthews's motto, and why she has received so much recognition for her work.* In pairs or small groups, have Ss recall information about Jessica O. Matthews and Uncharted Power from Unit 5. Ask them to write down everything they can remember. Elicit Ss' ideas. Write them on the board. Ask Ss to open their books. Read the article aloud as they follow along. Ask, *What information did you remember? What information had you forgotten?* Elicit answers from the class.

C
- Arrange Ss in different pairs.
- Read the first target question aloud. Remind Ss to provide reasons to explain their opinion.
- Ask Ss to write down at least two more takeaways from the Jessica O. Matthews presentation. (For example, *4. Don't be afraid to expand into different areas: Matthews shifted the focus of her company to tech products and not just toys. What other areas can TSW Media expand into? 5. Make products that give back to the community: Uncharted Power helps solve urgent contemporary issues, such as access to basic services like electricity. What can TSW Media do to give back to the community?*)
- Take a quick class vote on how useful the takeaways are. Call on Ss to provide reasons for their opinion.
- Elicit ideas for other takeaways. Write Ss' ideas on the board.
- Ask Ss how they could apply these takeaways in their own professional or academic lives.

D
- Direct Ss' attention to the notes. Ask if they recognize this note-taking method from Unit 5. Ask, *What kind of note-taking method did Kate use to take her notes?* (Cornell Notes) *How do you know?* (The notes are on the right side of the page; the questions or key words are on the left.)
- Read the instructions. Ask Ss to work in pairs to complete the notes in the right column. Suggest they read the report again, if necessary.
- To review, read the key words or questions aloud. Ask for a volunteer to read the completed notes aloud. Write Ss' answers on the board.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *What does it mean to omit information?* (to purposefully leave it out and not include it)
- Read the instructions. Do number 1 as a class. Read the sentence aloud. Ask, *Was this information included in the final report?* (yes) Tell Ss to check the box next to number 1.
- Ask, *Why do you think this is necessary information to include in the report?* (It helps the reader / listener make inferences about her age and her ambition.)
- Ask Ss to complete the exercise individually and then compare their answers in pairs.
- Review the answers as a class. After each, ask Ss to explain why the piece of information was or was not necessary to include in the final report.

3 THINK, PAIR, SHARE

A
- Read the instructions aloud.
- Suggest Ss choose a lecture, presentation, or talk that taught them an important lesson.
- Have Ss review their notes or take notes using the chart in 1D as a model.
- Monitor. Provide feedback on vocabulary and spelling as necessary.

B
- In pairs, have Ss use their notes to take turns sharing information about their lecture, presentation, or talk and the lessons it taught them.
- Read the example.
- Encourage Ss to ask each other follow-up questions and challenge their partners to recall more details about the lecture, presentation, or talk.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their reports.
- Remind them to omit any unnecessary information from their notes in their first draft.
- Tell Ss to use the report in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 is an overview that summarizes the topic, the body paragraphs summarize the main ideas, and the final paragraph lists the key takeaways.
- Ask Ss to include at least two key takeaways.

5 REVIEW YOUR FIRST DRAFT

A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's report.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's reports.
- Give Ss plenty of time to complete their peer review. Remind Ss not to focus on details such as spelling, grammar, and punctuation until later drafts.
- Walk around as Ss work and provide help as necessary. Check that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to support their answer.
- When Ss have answered all the questions, ask them to give the report back to its author.

B
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.
- Give Ss time to review their partner's feedback and make corrections. Have them write another draft based on this information.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss review their writing individually three times: first for spelling, then for grammar, and finally for punctuation.
- If many edits were made, encourage Ss to rewrite a clean version of their report, then read it through again for overall sense.
- Bring Ss' attention to the Writing tip. Read it aloud. Remind Ss to always leave plenty of time for writing in order to be able to write many drafts and take breaks when necessary.

EXIT TICKET Ask Ss to walk around and talk about their lecture, presentation, or talk and their takeaways to three different classmates. Ss may bring their reports with them for reference, but challenge them not to look at the text while talking to their partner. Tell Ss to ask follow-up questions and react to their partner's story. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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The Soccket	- soccer ball that stores energy generated when played with - after one hour of play, can light LED lamp for 3 hours! - when fully charged, stays lit for 72 hours
Uncharted Play	- after college, founded company Uncharted Play - created kinetic energy toys: jump rope, skateboard
Uncharted Power	- changed name to Uncharted Power – to focus on tech products - address infrastructure problems → hydroelectric dam project in Nigeria - funding from Disney
Diversity	- other challenges: race, gender – rare as CEO - hiring people from diverse backgrounds – 30-40% black or Latino - moved headquarters to Harlem – diverse neighborhood
What else?	- awards won: *Fortune*'s Most Promising Women, *Forbes* 30 under 30, Harvard, *Tech Crunch* - supports teaching math, science, design to students who lack opportunity - inspires others

2 FOCUS ON WRITING

WRITING SKILL Omit unnecessary information

Reports and summaries need to be concise and free of unnecessary information. Ask yourself: *Does the reader need this information to make inferences or draw a conclusion about the topic?* If not, you can probably cut that information.

Read the Writing Skill. Then reread the notes in 1D and the model. Check (✓) the sentences that were included in the final report.

- [x] 1. Jessica O. Matthews got her first idea when she was a sophomore in college.
- [ ] 2. The diesel generator in Nigeria created noxious fumes.
- [x] 3. The Soccket is a soccer ball that stores the energy generated when it is used.
- [ ] 4. The workforce of Uncharted Power is 30-40% black or Latino.
- [ ] 5. Matthews won awards from *Forbes*, *Fortune*, Harvard, and *Tech Crunch*.
- [x] 6. Uncharted Power supports teaching math, science, and design to students.

3 PLAN YOUR WRITING

A **Think of a lecture or presentation that you have recently attended, or choose one of the talks in this book. Review your notes or take new notes, using the chart in 1D as a model.**

B PAIRS **Discuss your ideas.**

I'm going to do a report on the lecture we just heard about life in the past.

Writing tip

"Sleep on it." After your first draft, or whenever you are feeling stuck, put it aside. Wait until the next day to come back to it. Your brain processes information and makes connections while you sleep. Coming back to the draft with fresh eyes can help you make improvements and continue more easily with the writing.

4 WRITE

Write a first draft of a report. Remember to omit unnecessary information. Use the report in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW **Read your partner's report. Answer the questions.**

- Does the report have an overview that summarizes the topic?
- Is all of the information relevant? Can anything be eliminated? Is more information needed?

B REVISE **Write another draft based on the feedback you got from your partner.**

C PROOFREAD **Check the spelling, grammar, and punctuation in your report.**

☐ I CAN WRITE A REPORT.

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PUT IT TOGETHER

1 [illegible]

A **CONSIDER THE PROBLEM** The world's estimated 7,000 languages are dying at a rate of about one every two weeks. When a language dies, unique words and expressions are lost. Review the chart and **circle** the correct answers.

International phrases with unique meanings		
Language	Phrase	Meaning
Hawaiian	*pana po'o*	scratching your head to help remember
Inuit	*iktsuarpok*	a feeling of anticipation waiting for someone to arrive
Yaghan	*mamihlapinatapai*	two people wanting to do something but neither does it
Yiddish	*luftmensch*	an impractical dreamer who is bad at business

1. The term *luftmensch* is the opposite of **romantic** / **entrepreneur** / **idealist**.
2. You might step outside to check for a guest when you feel ***mamihlapinatapai*** / ***iktsuarpok*** / ***pana po'o***.
3. The phrase that most relates to memory is ***mamihlapinatapai*** / ***iktsuarpok*** / ***pana po'o***.

B **THINK CRITICALLY** Why do you think so many of the world's languages are disappearing? Why might this be considered a problem? Discuss with a partner. See answers on page T-124

C **FIND A SOLUTION** Consider the problem *mamihlapinatapai* and possible solutions in small groups. See answers on page T-124

Step 1 **Brainstorm** Think of 3–5 ways that we can prevent some of the world's languages from disappearing.

Step 2 **Evaluate** Choose the best solution. Consider the impact that the solutions will have on preserving world cultures and diversity.

Step 3 **Present** Explain the best solution to the class. Refer to the chart to support your ideas.

2 [illegible]

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

Speaking Objectives
- ☐ Talk about a life-changing decision
- ☐ Talk about a memoir
- ☐ Discuss life in the past

Vocabulary
- ☐ Phrasal verbs for talking about life events

Conversation
- ☐ Maintain interest with question tags

Pronunciation
- ☐ Auxiliary *had* and stress in past perfect

Listening
- ☐ Comparisons

Note-taking
- ☐ Listen for reasons

Language Choices
- ☐ Future in the past
- ☐ Past perfect and past perfect continuous
- ☐ Expressing the past: Review

Discussion
- ☐ Ask rhetorical questions

Reading
- ☐ Use a cause-and-effect T-chart

Writing
- ☐ Omit unnecessary information

B What will you do to learn the things you highlighted?



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PUT IT TOGETHER

1 | PROBLEM SOLVING

A
- Read the problem aloud. Ask, *What does it mean if a language dies?* (Language death occurs when a language loses its last native speaker.) Elicit ideas.
- Direct Ss' attention to the chart. Read the title: *International phrases with unique meanings.* Ask Ss to read through the languages, phrases, and meanings silently.
- In pairs or small groups, have Ss share which of the phrases they find most useful, and why.
- Read the questions aloud. Tell Ss to use the information in the chart to answer the questions.
- Review the answers as a class.

B
- Read the questions aloud. In groups, have Ss discuss the problem and come to a conclusion. For example, *The reason many languages are dying out is because of urbanization and globalization.*
- Remind Ss to base their answer on the information in the chart as well as their own experiences with language, culture, and identity.
- Ask for volunteers to share their answers.

⊕ **EXTENSION** Have Ss consider the problem from different perspectives. Ask, *What else is lost when a language dies?* (memories, traditions, identity, a sense of continuity within a community) Ask Ss to discuss the question in small groups. If possible, ask them to provide real-life examples to help support their answers. Elicit ideas from the class.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, ask Ss to brainstorm ways that we can prevent some of the world's languages from disappearing. Tell the note takers to record 3–5 of the most effective ideas.
- For step 2, have groups discuss and choose the best solution for preventing language death.
- For step 3, ask the reporters to present their group's best solution to the class. Remind them to explain exactly how the solution would work. Leave 2–3 minutes for questions and comments after each presentation.

⊖ **OPTION** Allow Ss to search online for information about solutions that are currently being implemented for this problem. For example, language preservation movements are starting programs to teach younger generations to speak the language as they grow up, so they will then teach their own children the language later on. The internet is also being used as a powerful tool to translate, catalog, store, and provide information about and access to dying languages.

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.

1. B. Answers will vary, but possible answers include the global spread of other languages, like English and Chinese; the fact that some of these languages are spoken in remote parts of the world without many people; and a lack of interest in people in younger generations for learning these languages. This can be considered a problem because languages are an expression of culture. They also contain concepts that cannot be easily explained in other languages.

1. C. Answers will vary, but three ideas are: making some of the languages compulsory in schools around the world; developing media that popularizes the languages and helping them create learning materials; encouraging the last speakers to teach their children or other relatives.

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UNIT 1, LESSON 1

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 155.

PRESENT PERFECT VS. SIMPLE PAST

GRAMMAR TO REVIEW
Present perfect
Simple past

OPTIONAL GRAMMAR TO REVIEW
Auxiliary verb *have*
Past participles

COMMON ERRORS
Using simple past instead of present perfect
Using the wrong form of the past participle

A
- Read the instructions aloud. Give Ss time to preview the questions before listening.
- Ask Ss to underline any time expressions in each question. (1. currently; 2. a while ago; 3. still; 4. a long time ago; 5. still; 6. recently; 7. continue; 8. now) Review these with the class.
- Do number 1 as a class. Play the audio. Read the question aloud. Ask, *What verb form is used in the question?* (present perfect) *What is the verb?* (has lived)
- Ask, *From that information, what can we conclude? Say, Yes, he currently lives in New York. No, he does not currently live in New York. Or we can't say because there is not enough information.* (yes) Elicit the answer.
- Ask, *Why is this the correct answer?* (We use present perfect for situations that began at a prior point in time and continue into the present.) Tell Ss to reference the grammar chart on page 6 to help them explain their answers. Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the question aloud and elicit the answers from Ss. Ask them to respond in complete sentences.
- Ask, *What verb form is used in the answer? Why is this the correct answer?* Review any questions about verb meaning or form.

B
- Read the instructions and the title of the blog: *To plan or not to plan...?*
- Read the example sentence aloud. Point out the present perfect verb tense and past participle *backpacked*. Elicit the meaning of *backpack* as a verb (to travel around an area without spending much money, often on foot or using public transport and carrying a backpack).
- Ask, *Why do we use the present perfect in this sentence?* (The speaker is writing about an action occurring at an unspecified prior time that has current relevance.) Elicit the answer.
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs. Remind Ss that when emphasizing verbs, adverbs such as *ever, even,* and *always* come after the auxiliary verb and before the main verb.
- Walk around as Ss work to provide help with verb forms as necessary.
- To review, read the blog aloud and elicit the answers from the class. List the answers on the board. Point out the use of the auxiliary *do* to form negatives in number 4.
- After each sentence, ask, *Why is this the correct answer?*
- Have Ss take turns reading the blog post aloud. Monitor. Listen for the correct use of rhythm and stress patterns as they speak.

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.

EXTENSION In pairs, have Ss discuss if they would rather plan or not plan if they went on a trip such as Zack's.

EXTENSION Ask Ss to look back at the example sentences in 2A on page 6. In pairs, have them explain the difference between each set of examples. For example, *I have traveled to six countries.* versus *Last month, I traveled to six countries.* Ask them to provide reasons that explain why the speakers used the present perfect or the simple past in each sentence. Read the examples aloud one by one. Elicit explanations from volunteers.

EXTENSION Write on the board: *How long have you studied English? When did you start to study English?* Ask Ss to stand up and discuss the questions with at least five classmates.

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UNIT 1, LESSON 1

VOCABULARY PRACTICE

▶01-02 Listen. Complete the sentences with the correct form of the words in the box.

high season	low season	plan ahead	an itinerary	plan out	a day trip
play it by ear	open-ended	impromptu	serendipity	take off	

1. They didn't ___plan ahead___. They just ___took off___ on Friday morning. It was a(n) ___impromptu___ trip.
2. They don't have a(n) ___itinerary___. They are going to ___play it by ear___.
3. They went during ___high season___. They took a(n) ___day trip___ to the pyramids.

PRESENT PERFECT VS. SIMPLE PAST

A ▶01-03 Listen. Check (✓) the correct answer.

	Yes	No	Can't say
1. Does he currently live in NYC?	✓	☐	☐
2. Did she lose her wallet a while ago?	☐	☐	✓
3. Are the dancers still performing?	✓	☐	☐
4. Did we return a long time ago?	☐	✓	☐
5. Does Ben still go on a cruise with his family in the summer?	☐	✓	☐
6. Were they on this vacation recently?	☐	☐	✓
7. Does Ping continue to visit her parents in China?	☐	✓	☐
8. Is it past noon now?	✓	☐	☐

B Complete the blog with the correct form of the verb in parentheses. Use contractions when possible.

Home • Blog • News • Logout

To plan or not to plan...?

So, I know a lot of people who ___have backpacked___ (1 backpack) through Europe. My brother Zack ___went___ (2 go) after college, and he ___visited___ (3 visit) fourteen countries! He ___didn't have___ (4 not have) a plan. Every day he simply ___did___ (5 do) something different. Zack always says this was the best experience he ___has ever had___ (6 ever have).

That type of spontaneity gives me anxiety. Don't get me wrong, I love to travel. But I ___have always been___ (7 always be) very precise about my planning. ___I have even studied___ (8 even study) languages before going to a foreign country. How will I know which language I need to know if I don't know where I'm going?

By the way, Zack ___hasn't returned___ (9 not return) to the United States. His last stop ___was___ (10 be) Belgium, and he ___has lived___ (11 live) there ever since! He has a good job, a family, and a great life! Maybe there is something to not planning!

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a spacecraft	a rover	terraform	colonize	inhospitable
an asteroid	bombard	radiation	a dust storm	toxic

1. Asteroids don't usually hit Earth because they burn up in the atmosphere.
2. Last winter we were bombarded by a long series of storms.
3. It takes about 300 days for a(n) spacecraft to fly from Earth to Mars.
4. The Arctic is inhospitable because of the cold weather and the dark winters.
5. If we colonize Mars, people will probably have to live under domes.
6. A(n) dust storm can fill the sky until it's so dark that you can't see the sun.
7. The stream water is toxic now because of pollution from the factory.
8. The rover on Mars moves very slowly, but it has taken amazing pictures.
9. The workers at the reactor have to be careful to avoid radiation poisoning.
10. The movies make it look easy to terraform a planet, but we don't actually know how to do it yet.

INDEFINITE PRONOUNS

A ▶01-08 Listen. Circle the sentence similar in meaning.

1. (a.) All things are possible with space exploration.
   b. Not many things are possible with space exploration.
2. a. Several people are participating.
   (b.) Not many people are participating.
3. a. Neither item costs a million dollars.
   (b.) Every item costs a million dollars.
4. a. All parts of the mission were successful
   (b.) Many parts of the mission were successful, but a few were not.
5. (a.) Not one and not the other construction is ready.
   b. One of two constructions is ready.
6. (a.) There is no food left.
   b. There is a little food left.

B Complete the sentences with the correct form of the verb in parentheses.

1. Not all applicants meet (meet) the requirements for the space program.
2. Everything needs (need) to be calculated precisely.
3. More time is (be) necessary for research and development.
4. Some stars are bright, and others shine (shine) dimly, depending on size and distance from Earth.
5. Nobody that I know believes (believe) in extraterrestrial life.
6. Both scientists want (want) their findings to be recognized.

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UNIT 1, LESSON 2

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 155.

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.

INDEFINITE PRONOUNS

GRAMMAR TO REVIEW
Indefinite pronouns
Singular vs. plural

COMMON ERRORS
Incorrect pronoun-verb agreement

A
- Read the instructions. Do number 1 as a class. Play the audio and pause after the first sentence. Ask, *What is the indefinite pronoun in this sentence?* (anything) Write *anything* on the board.
- Read the answer choices in number 1 aloud. Ask Ss to underline the indefinite pronouns in each (all, many). Add the phrases *all things* and *not many things* to the board.
- Ask, *Which of these sentences is most similar in meaning to the statement you heard?* (a) Play the audio of the statement again, if necessary. Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to choose an answer.
- Have Ss compare their answers in pairs. Ask them to pay attention to pronoun-verb agreement as they read the sentences aloud.
- To review, read aloud the statement from the audio script and elicit answers from Ss. After each, ask, *Why is this the correct answer?* Clarify any doubts about meaning or pronoun-verb agreement before moving on.

B
- Read the instructions. Ask Ss to underline the indefinite pronoun in each statement.
- Have Ss complete the exercise in pairs but write the answers individually in their books.
- Walk around as Ss work. Answer any questions about indefinite pronoun meaning.
- Call on Ss to read the completed sentences aloud. Ask the class, *Do you agree?* Correct if necessary.

EXTENSION Ask Ss to write four sentences about space exploration using indefinite pronouns and the present perfect. Suggest they include the target vocabulary from 1B on page 8. Have them form pairs or small groups. Ask them to take turns reading their sentences aloud and checking each other's use of singular and plural verbs. Ask for volunteers to read their sentences aloud for the class.

EXTENSION Write on the board: *Find someone who…*

1. *likes to walk / bike / take the bus / drive everywhere.*
2. *went somewhere interesting last weekend.*
3. *ate something sweet / spicy / sour yesterday.*
4. *knows everybody's name in the class.*
5. *lost something recently.*

Tell Ss to write a *yes / no* question based on each statement. For example, *Do you like to bike everywhere?* Walk around and provide help as necessary. Then have Ss stand up and take turns asking and answer their questions with at least five classmates. Encourage Ss to ask follow-up information questions, such as *Why or why not? Where did you go? What did you eat? What are they? What did you lose?* After 10–15 minutes, bring the class back together. Ask for volunteers to report back on anything interesting or surprising they learned about their classmates.

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UNIT 1, LESSON 3

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 155.

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.

TYPES OF ADVERBS

GRAMMAR TO REVIEW
Adverb placement and use

COMMON ERRORS
Incorrect adverb placement

- Read the instructions. Do number 1 as a class. Play the audio and pause after the first sentence. Ask, *What is the adverb in this sentence?* (thankfully) Write *thankfully* on the board.
- Ask, *What type of adverb is this?* (sentence adverb) *How do we know that?* (It's at the beginning of the sentence.)
- Read the answer choices in number 1 aloud. Ask, *Which of these best matches the meaning of the statement you heard?* (a) Play the audio of the statement again, if necessary. Elicit the answer.
- Ask, *How do you know this is the correct answer?* (because the adverb is describing the speaker's opinion of what happened, not how the people in the situation felt)
- Play the audio two times. For the first listening, play the rest of the audio and ask Ss to write down the adverb used in each statement. In pairs, have Ss discuss the type of adverb that is used in each statement they heard.
- For the second listening, have Ss complete the exercise. Pause after each statement to give them time to choose an answer.
- Have Ss compare their answers in pairs.
- To review, read aloud the statement from the audio script and elicit answers from Ss. After each, ask, *What type of adverb is in the statement? How do you know? What is the correct answer? Why?* Clarify any doubts about adverb use or meaning.
- Read the instructions. In pairs, have Ss discuss the type of adverb and its placement. Remind them to look back at the grammar chart on page 10 for reference.
- Have Ss complete the exercise in pairs but rewrite the sentences individually.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Ask Ss to write a short paragraph about space exploration using indefinite pronouns and all three kinds of adverbs. If necessary, start the paragraph for Ss on the board. For example, *Everything was barely visible in the deep black sky...* Walk around and provide help with vocabulary or spelling. Invite two volunteers to read their paragraphs for the class.

EXTENSION Ask Ss to do an online search for recent news headlines. Ask them to choose 2–3 articles and write down a few key details of what happened in each event. In pairs, have Ss take turns reporting on and reacting to the news. Tell Ss to use different types of adverbs as they discuss. (For example, A: There was a hurricane in Mexico that left hardly any houses standing. B: Really? Strangely, I had a dream that was similar to that last night...)

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UNIT 1, LESSON 3

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

abandon	rust	crumble	peel	rot
collapse	dilapidated	moss-covered	damage	

1. It looks like the walls got wet and now the paint is peeling .
2. After too much time under water, the wood began to rot and fall apart.
3. The old building collapsed in the earthquake.
4. The house was so dilapidated that it looked like it was going to fall down.
5. The ancient bricks eventually crumbled into dust.
6. The cool forest was full of moss-covered trees.
7. Don't leave your bike out in the rain! It will rust .
8. There's no one here. The house was abandoned years ago.
9. The storm did a lot of damage . It's going to be expensive to repair it all.

TYPES OF ADVERBS

A 01-14 **Listen. Circle the sentence similar in meaning.**

1. (a.) It was fortunate that no people got hurt when the bridge collapsed.
   b. The people were thankful that they didn't get hurt when the bridge collapsed.
2. a. We paint our house very often.
   (b.) We don't paint our house very often.
3. a. I love historic constructions, but not ruins.
   (b.) I love historic constructions, including ruins.
4. (a.) Rob will do one of two things.
   b. Rob will do two things.
5. a. You worked honestly on the contract.
   (b.) You really did a great job with the contract.
6. a. We are making just enough money.
   (b.) We are almost not making any money.

B **Rewrite the sentences using the adverb in parentheses. Use correct word order.**

1. (rarely) They don't do repairs often.
   They rarely do repairs.
2. (truthfully) To be honest, your bridge design has many flaws.
   Truthfully, your bridge design has many flaws.
3. (just) I need some rust remover; I don't need anything else.
   I just need some rust remover.
4. (mostly) The donations were made by women primarily.
   The donations were made by women mostly / mostly by women.
5. (oddly) It was strange that the door opened by itself.
   Oddly, the door opened by itself.
6. (hardly) They didn't collect much money.
   They hardly collected any money.

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UNIT 2, LESSON 1

VOCABULARY PRACTICE

▶02-02 Listen. Write the superpowers they are talking about.

super strength	telekinesis	teleport	telepathic
X-ray vision	a shape-shifter	invisible	invincible

1. The man is invincible and the woman has super strength.
2. He is invisible.
3. Minerva is a shape-shifter.
4. The woman can teleport.
5. The man has X-ray vision.
6. The woman is telepathic.
7. He has the power of telekinesis.

PRESENT AND FUTURE UNREAL CONDITIONAL

A ▶02-03 Listen. Check (✓) the correct answer.

		True	False	No information
1.	The speaker doesn't have time to talk.	✓		
2.	The speaker is in a position of power.		✓	
3.	James works somewhere else now.			✓
4.	The speaker is going to listen to the managers' conversation.		✓	
5.	They cannot move the desk by themselves.	✓		
6.	The speaker wants to do the project again.			✓

B Rewrite the sentences using the present and future unreal conditional.

Part 1

1. I'm not a superhuman, so I can't do everything.
   If I were a superhuman, I could do everything.
2. I'd like to read minds in order to know what you're thinking.
   If I could read minds, I would know what you're thinking.
3. We can't teleport, so we won't be on time.
   If we could teleport, we would be on time.
4. Superman is not here, so he won't help us.
   If Superman were here, he would help us.
5. Mark can't finish that project in a week because he doesn't have superpowers.
   Mark could finish that project in a week if he had superpowers.

Part 2

1. I'm meeting you for lunch because I have time.
   I wouldn't meet you for lunch if I didn't have time.
2. We're hiring Claire because she does excellent work.
   We wouldn't hire Claire if she didn't do excellent work.
3. We learn important lessons when we make mistakes.
   We wouldn't learn important lessons if we didn't make mistakes.

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UNIT 2, LESSON 1

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 156.

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.

PRESENT FUTURE UNREAL CONDITIONAL

GRAMMAR TO REVIEW
Modal auxiliaries
If-clauses

COMMON ERRORS
Using the present tense verb in the *if*-clause
Using *was* in the unreal conditional for the subjects *I*, *he*, and *she* when the verb in the *if*-clause is a form of *be* (rather than *were*)
Using the modal *can* in the unreal conditional (rather than *could*)
Using *will* in the main clause (rather than *would*)

A
- Read the instructions aloud. Give Ss time to preview the statements before listening.
- Do number 1 as a class. Play the audio and pause after *more time*. Read number 1 aloud. Ask, *Based on that information, can we conclude that the speaker truly doesn't have time to talk, does have time to talk, or that we don't have enough information to decide?* (True; she doesn't have time to talk.) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. If the statement is false, ask the student to change the statement so that it is true. Write the corrected false statements on the board.

B
- Read the instructions. Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *How did the verb tenses change?* (*Were* is used in the *if*-clause; *could* is used in the unreal conditional.) *How did the meaning change?* (The answer is talking about an imagined event or situation.) Repeat for the example in Part 2.
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 18 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Tell Ss to imagine that they unexpectedly receive $50,000. Ask, *What would you do with the money?* Give Ss a minute to take notes and then have them share their ideas in pairs. Encourage Ss to ask follow-up questions and elicit more details. Take a class survey to see which ideas were most popular among Ss.

EXTENSION Say, *I wish there was no poverty.* Write on the board: *If there were no poverty, there would be less crime.* Then, ask Ss to make a wish list of at least three items and write sentences in the unreal conditional about what would happen if their wishes came true. Have them share their sentences in pairs and provide peer feedback on verb form and use.

EXTENSION Ask Ss to write 3–4 questions in the present and future unreal conditional. Write some examples on the board, such as *If you could go anywhere on vacation, where would you go? Why?* Then ask Ss to stand up and interview 3–4 classmates. Tell Ss to take turns asking and answering their questions. Suggest they take notes on their classmates' answers. Monitor. Listen for the correct use of verb forms and subject-verb agreement. After 10–15 minutes, call on Ss to share with the class the most interesting thing they learned about one of their classmates.

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UNIT 2, LESSON 2

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 156.

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.

FUTURE REAL CONDITIONAL

GRAMMAR TO REVIEW
Simple present tense
Simple future tense

COMMON ERRORS
Using the simple future tense in the *if*-clause (rather than the simple present)
Using the simple present or present continuous in the main clause of a future real conditional sentence (rather than the simple future or a modal + verb)

A
- Read the instructions aloud. Give Ss time to preview the statements and answer choices before listening.
- Do number 1 as a class. Play the audio and pause after *interview*. Read number 1 aloud. Ask, *Based on that information, can we conclude that the speaker is or isn't ready for his interview?* (isn't) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Call on Ss to read the completed sentences aloud for the class. Write them on the board. Correct if necessary.

B
- Read the instructions. Do number 1 as a class. Read the two sentences aloud. Ask for a volunteer to read the example answer for the class. Point out the comma and that the order of the clauses didn't change.
- Ask, *How did the verb tenses change?* (*should be* changed to *is* in the *if*-clause; the verb tense doesn't change in the real conditional)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 20 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION In pairs, have Ss look back at the example sentences in 2A and share if they agree or disagree with each one. Encourage them to provide real-life examples and reasons to support their opinion. To review, read the sentences and ask, *Do you agree?* Take a class vote. Call on Ss to explain their answer.

EXTENSION Ask Ss to write 3–4 questions using the future real conditional. Write some examples on the board, such as *If we go to the movies tonight, what will we watch? What will you do if you have a day off from work?* Then ask Ss to stand up and interview 3–4 classmates. Tell Ss to take turns asking and answering their questions. Suggest they take notes on their classmates' answers. Monitor. Listen for the correct use of verb forms and subject-verb agreement. After 10–15 minutes, call on Ss to share with the class the most interesting thing they learned about one of their classmates.

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UNIT 2, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

inspire	optimize	a reflection	persistent
rage	excel	promising	

1. When you finish a task, take some time for ___reflection___. Consider what went well and what didn't.
2. The speaker's words ___inspired___ me to start my search for a new job.
3. Even if something is difficult at first, you should ___persist___. It might pay off in the end!
4. The factory is installing robots to ___optimize___ production.
5. With enough practice and determination, I'm sure you will ___excel___.
6. When the child spilled wine on the bride's gown, she shook with ___rage___.
7. The new team looks very ___promising___. I think they'll have a good season.

FUTURE REAL CONDITIONAL

A ▶02-08 Listen. Circle the correct word.

1. The man **is** / **isn't** ready for his interview.
2. The woman **is** / **isn't** willing to help him practice.
3. The man **will** / **won't** get more nervous if he thinks about the interview questions.
4. The woman thinks practice **will** / **won't** help him.
5. The man **is** / **isn't** sure that he's qualified for the job.
6. The woman thinks he **is** / **isn't** qualified.

B Combine the two sentences to form future real conditionals. Do not change the order of the clauses. Use commas when necessary.

1. He should be more persistent. He might succeed.
   If he is more persistent, he might succeed.
2. We should try this new program. We might achieve optimal results.
   If we try this new program, we might achieve optimal results.
3. Let's use a trial and error approach. We will learn from our mistakes.
   If we use a trial and error approach, we will learn from our mistakes.
4. You'll excel in the new environment. You should accept the job offer.
   You'll excel in the new environment if you accept the job offer.
5. I can figure out the problem. I need to reflect on it more.
   I could figure out the problem if I reflect on it more.
6. You need to work on your programming skills. You'll master it soon.
   If you work on your programming skills, you'll master it soon.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

churn out	innate	self-evident	resemble	intervene
consistently	trauma	avenge	thrust	

1. Don't you know the answer? It seems completely ___self-evident___ to me!
2. He has psychological problems because he suffered ___trauma___ at an early age.
3. You should attend class ___consistently___ if you want to improve.
4. The child star was ___thrust___ into the spotlight by her parents.
5. She wrote so many books. She ___churned out___ about three a year.
6. Humans have a(n) ___innate___ desire to live in communities.
7. We told him not to ___intervene___ in the fight.
8. The speaker's ideas ___resemble(d)___ something I read in an article recently.
9. It's the same old story about a man who wants to ___avenge___ the death of the woman he loved.

PRESENT REAL CONDITIONAL

A ▶02-14 Listen to the beginning of the sentences. Check (✓) the correct ending.

1. ☐ if you want to choose your seats.
   ☑ you can choose your seats.
2. ☑ if we aren't busy.
   ☐ if we weren't busy.
3. ☑ it often has a sequel.
   ☐ when it has a sequel.
4. ☐ if the hero wins.
   ☑ the hero usually wins.
5. ☑ if someone is hurt?
   ☐ is someone hurt?
6. ☑ how can the person recover quickly?
   ☐ if they recover.

B Rewrite the sentences as a general statement of fact using present real conditionals. (Hint: Change the definite article *the* to the indefinite article *a / an*.)

1. I didn't like the movie because the ending was obvious.
   I don't like a movie if the ending is obvious.
2. There was a new superhero movie, so Jackson went to see it.
   If / When there is a new superhero movie, Jackson goes to see it.
3. The audience liked the movie because the character had a great origin story.
   The audience likes a movie if / when the character has a great origin story.
4. Anna cried because the movie was sad.
   Anna cries if / when a movie is sad.
5. The book was boring, so I fell asleep.
   If a book is boring, I fall asleep.
6. The story was inspirational because the character overcame a traumatic event.
   A story is inspirational if / when a character overcomes a traumatic event.

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UNIT 2, LESSON 3

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 156.

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.

PRESENT REAL CONDITIONAL

GRAMMAR TO REVIEW
Modal auxiliaries

COMMON ERRORS
Using a simple present verb in the main clause of a present real conditional (rather than a simple future verb)
Using a future verb in the result clause (rather than a simple present verb)

A
- Read the instructions aloud. Give Ss time to preview the answer choices before listening.
- Do number 1 as a class. Play the audio and pause after *online*. Read the two answer choices aloud with the beginning of the sentence. Elicit the answer (you can choose your seats).
- Ask, *Did the sentence begin with a conditional or a result clause?* (conditional) *How do you know?* (It started with the word *when*.) *What verb tense is used in the result clause?* (simple present)
- Play the rest of the audio. Pause after each sentence starts to give Ss time to choose the correct ending.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Read the beginning of each sentence aloud and call on Ss to say the answer. Correct if necessary.

B
- Read the instructions. Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *How did the verb tenses change?* (Simple past changed to the simple present.) *Why is there no comma after* movie? (The result clause comes first.)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 22 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Ask Ss to write five sentences using the present real conditional about their experience of learning English. Provide some sentence starters on the board as models. For example, *I feel…when I speak in English. If I don't understand something in English, I…* Walk around as Ss work and provide help as necessary. In small groups, have Ss take turns reading their sentences. Invite volunteers to share their experience with the class. Take a class survey on how many Ss have similar tips or strategies for learning English.

EXTENSION Have Ss write down at least two common superstitions using the present or future real conditional. For example, *If you knock on wood after saying something, you hope it doesn't happen. You will have bad luck if a black cat crosses your path.* In groups, ask Ss to read their superstitions aloud, explain what they mean, and say if they believe them. Ask for volunteers to share the most surprising or silly superstitions they heard. Write them on the board. Point to each one and take a class vote on whether Ss believe it is true.

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UNIT 3, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 157.

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.

VERB + GERUND VS. INFINITIVE

GRAMMAR TO REVIEW
Gerunds
Infinitives

OPTIONAL GRAMMAR TO REVIEW
The base form of the verb

COMMON ERRORS
Mixing up the use of infinitives and gerunds
Using *to* + gerund

- Read the instructions and the note aloud. Give Ss time to preview the statements before listening.
- Do number 1 as a class. Play the audio and pause after *I sent you?* Read number 1 aloud. Ask, *Based on that information, can we conclude that the speaker does or does not want to know whether or not you read the article?* (True; she wants to know.) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. If the statement is false, ask the student to change the statement so that it is true. Write the corrected false statements on the board.

- Read the instructions. Say, *Complete the sentences with a gerund or infinitive phrase.*
- Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *Is the answer a gerund or infinitive phrase? Why is this the correct answer?* (gerund because she completely quit eating sugar) *Is it possible to also use an infinitive phrase?* (no, because it would mean that she interrupted something else she was doing in order to eat sugar)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 30 for reference.
- Invite volunteers to write their answers on the board. After each, ask Ss to explain why they chose to use a gerund or infinitive in their answer. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Write on the board: *Do not fear failure but rather fear not trying.* Read the quote aloud. Tell Ss this is a quote by an author named Roy T. Bennett. Ask, *Do you agree with this quote? Why or why not? What is a new hobby or activity you've been afraid of trying? What could you try to do to get over this fear?* In pairs, ask Ss to discuss the quote and their own experiences. Encourage them to give each other suggestions on what to try in order to get over their fears.

EXTENSION Write on the board: *Where is somewhere you've always meant to visit? What would it mean if you moved there today?* Give Ss a few minutes to think before sharing. Then have them discuss their answers in pairs. Elicit ideas from the class. Listen for the correct use of gerunds and infinitives following the verb *mean*.

EXTENSION Tell Ss to imagine they arrived at the last minute to buy tickets at the movie theatre. The ticket clerk says, *I regret to inform you that the tickets are all sold out.* Ask, *What do you regret doing or not doing in this situation?* Have Ss share their ideas in groups. For example, *I regret not buying tickets online. I regret arriving late.*

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UNIT 3, LESSON 1

VOCABULARY PRACTICE

▶03-02 Listen. Complete the sentences with the correct form of the words in the box.

a prodigy	renowned	a virtuoso	knowledgeable	a genius
talent	insightful	gifted	a legend	

1. Coach Talbert is a(n) ___legend___ around here.
2. Mara always has ___insightful___ ideas.
3. The kid is a(n) ___prodigy___.
4. Rosa is very ___knowledgeable___ about this place.
5. Tom is ___gifted___ at mathematics, but he has no ___talent___ for music.
6. Dr. Smith is a(n) ___renowned___ expert.

VERB + GERUND VS. INFINITIVE

go on + *-ing* = to continue
go on + infinitive = to do the next thing
mean + *-ing* = to result in something
mean + infinitive = to intend to do something

A ▶03-03 Listen. Check (✓) the correct answer.

		True	False
1.	The speaker wants to know whether or not you read the article.	✓	
2.	They never play soccer any more.		✓
3.	The speaker wanted to take piano lessons but probably didn't.	✓	
4.	They wish they had not gone to the ballet.		✓
5.	The speaker did not go to the concert.	✓	
6.	Alex continued to play after he was injured.	✓	

B Complete the sentences by restating the first sentence or pair of sentences.

1. Julie wants to be healthier, so she no longer eats sugar.
   Julie stopped ___eating sugar___.
2. The championship game was awesome! Marc scored the winning goal.
   Marc will never forget ___scoring the winning goal___.
3. Kelly lived in New York, but she didn't like it. She moved back to Canada.
   Kelly tried ___to live in New York___.
4. I got my sister a birthday card. I didn't forget this year.
   I remembered ___to get my sister a birthday card___.
5. Scott joined a book club, but he doesn't like it. Plus, it takes too much of his time.
   Scott regrets ___joining a book club___.
6. Even after the music stopped, Isabel continued to dance.
   Isabel went on ___dancing even after the music stopped___.
7. Sorry I didn't call you last night. I fell asleep.
   I meant ___to call you last night, but I fell asleep___.
8. We've been working on this project nonstop for hours. We should eat soon.
   Let's stop ___to eat___.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a craft	craft	a map	map	an approach	approach
a detail	detail	a focus	focus on	a comment	comment

1. We've mapped out our route for next summer's road trip, but it's very general. I'll fill in the details as the time gets closer.
2. The phone keeps ringing and I can't focus on my work.
3. Did you see that article? There are over 1,000 comments about it from readers! I almost commented on it myself, but I decided not to say anything.
4. My cousin loves to do crafts, especially sewing and jewelry-making.
5. She always takes a very careful approach to solving problems.
6. At the meeting the boss detailed plans for cutting costs. The company's focus is going to be on using more robots and paying less for labor.
7. The politician crafted a carefully worded statement to avoid getting into trouble.
8. There's a large map of the world on the office wall.
9. You shouldn't approach any wild animals; they could be dangerous.

GERUND USAGE

A ▶03-08 Listen. Write the gerund you hear. Then check (✓) how it is used.

Gerund	Subject	Object	Object complement	Object of a preposition	With a possessive
1. creating	☐	☐	☐	☑	☐
2. reading	☐	☑	☐	☐	☐
3. focusing	☐	☐	☑	☐	☐
4. detailing	☐	☐	☐	☐	☑
5. watching	☑	☐	☐	☐	☐
6. listening	☐	☐	☐	☑	☐

B Combine the sentences. Change the verb in bold to a gerund.

1. We **watched** that movie last night. We had a great time.
   We had a great time watching that movie last night.
2. He **reads** fantasy books. He enjoys it.
   He enjoys reading fantasy books.
3. I'm trying to **understand** the plot. I'm having trouble.
   I'm having trouble understanding the plot.
4. He always **comments** on my posts. I'm tired of it.
   I'm tired of his commenting on my posts.
5. She's **writing** a novel. It isn't easy.
   Writing a novel isn't easy. OR It isn't easy writing a novel.
6. He worries he **won't succeed**. It is his biggest fear.
   Not succeeding is his biggest fear. OR His biggest fear is not succeeding.

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UNIT 3, LESSON 2

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 157.

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.

GERUND USAGE

GRAMMAR TO REVIEW
Parts of speech
Gerunds

COMMON ERRORS
Not using the possessive case with a gerund
Using an object pronoun before gerunds with a possessive
Omitting the preposition before gerunds that are objects of prepositions

A
- Read the instructions and the headings in the chart aloud. Say, *Listen for the gerund in the statements.*
- Do number 1 as a class. Play the audio and pause after the first statement. Ask, *What gerund is used?* (creating) Write the full statement on the board: *A lot of time and thought goes into creating a fictional world.*
- Ask, *How is the gerund used?* (as the object of a preposition) *What preposition is it used with?* (into) Point out the checked box in number 1.
- Play the rest of the audio. Pause after each statement to give Ss time to write the gerund and choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, ask, *What is the gerund? How is it used?* Call on Ss to answer the questions.

OPTION Have Ss close their book and complete a dictation exercise. Play the audio. Ask Ss to listen and write down the sentences they hear. Play the audio again so Ss can check their work. Then have Ss open their books and complete the exercise.

B
- Read the instructions. Do number 1 as a class. Read the sentences aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *What gerund is used?* (watching) *How is it used?* (object complement)
- Point out that the order of the sentences changed in the answer. Tell Ss that they can do this in their answers.
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 32 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Ask the class, *What's the gerund? How is it used?* (2. *reading*, object; 3. *understanding*, object complement; 4. *commenting*, with possessive; 5. *writing*, subject / subject complement; 6. *succeeding*, subject / subject complement) Correct if necessary.

EXTENSION Create two circles of Ss. Have half of the Ss stand in an outer circle around the classroom. Have the other half stand in an inner circle, facing the outer circle. Tell Ss to ask and answer questions about each other's interests using gerunds as objects. (For example, A: Do you like going to the movies? B: Yes, I love going to the movies.) Call out *turn* every minute or so. Ss in the inner ring should move one space clockwise and interview their new partners. Continue the exercise for 5–10 minutes.

EXTENSION Write the following sentences on the board:
1. *I'm afraid of…*
2. *I'm upset about…*
3. *I dream about…*
4. *I look forward to…*
5. *I have succeeded in…*

Ask Ss to complete the sentences with affirmative or negative gerunds. Tell them to complete the exercise individually and then take turns reading their sentences in pairs.

EXTENSION In groups, have Ss brainstorm what skills a fantasy writer needs. Write examples on the board, such as *thinking creatively* and *taking risks*. Say, *A great fantasy writer has to be good at thinking creatively and taking risks.* Remind Ss to take notes as they discuss. Elicit ideas. Add them to the board. Then ask groups to choose five of the skills and rank how useful each is by numbering them from 1 (most useful) to 5 (least useful). Ask for a volunteer from each group to share their list and explain their group's rankings. Repeat the activity with other jobs or fields of study.

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UNIT 3, LESSON 3

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 157.

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.

VERB + OBJECT + INFINITIVE

GRAMMAR TO REVIEW
Infinitives
Direct objects

COMMON ERRORS
Omitting the *to* in infinitive phrases
Confusing the preposition *to* with an infinitive form

A
- Read the instructions aloud. Give Ss time to preview the statements before listening.
- Do number 1 as a class. Play the audio and pause after *detect my heart rate*. Read number 1 aloud. Ask, *Based on that information, can we conclude that the watch does or does not detect the heart rate?* (It does detect the heart rate.) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. If the statement is false, ask the student to change the statement so that it is true. Write the corrected false statements on the board.

B
- Read the instructions. Do number 1 as a class. Read the sentence aloud. Point out the verb and object in the parentheses.
- Ask for a volunteer to read the example answer for the class. Ask, *What infinitive is used?* (to listen)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to use the simple past tense in their answers and look back at the grammar chart on page 34 for reference.
- Monitor. Provide help with spelling as necessary.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.
- For numbers 2, 5, and 6, remind Ss that *not* is placed before the infinitive to form a negative statement.

EXTENSION Ask Ss to write three sentences using the pattern verb + object + infinitive about the world-builders discussed in the podcast on page 33. For example, *Tolkien's wild imagination helped him to create the creatures of the Middle Earth world.* Suggest they reference the audio script if necessary. In pairs, have them take turns reading their sentences aloud and providing feedback on each other's pronunciation and use of infinitives.

EXTENSION Ask Ss to write five sentences using the pattern verb + object + infinitive + gerund that are true for themselves. Write some example sentences on the board, such as *I can't wait for my friends to try skydiving. My mom wants me to stop calling so late at night.* Have Ss share their sentences in pairs and ask each other follow-up questions to learn more about each other.

EXTENSION In pairs, ask Ss to share what their families expect or don't expect them to do and how they feel about those expectations. (For example, My mom expects me to be a doctor, but I always wanted to be a teacher.) Invite volunteers to share their family's expectations with the class.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

an imagination | a perception | detectable | a combination | visual | associate

1. Reading a review of a movie before you see it can affect your ___perception___ of it.
2. She has an amazing ___imagination___. You should see her strange drawings!
3. If you look closely, you can see the spots, but they are barely ___detectable___.
4. Green with purple is a strange ___combination___ of colors.
5. Do you ___associate___ certain songs with certain times in your life?
6. If you close your eyes, can you picture the colors of the rainbow? Some people have a much more ___visual___ view of the world than others.

VERB + OBJECT + INFINITIVE

A ▶03-14 Listen. Check (✓) the correct answer.

		True	False
1.	The watch detects my heart rate.	✓	
2.	The speaker explored new horizons.	✓	
3.	Alyssa's parents suggested that she find a career in music.		✓
4.	Attendance is not required at the meeting.		✓
5.	The speaker thinks Jim probably won't finish the book today.	✓	
6.	Daniel left early.	✓	

B Report what the person said using the verb in parentheses and an object + infinitive. Use the simple past tense.

1. John said, "You should listen to classical music."
   (advise / me) John advised me to listen to classical music.
2. Ella said, "Don't be late."
   (asked / us) Ella asked us not to be late.
3. Jack said, "Imagine the possibilities."
   (want / me) Jack wanted me to imagine the possibilities.
4. Amira said, "Remember to turn off the lights before you leave."
   (remind / us) Amira reminded us to turn off the lights before we leave / left.
5. Chris said, "Could you not sing so loudly?"
   (would like / you) Chris would like you not to sing so loudly.
6. I said, "You shouldn't combine those colors."
   (warn / them) I warned them not to combine those colors.

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VOCABULARY PRACTICE

▶04-02 Listen. Circle the word that describes each animal.

1. The woman thinks the frogs are **adorable** / **magnificent**. The man thinks they are **exotic** / **gross**.
2. They think the eagle is **precious** / **magnificent** and **unique** / **cute**.
3. The man thinks the fish is **gross** / **striking**. The woman thinks it is **bizarre** / **astonishing**.
4. The man saw a lot of **exotic** / **adorable** birds. The woman thinks the bird in the picture is **astonishing** / **peculiar**.

ARTICLES FOR GENERAL AND SPECIFIC NOUNS

A ▶04-03 Listen. Is the noun general or specific? Check (✓) the correct answer.

		General	Specific
1.	dog	✓	
2.	fish		✓
3.	kangaroo	✓	

		General	Specific
4.	elephants	✓	
5.	elephants		✓
6.	puppy		✓

B Complete Ava's message to her sister with *a*, *an*, *the*, or Ø (no article).

Hi Zoe,

Seeing how you spend hours and hours watching cute animal videos, I know you really want to get ___a___ (1) pet. It's true that ___Ø___ (2) pets are great companions and provide meaningful social support for their owners. And, of course, it's fun to walk ___a___ (3) dog or hold ___a___ (4) cat. But please think carefully about what's involved.

First, you need to consider ___the___ (5) time commitment involved in pet ownership. You're so busy. Do you really have enough time to take care of ___a___ (6) puppy or ___a___ (7) kitten?

You should also think about ___the___ (8) expense of owning ___a___ (9) pet. You'll need to pay for ___the___ (10) animal's food, vaccinations, medical care, and toys. Depending on ___the___ (11) pet that you choose, you may also need to get ___a___ (12) cage or ___an___ (13) aquarium.

You should also think carefully about what kind of pet is most suitable for you. You have ___a___ (14) full-time job, so you might consider getting ___a___ (15) cat instead of ___a___ (16) dog since ___Ø___ (17) cats can generally be left alone for longer stretches of time. Or maybe you should get something smaller and easier to take care of. Have you thought about ___a___ (18) goldfish or ___a___ (19) hamster?

Whatever you decide, just remember that once you adopt ___an___ (20) animal, you're responsible for it for the rest of its life. You can't return your pet to ___the___ (21) shelter, so please take this decision very seriously. Perhaps this isn't ___the___ (22) best time to get a pet. And remember, if you're not ready, you can always continue watching ___Ø___ (23) animal videos! ☺

Love,

Ava

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UNIT 4, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 158.

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.

ARTICLES FOR GENERAL AND SPECIFIC NOUNS

GRAMMAR TO REVIEW
Articles
Count and non-count nouns

COMMON ERRORS
Using *a / an* with specific nouns
Using *the* with general nouns
Using *a / an* with plural or non-count nouns
Using an article with proper nouns

A
- Read the instructions aloud.
- Do number 1 as a class. Play the audio and pause after the first statement. Ask, *Is the noun* dog *used in a general or specific way in this sentence?* (general) *How do you know?* (*A dog* here refers to a member of the category of seeing eye dogs.) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the statements aloud and elicit the answer from the class. Ask, *How do you know this is the correct answer?* Ask for volunteers to give reasons to support their answer. Remind them to look back at the grammar chart on page 42 for reference.

B
- Say, *Ava wrote an email to her sister about animal videos.* Read the instructions.
- Read the first two sentences of the email aloud for the class. After each example answer, ask, *Why is this the correct answer?* (1. *Pet* is singular. 2. *Pets* is plural.) Elicit answers.
- Have Ss complete the message individually. Remind them to look back at the grammar chart on page 42 for reference.
- To review, read the email aloud and elicit the answers. List them on the board. After each, ask, *How do you know this is the correct answer?* Elicit ideas. Correct if necessary.

EXTENSION Have Ss think of subjects that interest them, such as comic books, video games, cooking, music, technology. Ask them to make statements that they believe are true about each. For example, *Superhero comic books can inspire young children who feel alone.* In pairs, have Ss take turns sharing their ideas. Ask for volunteers to write one generalization on the board and share with the class why they believe it is true.

EXTENSION Write on the board: *An apple a day keeps the doctor away.* Point to each article and ask, *Why do we use this article?* Elicit explanations from the class. Then ask, *What does this proverb mean?* (Eating nutritious food will make you healthier.) Give Ss a few minutes to write down a famous saying or proverb they like. Allow them to do an online search for proverbs, if necessary. Invite 3–4 volunteers to add their proverbs to the board. Tell them to circle the articles and underline the nouns. For each, ask the class, *Why do we use these articles? What does this proverb mean?* Elicit the answers.

EXTENSION Project or show pictures of important or famous people, such as celebrities, politicians, and activists. In pairs, have Ss identify the person using general and specific articles and discuss his or her accomplishments. (For example, A: Who's she? B: Oh, I think she's the chief operating officer of Facebook. OR A: Who's he? B: I'm not sure…he looks like a politician.) Monitor. Listen for the correct use of articles. Switch pictures every two minutes.

EXTENSION Ask Ss to write three sentences about important or famous people from their countries or cultures. For example, *In Brazil, we have a famous young gymnast named Flávia Saraiva. She was in the Olympics, and is a huge inspiration for Brazilians.* Then ask them to swap papers with a partner from a different country. Tell Ss to circle the articles and identify whether the nouns are general or specific. Ask them to give each other feedback on article use, if necessary.

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UNIT 4, LESSON 2

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 158.

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.

QUANTIFIERS WITH SINGULAR VS. PLURAL VERBS

GRAMMAR TO REVIEW
Quantifiers
Singular vs. plural

COMMON ERRORS
Using incorrect subject-verb agreement

A

- Read the instructions aloud. Give Ss time to preview the options before listening.
- Do number 1 as a class. Play the audio and pause after *some of them.* Ask, *Do we use a singular or plural verb to complete the sentence? Some of them* does or *some of them* do? (plural; do) *Why is this the correct answer?* (The verb is determined by the quantifier *some of.*) Elicit answers.
- Play the rest of the audio. Pause after each exercise item to give Ss time to choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Read the beginning of the sentences and call on Ss to say the answer. Ask, *How do you know this is the correct answer?* Elicit the answer. Remind Ss to look back at the grammar chart on page 44 for reference.

B

- Read the instructions.
- Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *Did the verb in the answer change? How?* (yes; from *are* to *is*) *Why is this the correct answer?* (With the quantifier *each of,* we always use a plural noun, *puppies,* and a singular verb, *is.*) Elicit answers.
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 44 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read them aloud. Ask the class, *Do you agree or disagree with this answer?* Take a class vote.
- Point to each answer and ask, *Did the verb in the answer change?* (Numbers 1 and 2 change.) *How? Why?* Elicit answers. Correct if necessary.

EXTENSION Write on the board: *1. Most information has been proven false. 2. Most of the information has been proven false.* Ask, *How are the two sentences different?* (1. uses *most;* 2. uses *most of the*) *What's the difference in meaning?* (When we put *of the* after the quantity word *most,* we are making *information* specific. Without *of the,* we are making a generalization.)

EXTENSION Ask Ss to write 4-5 sentences using quantifiers with the verbs missing. Encourage them to write about wild animals or the environment. Then ask Ss to swap papers with a partner and complete the sentences with the appropriate verb in the singular or plural. For example, *Experts calculate that about 0.1% of all species ___ extinct each year.* (go / become) Have Ss read their new sentences in pairs and check each other's work.

EXTENSION Write different topics on the board, such as *my friends, my family, my classmates, my memories, my hobbies, my goals.* In groups, have Ss take turns using quantifiers to make sentences about the topics. Tell Ss they are having an informal conversation, so should use a plural verb with *either, neither,* and *none.* (For example, Every one of my cousins is taller than me. Neither of my best friends live near me anymore.) Tell Ss to reference the quantifiers in 2A on page 44 as they discuss. Encourage Ss to listen for their partner's subject-verb agreement and correct if necessary.

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UNIT 4, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

fearful	pessimistic	a lifespan	a shelter
conduct	extensive	extroverted	excitable

1. African elephants have a long ___lifespans___. They can live about 70 years.
2. My cat is really ___fearful___. She always hides when people come over.
3. Hearing all the bad news about climate change makes me ___pessimistic___ about the future.
4. If you're a(n) ___extroverted___ person, it's hard for you to spend a lot of time alone.
5. They need to ___conduct___ more research to find out what's causing the fish to die.
6. My dog is super ___excitable___. He runs around and barks every time someone walks past the house.
7. I used to volunteer at an animal ___shelter___ during the summers.
8. It's a good idea to do ___extensive___ research on a new product before you buy it.

QUANTIFIERS WITH SINGULAR VS. PLURAL VERBS

A ▶04-08 **Listen to the beginning of the sentences. Circle the correct ending.**

1. does	(do)
2. (is, too)	are, too
3. has a dog	(have a dog)
4. (is limited to cats)	are limited to cats
5. is very calm	(are very calm)
6. (is decreasing)	are decreasing

B **Rewrite the sentences using the quantifier in parentheses. When necessary, change the verb to agree with the subject.**

1. John's puppies are really excitable.
   (each of) Each of John's puppies is really excitable.
2. Those kittens were adopted.
   (every one of) Every one of those kittens was adopted.
3. The research is available online.
   (all of) All of the research is available online.
4. That report is incorrect.
   (half of) Half of that report is incorrect.
5. The residents in my apartment complex own cats.
   (Twenty percent of) Twenty percent of the residents in my apartment complex own cats.
6. The animals in the shelter never get adopted.
   (some of) Some of the animals in the shelter never get adopted.

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UNIT 4, LESSON 3

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

grieve	mourn	howl	hold a grudge
dive-bomb	scold	be self-aware	feel guilty

1. Don't make my sister mad. She can ___hold a grudge___ for a long time!
2. I ___feel guilty___ for hurting his feelings. I really didn't mean to.
3. My dog ___howls___ whenever I play piano. It sounds like he's trying to sing along.
4. The teacher ___scolded___ the children for talking during the lesson.
5. Now that my daughter is 18 months old, she ___is self-aware___. She can recognize herself in the mirror.
6. He's still ___grieving___ for his wife, who died a couple of years ago.
7. Often you see birds ___dive-bombing___ toward the ocean in order to get food.
8. We often ___mourn___ after someone we know dies.

ARTICLES FOR KNOWN AND UNKNOWN INFORMATION

A ▶04-14 Listen. Is the noun known or unknown? Check (✓) the correct answer.

	1. wolf	2. dog	3. dog	4. chimpanzees	5. bird	6. kitten
Known	☐	✓	☐	✓	☐	✓
Unknown	✓	☐	✓	☐	✓	☐

B Complete the sentences with the correct form of the noun in parentheses. You may need to add an article.

1. (elephant) ___Elephants___ are very social creatures. We saw ___an elephant___ and its mother at the zoo last week. ___The elephants___ at the zoo were wrapping their trunks together to hug and show affection.
2. (crow) I read a story about a lost, abandoned kitten. ___A crow___ suddenly dive-bombed the kitten. Everyone gasped because they thought ___the crow___ would hurt the baby cat. They were shocked to discover ___the crow___ was stuffing worms into the kitten's mouth. I guess ___crows___ are very caring animals.
3. (octopus) A research team in New Zealand taught ___an octopus___ how to take photographs. The team placed a waterproof camera near ___the octopus___ in its tank. Whenever ___the octopus___ took a picture, the team rewarded it with a snack. It took the team about eight weeks to train ___the octopus___ to be a photographer.
4. (wolf) A researcher recently conducted a study on ___wolves___ and found that they communicate with more than just howls. They also whine, bark, growl, and snarl. ___The wolves___ that the researcher observed worked together to hunt, raise their young, and protect their territory.

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UNIT 4, LESSON 3

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 158.

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.

ARTICLES FOR KNOWN AND UNKNOWN INFORMATION

GRAMMAR TO REVIEW
Articles
Singular vs. plural

COMMON ERRORS
Using *the* when a singular noun is mentioned for the first time
Using *a / an* after the noun has been mentioned
Using an article when a plural noun is mentioned for the first time

A
- Read the instructions aloud. Say, *Listen to sentences about animal behavior. Listen specifically for the nouns in the chart.*
- Do number 1 as a class. Play the audio and pause after *in the middle of the night*. Ask, *Is the noun* wolf *in this sentence known or unknown to the speaker?* (unknown) *How do you know?* (We can tell the speaker is not familiar with the wolf because the speaker uses *a*.) Elicit answers.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the sentences aloud and elicit the answer from the class. Ask, *How do you know this is the correct answer?* Ask for volunteers to give reasons to support their answer.

B
- Read the instructions. Read the nouns in parentheses aloud for the class.
- Read the first sentence in number 1 aloud for the class. Ask, *Is the noun here singular or plural?* (plural) *Does it have an article or no article?* (no article) *Why?* (When a plural noun is mentioned for the first time, we do not use an article.) Elicit answers.
- Have Ss complete the exercise in pairs but write their answers individually. Ask them to discuss reasons to explain their answers. Remind them to look back at the grammar chart on page 46 for reference.
- Ask for volunteers to read the completed sentences for each exercise item aloud. Write their answers on the board. (For example, 1. Elephants, an elephant, The elephants.) Ask the class if they agree or disagree with these answers, and why or why not.
- Tell Ss to check their spelling with the answers on the board. Point out the spelling of the irregular plural in number 4.

LANGUAGE NOTE The plural form of *octopus* is *octopi* or *octopuses*.

EXTENSION Ask Ss to use articles for known and unknown information to write a short paragraph about their favorite website or app. If necessary, start the paragraph for Ss on the board. For example, *There's an app I love called...* Walk around and provide help with vocabulary or spelling. Have Ss take turns reading their paragraphs in pairs. Encourage them to give each other feedback on article use. Invite two volunteers to read their paragraphs for the class.

EXTENSION In pairs, have Ss take turns describing their family members or friends. Ask Ss to ask each other follow-up questions to learn more about their classmates. Remind Ss to use *a* or *an* for the first time they mention a new piece of information about their family member and *the* for future mentions. (For example, A: My uncle is a teacher. B: Where does he work? A: Oh, he's the third-grade teacher at our local elementary school.) Give a time limit. Bring the class together. Ask for volunteers to introduce their classmates' families to the class. (For example, Melanie has an uncle who is a teacher at our local elementary school.)

EXTENSION Weather permitting, have Ss take a walk outside. Alternatively, Ss can take an inside walk around the classroom or school. Have them play the game I Spy in pairs. (For example, A: I spy a white object. It is about the size of my head. It has numbers on it and is a very useful tool... B: Is it the clock on the wall? A: Yes!) Suggest that Ss use circumlocution to describe the unknown objects. Tell them to pay attention to the articles used for known and unknown information. Monitor. Listen for the correct use of articles.

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UNIT 5, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 159.

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.

REPORTED SPEECH PATTERNS

GRAMMAR TO REVIEW
Past tense verb forms
Infinitives
Gerunds

COMMON ERRORS
Using a direct object before the gerund
Omitting the subject and / or verb in the clause

A

- Say, *You will hear six conversations about small businesses.* Read the instructions aloud.
- Ask Ss to underline the reporting verbs in each answer choice. (1. told, said; 2. suggested, said; 3. told, promised; 4. told, said; 5. warned, proposed; 6. told, asked) Review these with the class.
- Do number 1 as a class. Play the audio and pause after *I can't believe it.* Have Ss discuss the answer in pairs.
- Read the question aloud. Ask, *Did the woman tell Andrew to quit his job?* (no) *Did the man say that he had heard the news about Andrew?* (yes) Elicit answers.
- Ask Ss to look at the answer choices again. Ask, *What is the reported speech pattern used in the first sentence?* (subject + reporting verb + direct object + (*not*) infinitive) *In the second sentence?* (subject + reporting verb + (*that*) + clause) Tell Ss to reference the grammar chart on page 54 to recall the reported speech patterns. Elicit answers. Write them on the board.
- Play the rest of the audio. Pause after each conversation. Have Ss complete the exercise individually and then compare their answers in pairs.
- Call on Ss to say the answers aloud. Correct if necessary.
- Ask follow-up questions, such as *What is the reporting verb in the answer? What reported speech pattern is used?* Elicit answers.

OPTION Ask Ss comprehension questions about the conversations. For example, for number 2, you could ask, *Why does she think they need to make changes?* (The wedding planning business isn't profitable.) *What area are they going to expand into?* (party planning) Write or project questions on the board and have Ss discuss in pairs.

B

- Read the instructions.
- Ask Ss to write the simple past of the reporting verbs in parentheses next to each exercise item. Elicit answers. Write them on the board for reference.
- Do number 1 as a class. Read the quote aloud. Ask for a volunteer to read the example sentence aloud. Ask, *What is the gerund in the answer?* (checking) *Why do we need to change the verb* said *to* suggest? (We cannot use that reported speech pattern with the verb *say*.) *Did the meaning of the sentence change?* (No, the meaning is the same.) Elicit answers.
- Have Ss complete the rest of the exercise in pairs but write down their answers individually. Remind Ss that *not* is placed before the infinitive or gerund when forming negative sentences.
- Monitor. Ask Ss questions about the reported speech patterns as they work. For example, point to an answer and ask, *What is the clause? What is the object? What is the infinitive?*
- To review, read the quote aloud and call on Ss to say the answer. Write their answers on the board. Correct if necessary.
- In number 5, point out the omission of the auxiliary *do* in the answer.
- For each exercise item, ask, *Why did the reporting verb change? Did the meaning of the sentence change?* Elicit answers. If reporting verbs have different meanings, ask Ss to explain how the meaning changes.

EXTENSION Have Ss write five reported speech statements to match each pattern from the grammar chart on page 54. Then ask them to swap papers with a partner. Tell Ss to circle the reporting verbs and underline the clause or phrase that is being reported. Have Ss read their sentences in pairs and check each other's work. Example answers:

1. He admitted that he hadn't tracked the cash flow.
2. My old boss told me that she was proud of me.
3. Rafael chose to lease a space downtown.
4. She asked her parents to be investors.
5. He regretted not hiring more people.

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VOCABULARY PRACTICE

05-02 Listen. Complete the sentences with the correct form of the words in the box.

a partnership	lease	a supplier	cash flow	cut corners
be in the black	be in the red	break even	profitable	flop

1. His business was ___In the red___ last month.
2. Carol and Maria have formed ___a partnership___.
3. Last year they ___broke even___.
4. Robert knows about the ___cash flow___ of the business.
5. He thinks the ice cream store wasn't a(n) ___profitable___ business in the winter.
6. The man asks a question about a(n) ___supplier___ for the restaurant.
7. She started a cleaning business, but it ___flopped___.
8. They want to ___lease___ a place downtown for their restaurant.

REPORTED SPEECH PATTERNS

A 05-03 Listen. Circle the sentence that reports the conversation.

1. a. She told Andrew to quit his job.
   (b.) He said that he'd heard the news about Andrew.
2. (a.) He suggested expanding the business.
   b. He said to make some changes.
3. a. She told her father that he could borrow some money.
   (b.) She promised to pay the loan back soon.
4. a. He told her to check on Joe.
   (b.) She said that Joe is doing well.
5. (a.) She warned him not to cut corners.
   b. She proposed cutting some corners.
6. a. She told him not to order paper.
   (b.) She asked him to order some paper.

B Write the quotes as reported speech. Use the simple past of the reporting verb + the pattern in parentheses.

1. Calvin said, "You should check out the new food truck."
   (*suggest* + gerund) Calvin suggested checking out the new food truck.
2. Mira said, "Business trends change quickly."
   (*explain* + that + clause) Mira explained that business trends change quickly.
3. Oscar told us, "Set realistic goals."
   (*encourage* + object + infinitive) Oscar encouraged us to set realistic goals.
4. Lily said, "I'll make some calls."
   (*agree* + infinitive) Lily agreed to make some calls.
5. The supplier told me, "Don't worry."
   (*advise* + object + infinitive) The supplier advised me not to worry.
6. Our investors said, "You shouldn't rush into a partnership."
   (*propose* + gerund) Our investors proposed not rushing into a partnership.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a sketch	scribble	tinker	go broke	land
an entrepreneur	pitch	publicity	cite	

1. Come in next week and ___pitch___ me your idea.
2. My son likes to ___tinker___ with old machines.
3. At the moment, I work for someone else, but I'd like to be ___an entrepreneur___.
4. He ___landed___ an amazing job at a major software company.
5. The writers ___cited___ their sources so you can read more about the topic.
6. The company got a lot of negative ___publicity___ when their phones started exploding.
7. If you keep spending your money like that, you're going to ___go broke___.
8. The artist sends me a(n) ___sketches___ before she makes the final drawing.
9. He ___scribbled___ that note so quickly that I can't even read it.

CHANGES IN REPORTED SPEECH

A ▶05-08 Listen. Circle the sentence that reports the speech.

1. a. She said that Jennifer will be devastated because she didn't land the job.
   b. She said Jennifer was devastated because she hadn't landed the job.
   c. She asked if Jennifer was devastated because she didn't land the job.
2. a. He said his brother was starting a business as soon as he graduates.
   b. He said that his brother would start a business when he graduated.
   c. He said his brother had started a business as soon as he had graduated.
3. a. She said she could scribble some notes.
   b. She asked if you can scribble some notes.
   c. She asked if she could scribble some notes.
4. a. He asked if I saw his sketches.
   b. He asked if I had seen his sketches.
   c. He said that I have seen his sketches.
5. a. She told me to listen to the new podcast she had discovered.
   b. She said listen to the new podcast she discovered.
   c. She said to listen to the new podcast I'd discovered.

B Change the quoted speech to reported speech.

1. The investors asked us, "What is your next plan?"
   The investors asked us what our next plan was.
2. Eva said, "It's important to identify what the market needs."
   Eva said (that) it's important to identify what the market needs.
3. Zac said, "Stop by my food truck sometime."
   Zac said to stop by his food truck sometime.
4. I asked, "When will the final decision be made?"
   I asked when the final decision would be made.
5. Jacob asked, "Can I pitch my idea at the next meeting?"
   Jacob asked if he could pitch his idea at the next meeting.
6. Tom asked me, "How long have you been working on your new design?"
   Tom asked how long I had been working on my new design.

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UNIT 5, LESSON 2

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 159.

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.

CHANGES IN REPORTED SPEECH

GRAMMAR TO REVIEW
Reported speech
Modal auxiliaries

COMMON ERRORS
Using the wrong verb tense in reported speech
Omitting *if* or *whether* to introduce *yes / no* questions

A

- Read the instructions. Give Ss time to preview the answer choices before listening and discuss in pairs how they are different.
- Do number 1 as a class. Play the audio and pause after *she didn't land the job.* Read the three answer choices aloud. Ask, *Based on that information, which of these answers correctly reports what happened?* (b) Elicit the answer.
- Ask Ss follow-up questions to check their understanding, such as *Why is answer choice a incorrect?* (The original verb is in the present, so we need to change the reported speech verb to the past.) *Why is answer choice c incorrect?* (The speaker did not ask a question.) *Why does the verb change in the correct answer?* (because we are reporting a situation that happened before the time of speaking)
- Play the rest of the audio. Pause after each sentence to give Ss time to choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, write the sentences from the audio script on the board. Read them aloud. After each, call on Ss to say the answer. Ask them to explain their choice.

B

- Read the instructions.
- Do number 1 as a class. Read the quote aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *What changed from the quote to the reported speech? Why?* (changed the question to statement order; changed the pronoun *your* to *our*; shifted the verb *is* back a tense) Elicit answers. Tell Ss to look back at the grammar chart on page 56 for reference.
- If necessary, write the quoted speech and the reported speech side by side on the board and underline or circle the changes in the answer.
- Have Ss complete the exercise in pairs but rewrite the sentences individually.
- Invite volunteers to write their answers on the board. After each, ask Ss to explain the changes they made, and why. Correct if necessary.

EXTENSION Share a small business idea with the class. For example, say, *I'm thinking of opening a food truck that serves only desserts.* Ask Ss to individually write down 4-5 questions or comments they have about your idea. Ask Ss to write both *yes / no* and information questions. (For example, Having a dessert food truck is a big risk. Are you going to serve ice cream? What flavors? How many employees will you have?) Then have Ss swap papers with a partner and rewrite each other's sentences as reported speech. (For example, She said that having a dessert food truck is a big risk. He asked if you were going to serve ice cream.) Call on Ss to read their sentences aloud. Correct Ss' work if necessary. Then respond to the statement or answer the question.

EXTENSION Ask Ss to write sentences with reported speech using the verbs *said* and *asked*. Suggest they make the sentences true for themselves. (For example, My grandmother always asked me when I would visit my cousins. My best friend from home said to call her every Sunday.) Then have Ss swap papers with a partner and rewrite each other's sentences as quoted speech. (For example, My grandmother always asked me, "When will you visit your cousins?" My best friend from home said, "Call me every Sunday.") Walk around as Ss work and provide help as necessary. Have Ss read their sentences in pairs and check each other's work.

EXTENSION In groups, have Ss take turns sharing information about their work or study experience. (For example, A: My first job was at an ice cream shop. B: Really? Mine too!) After 3-5 minutes, call on Ss to report to the class what they learned about their classmates using reported speech. (For example, Both Alyssa and Abel said that their first job was working at an ice cream shop.)

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UNIT 5, LESSON 3

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 160.

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.

COMMON REPORTING VERBS

GRAMMAR TO REVIEW
Reported speech
Past tenses

COMMON ERRORS
Using the wrong pattern for a reporting verb

A

- Read the instructions. Give Ss time to preview the answer choices before listening. Suggest Ss use a dictionary to look up the meaning of any verbs they are not familiar with. Review definitions as necessary.
- Do number 1 as a class. Play the audio and pause after the first sentence. Ask, *What is the reporting verb in this sentence?* (persuaded) *What is the sentence pattern?* (subject + reporting verb + direct object + *not* + infinitive) Elicit answers. Write them on the board.
- Ask, *Which of the three answer choices in number 1 has a similar meaning to* persuaded *and can be used with the same sentence pattern?* (convinced) Elicit the answer.
- Play the rest of the audio. Pause after each sentence to give Ss time to choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the sentences aloud and call on Ss to say the answer. Ask them to explain why they chose that answer.
- If Ss are confused about any of the answers, elicit answers to questions, such as *What is the reporting verb in this sentence? Which of these verbs has a similar meaning? What is the sentence pattern? Which of these verbs can be used with the same pattern?*

B

- Read the instructions.
- Do number 1 as a class. Read the sentences aloud. Ask, *How can we report on this situation?* Ask for a volunteer to read the answer choices for the class.
- Point out how the reporting verb *promised* can be followed by different sentence patterns. Remind Ss that more than one answer may be possible.
- Ask Ss to identify what changed in the reported speech (*will* became *would*). Elicit the answer. Tell Ss to look back at the grammar chart on page 58 for reference.
- Have Ss complete the exercise in pairs but rewrite the sentences individually.
- Invite volunteers to write their answers on the board. After each, ask Ss to explain the changes they made, and why. Correct if necessary.

EXTENSION Have Ss write five sentences using reporting verbs following each pattern from the chart on page 58. Suggest they make the sentences true for themselves. (For example, for the first pattern: I replied that I could make it to the meeting on Monday.) In pairs, have Ss take turns reading their sentences aloud and saying which pattern their partner used in each.

EXTENSION Ask, *How did people react when you started studying English? Who gave you advice about how to learn? What was it?* Give Ss time to write down their answers individually and then have them take turns sharing their answers in pairs. (For example, My boss proposed giving me a raise. My co-workers suggested that I study vocabulary with an app on my phone.) Monitor. Listen for the correct use of reported speech verbs and patterns.

EXTENSION Have Ss search online for an interview with a successful entrepreneur, such as Jeff Bezos or Richard Branson. Ask them to read the interview and write a short report on what they learned using reported speech. (For example, Richard Branson said that he started by asking what he could do to make his own life better or easier.) In class, have Ss take turns reading their reports in pairs. Ask them to write three things they learned about starting a successful business. Call on pairs to share their tips with the class.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a diesel generator	a hydroelectric dam	an underrepresented community
an infrastructure project	kinetic energy	noxious fumes
a developing country	a diverse background	

1. When the car exploded, a lot of people got sick from the noxious fumes.
2. The diesel generator is noisy, but it provides us with electricity when there's a power outage.
3. The company was criticized for having almost no employees from underrepresented communities
4. The hydroelectric dam generates a lot of power, but it's bad for the animals that live in the river.
5. Not everyone agrees that that nation is a(n) developing country.
6. Something that is huge and moving very fast, like an airplane, generates a lot of kinetic energy.
7. We are investing in a large infrastructure project that is going to employ a lot of people.
8. Our employees have expertise in engineering, agriculture, education, public relations, and more. They have diverse backgrounds.

COMMON REPORTING VERBS

A ▶05-15 Listen. Check (✓) the verb that can replace the reporting verb.

1. ☑ convinced
   ☐ maintained
   ☐ reported
2. ☑ promise
   ☐ warn
   ☐ agree
3. ☐ advised
   ☐ invited
   ☑ requested
4. ☐ reminded
   ☑ suggested
   ☐ agreed
5. ☑ reported
   ☐ warned
   ☐ urged
6. ☐ asks
   ☐ begs
   ☑ maintains

B Combine the sentences. More than one answer may be possible.

1. Elena will talk about diversity at our next meeting. She promised.
   Elena promised that she would talk about diversity at our next meeting.
   or: Elena promised to talk about diversity at our next meeting.
2. The infrastructure project was completed on time. Dan mentioned this.
   Dan mentioned (that) the infrastructure project was completed on time.
3. I understand how a diesel generator works. You've already explained it.
   You've already explained how a diesel generator works.
4. Luca wants to work on a new project. He requested it.
   Luca requested to work on a new project.
5. We shouldn't have rushed the plans. Tim warned us about this.
   Tim warned us not to rush the plans.
6. We'll look for a better solution. Our manager suggested we do so.
   Our manager suggested looking for a better solution. OR Our manager suggested that we look for a better solution.

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VOCABULARY PRACTICE

▶06-02 Listen. Complete the sentences with the correct form of the words in the box.

personnel	time off	an incentive	a merit raise	a bonus
a commission	a perk	a contribution	flextime	transfer
workload	turnover			

1. She earns a(n) commission on her sales.
2. His company has a lot of turnover.
3. That company has some great perks.
4. His company offers flextime.
5. Her employer makes a 50% contribution to her retirement account.
6. He applied for a(n) transfer to the Mexico City office.
7. She gets a(n) bonus before the holidays.
8. He sees all company personnel at some point.
9. She is hoping for a(n) merit raise.

SUBJECT-VERB AGREEMENT: REVIEW AND EXPAND

A ▶06-03 Listen. Circle what the speaker would say next.

1. (a.) It was interesting.
2. (a.) It needs further explanation.
3. a. It is about 70 percent of our staff.
4. (a.) It's too long for a coffee break!
5. (a.) It's a well respected news source.
6. a. Who can it be?

b. They were surprising.
b. They aren't very clear.
(b.) They are well represented at our company.
b. They're a lot.
b. They're very popular.
(b.) I wonder who they are.

B Rewrite the sentences. Change the verb from the simple past to the simple present.

1. The company offered free childcare to its employees.
   The company offers free childcare to its employees.
2. Three hours gave us more than enough time to finish.
   Three hours gives us more than enough time to finish.
3. My workload increased during the holidays.
   My workload increases during the holidays.
4. The committee met every other Friday.
   The committee meets every other Friday.
5. The news didn't surprise me.
   The news doesn't surprise me.
6. Did people complain about the new policy?
   Do people complain about the new policy?

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UNIT 6, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 160.

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.

SUBJECT-VERB AGREEMENT: REVIEW AND EXPAND

GRAMMAR TO REVIEW
Subject-verb agreement
Count and non-count nouns

COMMON ERRORS
Using a plural verb with non-count and collective nouns
Using a plural verb with units of time, distance, volume, and money
Using a plural verb with *the news*
Using a singular verb with proper nouns ending in *-s*

A

- Say, *Listen to the six sentences. For each, predict what the speaker will say next.*
- Do number 1 as a class. Play the audio and pause after the first question. Read the two answer choices aloud.
- Ask, *What noun is the speaker referring to in the answer choices?* (the news) *Which answer choice is correct?* (a) *Why?* (because *the news* always takes a singular verb) Elicit answers.
- Say the question followed by the answer: *Did you hear the news this morning? It was interesting.*
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Remind them to look back at the grammar chart on page 66 for reference.
- Review answers. Read the original sentence aloud and call on Ss to say the answer. After each, ask, *What noun is the speaker referring to? How do you know this is the correct answer?* Elicit explanations from the class.

B

- Read the instructions.
- Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class. Ask, *What kind of noun is* the company? (collective noun) *Why did the verb change from* offered *to* offers? (because collective nouns usually take singular verbs)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 66 for reference if necessary.
- Call on Ss to say the answer. Ask them to read the completed sentence. Write the verb in the simple present on the board. Correct if necessary.

EXTENSION Write the following sentences on the board:

1. *The employees of the newspaper are going to protest low wages.*
2. *Members of the Board of Directors usually approve annual bonuses.*
3. *All the people in my family are athletic.*
4. *The soccer players and their coach were celebrating their win.*
5. *The group members need to present their annual report.*

Have Ss rewrite the sentences using collective nouns as the subjects. Call on Ss to read the sentences aloud. Ask the class, *Are there any other answers?* Elicit ideas. Correct as necessary.

EXTENSION Have Ss write a short paragraph about a time when they were compensated for doing work. Ask them to explain what they did and how they were compensated, using at least one example of each rule in the grammar chart on page 66. Walk around as Ss work and provide help with vocabulary and spelling as necessary. In groups, have Ss take turns reading their descriptions aloud and providing each other with feedback on subject-verb agreement.

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UNIT 6, LESSON 2

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 161.

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.

PROBABILITY AND CERTAINTY IN THE FUTURE

GRAMMAR TO REVIEW
Future tenses
Adverbs of degree

COMMON ERRORS
Omitting the verb *be* before the expressions

A
- Say, *Listen to statements about the future.* Read the instructions and the headings in the chart aloud.
- Do number 1 as a class. Play the audio and pause after the first statement. Ask, *How certain is the speaker?* (She thinks so.) *How do you know?* (She uses the word *likely*, indicating some degree of certainty, but not 100% certainty.) Elicit the answers.
- Play the rest of the audio. Pause after each statement to give Ss time to choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the statements aloud. Ask, *How certain is the speaker? How do you know?* Call on Ss to say the answer.

B
- Read the instructions. Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Point out that *will* was replaced with *is on the verge of*. Ask, *How certain is Alice that she will resign?* (very certain) *How do you know?* (The future expression *on the verge of* indicates that an action is imminent, or going to happen very soon.)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 68 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. For each, ask, *How certain is it that this action will happen in the future? How do you know?* Elicit ideas.
- For number 5, remind Ss that *doubtful* is used before the subject in the phrase *it is doubtful (that)*.

EXTENSION Have Ss write three sentences about how technology will change the workplace in the next 5, 25, and 50 years. Ask them to use expressions of probability and certainty to express how likely these changes are to happen. (For example, It's doubtful that all companies will be fully remote, but it's highly likely that most will close their offices and invest more in video conferencing software.) Have Ss take turns reading their sentences aloud in pairs and checking each other's work. If Ss disagree with their partner's predictions, ask them to respond using future expressions that illustrate their opinion. Remind them to add comments at the beginning or end of their statements to soften their opinion.

EXTENSION In pairs, Ss prepare a weather forecast based on what they know about their city. Ask them to use at least five of the expressions of probability and certainty in the future. Model the activity. Say, *Hello there, and welcome to your mid-day weather forecast! Due to an incoming storm, there is a good chance of rain throughout the night, but tomorrow morning it's expected to clear up with a warm temperature that's on the verge of being too hot! It will probably reach 90 degrees by noon tomorrow, so make sure you wear your sunscreen if you are spending time outside, or you're likely to get burnt. That's the weather forecast for this afternoon. Have a good day!* Walk around as Ss work and provide help as necessary. Call on each pair to present their forecast to the class.

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UNIT 6, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a gap	a factor	workforce	equivalent	sanitation
tend to	bring to light	hesitate	turn down	

1. They wanted to bring to light problems about the town at the meeting.
2. New employees tend to have a lot enthusiasm, but that isn't true for everyone.
3. There are a lot of factors to consider before you choose a college.
4. The country needs more immigrants because the workforce is getting older.
5. Martin turned down a higher position to spend more time with his family.
6. They say that social media is the equivalent of people gossiping in the town square in the old days.
7. There are lots of job openings for nurses, and not enough nurses applying for them. The hospital is trying to close the gap.
8. Gino works in sanitation. It's a dirty job, but he makes good money.
9. Maria hesitated to ask for a raise because she didn't want to seem greedy.

PROBABILITY AND CERTAINTY IN THE FUTURE

A ▶06-08 Listen. How certain is the speaker? Check (✓) the correct answer.

	She is sure.	She thinks so, but she's not 100% sure.	She doesn't think so.
1.	☐	☑	☐
2.	☑	☐	☐
3.	☐	☑	☐
4.	☐	☐	☑
5.	☐	☐	☑
6.	☑	☐	☐

B Rewrite the sentences using the future expression in parentheses.

1. Alice will resign soon.
   (on the verge of) Alice is on the verge of resigning soon.
2. Our company will hire a new CEO.
   (likely to) Our company is likely to hire a new CEO.
3. John probably won't get the position.
   (unlikely to) John is unlikely to get the position.
4. The company will hire ten new employees this month.
   (expected to) The company is expected to hire ten new employees this month.
5. The policy might not change.
   (doubtful) It is doubtful (that) the policy will change.
6. The problem will be brought to light.
   (certain to) The problem is certain to be brought to light.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a disparity	by leaps and bounds	economic output	economic downturn
waive	address	level the playing field	take advantage of
crack down on	a haven	redistribute	

1. The company went out of business during the last economic downturn .
2. The government is starting to crack down on people who don't pay their taxes.
3. They will waive the registration fee for people who can't afford it.
4. Does sexism explain the disparity between men's and women's incomes?
5. We shouldn't ignore the problem. We should address it right away.
6. Making sure that poor children get a good education is one way to level the playing field .
7. Governments use taxes to redistribute wealth from the rich to the poor.
8. Hopefully when the country's economic output goes up, it will benefit everyone.
9. The town was a(n) haven for immigrants who had escaped hardships.
10. I took advantage of the free gym and pool as often as I could.
11. The city is growing by leaps and bounds . The population has doubled.

EXPRESSING FUTURE TIME

A ▶06-14 Listen. Write the future verb you hear. What does it describe? Then check (✓) the correct answer.

Future verb	Prediction	Scheduled event	Prior plan	Action in progress	First of two future events
1. will be discussing	☐	☐	☐	☑	☐
2. am having	☐	☐	☑	☐	☐
3. will likely make	☑	☐	☐	☐	☐
4. ends	☐	☑	☐	☐	☐
5. going to be working	☐	☐	☐	☑	☐
6. will have completed	☐	☐	☐	☐	☑

B Rewrite the sentences to future time.

1. By the end of the day, I had finished my report.
   By the end of the day, I will have finished my report.
2. The tax code changes didn't affect our business.
   The tax code changes won't affect our business. / The tax code changes aren't going to affect our business.
3. We were working on the budget all week.
   We will be working on the budget all week. / We are going to be working on the budget all week.
4. When I got to the office, everyone was attending a meeting.
   When I get to the office, everyone will be attending a meeting. / When I get to the office, everyone is going to be attending a meeting.
5. Did you finish your project before the deadline?
   Will you finish your project before the deadline? / Are you going to finish your project before the deadline?
6. We had been driving for over eight hours by the time we got to New York.
   We will have been driving for over eight hours by the time we get to New York.

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UNIT 6, LESSON 3

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 161.

⊕ **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.

EXPRESSING FUTURE TIME

GRAMMAR TO REVIEW

Will for future

Be going to

Present continuous affirmative and negative statements

Simple present affirmative and negative statements

COMMON ERRORS

Using an incorrect verb form after *will* and *be going to*

Using the wrong future form for the situation

A

- Say, *Listen to six sentences about future actions. Listen for the future verb and what it expresses.* Read the instructions aloud. Copy the chart on the board.
- Do number 1 as a class. Play the audio and pause after the first statement. Ask, *What is the future verb?* (will be discussing) *What does it express?* (action in progress) Elicit answers.
- Play the rest of the audio. Pause after each statement to give Ss time to choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind them to look back at the grammar chart on page 70 for reference.
- Invite Ss to add the future verbs to the chart on the board. Review answers. Point to the verbs and ask, *What verb tense is this? What does it express?* Elicit the answers.
- Check the appropriate box. Tell Ss to check their answers.

B

- Say, *Change the sentences from past time to future time.* Tell Ss that more than one answer may be possible.
- Write the sentence and example answer for number 1 on the board. Ask for a volunteer to read the sentences aloud for the class.
- Underline *will have finished.* Ask, *What verb tense is used?* (future perfect) *What does it express?* (that an action will happen before another action) Elicit answers.
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 70 for reference if necessary.
- Invite Ss to write the answers on the board. Ask them to underline the future verb. Call on Ss to take turns reading the answers aloud. After each, ask, *What verb tense is used? What does it express?* Review answers.

⊕ **EXTENSION** Say, *Artificial intelligence and robotics are changing the workforce.* In pairs, have Ss make predictions about how automation in companies around the world will continue to both create and reduce work opportunities. Remind them to choose future verb tenses that accurately express their certainty about what will happen. (For example, Amazon will continue to use robots to make their warehouses more efficient. I read that they will be decreasing the number of human workers by 30% in the next two years.)

⊕ **EXTENSION** Have Ss write a short paragraph about a hobby they will take up in the near future, and why or how they are going to do it. (For example, Next year, I'm going to take up the guitar. It will most likely be really difficult for me, but my music teacher will be helping me every step of the way. By the end of next year, I'm hoping to play at my sister's wedding!) Ask Ss to underline the tenses and refer to the grammar chart to check their uses. Then have Ss take turns sharing their plans in pairs. Encourage Ss to ask follow-up questions to learn more about each other's interests and hobbies.

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UNIT 7, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 162.

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.

PASSIVE VOICE: FORM AND USE

GRAMMAR TO REVIEW
Past participles
Active and passive voice
Get + passive

COMMON ERRORS
Using an incorrect past participle when the verb is irregular
Omitting or using the wrong form of *be*
Using the wrong form of *get*

A
- Read the instructions aloud. Explain to Ss that there will not always be an agent in the sentence. In that case, Ss should circle *c, not known.*
- Do number 1 as a class. Play the audio. Pause after *by the university*. Ask, *What was the passive verb in the sentence?* (was sponsored) *What was the agent?* (b, university)
- Remind Ss that *by* phrases include the agent, so they should also listen for *by* phrases.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- If necessary, clarify any new or confusing words in the sentences, such as *diabetes* (a serious medical condition in which your body does not produce enough insulin to reduce the amount of sugar in the blood) and *wilderness* (an area of land where people do not live or grow crops and where there are no buildings).
- To review, elicit the answers from Ss.
- Review any questions about passive voice form or use.

B
- Have Ss preview the sentences. Tell them to underline the agent and circle the verb. Ask, *Are these sentences in active or passive voice?* (active) *How do you know?* (The agent is the subject.) Read the instructions.
- Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *What changed from the active to the passive sentence?* (agent omitted; object became the subject; the verb changed to the *be* passive) Elicit answers from the class.
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind Ss not to change the verb tense of the original sentence. Tell them not to include *by* phrases with the agent.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.
- Point out that the subject in number 2 can be *That man* or *He*.

EXTENSION Have Ss write five sentences in the active voice about social problems they care about. Ask Ss to use all the tenses, including modals. (For example, Governments should provide more funding for early childhood education.) Then ask Ss to swap papers with a partner. Tell Ss to rewrite the active sentences as passive sentences. Have Ss take turns reading the new sentences aloud and checking each other's work.

EXTENSION Have Ss search online for news headlines about social issues. Ask them to skim a few articles, and write 2–3 sentences in the active voice paraphrasing what happened. (For example, Far more trees covered the earth long ago. People have cut down nearly half of the trees on earth. OR A group of men tried to cross the border, but the police caught them and took them to a camp. They gave them food, water, and blankets.) Then ask Ss to swap papers with a partner. Tell Ss to rewrite the news stories in the passive. Call on Ss to report the news in the passive voice to the class.

EXTENSION Have Ss research volunteer opportunities and fundraising events in their community. Suggest they look at local non-profit organizations, such as animal rescue centers, state parks, libraries, museums, and churches. Have Ss present their volunteer opportunity in small groups. Tell them to use the passive voice at this stage. (For example, Next weekend, a bake sale is being held for the local animal shelter.) Ask each group to choose the most interesting opportunities and find out more details. With this new information, have a representative from each group share the event with the class. (For example, Next Sunday, the community church is holding a bake sale from 8:00 to 11:00 A.M. They are donating all proceeds to the local animal shelter. I'll be there!) Write information about the local events on the board for reference.

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UNIT 7, LESSON 1

VOCABULARY PRACTICE

▶07-02 Listen. Complete the sentences with the correct form of the words in the box.

a campaign	raise awareness	a cause	a fundraiser	a sponsor
kick in	cynical	back on track	make a difference	

1. He has a(n) ___cynical___ attitude.
2. She thinks protecting wildlife is an important ___cause___, so she is trying to ___raise awareness___.
3. They are raising money for research as part of ___a campaign___ to fight cancer.
4. They haven't decided what kind of ___fundraiser___ to do.
5. The theater puts the names of ___sponsors___ in the program.
6. The organization has gotten ___back on track___ lately.
7. He thinks that people can ___make a difference___.
8. She wants people to ___kick in___ a little money.

PASSIVE VOICE: FORM AND USE

A ▶07-03 Listen. Write the passive verb you hear. Circle the agent.

1. passive verb: ___was sponsored___
   agent: a. fundraiser (b.) university c. not known
2. passive verb: ___was donated___
   agent: a. land b. school (c.) not known
3. passive verb: ___got started___
   agent: a. campaign (b.) college students c. not known
4. passive verb: ___is made___
   agent: a. our programs (b.) your donations c. not known
5. passive verb: ___should be protected___
   agent: a. wilderness b. pollution (c.) not known
6. passive verb: ___have been invited___
   agent: a. community leaders b. fundraising event (c.) not known

B Rewrite the sentences in the passive voice. Do not change the verb tense. Do not include the agent.

1. The company prints the sponsors' names in the program.
   Sponsors' names are printed in the program.
2. People recognize that man for his generosity.
   That man / He is recognized for his generosity.
3. We raised a lot of money for a great cause.
   A lot of money was raised for a great cause.
4. Someone is donating a building for a new hospital.
   A building is being donated for a new hospital.
5. Our organization has kicked off our annual fundraiser.
   Our annual fundraiser has been kicked off.
6. We have already sold more than a thousand tickets.
   More than a thousand tickets have already been sold.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

feed	breaking	footage	a bystander	break down	accompany
consume	a fraud	agitate	clickbait	biased	a perspective

1. I get a notification whenever there's ___breaking___ news.
2. They thought he was a real lawyer, but he was actually a(n) ___fraud___.
3. The documentary showed some amazing ___footage___ from deep in the jungle.
4. Wait a few days before you make a decision. Time will give you a new ___perspective___.
5. Lena wasn't involved in the accident. She was just a(n) ___bystander___.
6. I'm getting very annoyed at all of these ___clickbait___ posts I'm seeing lately. They never say anything interesting.
7. It's my job to check the social media ___feed___ and respond to comments as necessary.
8. Franco knew the situation could be dangerous, so he asked the police to ___accompany___ him.
9. It's obvious that this site is ___biased___ against the mayor. It never says anything nice about him.
10. A lot of the news we ___consume___ comes from social media sharing.
11. Esme is very upset. Try not to ___agitate___ her even more.
12. Can you help ___break down___ these instructions for me? They're really complicated.

PASSIVE VOICE: REPORTING STRUCTURES

A ▶07-08 Listen. Circle the correct word.

1. The **president** / **CEO** is said to be retiring soon.
2. The organization is reported to **be losing** / **have lost** over ten million dollars.
3. The **politician** / **journalist** is rumored to have accepted money.
4. **Media-sharing sites are** / **Citizen journalism is** thought to have become more accessible.
5. The top journalist is reported to **be covering** / **have covered** the story.
6. The news site **has not been proven** / **is proven** to be a reliable source.

B Rewrite the sentences using the passive form of the underlined reporting verbs.

1. People <u>believe</u> that the story is true.
   It is believed that the story is true. or: The story is believed to be true.
2. Everyone <u>knows</u> citizen journalists are biased.
   It is known (that) citizen journalists are biased. or: Citizen journalists are known to be biased.
3. Bystanders <u>reported</u> that the suspect had escaped.
   It was reported (that) the suspect had escaped. or: The suspect was reported to have escaped.
4. The police <u>believe</u> the suspect is hiding in the city.
   It is believed (that) the suspect is hiding in the city. or: The suspect is believed to be hiding in the city.
5. They <u>say</u> the documents were destroyed in a fire.
   It is said (that) the documents were destroyed in a fire. or: The documents are said to have been destroyed in a fire.
6. We <u>assume</u> that this generation is getting all of their news on their phones.
   It is assumed (that) this generation is getting all of their news on their phones. or: This generation is assumed to be getting all of their news on their phones.

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UNIT 7, LESSON 2

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 162.

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.

PASSIVE VOICE: REPORTING STRUCTURES

GRAMMAR TO REVIEW
Past participles
Present participles
Active and passive voice
That clauses
Infinitives

COMMON ERROR
Using the wrong reporting structure for the situation

A
- Read the instructions.
- Do number 1 as a class. Play the audio and pause after the first sentence. Ask, *Who is retiring?* (the CEO) Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to choose an answer.
- Have Ss compare their answers in pairs.
- To review, call on Ss to read the completed statement aloud. After each, ask, *Is this statement in the active or passive voice?* (all in passive voice)

B
- Read the instructions. Tell Ss more than one answer is possible.
- Have Ss preview the sentences.
- Do number 1 as a class. Read the sentence aloud. Ask for a volunteer to say the two possible answers for the class.
- Ask, *What pattern does the first answer follow?* (*It* + passive reporting verb + (*that*) + clause) *What is the passive reporting verb?* (is believed) Remind Ss that the *that* in this answer is optional.
- Ask, *What pattern does the second answer follow?* (subject + passive reporting verb + infinitive) *What is the passive reporting verb?* (is believed) *What is the infinitive?* (to be)
- Have Ss complete the exercise in pairs but write the answers individually in their books.
- Walk around as Ss work.
- Call on Ss to read the completed sentences aloud.
- For each, ask Ss to explain the patterns they used in their answers, and why. Correct if necessary.

2. a. *It* + passive reporting verb + (*that*) + clause
2. b. Subject + passive reporting verb + infinitive
3. a. *It* + passive reporting verb + (*that*) + clause
3. b. Subject + passive reporting verb + *to have* + past participle
4. a. *It* + passive reporting verb + (*that*) + clause
4. b. Subject + passive reporting verb + *to be* + *-ing*
5. a. *It* + passive reporting verb + (*that*) + clause
5. b. Subject + passive reporting verb + *to have* + past participle
6. a. *It* + passive reporting verb + (*that*) + clause
6. b. Subject + passive reporting verb + *to be* + *-ing*

EXTENSION Write sentences using the active reporting structure on the board. Ask Ss to rewrite the sentences using a passive reporting structure. Ask Ss to use different patterns. (For example, 1. Police have reported that it was Peter who caused the accident. A. It has been reported that it was Peter who caused the accident. B. Peter has been reported to have caused the accident.)

EXTENSION Arrange Ss in pairs. Tell them they are a team of journalists writing a news report on a current event. Have them choose a current event to report on. Ask them to write 4–5 sentences in the passive voice about the events that happened and use each pattern at least once. Have pairs form groups of four. Ask Ss to read their reports and provide each other with feedback.

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UNIT 7, LESSON 3

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 162.

PASSIVE INFINITIVES AND CAUSATIVES

GRAMMAR TO REVIEW
The passive
Past participles
Adjectives or verbs that can take infinitives
Adverb placement

COMMON ERRORS
Using adverbs in the wrong position (before the infinitive)
Using *not* in the wrong position (after the infinitive)

- Say, *Listen to the sentences and choose the best answer.* Read the instructions.
- Do number 1 as a class. Play the audio and pause after *given a promotion*. Ask the target question. Elicit the answer.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read aloud the statements from the audio script and ask the target questions. Call on Ss to answer.

OPTION Have Ss complete a dictation exercise. Play the audio and pause after each exercise item. Ask Ss to listen and write down the sentences they hear. Play the audio again. Then have Ss check their answers. Invite volunteers to write the sentences on the board. Correct if necessary. Tell Ss to check their spelling. Then have Ss complete the exercise in pairs based on the sentences on the board.

- Read the instructions. Remind Ss to keep the original meaning of the sentence.
- Do number 1 as a class. Read the sentence aloud. Ask, *Who is the agent in this sentence?* (someone) Elicit the answer.
- Ask for a volunteer to read the example answer. Point out that the agent is not mentioned in this sentence.

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.

- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 82 for reference.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Ask, *What is something you have done in the past 48 hours that you are proud of?* Provide an example: *I am proud to have been selected as a volunteer lifeguard at the pool yesterday.* In pairs, have Ss sharing what they are proud of. Monitor. Listen for the correct use of *have been* + past participle. Elicit answers.

EXTENSION Tell Ss they are journalists. Give them time to skim local newspapers or news websites online, and then ask them to write a short paragraph about a local problem, using passive infinitives. Give an example. Write on the board: *The local pool needs to be repaired urgently. It appears to have been damaged due to extreme weather conditions.* In groups, have Ss take turns reading their paragraph. Encourage them to ask each other follow-up questions.

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UNIT 7, LESSON 3

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

a fad	a phenomenon	provoke	empathy	convey
self-expression	spread like wildfire	a positive force	at (the very) least	

1. Vinod has been a very ___positive force___ at this company, and they're sorry to see him go.
2. Have you seen the phosphorescence? It's a beautiful natural ___phenomenon___ that makes the water light up at night.
3. Meng is not a professional artist; for her, painting is a kind of ___self-expression___ .
4. Please visit your sister tomorrow. Or, ___at the very least / at least___, give her a call.
5. Matt is already in a bad mood, so don't ___provoke___ him by complaining right now.
6. It seems like every year there's a new ___fad___ in kids' toys, I can't keep up!
7. Kim is shy, but she can ___convey___ her ideas in writing brilliantly.
8. We need to have ___empathy___ for people who are suffering.
9. The news ___spread like wildfire___ through the school. Within an hour, everyone was talking about it.

PASSIVE INFINITIVES AND CAUSATIVES

A ▶07-14 **Listen. Circle the correct answer.**

1. Who got a promotion?	(a.) Julie	b. someone else
2. Who needs to approve the photos?	a. David	(b.) someone else
3. Who repaired the laptop?	a. Alex	(b.) someone else
4. Who has to finish the report?	(a.) Leah	b. someone else
5. Who gave someone a last-minute assignment?	a. Tim	(b.) his manager
6. Who cut Sherri's hair?	a. She did it herself.	(b.) someone else

B **Complete the sentences using passive infinitives or causatives.**

1. I would have preferred it if someone had notified me about the problem sooner.
   I would have preferred to have been notified about the problem sooner.
2. Our manager doesn't want anyone to call her on weekends.
   Our manager doesn't want to be called on the weekends.
3. The blog contains several errors. We need to correct it as soon as possible.
   The blog needs to be corrected as soon as possible.
4. It looks like someone has modified the original story.
   The original story appears to have been modified.
5. You should ask someone to review your account.
   You should get your account reviewed.
6. Rob wants someone to clean his house.
   Rob wants to have his house cleaned.

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VOCABULARY PRACTICE

▶08-02 Listen. Complete each sentence with the correct form of the words in the box.

a strategy	a social media presence	a brand	a product launch
promotional materials	customer interaction	damage control	stand out

1. They are having a(n) product launch in November.
2. She didn't see the building at first because it doesn't stand out.
3. They need to figure out a(n) strategy for attracting more customers.
4. She remembers what the toothpaste looked like, but she can't remember the brand name.
5. Their social media intern handles customer interaction online.
6. They want to increase their social media presence.
7. The city is trying to do damage control.
8. They have several different kinds of promotional materials.

MODIFYING RELATIVE CLAUSES

A ▶08-03 Listen. Circle the correct word.

1. We got useful feedback from **two** / **more than a dozen** surveys.
2. **One** / **Two** project managers will present at the next meeting.
3. **One** / **More than one** company designed our logo, website, and promotional materials.
4. We haven't met the needs of **many** / **any** of our overseas clients.
5. **Our marketing team is** / **Consumers are** loyal to familiar brands.
6. **Michael** / **I** had never heard anything similar to those ideas.

B Combine the two sentences. Use the second one to make a modifying relative clause.

1. We're currently developing five new products. Only one of them is ready to launch.
   We're currently developing five new products, only one of which is ready to launch.
2. We have two new interns. Both of them are really talented.
   We have two new interns, both of whom are really talented.
3. I have to meet with several clients. A few of them are difficult.
   I have to meet with several clients, a few of whom are difficult.
4. I've reviewed the new promotional materials. All of them look great.
   I've reviewed the promotional materials, all of which look great.
5. We're launching an ad campaign in Asia. It's a market we'd like to expand in.
   We're launching an ad campaign in Asia, a market in which we'd like to expand.
6. They've spent many years developing their brand. It is a name that most people have respect for.
   They've spent many years developing their brand, a name for which most people have respect.

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UNIT 8, LESSON 1

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 163.

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.

MODIFYING RELATIVE CLAUSES

GRAMMAR TO REVIEW
Quantifiers
Relative pronouns
Relative clauses

COMMON ERRORS
Not placing the relative clause directly after the noun it modifies
Using *which* to refer to people
Using *who* or *that* in relative clauses with quantifiers or nouns + prepositions
Omitting the comma in non-defining relative clauses

A
- Read the instructions aloud. Say, *Listen to the statements about marketing. Listen for the information in the modifying relative clauses.*
- Give Ss time to preview the questions before listening.
- Do number 1 as a class. Play the audio. Ask, *How many surveys produced useful feedback?* (two)
- Ask, *Why is this the correct answer?* (because the relative clause used in the sentence is *only two of which have produced useful feedback*)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the completed sentences aloud. Ask the class, *Do you agree?* Take a class vote. Ask Ss to explain their answers.
- Write on the board: *Michael pitched some interesting ideas, the likes of which I had never heard.* Ask, *What does it mean when we refer to the likes of someone or something?* (someone or something that is similar to or as important as the person or thing being mentioned) Provide additional examples for further clarification, such as *The company is competing with the likes of Amazon.*

B
- Read the instructions. Do number 1 as a class. Read the sentences aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *What relative pronoun is used?* (which) *What pronoun is it substituting?* (them) *What does* which *refer to?* (the products) *Why do we use* which? (because it's referring to things rather than people)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 90 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Ask Ss to rewrite the answers in exercise B using different sentence patterns. (For example, the answer to number 1 is: We're currently developing five new products, only one of which is ready to launch. Ss could rewrite the sentence as: We're currently developing five new products, of which only one is ready to launch. OR We're currently developing five new products, with one that is ready to launch.) In pairs, have Ss choose three answers to rewrite. Ask for volunteers to write their answers on the board. Review them as a class and correct if necessary.

EXTENSION Have Ss look back at the picture on page 90. Ask them to write three statements about the people, place, or situation in the picture. (For example, Those people are all working in the same marketing firm.) Arrange Ss in pairs and explain the activity. First, student A reads a statement aloud. Then student B asks follow-up questions about the subject of the statement. Finally, student A answers the questions using a modifying relative clause. Model the activity with a higher-level student. (For example, A: Those people are all working in the same marketing firm. B: What do those people have in common? A: Those people, who have been friends for years, are all working in the same marketing firm. OR Those people, all of whom went to college together, are working in the same marketing firm.) To wrap up, have Ss rewrite their sentences using modifying relative clauses. Monitor. Provide help as necessary.

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UNIT 8, LESSON 2

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 163.

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.

PARTICIPLE CLAUSES

GRAMMAR TO REVIEW
Adverb clauses
Past participles
Present participles
Active and passive voice

COMMON ERRORS
Using the present participle when the past participle is required, and vice versa
Using the wrong form of the past participle
Having different subjects in the participle clause and main clause

A
- Read the instructions. Say, *Listen to the conversations. For each one, choose the sentence that summarizes the main idea of the conversation.*
- Do number 1 as a class. Play the audio and pause after *confident in my presentation*.
- Read the answer choices in number 1 aloud. Ask Ss to underline the participle clauses in each one.
- Ask, *Which of these sentences is most similar in meaning to the conversation you heard?* (a) Play the audio of the statement again, if necessary. Elicit the answer.
- Lead a class analysis of the answer to further Ss' understanding of the grammar topic. Ask, *Does the participle clause start with a present or past participle?* (present) *What is the subject of the sentence?* (Tony)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to choose an answer.
- Have Ss compare their answers in pairs.
- To review, call on Ss to read the answer aloud. After each, ask, *Why is this the correct answer?* Elicit further details about the conversations.

B
- Read the instructions. Ask Ss to underline the adverb clause in each statement.
- Have Ss complete the exercise in pairs but write the answers individually in their books.
- Walk around as Ss work. Remind Ss to reference the grammar chart on page 92 to help them choose which kind of participle clause to use in their answers.
- Call on Ss to read the completed sentences aloud. Ask the class, *Do you agree?* Correct if necessary.

EXTENSION Write the following sentences on the board:

1. *I follow hundreds of celebrities on social media. I'm up all night looking at their posts.*
2. *The company made a commercial for TV advertising. They are now way over budget.*
3. *The celebrity is featured on the front of the cereal box. He is endorsing the brand.*

In pairs, ask Ss to rewrite each sentence twice. First, as one sentence beginning with an adverb clause. Second, as one sentence beginning with a participle clause. Have pairs form groups of four and compare their answers. Ask for volunteers to write their answers on the board. Review them as a class.

Example answers:

1. a. *Because I follow hundreds of celebrities on social media, I'm up all night looking at their posts.*
1. b. *Following hundreds of celebrities on social media, I'm up all night looking at their posts.*
2. a. *Because the company made a commercial for TV advertising, they are now way over budget.*
2. b. *Having made a commercial for TV advertising, the company is now way over budget.*
3. a. *Since he is featured on the front of the cereal box, the celebrity is endorsing the brand.*
3. b. *Featured on the front of the cereal box, the celebrity is endorsing the brand.*

EXTENSION Have Ss write 4–5 sentences about a celebrity, influencer, or brand they follow on social media, such as Cristiano Ronaldo, Kendall Jenner, or Nike. Ask them to use both adverb clauses and participle clauses in their paragraph. (For example, Having followed Cristiano Ronaldo for the past five years, I can tell you how many records he has set and what awards he has won.) In small groups, have Ss take turns reading their paragraphs and checking each other's use of adverb and participle clauses. Invite volunteers to present their celebrity, influencer, or brand to the class.

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UNIT 8, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

vouch for	plug	computer-generated	get in on	authenticity
word of mouth	an endorsement	engage	put off	turn into

1. You should try to ___get in on___ this deal. You'll save a lot of money!
2. We don't need to advertise. Everyone hears about us by ___word of mouth___.
3. That scene doesn't look very realistic. You can tell it's ___computer-generated___.
4. I'm not sure if I should believe Zoe. Can you ___vouch for___ her honesty?
5. Have you thought about what you'll do to ___engage___ the customers' interest?
6. The shoe company got an important ___endorsement___ from the soccer star.
7. Gaby is hoping the lessons will ___turn___ her ___into___ a great chef.
8. The customers were ___put off___ by the unfriendly man at the front counter.
9. Oscar doesn't dress in expensive clothes, but people like his ___authenticity___.
10. Ali brought the company T-shirts to the party so that he could ___plug___ the business.

PARTICIPLE CLAUSES

A ▶08-08 **Listen. Circle the sentence similar in meaning.**

1. (a.) Being unprepared, Tony wasn't confident.
   b. Feeling confident, Tony delivered his presentation.
2. (a.) Having brought her lunch to work, Christine didn't want to go out.
   b. Being really busy, Christine couldn't go out with her friends.
3. a. Injured in an accident, Jim couldn't come to work.
   (b.) Driving to work, Jim got in an accident.
4. a. Not having seen Elena in a long time, her friends called her.
   (b.) Having started a new business, Elena hasn't spent much time with her friends.
5. a. Not having the technical skills to shoot a video, they hired someone to help them.
   (b.) Lacking the funds to hire someone, they decided to shoot the video themselves.
6. a. Feeling uncertain about the contractor's skills, they decided not to hire him.
   (b.) Having worked with the contractor before, the man could vouch for him.

B **Rewrite the sentences. Change the adverb clause to a participle clause.**

1. After she explained the problem, our manager asked us to solve it.
   Having explained the problem, our manager asked us to solve it.
2. When I look at their social media feed, I want to learn more about that company.
   Looking at their social media feed, I want to learn more about that company.
3. While I was listening to a podcast, I learned about some new promotional strategies.
   Listening to a podcast, I learned about some new promotional strategies.
4. After we tried the usual strategies without success, we decided to do something different.
   Having tried the usual strategies without success, we decided to do something different.
5. Since it is full of mistakes, that ad isn't ready yet.
   Full of mistakes, that ad isn't ready yet.
6. Because we were all exhausted, we took a break from the project.
   Exhausted, we took a break from the project.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

stumble upon	expertise	a peer	dream up	iconic
designate	hit it big	the premises	a stretch	captivating

1. I don't know how Edgar can ___dream up___ all these crazy ideas.
2. I'm pretty sure the band is going to ___hit it big___ with this next song. It's really good.
3. The movie tells the ___captivating___ story of a girl who lived in ancient Greece.
4. Tarek says he can finish building the cabinet in two hours, but I think that's a(n) ___stretch___. I'm pretty sure it's going to take longer.
5. Sometimes you ___stumble upon___ a great idea when you aren't even looking for one.
6. We work with dangerous chemicals, so only employees are allowed on the company ___premises___.
7. Elly is the first one of her ___peers___ to get a promotion to management.
8. Please ___designate___ someone to take over your work while you're out of town.
9. Jules has studied for years. You won't find anyone with more ___expertise___.
10. Whenever we visit a country, we take a selfie in front of one of the ___iconic___ landmarks, like the Eiffel Tower in France or Mt. Fuji in Japan.

INFINITIVE CLAUSES

A ▶08-15 Listen. Check (✓) the correct answer.

	True	False
1. She needed something to write with.	✓	
2. They expected Bill to accept the job in China.		✓
3. He watched a video to learn some design tricks.	✓	
4. It's not necessary for Diane to come to the office.	✓	
5. He's going to call the hotel to make a reservation.		✓
6. Ethan decided not to start a new business with his brother.		✓

B Rewrite the sentences. Change the words in bold to infinitive phrases.

1. Please remind me **that I should call Max tomorrow.**
   Please remind me to call Max tomorrow.
2. We were happy **because we finished our project on time.**
   We were happy to finish the project on time.
3. I expect everyone **will make their best effort.**
   I expect everyone to make their best effort.
4. She rented a car **so that she could travel around the country.**
   She rented a car to travel around the country.
5. We decided **that we shouldn't hire another manager.**
   We decided not to hire another manager.
6. It's important **that we not forget our history.**
   It's important not to forget our history.

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UNIT 8, LESSON 3

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 164.

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.

INFINITIVE CLAUSES

GRAMMAR TO REVIEW
Infinitives
Subject and object placement

COMMON ERRORS
Using an infinitive clause with a verb that cannot be followed by an infinitive
Using infinitive clauses after a preposition
Using infinitive clauses as the main verbs
Using infinitive clauses to show quantity
Omitting the *to* in the infinitive clause

- Tell Ss to listen to the conversations and check whether the statement describes (true) or does not describe (false) the main idea of the conversation.
- Do number 1 as a class. Play the audio and pause after *I'll give it right back to you*. Read the statement aloud. Ask, *Is this statement true or false?* (true)
- Ask Ss follow-up questions to elicit further details about the conversation. For example, *Why did she need something to write with?* (She wanted to take a few notes.)
- Play the rest of the audio. Pause after each statement to give Ss time to choose an answer.
- Have Ss compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. If the statement is false, ask Ss to change the statement so that it is true. Write the corrected false statements on the board.

- Read the instructions. Have Ss underline the main verbs in the dependent clauses (1. call; 2. finished; 3. make; 4. travel; 5. hire; 6. forget).
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 94 for reference.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Have Ss write five sentences using infinitive clauses about their experience with social media marketing and promotion. (For example, I decided to unfollow a friend of mine on social media. It's understandable for her to post advertisements, but I found it to be inauthentic.) In pairs, have Ss take turns sharing their experiences with social media and checking each other's form and function of infinitive clauses.

EXTENSION In pairs, have Ss share their past accomplishments using either infinitive clauses or *so (that)* + subject clauses. (For example, I reached out to a local advertising agency in order to get an internship and learn more about digital marketing. OR I studied engineering at the university so that I could return to my home country and work in solar energy.) Give Ss some time to write down their ideas before sharing. Encourage Ss to ask follow-up questions to learn more about each other.

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UNIT 9, LESSON 1

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 164.

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.

MODALS FOR SPECULATION AND EXPECTATION

GRAMMAR TO REVIEW
Modal auxiliaries
Present participles
Past participles

COMMON ERRORS
Using *must* to express uncertainty
Using *may, might,* or *could* to express a high degree of certainty
Not using the base form of the verb after the modal

- Read the instructions aloud. Tell Ss to listen to the conversations and choose the sentence that the speaker would say next.
- Give Ss time to preview the answer choices before listening.
- Ask Ss to underline the modal phrases in the answer choices.
- Do number 1 as a class. Play the audio. Pause after *he's entered a dance competition? Mmm…* Read the answer choices aloud. Ask, *Which of these statements would the speaker say next?* (b)
- Ask, *Why is this the correct answer?* (The speaker was expressing disbelief about the fact that Thomas would compete in a dance competition since he hates dancing.)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Tell Ss to reference the grammar chart on page 102 to help them explain their answers. Play the audio again if appropriate.
- To review, play the audio again and pause after each conversation. Ask, *What statement comes next?* Elicit the answers from Ss. Ask them to explain why the statement is the correct answer.

EXTENSION Have Ss write five short descriptions of their friends and family. In pairs, have them take turns reading their descriptions and reacting to the information with statements using modals for speculation and expectation. (For example, A: My cousin just moved to the United States, and he is already speaking English fluently! B: He can't be that fluent yet! OR He must be some kind of genius.) Walk around as Ss discuss.

- Read the instructions. In pairs, ask Ss to review the meaning of the modals in parentheses.
- Read number 1 aloud. Ask for a volunteer to read the example answer.
- Have Ss complete the exercise individually and then compare their answers in pairs. Walk around as Ss work to provide help with verb forms as necessary.
- To review, read the original sentence aloud and ask volunteers to read the answer.

EXTENSION Ask Ss to combine the sentences in each number in exercise B into one statement. (For example, 1. I fell while playing tennis and might have sprained my ankle.) Have Ss complete the exercise individually and then compare their answers in pairs. Elicit from Ss the new statements for each number. Correct if necessary.

EXTENSION Ask Ss to write two more sentences that demonstrate each rule in the grammar chart on page 102. Suggest they include the target vocabulary from the lesson. Have them swap papers with a partner and check each other's modal form and use. Ask for volunteers to read their sentences aloud for the class.

EXTENSION Ask Ss to discuss if someone they know could be a professional athlete in the future. They should use modals for speculation and expectation. (For example, My little brother might not be interested in team sports, but he does really well in individual games. He might become a professional tennis player.) Encourage Ss to ask each other follow-up questions to learn more about their classmates.

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UNIT 9, LESSON 1

VOCABULARY PRACTICE

09-02 Listen. Complete the sentences with the correct form of the words in box.

athletic ability	hand-eye coordination	uncoordinated	score a run
competitive spirit	play your heart out	demolish an opponent	win fair and square

1. She thinks she is uncoordinated.
2. He thinks the most important thing is to play your heart out.
3. Ameen has a lot of athletic ability.
4. Matt has good hand-eye coordination.
5. She beat him fair and square.
6. His team didn't score any runs.
7. Stacey has a lot of competitive spirit.
8. Her team demolished the opponent.

MODALS FOR SPECULATION AND EXPECTATION

A 09-03 Listen. Circle what the speaker would say next.

1. a. He must be excited.
2. (a.) She must be a natural athlete.
3. a. He should be here any second.
4. (a.) It should fit you fine.
5. a. You should win the next match.
6. a. She might exercise.

(b.) That can't be right.
b. She might be a good player.
(b.) He might not be feeling well.
b. It might not be the right fit.
(b.) That must have been tough.
(b.) She could be exercising.

B Read each situation. Rewrite the second sentence using the modal in parentheses.

1. I fell while I was playing tennis. It's possible I sprained my ankle.
   (might) I might have sprained my ankle.
2. Our team is by far the best in the league. I think we'll win the competition.
   (should) We should win the competition.
3. I can't believe that the team lost the tournament. Their fans were probably shocked.
   (must) Their fans must have been shocked.
4. It's almost midnight. I don't think John is playing basketball right now.
   (can't) John can't be playing basketball right now.
5. Did our manager really use to be a professional ice skater? I think you're joking.
   (must) You must be joking.
6. Mark's softball team is terrible, but they seem very happy today. Maybe they finally won a game.
   (could) They could have finally won a game.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

get a paying gig	keep in mind	make big money
kick back	keep up with	have fast reaction times
go pro	take a calculated risk	make a split-second decision
keep a cool head	have a good sense of humor	have a backup plan

1. I know I'm going fast, but please try to ___keep up with___ me.
2. Sun-hee has been playing golf since age 5. She's hoping to ___go pro___ after college.
3. It hard to make a living as an actor. You should probably ___have a backup plan___.
4. Brian ___took a calculated risk___ when he invested all that money in one place.
5. Erin had to ___make a split-second decision___ about whether to jump off the train.
6. Rick wants to play guitar at the cafe; he hopes to ___get a paying gig___.
7. Young people may ___have fast reaction times___, but older people are more careful drivers.
8. Cindy ___has a good sense of humor___. She laughs at all my jokes.
9. They'll pay you a decent wage at that job, but you're not going to ___make big money___.
10. I think I'm going to just ___kick back___ on the sofa for a while and watch TV.
11. I know dealing with the boss is frustrating, but you need to ___keep a cool head___.
12. You can go out. Just ___keep in mind___ that you need to be home by midnight.

EXPRESSING NECESSITY AND OBLIGATION

A ▶09-08 Listen. Check (✓) the correct answer.

	True	False
1. Jackson brought some extra snacks.	✓	
2. They don't have to buy tickets ahead of time.	✓	
3. Daniel parked in the company parking lot.		✓
4. The speaker registered for the class online.		✓
5. Omar will probably join his friends and play video games.		✓
6. The speaker was required to take digital photography class.	✓	

B Rewrite the sentences in past time. Do not change the meaning of the sentences.

1. We must fill out the entire application.
   We had to fill out the entire application.
2. Employees are required to work one weekend every month.
   Employees were required to work one weekend every month.
3. You needn't bring anything with you to the game.
   You needn't have brought anything with you to the game. / You didn't need to bring anything with you to the game.
4. I wear contact lenses, so I needn't wear glasses.
   I wore contact lenses, so I didn't need to wear glasses.
5. I've got to find a paying gig.
   I had to find a paying gig.
6. She doesn't have to go to practice.
   She didn't have to go to practice.

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UNIT 9, LESSON 2

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 165.

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.

EXPRESSING NECESSITY AND OBLIGATION

GRAMMAR TO REVIEW
Modal auxiliaries

COMMON ERRORS
Omitting the *to* in modal expressions that require *to*
Using the wrong modal for the situation

A

- Tell Ss to listen to the conversations and check whether the statement describes (true) or does not describe (false) the main idea of the conversation.
- Do number 1 as a class. Play the audio and pause after *We already had plenty of food*. Read the statement aloud. Ask, *Is this statement true or false?* (true)
- Ask Ss follow-up questions to elicit further details about the conversation. For example, *What else did Jackson bring?* (water bottles) *Were the extra snacks necessary?* (No, they already had plenty of food.)
- Play the rest of the audio. Pause after each statement to give Ss time to choose an answer.
- Clarify the meaning of *roster* in conversation 4 (a list of the people or things that belong to a particular group) and *tight deadlines* in conversation 5 (not having or allowing much time). Replay the audio. Review the meanings.
- Have Ss compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. If the statement is false, ask Ss to change the statement so that it is true. Write the corrected false statements on the board.

B

- Read the instructions. Have Ss underline the modals in each sentence.
- Read number 1 aloud. Ask for a volunteer to read the answer for the class. Ask, *What changed?* (The modal *must* changed to *had to*.) *Why?* (because *had to* expresses past necessity)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 104 for reference.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Arrange Ss in groups. Tell them they are the organizing committee for an upcoming esports competition. Ask them to write rules for participants as well as spectators attending their event. Suggest they write five rules for each. (For example, You needn't bring your own computers or laptops because we provide them for all participants; however, you do need to bring your own headsets. OR You have to exit through the back door after each round. To get back in, you are required to show your wristband.) Invite volunteers to share their group's rules with the class.

EXTENSION Have Ss write five sentences of things they must do to pass the class. (For example, We've got to complete the homework that is assigned. OR We must score 70% or higher on most of the exams.) Ask Ss to share their statements in small groups.

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UNIT 9, LESSON 3

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 165.

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.

PERMISSION, STRONG ADVICE, AND PROHIBITION

GRAMMAR TO REVIEW
Modal auxiliaries

COMMON ERRORS
Using the wrong modal for the situation

A
- Read the instructions. Do number 1 as a class. Play the audio and pause after *in that restaurant*. Ask, *What is the modal phrase in this sentence?* (not allowed to) *What is the speaker expressing?* (prohibition) *Why?* (because it's illegal in the U.S. to have dogs in restaurants)
- Play the audio twice. For the first listening, play the rest of the audio and ask Ss to write down the modal or modal phrase used in each statement. In pairs, have Ss discuss the type of modal that is used in each statement they heard.
- For the second listening, have Ss complete the exercise. Pause after each statement to give them time to choose an answer.
- Have Ss compare their answers in pairs.
- To review, read aloud the sentences from the audio script and elicit answers from Ss. After each, ask, *What type of modal is used? What is the meaning? How do you know?* Clarify any doubts about modal use or meaning.
- Clarify Ss' understanding of the term *medical release form* (a form you sign to give permission for doctors to treat you if you are injured).

B
- Read the instructions. Read the phrases aloud.
- Review the example as a class. Ask, *What phrase is used?* (supposed to) *Why?* (because the coach is giving strong advice)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 106 to help them choose the correct answer.
- Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Write life milestones on the board. For example, *move to a new country, learn a new language, start a new job, learn a new sport, start a new relationship*. In pairs, have Ss discuss each topic, sharing advice about how to be successful in each area as well as rules or regulations they have learned along the way. (For example, When moving to a new country, you are not allowed to pass through immigration without the proper visa. Also, I really think you ought to reserve a place to stay for the first few weeks.) Keep time. Ask Ss to switch topics every five minutes.

EXTENSION In groups, have Ss create a welcome flyer for new students to the class. Have them include information on how to register for the class along with other rules, recommendations, and tips that might be useful for new students. Ask Ss to include 8–10 pieces of useful information. (For example, You are allowed to be absent from class if you have a serious personal reason, but you shouldn't miss more than a few classes each semester. OR You had better find a study partner or group to meet with outside of class.) Display the flyers in the classroom.

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UNIT 9, LESSON 3

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

call for	as opposed to	play catch	fetch
a tournament	regard as	eliminate	enlightening

1. We use a large ball to ___play catch___ with the younger children.
2. I was confused before, but Dr. Singh's lecture was very ___enlightening___.
3. Who do you ___regard as___ the best musician alive today?
4. Being a nurse ___calls for___ a lot of patience.
5. No matter how many times you throw the ball, my dog will happily ___fetch___ it.
6. Our software will help you finish the job in a few minutes ___as opposed to___ a few hours.
7. There are just too many choices here. We need to ___eliminate___ one of them.
8. My nephew is participating in a martial arts ___tournament___ next week.

PERMISSION, STRONG ADVICE, AND PROHIBITION

A ▶09-14 Listen. What does the speaker express? Check (✓) the the correct answer.

	Permission	Strong advice	Prohibition
1.	☐	☐	☑
2.	☐	☐	☑
3.	☐	☑	☐
4.	☑	☐	☐
5.	☑	☐	☐
6.	☐	☑	☐

B For each situation, write a sentence with the subject *you* and a word or phrase in the box.

had better	~~supposed to~~	not allowed to	may

1. The coach said to bring a towel and water bottle to practice.
   You're supposed to bring a towel and water bottle to practice.
2. Don't forget to take your medicine tonight. It's very important.
   You'd better take your medicine tonight.
3. Our manager said it's OK if you leave early today.
   You may leave early today.
4. Don't park next to the building. Those are all reserved spaces.
   You're not allowed to park next to the building.

ought to	can	can't

5. Do not use your phone during the game. It's against the rules.
   You can't use your phone during the game.
6. It's a good idea to arrive at least an hour before the game begins.
   You ought to arrive at least an hour before the game begins.
7. It's OK to take breaks between games.
   You can take breaks between games.

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VOCABULARY PRACTICE

▶10-02 Listen. Complete the sentences with the correct form of the words in the box.

sign up for	fall into	get around to	end up	talk (someone) into
meet up with	run into	turn in	come across	pass up

1. He ran into someone at the gym.
2. She's going to meet up with her friends after the movie.
3. He hasn't gotten around to doing the shopping.
4. She wants to sign up for a yoga class.
5. He fell into a career in construction.
6. She doesn't think you should pass up the offer.
7. His brother talked him into going to the party.
8. She came across some old photos.

FUTURE IN THE PAST

A ▶10-03 Listen. Check (✓) the correct answer.

	True	False
1. You showed me your vacation pictures.	☐	☑
2. Michelle moved to Alaska.	☑	☐
3. Vanessa went to medical school.	☐	☑
4. Jane competed in the tennis tournament.	☐	☑
5. Chris became a famous actor.	☑	☐
6. Jim and Megan got married.	☑	☐

B Rewrite the first sentence to express the future in the past. Look at the second sentence for context.

1. I think Maya will get a promotion.
   I thought Maya would get a promotion.
   We were all shocked when she was laid off.
2. Oscar is going to do some volunteer work.
   Oscar was going to do some volunteer work.
   But he never got around to it.
3. I know you will be successful.
   I knew you would be successful.
   I'm not surprised you've been promoted to vice president of marketing.
4. Martin is about to quit his job.
   Martin was about to quit his job.
   He changed his mind when he got a huge raise.
5. John wants to sell his car because he is moving overseas soon.
   John wanted to sell his car because he was moving overseas soon.
   But now he's dating someone new, and suddenly he isn't so sure about moving.

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UNIT 10, LESSON 1

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 166.

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.

FUTURE IN THE PAST

GRAMMAR TO REVIEW
Simple past
Past continuous
Modal auxiliaries

COMMON ERRORS
Using the wrong verb tense for the situation

A

- Tell Ss to listen to the sentences and check whether the statement describes (true) or does not describe (false) what happened in the sentence.
- Do number 1 as a class. Play the audio and pause after *before I got a call.* Read the statement aloud. Ask, *Did this happen?* (no) *Why not?* (The writer got a call, so did not see the pictures.) *Is the statement true or false?* (false)
- Say, *That's right. The speaker was on the verge of seeing the pictures, but did not.* Ask, *What future-in-the-past verb tense was used to express this idea?* (were about to)
- Play the rest of the audio. Pause after each statement to give Ss time to choose an answer.
- Have Ss compare their answers in pairs.
- Review answers. Call on Ss to read each statement in the chart and say the answer. For each, ask *What future-in-the-past verb tense was used to express this idea?* Elicit the answer.
- Clarify any new or confusing words used in the audio, such as *disqualified* (not allowed to take part in a competition, usually because you have done something that is not allowed by the rules).
- If the statement is false, ask Ss to change the statement so that it is true. Write the corrected false statements on the board.

B

- Read the instructions. Do number 1 as a class. Read the first sentence aloud. Ask for a volunteer to read the example answer for the class.
- Ask, *Which verbs changed, and how?* (think → thought; will get → would get)
- Read both sentences in the answer aloud. Ask, *Did Maya get a promotion?* (no) *Why?* (She got laid off instead.)
- Have Ss complete the exercise in pairs but rewrite the sentences individually. Remind them to look back at the grammar chart on page 114 for reference.
- Invite volunteers to write their answers on the board. Call on Ss to read the completed sentences aloud. Correct if necessary.

EXTENSION Have Ss write six sentences about their past work experiences using all the future-in-the-past forms in the grammar chart on page 114. In pairs, have them read their sentences aloud and check each other's work.

EXTENSION Have Ss individually draw a timeline and include at least six important life events. In pairs, have them take turns talking about the life events and circumstances surrounding each event using future-in-the-past verb tenses. (For example, I was going to go to college after I graduated high school, but I decided to travel for a year instead.) Encourage Ss to ask follow-up questions to learn more about their classmates. Invite volunteers to share surprising or interesting facts they learned about their partner with the class.

EXTENSION Have Ss discuss things their family and friends have or haven't done using future-in-the-past verb tenses. (For example, I dreamed that my daughter would be a doctor, but she was interested in dance. Now, she's a professional dancer, so it all worked out in the end!) Give Ss time to write down their ideas before sharing. In groups, ask Ss to take turns describing their family and friends. Invite volunteers to share with the class.

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UNIT 10, LESSON 2

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 166.

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.

PAST PERFECT AND PAST PERFECT CONTINUOUS

GRAMMAR TO REVIEW
The perfect tenses
Past participles
Present participles

COMMON ERRORS
Using *have* to form the past perfect (instead of *had*)
Using the wrong form of the past participle
Using the base form to form the past perfect continuous (instead of the *-ing* form)

- Say, *Listen to the descriptions of events that happened in the past.* Read the instructions.
- Do number 1 as a class. Play the audio and pause after *when they got a flat tire.*
- Read the sentences in number 1 aloud. Ask, *Which event happened first?* (They got out of the city.) *Which happened second?* (They got a flat tire.)
- Write on the board: *They'd barely gotten out of the city.* Ask, *What does* barely *mean?* (used to say that something was almost not possible or almost did not happen) Point out the placement of the adverb after *had* and before the past participle.
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to write the answers.
- Have Ss compare their answers in pairs.
- To review, call on Ss to read each answer aloud. After each, ask, *Why is this the correct answer?* Play the audio again if necessary.

OPTION Have Ss complete a dictation exercise and write down the sentences they hear on a separate piece of paper. Then have Ss complete the exercise.

- Read the instructions and the time expressions in parentheses aloud for the class.
- Read the sentences in number 1. Ask for a volunteer to read the answers aloud. Ask, *What verb tense is used in these sentences?* (past perfect) *Why?* (to express an action that happened before another action in the past) Point out the addition of the comma in the second answer.
- Have Ss complete the exercise in pairs but write the answers individually in their books. Ask Ss to write down both answer options.
- Walk around as Ss work. Remind Ss to reference the grammar chart on page 116 to help them choose which verb tense to use in their answers.
- Call on Ss to read the completed sentences aloud. After each, ask, *What verb tense is used in these sentences? Why?* Ask the class, *Do you agree?* Correct if necessary.

EXTENSION Ask Ss to write five sentences about things they had intended to do in the past but never did. (For example, I had meant to go see that movie, but it was gone after just one week.) Write the following verbs on the board for reference: *plan, intend, mean, hope, expect, want, wish.* In pairs, have Ss take turns reading their sentences aloud and checking each other's work.

EXTENSION Have Ss discuss important life events and what happened before and after. Tell Ss to use both the past perfect and the past perfect continuous. (For example, I went on my first date with my husband after we had been working together for six months.) Encourage Ss to ask follow-up questions to learn more about their classmates. Invite volunteers to share surprising or interesting facts they learned about their partner with the class.

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UNIT 10, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

contemporary	an orphanage	an orphan	flee	harrowing
glittering	devastating	a passage	interweave	grief

1. The teacher asked them to memorize their favorite ___passage___ from the book.
2. There were children of all different ages living at the ___orphanage___ .
3. She didn't cry at the funeral, but her ___grief___ was easy to see.
4. The streets were crowded with people trying to ___flee___ from the fire.
5. The journey was long and ___harrowing___ , but we all survived it.
6. The hotel was old-fashioned but they redecorated in a more ___contemporary___ style.
7. The ice on the trees was ___glittering___ in the bright morning sun.
8. A lot of children became ___orphans___ during the war.
9. The loss of their coach was ___devastating___ for the team's performance.
10. The movie ___interweaves___ the stories of two young girls, one who grows up in a wealthy family in the city, and another who lives her entire life on a farm.

PAST PERFECT AND PAST PERFECT CONTINUOUS

A ▶10-08 Listen. Write *1* next to the event that happened first and *2* next to the event that happened second.

1. They got out of the city. ___1___
   They got a flat tire. ___2___
2. Ren turned 12. ___2___
   Ren experienced traumatic events. ___1___
3. Sara told people about the problem. ___2___
   Sara suffered from headaches. ___1___
4. Paula cried. ___1___
   Paula got home. ___2___
5. Helen finished medical school. ___1___
   Helen wrote a memoir. ___2___
6. The sun set. ___2___
   John walked for hours. ___1___

B Combine the two sentences using the words in parentheses. Use the past perfect or the past perfect continuous for the action that occurred first in the sequence of events.

1. I read the book three times. Then I saw the movie.
   (by the time) I had read the book three times by the time I saw the movie.
   or: By the time I saw the movie, I had read the book three times.
2. She fled the country. Then the war broke out.
   (before) She had fled the country before the war broke out. / Before the war broke out, she had fled the coutnry.
3. She became a famous dancer. Then I saw her again.
   (by the time) She had become a famous dancer by the time I saw her again. / By the time I saw her again, she had become a famous dancer.
4. He was working outside. Then we arrived.
   (when) He had been working outside when we arrived. / When we arrived, he had been working outside.
5. He recovered from his accident. Then he wrote a book about it.
   (after) He wrote a book after he had recovered from his accident. / After he had recovered from his accident, he wrote a book about it.
6. She was running. Then she injured her foot.
   (until) She had been running until she injured her foot. / Until she injured her foot, she had been running.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

nostalgic	a famine	an overreliance on	lounge around
a slab	upholstery	adequate	enticing

1. They covered the hole in the ground with a large ___slab___ of rock.
2. There's a terrible ___famine___ in that country, people have nothing to eat.
3. We need to make sure the company doesn't have ___an overreliance on___ just one supplier.
4. Sometimes I'm ___nostalgic___ for my younger days when I didn't have any worries.
5. The sofa and the armchairs have matching ___upholstery___.
6. The hotel isn't great, but it's ___adequate___ for our needs.
7. We've been working so hard. I think we need a weekend just to ___lounge around___.

EXPRESSING THE PAST: REVIEW

A ▶10-14 Listen. Circle the correct word.

1. My grandfather started a business **before** / **when** he turned 24.
2. Jackie went skiing **before** / **after** she moved to Switzerland.
3. I started texting you **before** / **when** you called.
4. Alex left for work **before** / **after** it stopped raining.
5. Gabi **still** / **no longer** grows her own vegetables.
6. Marco **still** / **no longer** works for a security company.

B Complete the sentences with the correct form of the verb in parentheses. More than one answer may be possible.

Centenarians are people who live to be 100 years or older. As life expectancy increases, we see a growing number of centenarians. According to United Nations estimates, there ___were___ **1 (be)** about 100,000 centenarians worldwide in 1990, but by 2015 that number ___had grown___ **2 (grow)** more than four times. Just imagine the technological advances that centenarians ___have witnessed___ **3 (witness)** over the past 100 years! Today we expect to have our phone at arm's length at all times, but 100 years ago the idea of instantly chatting with someone anywhere in the world probably ___seemed___ **4 (seem)** impossible. In the early 1900s, cars ___were just starting, had just started___ **5 (just, start)** to replace the horse and buggy. People ___used to question, questioned,___ **6 (question)** the safety of those new electric vehicles. We can compare those concerns to the ones we have today as self-driving cars begin to replace those with human drivers. Color television first ___came___ **7 (come)** around in the 1950s. The first color TV ___had___ **8 (have)** a 15-inch screen contained in a large wooden box. It ___looked___ **9 (look)** nothing like the large 4K flat screens that are so common today. Even in just the past half century, we ___have seen___ **10 (see)** incredible changes in technology. The Sony Walkman first ___went___ **11 (go)** on sale in 1980. It had a cassette tape deck and was considered the first portable stereo. Listeners ___changed, used to change, would change___ **12 (change)** the cassette each time they ___wanted___ **13 (want)** to hear a different artist. Over the past decade, we ___have become___ **14 (become)** accustomed to streaming whatever music we want to hear quickly and easily on our mobile devices. Of course, there are thousands of other changes. If you're fortunate enough to know a centenarian, ask him or her what new technology has been the most surprising.

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UNIT 10, LESSON 3

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare their answers in pairs.
- Go over the answers.
- Remind Ss they can review the definitions on page 166.

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.

EXPRESSING THE PAST: REVIEW

GRAMMAR TO REVIEW
Past participles
Present participles

COMMON ERRORS
Using the wrong verb tense for the situation
Using *would* with stative verbs (instead of *used to*)

A
- Tell Ss to listen to the sentences and complete the exercises based on the information they hear.
- Do number 1 as a class. Play the audio and pause after the first sentence: *My grandfather had started his own company by age 24.* Ask, *Did the speaker's grandfather start a business before he turned 24 years old or exactly when he turned 24 years old?* (before)
- Write *by age 24* on the board. Say, *This is an abbreviated way of saying* by the time he turned 24.
- Play the rest of the audio. Pause after each statement to give Ss time to choose an answer.
- Have Ss take turns reading the sentences aloud and comparing their answers in pairs.
- To review, read the original statements aloud and call on Ss to read the answer for the class. Correct if necessary.

B
- Read the instructions. Remind Ss that more than one answer may be possible.
- Have Ss complete the exercise in pairs but fill in the blanks individually. Remind them to look back at the grammar chart on page 118 for reference.
- Clarify any new or confusing words or phrases in the text, such as *life expectancy* (the length of time that someone is likely to live), *half century* (a period of 50 years), *to become accustomed to something* (to start to think that something is normal or natural because you have experienced it regularly over a period of time), and *fortunate* (lucky).
- Ask, *What is streaming?* (playing continuously as data is sent to a computer over the internet)
- To review, ask Ss to bring their books and sit or stand in a circle facing each other. Have Ss go around the circle, taking turns reading one sentence of the paragraph aloud. Call on a student to begin the activity. After each sentence, ask the class, *Which verb tense is used in this sentence? Why?* Elicit answers. Correct if necessary.
- Ask Ss comprehension questions, such as *What is a centenarian? How was life different 100 years ago? What were new inventions then? How has technology changed since then?* Have Ss discuss the questions in pairs. Elicit the answers.
- Take a class survey to see how many Ss know or know of a centenarian. Invite volunteers to describe the person to the class.
- Have Ss consider technological advances from the perspective of a centenarian. Ask, *If you were a centenarian, what new technology would surprise you the most?* Ask Ss to discuss the question in groups.

OPTION Project or show pictures of items referenced in the text to deepen Ss' understanding of the text, such as a horse and buggy, a self-driving car, and a Sony Walkman or cassette tape deck.

EXTENSION In pairs, have Ss talk about life-changing events in their past using the verb tenses in the grammar chart on page 118. Give Ss some time to write down their ideas before sharing. Encourage Ss to ask follow-up questions to learn more about each other.

EXTENSION In pairs, have Ss talk about the best day they have ever had. Ask Ss to include details about what happened, and what made this day so special. Encourage Ss to use as many different ways as possible to express the past. Give student A five minutes to talk. Call time and ask Ss to switch roles. Call on Ss to share with the class what happened on the best day of their partner's life.

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GLOSSARY

UNIT 1, LESSON 1, page 6

high season: the time of year when businesses make a lot of money and prices are high
low season: the time of year when businesses have fewer visitors and prices are cheaper
plan ahead: to make all arrangements in advance of something happening
an itinerary: a list of the places you will visit on a trip
plan out: to make thorough and detailed arrangements for the future
a day trip: a journey made to and from within a day
play it by ear: to decide what to do according to how a situation develops, without making plans
open-ended: without a definite ending
impromptu: done or said without any preparation or planning
serendipity: the process of accidently discovering something that is interesting or valuable
take off: to leave somewhere

UNIT 1, LESSON 2, page 8

a spacecraft: a vehicle that can travel in space
a rover: a vehicle that travels on the surface of a planet
terraform: to transform a planet to support human life and look like Earth
colonize: to control an area and send your own people to live there
inhospitable: difficult to live or stay in because of severe weather conditions
an asteroid: one of many small planets
bombard: to attack a place
radiation: a form of energy that comes from nuclear reactions, that is harmful
massive: very large and powerful
a dust storm: wind mixed with small pieces of dirt that looks like powder
toxic: poisonous or containing poison

UNIT 1, LESSON 3, page 10

rust: reddish, brown substance that forms on iron, steel, etc., when it gets wet
abandon: to leave someone or something you are responsible for
damage: a bad effect on something
crumble: to break apart in small pieces
peel: to come off in layers from the surface of an object
dilapidated: old, broken, and in very bad condition
moss-covered: having a layer of thick furry plant usually growing on soil, trees, or rocks
rot: to decay by a gradual, natural process
collapse: to fall down or inward suddenly

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GLOSSARY

UNIT 1, LESSON 4, page 12

malfunction: to not work properly
illuminate: to make light shine on something
nutrients: chemicals or food that help plants, animals, or people to live and grow
be accustomed to: to be used to something
transmit: to send or pass something from one place, person, etc., to another
an artifact: a small object that was used a long time ago, especially one that is studied by scientists
a wealth of: a large amount of money or things
a spire: a structure shaped like a cone or pyramid
bacteria: very small living things, some of which can cause disease
dissolved: mixed with liquid so as to have become part of it

UNIT 2, LESSON 1, page 18

super strength: a great amount of physical power and energy
X-ray vision: the ability to see through objects
invisible: not able to be seen
invincible: too strong to be defeated or destroyed
a shape-shifter: the supposed ability to change their physical form at will
teleport: to transport or be transported across space instantly
telekinesis: the supposed ability to move objects in space by mental power
telepathic: supposedly capable of communicating thoughts directly to someone else's mind without speaking, writing, or using signs

UNIT 2, LESSON 2, page 20

excel: to do something very well or much better than most people
optimize: to make the best out of something
a reflection: careful thought, or an idea or opinion based on this
inspire: to encourage someone to do or produce something good
persistent: the act or state of doing something, even though it is difficult or other people do not like it
rage: a strong feeling of uncontrollable anger
promising: showing signs of being successful or good in the future

UNIT 2, LESSON 3, page 22

churn out: to produce large quantities of something
innate: a quality that has been part of your character since you were born
self-evident: clearly true and needing no proof
resemble: to look like or be similar to someone or something
intervene: to do something to try to stop an argument, problem, or war
consistently: always happening in the same way
trauma: a state of extreme shock that is caused by a very frightening experience
avenge: to hurt or punish someone because he or she has harmed or offended you
thrust: to push something somewhere with sudden or violent movement

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GLOSSARY

UNIT 2, LESSON 4, page 24

pioneering: introducing new and better methods or ideas
microscopic: extremely small and very difficult to see
adhere: to stick firmly to something
scale: to climb to the top of something that is high
sheer: extremely steep
state-of-the-art: using the newest methods, materials, or knowledge
bulky: big and heavy
limbs: arms and / or legs
render: to cause something to be in a particular state
imperative: extremely important and urgent

UNIT 3, LESSON 1, page 30

a prodigy: a young person who is extremely good at doing something
a virtuoso: a very skillful performer, especially in music
talent: a natural ability to do something well
gifted: having a natural ability to do something well
renowned: famous for a special skill or for something that you have done
knowledgeable: knowing a lot
insightful: having a deep understanding of something
a genius: someone who has much more intelligence, ability, or skill than is usual
a legend: an old well-known story, often about brave people or adventures

UNIT 3, LESSON 2 , page 32

to craft: to make something using a special skill, especially with your hands
a craft: a job or activity that you need to have a lot of skill to do, especially one in which you make things
to map: to plan something carefully
a map: a drawing of an area, or country, showing roads, rivers, cities, etc.
to approach: to move toward or closer to someone or something
an approach: a way of doing something or dealing with a problem
to detail: to list things or give all the facts or information about something
a detail: a small fact or piece of information about something
to focus on: to pay special attention to a particular person or thing instead of others
a focus: a thing, person, situation, etc., that people pay attention to
to comment: to express an opinion about someone or something
a comment: an opinion that you give about someone or something

UNIT 3, LESSON 3, page 34

an imagination: pictures or ideas in your mind
perceive: to notice or understand something
detectable: able to be noticed or discovered, especially with something that is not easy to see, hear, etc.
visual: related to seeing or to your sight
a combination: two or more different things, substances, etc., that are used or put together
associate: to make a connection in your mind between one thing or person and another

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GLOSSARY

UNIT 3, LESSON 4, page 36

writer's block: a problem that a writer sometimes has of not being able to think of ideas to write
be purported to: *formal* to claim that something is true, especially when it is possible that it is not true
jump-start: to help a process or activity start working better or more quickly
clearheaded: to think in a clear and sensible way
amplify: *formal* to make something stronger
inconsequential: not important; insignificant
a pose: the position in which someone deliberately stands or sits
a blindfold: a piece of cloth you use to cover someone's eyes so that he or she can't see
on the threshold of: at the beginning of a new event or development
doze: to sleep for a short time

UNIT 4, LESSON 1, page 42

exotic: something that is unusual and exciting because it is foreign
unique: not like anything or anyone else
striking: unusual or interesting enough to be noticed
cute: attractive to look at
precious: very important or special to you
adorable: very pretty and easy to love
weird: unusual and strange
peculiar: strange, out of the ordinary
bizarre: very unusual and strange
gross: very unpleasant
magnificent: very good or beautiful, and very impressive
astonishing: very surprising

UNIT 4, LESSON 2, page 44

conduct: to do something in an organized way
extensive: containing a lot of something, especially information
extroverted: a person who is confident and likes being with people
excitable: becoming happy, eager, or interested very easily
fearful: afraid
pessimistic: believing that bad things will happen, not good things
a lifespan: the length of time a person or animal lives
a shelter: a place where people or pet animals can go if they have no home or are being treated badly

UNIT 4, LESSON 3, page 46

scold: to tell someone in an angry way that he or she has done something wrong
feel guilty: to feel unhappy and ashamed because you have done something that you know is wrong
dive-bomb: to fly steeply downward to attack something
hold a grudge: to keep an unfriendly feeling toward someone because he or she did something bad to you in the past
be self-aware: to have a conscious knowledge of one's own character and feelings
howl: to make a long loud sound like a dog crying
grieve: to feel very sad because someone you love has died
mourn: to feel very sad because someone has died

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GLOSSARY

UNIT 4, LESSON 4, page 48

mimic: to copy the way someone speaks
primitive: belonging to an early stage of development
in the wild: in natural and free conditions, not kept or controlled by people
captivity: kept in a cage or enclosure and not allowed to go free
deprived of: kept from having something important or desired
befriend: to behave in a friendly way toward someone
be suited to: to have the right qualities to do something
albeit: used to add information that reduces the force or importance of what you have just said
nasal: related to the nose
a cavity: *formal* a hole or space inside something
ungrammatical: incorrect according to the rules of grammar
intelligible: if speech, writing, or an idea is intelligible, it can be easily understood

UNIT 5, LESSON 1, page 54

a partnership: a relationship in which two or more people, organizations, etc., work together
lease: to use or let someone use buildings, property, etc., when he or she pays rent
a supplier: a company that provides a particular product to another company or a consumer
cash flow: the movement of money into and out of a company
cut corners: to do something in a way that is not as good as it should be, to save time, effort, or money
be in the black: to have more money than you owe
be in the red: to owe more money than you have
break even: to reach a point when profits are equal to costs
profitable: producing money or a useful result
flop: to be unsuccessful because people do not like it

UNIT 5, LESSON 2, page 56

a sketch: a quick drawing that does not have a lot of details
scribble: to write something quickly in a messy way
tinker: to try to improve something by making small changes to it, without a careful plan
go broke: for a company or business to no longer operate because it has no money
land: to finally succeed in getting a particular job, contract, or deal
an entrepreneur: someone who starts a company and arranges business deals to make money
pitch: to try to persuade someone to buy or do something
publicity: attention that someone or something gets from newspapers, television, etc.
cite: to mention something as an example or proof of something else

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GLOSSARY

UNIT 5, LESSON 3, page 58

a diesel generator: a combination of a fuel-powered engine and an electric engine
a hydroelectric dam: a human-made structure used to control a river and generate electricity for power
an underrepresented community: a smaller percentage of a larger population that often does not have power or influence
an infrastructure project: a plan related to the basic systems and structures that a country needs, for example, roads, hospitals, and telephone systems
kinetic energy: a type of power that is caused by movement, or relating to movement
noxious fumes: a strong-smelling gas or smoke that is harmful or poisonous
a developing country: a country without much money or industry, but that is working to improve life for its people
a diverse background: variety in family, education, previous work, and other experiences

UNIT 5, LESSON 4, page 60

an ecological footprint: the impact a business has on the environment expressed as the amount of land it needs to sustain its use of natural resources.
culture: *technical* to grow bacteria or cells for medical or scientific use
culinary: *formal* related to cooking
a stem cell: *technical* a special type of cell that can divide to form other types of cells that have particular qualities or purposes
a biopsy: the surgical removal of cells or tissue from a human or animal body
incubate: to keep something warm so it can develop and grow
a serum: a protein-rich liquid that is part of blood
proliferate: to grow by the rapid production of new cells
a hurdle: a problem or difficulty that you must deal with before you can achieve something
recoup: to get back an amount of money you have lost or spent

UNIT 6, LESSON 1, page 66

personnel: people who work for an organization
time off: time when you do not do your usual work
an incentive: an award given for increased productivity
a merit raise: a performance-related pay increase
a bonus: extra money that someone is paid, separately from his or her regular pay
a commission: an amount of money, in addition to the salary, that is paid to an employee for selling a product as part of his or her job
a perk: money, goods, or other advantages that you get from your job in addition to your salary
a contribution: some money that you give to help pay for something
flextime: a system in which people work a particular number of hours each week or month, but can change the times at which they start and finish working each week
transfer: to move someone or something from one place to another
workload: the amount of work that you must do
turnover: the rate at which employees leave a company and then are replaced

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GLOSSARY

UNIT 6, LESSON 2, page 68

a gap: a big difference between two situations, amounts, groups of people, etc.
a factor: one of many things that affects a situation
workforce: all the people who work in a country or company
equivalent: something that is equal in amount, value, or importance to something else
sanitation: the process of keeping places clean and healthy
tend to: to be likely to do something, or to usually do something
bring to light: to make widely known
hesitate: to wait before you do or say something, because you are thinking about it
turn down: to decline or reject something

UNIT 6, LESSON 3, page 70

a disparity: a great difference
by leaps and bounds: with surprisingly rapid progress
economic output: the total value of all goods and services produced in a country
economic downturn: a part of a business cycle that refers to very little or no growth
waive: to state officially that a right or a rule can be ignored
address (a problem): *formal* to start trying to solve a problem
level the playing field: to make something fair so that everyone has the same advantages
take advantage of: to make use of for an opportunity or gain
crack down on: to become stricter when dealing with bad behavior or an illegal activity
a haven: a place that people go to be safe
redistribute: to give something out differently or again, often to achieve social equality

UNIT 6, LESSON 4, page 72

disciplined: obeying rules and controlling your behavior
the advent of: *written* the time when something first begins to be widely used
an advocate: someone who publicly supports someone or something
sweeping: affecting many things or making an important difference to something
sidestep: to evade (a problem, issue, question, etc.)
the lion's share of: the largest part of something
streamlined: made to work more simply and effectively (such as a business, organization, etc.)
indispensable: so important or useful that it is impossible to manage without
size up: to consider a situation and make a judgment about it
a prerequisite: something needed for a particular purpose

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GLOSSARY

UNIT 7, LESSON 1, page 78

a campaign: a series of actions intended to achieve a particular result relating to politics, business, or a social improvement
raise awareness: to make people think more seriously about a particular subject or situation
a cause: an organization or an idea that a group of people support or do things for
a fundraiser: an event that is held to collect money for a charity or a political party
a sponsor: a person or company that provides money to help pay for a team, an event, or an activity, usually on an ongoing basis
cynical: unwilling to believe that people have good, honest, or sincere reasons
back on track: to progress in a successful way after a misstep or misfortune
make a difference: to have a significant effect on a situation or person
kick in: *informal* to join with others in giving money or help

UNIT 7, LESSON 2, page 80

feed: frequently updated data that is provided to users on the internet
breaking: making the news about an important event known to everyone
footage: film or video that shows a particular event
a bystander: someone who is in a place when something happens
break down: *informal* to separate something into parts in order to understand it
accompany: *formal* to go somewhere with someone
consume: to use as a customer
a fraud: someone who deceives people in order to get something they want
agitate: to make someone feel anxious, upset, and nervous
clickbait: something designed to make users want to access content with questionable value
biased: thinking that a person, group, or idea is better than another, and treating them differently
a perspective: a way of thinking about something

UNIT 7, LESSON 3, page 82

a fad: something that is popular for a short time
a phenomenon: a notable event that happens in society or in nature
provoke: to deliberately make someone angry
empathy: the ability to understand someone's feelings and problems, because you have been in the same situation yourself
convey: to express feelings or ideas to someone
self-expression: the expression of your feelings, thoughts, ideas etc., especially through the arts
spread like wildfire: to put forth with great speed
a positive force: a good and useful effect on someone
at (the very) least: not less than, at the very minimum

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GLOSSARY

UNIT 7, LESSON 4, page 84

strewn with: having things scattered around a large area
a lifeguard: someone whose job at a beach or swimming pool is to help swimmers who are in danger
haul in: to pull in something heavy with a continuous steady movement
daunting: frightening in a way that makes you feel less confident
bear: *formal* to have or show a sign or a mark
settle on: to decide or agree about something
gender-neutral: suitable for both males and females
custom: specially designed and made for a particular person
novel: not like anything known before and unusual or interesting
rest on your laurels: to be satisfied with what you have done so that you do not make any further effort

UNIT 8, LESSON 1, page 90

a strategy: a planned way of achieving something
a social media presence: how frequently someone posts on shared websites
a brand: a type of product made by a company, that has a particular name or design
a product launch: to start or introduce something that people make in order to sell it
promotional materials: things given out to advertise something to make people want to buy it
customer interaction: the activity of communicating between a buyer and a store
damage control: an attempt to limit the bad effects of something
stand out: to be very easy to see or notice

UNIT 8, LESSON 2, page 92

vouch for: to say that you firmly believe that something is true or good because of your knowledge
plug: *informal* to advertise a book, movie, idea, etc., by talking about it publicly
computer-generated: designed or created by a computer program
get in on: *informal* to become involved in something that other people are doing or planning
authenticity: the quality of being real or true and not a copy
word of mouth: information or news that someone tells you instead of you reading about it or seeing an advertisement
an endorsement: a statement in which you officially say that you support or approve of someone or something
engage: to attract someone and keep his or her interest
put off: to arrange to do something at a later time or date, especially because there is a problem
turn into: to become something different

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GLOSSARY

UNIT 8, LESSON 3, page 94

stumble upon: to discover something or meet someone when you do not expect to
expertise: special skills or knowledge
a peer: a person who is the same age as you
dream up: to think of a plan or idea, especially an unusual one
iconic: relating to a famous person who is admired by many people and is thought to represent an important idea
designate: to choose someone or something for a particular job or purpose
hit it big: *informal* to suddenly become very famous, successful, and rich
the premises: the buildings and land that a store, restaurant, company etc. uses
a stretch: *informal* something that is not completely true or is made to seem more important than it actually is
captivating: very attractive or interesting

UNIT 8, LESSON 4, page 96

wrongdoing: *formal* illegal or immoral behavior
deceptive: appearing to be one thing while in fact being something different
mislead: to make someone believe something is not true by giving information that is false or incomplete
abhorrent: completely unacceptable because of seeming morally wrong
biodegradable: materials that are changed naturally by bacteria into substances that do not harm the environment
reassuring: making you feel less worried or frightened
a municipality: a town, city, or other small area that has its own government to make decisions about local affairs
detrimental: causing harm or damage
disintegrate: to break apart into small pieces or particles
suggestive: causing mental associations

UNIT 9, LESSON 1, page 102

athletic ability: strength, coordination, speed of reflexes, and other qualities that are required for a person to do well in sports
hand-eye coordination: the way in which your hands and eyes work together to make you able to do things well
uncoordinated: not good at physical activities, because of an inability to control their movement effectively
score a run: to earn a point in baseball or softball by running around all of the bases
competitive spirit: a drive to win and to do your best and succeed
play your heart out: to exert maximum effort while playing a sport, game, or instrument
demolish an opponent: to overwhelmingly defeat someone you are playing against
win fair and square: to be successful in a competition without cheating

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GLOSSARY

UNIT 9, LESSON 2, page 104

get a paying gig: *informal* to get a job, usually a temporary one, that will pay money
keep in mind: to be aware or reminded of something
make big money: to earn a lot of money
kick back: *informal* to relax and not worry about your problems
keep up with: to maintain the same level of engagement as somebody and not fall behind
have fast reaction times: to respond to something
go pro: to go from amateur status to professional
take a calculated risk: to do something potentially dangerous after thinking carefully about what might happen
make a split-second decision: to make a choice in an extremely short amount of time
keep a cool head: to remain calm in a difficult or stressful situation
have a good sense of humor: to be able to appreciate a joke or perceive humor
have a backup plan: to have a second plan in case the first one doesn't work out

UNIT 9, LESSON 3, page 106

call for: to need or deserve a particularly type of behavior or treatment
as opposed to: expression used to compare two things and show that they are different from each other
play catch: to take turns throwing and catching a ball back and forth
fetch: to go and get something and bring it back
a tournament: a competition in which many players or teams compete against each other until there is a winner
regard as: to consider to be
eliminate: to get rid of something completely
enlightening: making someone learn or understand something better

UNIT 9, LESSON 4, page 108

strut: to walk in a very proud and confident way, with your head up and your chest forward
eye-catching: unusual or attractive in a way that makes you notice it
prioritize: to decide what is most important, so that you can do it first
disproportionate: too much or too little in relation to something else
ostracize: to stop accepting someone as a member of the group
manifest: *formal* to clearly show a feeling, attitude, disease, etc., so that it is easy to see
eccentric: behaving in a way that is unusual and different from most people
contradictory: statements or facts that are different and cannot both be true
monotonous: boring and always being the same
take its toll: to have a damaging effect

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GLOSSARY

UNIT 10, LESSON 1, page 114

sign up for: to put your name on a list because you want to take a class, belong to a group, etc.
fall into: to begin to do something by chance
get around to: to do something you have been intending to do for a long time
end up: to come to be in a place, situation, or condition that you did not expect or intend
talk (someone) into: to persuade someone to do something
meet up with: to meet someone informally in order to do something together
run into: *informal* to meet someone by chance
turn in: to deliver something that is due to someone else
come across: to discover something, usually by chance
pass up: to not use a chance to do something

UNIT 10, LESSON 2, page 116

contemporary: contemporary art, music, dance, or literature belongs to the present time
an orphanage: a home for children whose parents are dead
an orphan: a child whose parents are dead
flee: to leave a place very quickly in order to escape from danger
harrowing: a harrowing sight or experience is one that frightens, shocks, or upsets you very much
glittering: shining with shimmering light
devastating: causing tremendous damage or suffering to someone or something
a passage: a short piece of writing or music, that is taken from a longer piece
interweave: to combine two or more ideas or things so that they cannot be easily separated
grief: great sadness

UNIT 10, LESSON 3, page 118

nostalgic: feeling slightly sad about a happy time you remember from the past that you wish had not changed
a famine: a very bad situation when a lot of people do not have enough food to eat
an overreliance on: an unhealthy dependence on something, leaving you open to risk if it runs out or goes away
lounge around: to sit or lie in a place in a very relaxed way without doing much
a slab: a thick, flat piece of something
upholstery: material that has been used for covering a chair or seat
adequate: enough or good enough
enticing: something that is attractive because of the advantages it offers

UNIT 10, LESSON 4, page 120

mediocre: not very good, but not very bad
a recollection: something from the past that you remember
rosy: seeming to be successful or happy
elapse: *formal* if a particular period of time elapses, it passes
self-esteem: the feeling that you deserve to be liked and respected
consequent: *formal* happening as a result of a particular event or situation
instill: to teach someone to think, behave, or feel in a particular way over a period of time
a yearning: a strong desire for something
enviable: respected and desired by others
in retrospect: thinking back to a time in the past, especially with the advantage of knowing more now than you did then

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Audio / Video Scripts

WELCOME UNIT

Page 2, Ex. 1C

Sonia: I mean, *Titanic* is clearly one of the greatest movies ever made. It has everything, romance, drama, tragedy…The acting was amazing, and that famous scene at the front of the ship is just classic–

Kim: Thanks, Sonia. Those are all great points. Now let's hear what other people think. Tomas?

Tomas: I think that…

Yi Min: Excuse me, Tomas, could you speak up a little?

Tomas: Oh, sure. I said that, actually, I didn't really like *Titanic*. I thought it was too long. I preferred *The Hunger Games*. It has–

Dario: Oh, that movie was too violent for me!

Yi Min: Hold on a second, Dario, let Tomas finish what he was saying.

Dario: Oh, sorry. Go ahead.

Tomas: I was saying that *The Hunger Games* has everything Sonia mentioned, but it's also really exciting and not too long. A great movie has to be exciting. The book was great, too.

Yi Min: Interesting points. Let's see…who haven't we heard from yet…? Luz, what do you think? What makes a movie great?

Luz: Well, I think a great movie is…

MEET THE PEOPLE OF TSW MEDIA

Page 4

Hello! My name is Tae-ho Kang. I live in Daegu, South Korea, where I work as a videographer. Music is a really important part of my life. I write music for my videos and I play with a couple of different bands around Daegu. It's fun… and it's good for my social life.

Hi there! My name is Carla Lugo. I'm a social media coordinator in the New York office. My family is originally from Ecuador. We moved to the U.S. a few years ago. I love going dancing with my boyfriend. We're both addicted to salsa dancing… but I'm a better dancer.

Hey! I'm Mateo Romero. I was born and raised in La Paz, Bolivia. I'm an accountant. I enjoy it, but I'd love to try something more creative, like design. I'm into sports and fitness, and I play soccer and baseball on local teams. I may not be the biggest guy, but I'll try anything athletic.

Hi everyone. My name is Esra Kara. I live and work in Istanbul, Turkey, as a computer programmer. I got into programming sort of by accident, but now I enjoy it. I take every course I can to keep my skills up to date. I also teach kids about computers on weekends.

Hello! I'm Hiro Matsuda. I'm a project manager. I grew up in Tokyo, but now I live in New Jersey with my amazing wife and our three adorable dogs. My wife is an up-and-coming chef, and she's getting ready to open her own restaurant in Hoboken. I'm so proud of her!

Hi! I'm Kate Sands. I'm a market researcher in Toronto. I'm originally from Western Canada, but I moved to Toronto to study art history. I met my now-husband at university, so I stayed here. We have two daughters. I still miss my family back home and use social media to keep in touch.

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 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, 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 125, VOCABULARY PRACTICE

1. **A:** We just got up Friday morning and decided to leave.
   B: Nice! Did you know how long you'd be gone?
   A: Nope–we didn't make any decisions at all.
2. **A:** Where are you going on your vacation?
   B: I'm not sure. We might stop in Playa del Carmen or we might keep going to Tulum.
3. **A:** You went to Merida in January? Isn't that the most expensive time?
   B: It is, but we made our reservations early, so that saved us a little money.
   A: Did you visit the pyramids?
   B: Yes, we spent about four hours there. It was fascinating!

Page 125, PRESENT PERFECT VS. SIMPLE PAST, Ex. A

1. He's lived in New York City for five years.
2. Nadia has lost her wallet.
3. I saw dancers at the Marrakesh market. The dancers performed beautifully at the festival.
4. We've just returned from Taiwan.
5. Ben went on a cruise with his family every summer.
6. That's the strangest vacation they have ever been on!

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7. Ping visited her parents in China every summer.
8. Anar needed to confirm her flight by noon.

Page 7, Ex. 3A

1. A: Let's go to Vancouver… It's beautiful there.
   B: I'm telling you, we should wait for summer. It's really cold in Canada right now.
2. A: Do you want to go camping? We can sleep in the tent and cook over the fire!
   B: I don't know. That sounds like an awful lot of work to me.
3. A: It'll be warmer if we go in August.
   B: Take it from me. You don't want to go there during high season.

Page 7, Exs. 4A and 4B

Mateo: Hey Esra. Want to get something to eat?
Esra: Actually, I'm eating lunch at my desk today. I'm trying to plan my vacation.
Mateo Ooh, vacation! When are you taking off?
Esra: July.
Mateo That's in three months! You really plan ahead.
Esra: Oh yeah, planning is half the fun! Today I'm reading restaurant reviews.
Mateo Wait… restaurants? You're planning your *meals*?
Esra: Sure! I've already got my flight, my hotel, my boat tour, my parasailing lesson–so now I'm thinking about where I'm going to eat!
Mateo: Well here's my advice: just go for a walk and stop somewhere that looks good.
Esra: Yeah… That is NOT my style.
Mateo: Well, that's how I found the best meal I've ever eaten. I just trust that things will work out, and they usually do! Exploring is what makes travel fun!
Esra: Hmm. I guess I'm not much of an explorer. That sounds really stressful to me. When I go on vacation, I plan out my whole itinerary in advance, and then when I get there, I can just follow my plan and not have to think about anything.
Mateo: Well just so you know, I've been on some GREAT impromptu road trips. Last summer, a couple of friends and I decided on Friday night we'd take off on Saturday morning. We just got in the car, headed west, no plans at all, played everything by ear. And we had SO much fun!
Esra: Well, I can see that, but I think if I fly to Phuket during high season without reservations, I'm going to end up sleeping on the beach.
Mateo: Hey, you never know. Could be a great experience. Lying on the sand… Falling asleep to the music of the waves…
Esra: … getting arrested for sleeping on the beach.
Mateo: All right, maybe a hotel reservation.
Esra: But I take your point. I'll try to leave room for… serendipity.
Mateo: Yes! Serendipity is your friend.

Page 7, Ex. 4C

Mateo: Well here's my advice: just go for a walk and stop somewhere that looks good.
Esra: Yeah… that is NOT my style.
Mateo: Well, that's how I found the best meal I've ever eaten. I just trust that things will work out, and they usually do! Exploring is what makes travel fun!
Esra: Hmm. I guess I'm not much of an explorer. That sounds really stressful to me.

Page 126, INDEFINITE PRONOUNS, Ex. A

1. Anything is possible with space exploration.
2. Few people are participating in the study.
3. Each item costs a million dollars.
4. Most of the mission was a success.
5. Neither construction is ready.
6. There isn't any food left.

Page 9, Exs. 4A to 4C

Welcome to this week's episode of *ExplorerPod*. I'm your host Carla Jones, and today, I'm going to talk about exploring, or rather NOT exploring, the planet Mars. Now, I get why people are excited about going to Mars. Mars has water. It may have life. And many people see it as a backup planet. If there's a worldwide disaster on Earth–climate change or nuclear war or an asteroid strike–a Mars colony would give us somewhere to go. Plus it has a whole planet's worth of mineral resources. I understand all of these arguments. I, too, think Mars is very tempting. But colonizing it, or even sending people there, when there's so much to do on this planet, is just not worth the expense or the risk.

When I say "expense," I mean EXPENSIVE. Just the initial trip to Mars could cost 10 billion dollars per person. And actually terraforming and setting up a colony on the planet would cost trillions. And that's just the money. There would inevitably be a major cost in human life, too. Mars is an EXTREMELY inhospitable place. The atmosphere is much thinner than Earth's and the surface is constantly bombarded with high levels of radiation. The average temperature is MINUS 80 degrees Fahrenheit. It hasn't rained there for millions of years. There are frequent massive dust storms that last for weeks, and every few years there are dust storms so large that they cover the entire planet. That dust interferes with machinery and covers up solar panels, and we can't survive there without those things.

Even if we can somehow overcome those obstacles, there will also be serious challenges when it comes to food and water. Maybe you saw the movie *The Martian*, where Matt Damon survives on Mars by growing potatoes in his own human waste? Well even that DECIDEDLY unpleasant solution ignored one of the major problems with Mars. The planet's soil, and its water, are filled with perchlorates, a kind of salt that is toxic to humans. So before we could grow anything, and before we could drink any of the water, we'd have to figure out how to get rid of the perchlorates.

We've landed a number of spacecraft on Mars, but there's a lot more we can learn from them before

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we move to the next step. I say that instead of trying to send anyone there, we should send some more rovers and save most of our money for solving problems on this planet.

What do you think, listeners? Do you agree with my stay-on-Earth attitude, or are you anxious to buy your ticket to the red planet? Send me your comments, and tune in again next week!

Page 10, Ex. 1B

rust:	He left his bike outside all winter and the metal completely rusted.
abandon:	No one lives in that house. It was abandoned years ago.
damage:	The flooding last winter caused a lot of damage around here.
crumble:	The wall behind the old school is crumbling. I hope they repair it soon.
peel:	The paint is peeling off the old fence.
dilapidated:	This whole area looks seriously dilapidated. It's clear that no one has been taking care of it.
moss-covered:	We found an old moss-covered cabin in the forest. It was so green that we didn't notice it until we were right in front of it.
rot:	Be careful. The wooden floors are old and rotted.
collapse:	Don't go into that building. It could collapse at any time.

Page 127, TYPES OF ADVERBS, Ex. A

1. Thankfully, nobody got hurt when the bridge collapsed.
2. We seldom paint our house.
3. I love historic constructions, even ruins!
4. Rob will either remodel his house or move to a new one.
5. Honestly, you did a great job with the contract.
6. We are scarcely making any money.

Page 11, Exs. 3A and 3B

The Allure of Abandoned Places

Has anyone here been to the Six Flags amusement park in New Orleans lately? I didn't think so. But why not? It has rollercoasters, spinning rides, restaurants–all the things you'd expect to see in a large theme park. Except… you won't see any families enjoying a day off there, you won't hear any children screaming and laughing on the rides. The bumper cars don't move, the rollercoaster is rusted and broken, and the restaurants are covered in graffiti. You see, the park was closed and left abandoned in 2005 after extensive hurricane damage, and the only people who visit it now are "urban explorers."

Urban explorers are like… amateur archeologists. They investigate and document all kinds of left-behind structures. They crawl through crumbling mansions that were abandoned a hundred years ago and through suburban homes that still have blankets on the beds and pictures hanging on the peeling walls. They visit dilapidated train stations where you can just imagine people waiting at the broken ticket windows or hear the whistles of the trains that once sped along the moss-covered tracks. They find their way to abandoned airport terminals that have been taken over by birds.

Perhaps even more haunting than places where people used to have fun, are places where people suffered. Hospitals with echoey hallways, rows of empty beds, and mysterious medical equipment. And even entire towns, like Hashima Island in Japan, where thousands of coal miners once lived and worked. The town was abandoned when the coal mine closed, and now thousands of tourists visit each year to get a close look at the crumbling buildings.

Obviously, urban exploration can be a dangerous hobby. Abandoned buildings are full of broken glass and sharp rusted metal.

The rotted wood in a stairway or floor can suddenly collapse. And when people move out, nature moves in. That means water-filled hallways, plants blocking doorways. Sometimes wasps or even more dangerous creatures move in. That amusement park I mentioned earlier? There are alligators living in the water there. Believe me, there's a reason that most of us prefer to look at images of these places from the safety of our own homes.

With all those dangers, why are people drawn to urban exploration? What makes abandoned places so fascinating? I think it's because they're like secret worlds next door, familiar enough to remind us of our everyday lives, but also alien in their emptiness. And these places remind us of the passage of time, of the inevitability of things coming to an end, so they make us feel nostalgic. Naturally, there's a purely aesthetic element as well–photographs taken with just the right use of light and color can make the ugliest things look beautiful, and that contrast is compelling.

Whatever the reasons, urban explorers are people who enjoy adventure and risk, but there are also a lot of people–like me–who don't want to go with them but love to see the places they visit.

UNIT 2

Page 128, VOCABULARY PRACTICE

1. A: Did you see that guy? That car landed right on top of him–and he just got up and walked away without a scratch on him!
   B: What about the woman?! She picked up the car all by herself so he could get out from under it! Who ARE these people?
2. A: Is he gone?
   B: No, he's still in here somewhere. I can hear him moving around, but I can't see him anywhere!
3. A: I wouldn't touch that cat if I were you.
   B: Why not?
   A: Because that's not really a cat. It's Minerva.

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4. A: Where did you come from? Weren't you in Istanbul a few minutes ago?
   B: I was. But now I'm here.
5. A: OK, He's sitting at the table eating breakfast. He looks totally relaxed. He's not ready for us, so let's go in now!
   B: Wait… he's in other room. How do you know he looks relaxed?
6. A: You'll never figure out my plan!
   B: I already know your plan. You're going to take the diamonds to Buenos Aires.
   A: How could you know that?! I haven't told anyone!
7. A: Did you see that?! The table moved by itself!
   B: No, it didn't. I moved it.
   A: What? You're not anywhere near it.
   B: I know.

Page 128, PRESENT AND FUTURE UNREAL CONDITIONAL, Ex. A

1. You have some great ideas! I'd love to hear more. I'd stay and chat a little longer if I had more time.
2. I don't agree with some of our company's policies. If I were in a position of power, I'd make some changes.
3. We can't possibly meet our next deadline. We have only four people on our team, and we're not superhuman! If James still worked here, we could finish on time.
4. The managers have been meeting for hours. I wonder what they're talking about. If I had super hearing, I would listen in on their conversation.
5. How are we going to move this desk? If we had super strength, we could do it ourselves.
6. I'm really unhappy with my last project. It didn't turn out the way I expected. If I could turn back time, I would do it differently.

Page 19, Ex. 3A

1. A: If we could teleport, we wouldn't need to spend any money on transportation.
   B: Well, that may be the case, but I'd still want to go on road trips once in a while.
2. A: If you were invisible, you could sit next to people in the cafeteria and hear what they're saying.
   B: That could be fun. On the other hand, they might sit down on you because they don't see you.
3. A: Telekinesis would be very useful because you could clean the whole house without lifting a finger.
   B: I suppose that's true, but cleaning the house isn't a very exciting thing to do with a superpower.

Page 19, Exs. 4A and 4B

Carla: Hey Tae-ho, what's up? Helloooo? Why are you staring at Emir and Mei?

Tae-ho: Oh, sorry! I'm a little distracted. They're over there watching my new video.

Carla: Aaah, the one for the cookware account.

Tae-ho: Yeah. If I just had super hearing, I would know what they're saying.

Carla: That would be useful, wouldn't it? On the other hand, you would hear what everyone else in the office is saying, too. That could get pretty annoying.

Tae-ho: True… But maybe I could focus it, so I only hear the people I want to hear.

Carla: Hmm, I think telepathy would be better. Then you could read their minds while they watch your video. That way you'd really know what they think.

Tae-ho: Oh, I don't know. That could be pretty disturbing.

Carla: Come on, you know they're going to love it. They always do.

Tae-ho: Yeah, but imagine Mei is watching my video and I tune in to her mind just when she's thinking about what she wants to eat for lunch. Then I'd feel bad because she's not paying attention. I mean, we all have a lot going on in our minds at once.

Carla: I suppose that's true. In fact, I've got lunch on my mind right now. I'm on my way to the cafeteria. Want to come?

Tae-ho: OK. But you know, if I could teleport, I'd just pop over there. No elevator necessary.

Carla: Oh now, teleportation? That would come in handy. Except of course that you might give everyone a heart attack when you suddenly appear out of nowhere.

Tae-ho: No… because I'll be invisible.

Carla: That's cheating–you can only have one superpower!

Tae-ho: Why? Superman has a bunch of them.

Carla: I'm making the rules here. One superpower per customer.

Tae-ho: OK. Sadly, my only real superpower is drinking vast amounts of coffee. So, let's just walk to the cafeteria and I'll do that.

Page 19, Ex. 4C

Tae-ho: If I just had super hearing, I would know what they're saying.

Carla: That would be useful, wouldn't it? On the other hand, you would hear what everyone else in the office is saying, too. That could get pretty annoying.

Tae-ho: True. But maybe I could focus it, so I only hear the people I want to hear.

Carla: Hmm, I think telepathy would be better. Then you could read their minds while they watch your video.

Page 20, Ex. 1B

excel, excellence, excellent
optimize, optimization, optimal or optimum
reflect, reflection, reflective
inspire, inspiration, inspirational
persist, persistence, persistent
rage, rage, raging
promise, promise, promising

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Page 129, FUTURE REAL CONDITIONAL, Ex. A

1. If I had a few more days to prepare, I'd be ready for my interview.
2. I'll practice going over some interview questions if you'd like.
3. If I think about the interview questions, I'll get even more nervous.
4. If you keep practicing, you'll improve your interview skills.
5. I'm not sure if I'm qualified for this position.
6. If you weren't qualified, they wouldn't be interviewing you tomorrow.

Page 21, Exs. 4A, 4B, and 4C

Jan: This is Jan Powers, the host of *Being Your Best*, and I've got a very special guest today. I'm talking to personal trainer and coach Alan Uba, who says that if we want to excel at just about anything in life, there are some important lessons we can learn from top athletes. Alan, thanks for coming.

Alan: Happy to be here.

Jan: To get started, I'd love for you to tell us about what you have called the five keys to success.

Alan: Of course. The first one is, be persistent. Research indicates that a specific talent isn't always obvious from the beginning. Some people's true talent is for learning. So the best piano players aren't always the ones who showed immediate promise–but they are always people who stuck with it. If you keep working on a skill, you will get better at it, and you might even excel at it.

Jan: OK, so number one is "be persistent." The second key to success is what you call "rage to master." What does that mean?

Alan: The idea of "rage to master" comes from studies of child prodigies. The one thing they all have in common, besides an excellent memory, is that they are completely determined to learn a particular thing. They put all of their energy into mastering it. In my opinion, this suggests that we should ALL try to find the thing that inspires our rage to master.

Jan: Huh. OK. And next is "make mistakes"?

Alan: That's right. As you've probably heard, learning requires trial and error. Scientists have monitored the brains of rats while they try to solve a maze, and they can see new neural connections forming as the rats figure it out. That's because making mistakes is essential to learning. The lesson here is that we shouldn't be afraid of getting things wrong if we want to succeed in the end. So getting things wrong is our friend, not our enemy.

Jan: OK, and how about number four? What is "optimal push"?

Alan: "Optimal push" is an expression used by sports psychologist Larry Lauer. It means that you have to work at a level that is difficult for you, but not SO difficult that you can't master it. This is something both successful students and successful athletes have in common–the ability to find that optimal level.

Jan: Oh, that makes sense. And number 5 is "reflect." What do you mean by reflect?

Alan: Reflection is the last on my list, but it's probably the most important. Almost all successful people say that they think about what they've done, they evaluate their progress, and they learn from it. We all need to spend time on reflection.

Jan: Well, you've really given us quite a bit to reflect on today, Alan. Thank you so much for coming on the pod!

Page 22, Ex. 1B

churn out: They are churning out these movies at an incredible rate–seems like there's a new one every three months.

innate: I think some people have an innate desire to take care of others–that's why they become parents!

self-evident: I don't like it when movies or books explain things that are self-evident. Why tell me what I already know?

resemble: This story resembles a lot of other stories I've heard before.

intervene: When you see someone in trouble, do you intervene? Or do you stay on the sidelines?

consistently: People are consistently attracted to familiar stories–that's why Hollywood keeps making the same kinds of movies!

trauma: Sometimes people who suffer trauma never really recover.

avenge: A lot of movie characters are out to avenge something terrible that was done to them.

thrust: I was suddenly thrust into a strange situation, and I didn't know what to do.

Page 130, PRESENT REAL CONDITIONAL, Ex. A

1. When you buy movie tickets online…
2. We always go to a movie on Saturdays…
3. If a superhero movie is very popular…
4. When a movie has a hero and a villain…
5. What do you do…
6. If someone suffers trauma…

Page 23, Exs. 3A and 3B

Why We Love Superheroes

I love superhero stories. I have since I was a kid. Well, I guess everyone else has finally caught on, because these day, superheroes are everywhere! Superman, Batman, Black Panther, Wonder Woman… our popular culture seems to churn out nothing but superheroes. Of course, they've been around for a long time. The first Superman comic came out in 1938, and in those days, superheroes were regarded as entertainment for little boys, like me. But over the years, their appeal has broadened.

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And I think there's a pretty simple reason for that. Superhero stories combine two things that appeal to us on an innate level: strong people who protect the weak, and stories that we can relate to.

It's pretty self-evident that people like heroes, and not just superheroes. We admire heroic people. We want to be like them. We wish that they were really around to save us. And it turns out that this attraction may be something we're born with. Researchers in Kyoto demonstrated this rather cleverly with an experiment with infants six- to twelve-months old. They showed the infants animations in which one figure chases and then bumps into another one. In one of the animations, a third figure stands by and watches as the collision happens. In the other, the third figure doesn't just stand by, but instead gets in the way and prevents the collision. After they watched the videos, the infants were presented with two figures–one that looked like the character who had stood by, and another resembling the character who had intervened, that is, the one we might call "the hero." The infants consistently chose the hero. So our attraction to people who protect others begins before we even learn how to speak. Interesting, right?

Now, of course, there are many kinds of fiction that feature heroes, but one thing common to superheroes in particular, besides their superpowers, is a focus on the origin story–that is, the story of how the hero became a hero. If audiences can identify with a hero's story, they feel more connected to the character. If that same character becomes a hero, the audience finds that inspirational. Psychologist Robin Rosenberg has identified two kinds of superhero origin stories that connect with common human experiences. The first is trauma. Now, Batman is the classic example of this–his parents are killed when he's a child and so he becomes determined to spend his life fighting crime. Traumatic events motivate real people, too. For example, my neighbor is an environmental scientist. She chose her path after experiencing a natural disaster.

Another common superhero origin involves destiny. T'Challa, for example, is the son of the Black Panther. When his father is killed, he becomes the black panther and takes on the mantle of power. It's his duty to avenge his father and protect his country. Normal people can relate to having responsibility thrust upon them like this. It's what happens when a family member gets sick or needs help and we have to step up.

I think you'll agree, it's not surprising that people love superheroes, especially as the movies have begun to tell these fundamental stories about more diverse characters. These are stories that all kinds of people can relate to and be inspired by. Superheroes aren't just for little boys anymore.

UNIT 3

Page 131, VOCABULARY PRACTICE

1. Everyone knows who Coach Talbert is! He's a really famous guy around here.
2. Let's ask Mara what to do. She always has some really good ideas.
3. Did you hear about that kid who graduated from high school at ten years old?
4. If you have questions, talk to Rosa. She has all the answers about this place.
5. Tom is really good at mathematics, but he has no ear for music at all.
6. Dr. Smith is well-known expert in this field. I'm surprised you haven't heard of her.

Page 131, VERB + GERUND VS. INFINITIVE, Ex. A

1. Did you remember to read that insightful article I sent you?
2. We stopped to play soccer on our way home.
3. I always meant to take piano lessons.
4. They regret not going to the ballet last night.
5. I forgot all about going to that concert.
6. Alex injured his ankle, but he went on playing.

Page 31, Ex. 3A

1. A: I just saw the new TV series that LeBron James is producing. Man, he's a legend.
   B: A legend? You mean, a sports legend.
   A: Not just a sports legend. Think about it. He doesn't just have physical skill. He has a media company and he runs a school…
2. A: I think my six-year-old niece is smarter than most adults!
   B: Huh? You're kidding, right?
   A: No, seriously, she can name all the elements in the periodic table!
3. A: Marta gave a fabulous performance last night, don't you think? I've never heard anyone play violin like that before.
   B: I don't know. The music didn't really move me, you know?
   A: But you've got to admit she has a lot of talent.

Page 31, Exs. 4A and 4B

Mateo: Hi Kate. What are you doing?
Kate: Hey Mateo. Just taking a break. Have a seat.
Mateo: Sure. What were you listening to?
Kate: Kendrick Lamar.
Mateo: Oh yeah? I don't know much about him.
Kate: What!? He's the greatest musical genius of our time!
Mateo: Really?
Kate: Well, one of them at least! Seriously, he's known as a virtuoso. He even won a Pulitzer Prize!
Mateo: Oh, yeah… I remember hearing something about that. I guess I always think of a "genius" as being someone whose work has, you know, stood the test of time. Like Mozart. Or maybe the Beatles.

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Kate: The Beatles?! They weren't THAT long ago. And weren't they just… really popular?

Mateo: Well, yeah, they were phenomenally popular, but they were definitely geniuses. Anyway, don't you think it takes a kind of genius to become that popular?

Kate: I mean, it takes talent…

Mateo: No, think about it. A really popular artist has to understand exactly how to produce work that will connect with millions of people. That's not something most people can do.

Kate: Yeah, I guess that's true. But some terrible music becomes popular. I mean, what if you're popular for a couple of weeks and then people stop listening to you? Are you still a genius?

Mateo: Well, maybe not. But that doesn't apply to the Beatles. They started out as a pop sensation, but they went on to experiment with a lot of different styles, and they had a major influence on other groups for a long time–

Kate: Ah ha! So they weren't geniuses just because they were popular!

Mateo: No, you're right… There was more to it than that. But I'm glad that you admit that they were geniuses now.

Kate: OK, OK, maybe genius is just a matter of opinion.

Mateo: I'll accept that. I'm glad we were able to work that out.

Page 31, Ex. 4C

Kate: He's the greatest musical genius of our time!

Mateo: Really?

Kate: Well, one of them at least! Seriously, he's known as a virtuoso. He even won a Pulitzer Prize!

Mateo: Oh, yeah… I remember hearing something about that. But still, when I think "musical genius," I think, you know, Mozart. Or maybe the Beatles.

Page 32, Ex. 1B

to craft / a craft

The writer crafted an imaginary world.

He practices the craft of writing.

to map / a map

She carefully mapped out the world.

She drew a complete map.

to approach / an approach

His work was fantasy, but he approached it very seriously.

He took a serious approach to his work.

to detail / a detail

Her notes detailed every aspect of the world she invented.

She included many details about the world.

to focus on / a focus

He focused on creating a believable fantasy world.

His main focus was on the world, not the characters.

to comment / a comment

Readers commented about the work.

They left many comments on the website.

Page 132, GERUND USAGE, Ex. A

1. A lot of time and thought goes into creating a fictional world.
2. I suggest reading the *Harry Potter* books in order, from the first book in the series to the last.
3. His books contain so many details that I have a hard time focusing on the plot.
4. I'm amazed by his detailing every aspect of the imaginary world in his books.
5. Watching *The Lord of the Rings* was fun, but I still enjoyed the books a lot more.
6. I'm getting a little tired of listening to this podcast.

Page 33, Ex. 3C

to experiment, to develop, to ask, to create, to build, to forget, to express, to open

Page 33, Exs. 4A, 4B, and 4C

Hey, thanks for turning in to *The Fantasy Pod*. I'm your host Jon Jeffries and today I'm going to talk about one of my favorite subjects: world-building. By definition, fantasy takes place in a fictional world. A skillful world-builder makes people want to be a part of that world. Devoted fans of *The Lord of the Rings* learn to speak Elvish; *Game of Thrones* devotees argue about who belongs on the Iron Throne; *Harry Potter* lovers divide themselves into houses. Building these worlds takes time. Tolkien spent 12 years on *The Lord of the Rings*, George RR Martin started *A Song of Ice and Fire* in 1991, and he's still working on it. JK Rowling spent 17 years on the seven original *Harry Potter books*, and she keeps adding to that world, too. But each of these writers had a different approach to the craft.

Many people consider Tolkien to be the all-time master world-builder. He mapped out the geography and invented the cultures and creatures of the Middle Earth world before he started writing the story. He even developed a complete language for the elves. A lot of the material he created didn't even make it into the books. Still, you can't deny that all the planning paid off–his world is very complete.

Martin takes a different approach to world-building, creating the places and the cultures as he writes the story. Once a fan asked him for a dictionary of High Valyrian, one of the languages spoken in his books. He wrote back explaining that he'd only invented seven words of that language. Yet other aspects of his world are very well-developed. For example, he's written an accompanying book describing the history of the seven kingdoms.

Some people criticize Rowling's world-building. She didn't create a detailed backstory like Tolkien and Martin. Instead, she focused on plot and character and built bits of the world as she needed them in her story. Her books were written for children, so to me it doesn't seem that important that parts of the *Harry Potter* world go unexplained. Other aspects of her world–from the invented game Quidditch to Hogwarts, the school of magic–are so vivid that they have captured the imaginations of millions of fans.

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Those are just three of many great fantasy world-builders. Next week, we'll talk about some slightly less-famous ones. Sound off in the comments and let me know who you'd like me to talk about next.

Page 34, Ex. 1B

imagine, imagination, imaginative or imaginary
perceive, perception, perceptive
detect, detection, detectable
combine, combination, combined
visualize, vision, visual
associate, association, associate

Page 133, VERB + OBJECT + INFINITIVE, Ex. A

1. These LED lights allow my watch to detect my heart rate.
2. My music teacher encouraged me to explore new horizons.
3. Alyssa's parents persuaded her not to pursue a career in music.
4. Our manager expects everyone to be at the next meeting.
5. I don't expect Jim to finish this entire book today.
6. I allowed Daniel to leave early today.

Page 35, Exs. 3A and 3B

What is Synesthesia?

What color is Saturday? What color is this note? What? Do these questions make sense to you? If they do, you might have synesthesia. If you *are* among the approximately four percent of the population with this condition, you may very well see colors when you hear particular words or musical notes.

For people who don't experience it, synesthesia might not even sound real. After all, most of us can close our eyes while we're listening to music and picture a bunch of colors. But synesthesia is not imagination. It's a harmless neurological condition that causes people to perceive things with several senses at once. Researchers don't know what causes it, but the condition is detectable in brain scans. So, for example, if a person sees Monday as blue, the brain scan shows the visual cortex lighting up when they hear the word "Monday," even if they are blindfolded.

Sometimes synesthesia involves strange combinations, like letters that have a strong taste, but most commonly, it means that music or words have color. The composer Franz Liszt had this type of synesthesia. It was so strong that it led him to correct his orchestra by color, telling them to make the music bluer or less rose-colored. Unfortunately, even if all of the musicians were synesthetes, this wouldn't have been helpful, because different people associate sounds and colors differently.

The visual artist Wassily Kandinsky was not a musician—he's known as an abstract painter—but it is widely believed that he had this same condition. He described his art as an attempt to paint what he saw while listening to music, and many of his paintings have musical titles. But in addition to seeing music, some people believe that he could also hear color. He describes hearing his paint box hiss as a child.

The pop musician Tori Amos has a different kind of synesthesia. Instead of associating single notes with colors, her condition allows her to see her music in patterns of light. She describes a completed song as a "light creature" and says there's a different one for every song. Amos, like many musicians, enjoys her synesthesia.

But one person who didn't enjoy the condition was the Russian novelist Vladimir Nabokov. His mind associated letters with colors. He said g and j were shades of brown, while b, m, and v were different reds. He described it as a hallucination and said he didn't find it useful.

Synesthesia can involve any combination of sight, hearing, touch, or taste. And even people who have the same kind of synesthesia, like seeing music as color, have different perceptions. Some see dark blue when they hear the note C and some see pink or green. Synesthesia is a fascinating condition. It is also a powerful reminder that we can never really look at the world through someone else's eyes.

UNIT 4

Page 134, VOCABULARY PRACTICE

1. A: D'awww look at the little baby frogs! They're so tiny! Don't you want to just take them home?
   B: No way! They're all wet and gooey-looking.
2. A: Oh man, look at that eagle! His wings must be six feet across!
   B: Incredible! And I've never seen one that color before! Have you?
   A: No, never!
3. A: Look at this strange-looking fish! It's so cool!
   B: Ew. I don't like it. It's kind of scary-looking. It doesn't even look like a fish!
4. A: I just got back from a trip to the Amazon. I saw the most incredible birds—ones I've never even seen pictures of before.
   B: Cool! Do you have pictures?
   A: Of course! Let me see.... Here, look at this one!
   B: Oh, wow. That's really... different.

Page 134, ARTICLES FOR GENERAL AND SPECIFIC NOUNS, Ex. A

1. A seeing-eye dog is a dog that is trained to lead a blind person.
2. Hugo likes to watch the fish in his aquarium.
3. The kangaroo has large, powerful feet that allow it to leap 30 feet and travel more than 30 miles per hour.
4. Elephants are the world's largest land mammals.
5. We enjoyed watching the elephants bathe in the river.
6. I saw the most adorable puppy playing in the park.

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Page 43, Ex. 3A

1. A: You've got to watch this video. It's so funny! There's a dog playing with a…oh, what's it called? You know, it's shaped like a big ring and you move it with your body…
   B: A hula hoop?
   A: Yes! A hula hoop.
2. A: We saw an animal last night.
   B: What animal?
   A: I can't remember the name…. It's about the size of a small cat. It was in the tree.
   B: A squirrel?
   A: No, bigger than a squirrel. It can hang by its tail and it has a pointy face.
   B: An opossum!
   A: That's it! We saw an opossum.
3. A: What were you watching?
   B: Oh, it was a video of some people horseback riding on the beach. They weren't using… you know, those things that people sit on when they ride a horse?
   A: Saddles?
   B: Right. They weren't using saddles.

Page 43, Exs. 4A and 4B

Hiro: Well that about wraps it up! It was great talking with you again, and I will send you my notes right away. Hope you have a nice–

Carla: Oh, you have a dog?

Hiro: Sorry! He's not supposed to be in here! I actually have three dogs, but this one's not very well-trained yet.

Carla: Oh, what kind is he?

Hiro: He's a black Lab. Still a puppy really.

Carla: Aww. Puppies are so precious. I just saw this great video of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a–on one of those things that you float on…

Hiro: Like an inflatable mattress?

Carla: Yes, exactly! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge. It's so cute!

Hiro: Well, all three of my dogs LOVE the water. They would jump in after a ball no problem. It's usually cats that don't want to get wet.

Carla: Cats are weird. They give me the creeps.

Hiro: Aw, come on. Cats are adorable, too!

Carla: No thank you. I like dogs. And birds. Especially crows. Crows are SO smart.

Hiro: I know! Have you seen the video of the crow playing in the snow?

Carla: I don't think so.

Hiro: He stands on a piece of plastic–I think it's a lid–and uses it to slide down a snowy roof. He just keeps picking it up, flying back to the top, and sliding down again. Just like a kid with a sled. It's astonishing.

Carla: Wow. I'm going to look for that one.

Hiro: You should! So, I've got to run. I've got to get this dog out of here before my next meeting. I will see you the next time you're in New York.

Carla: Sounds good! And feel free to send me funny animal videos. I can always use a good laugh.

Page 43, Ex. 4C

Carla: Puppies are so precious. I just saw this great video of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a… on one of those things that you float on…

Hiro: Like an inflatable mattress?

Carla: Yes, exactly! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.

Page 44, Ex. 1B

conduct: This research was conducted ten years ago–I'm not sure if it's still meaningful.

extensive: They say that it takes extensive practice to get really good at anything.

extroverted: I like to be home alone, but my brother is very extroverted–always happiest when he's in a crowd of people.

excitable: Try to keep things calm and quiet. The children are very excitable today.

fearful: I think someone may have hurt this dog in the past–he seems very fearful.

pessimistic: I don't know why you're always so pessimistic. Try to look at the bright side sometimes!

lifespan: The average lifespan of a dog is about 10 to 13 years, but of course some dogs live longer.

shelter: Instead of paying for an animal at a pet store, you can adopt a dog or cat from a shelter.

Page 135, QUANTIFIERS WITH SINGULAR VS. PLURAL VERBS, Ex. A

1. Not all shelters offer personality quizzes, but some of them…
2. My sister is very extroverted, and each of her three dogs…
3. I don't own a pet, but at least half of my friends…
4. This article about animal personalities is fascinating, but most of the evidence…
5. Although many puppies seem super energetic and excitable, a number of them…
6. Because animal shelters are using a more precise system to match prospective pet owners with the right animal, the number of cats and dogs in shelters…

Page 45, Ex. 3C

A: Hey, do you want to see some videos of my new dog, Rex? We got him about a week ago.

B: The little brown one playing with one of the cats, right? Very cute. Where did you get him?

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A: At a shelter. Both of our cats are from the shelter, too.
B: Good for you! So many of the animals in shelters have had sad lives. It's nice to see how happy your pets look.

Page 45, Exs. 4A to 4C

Welcome back to The Dog Pod, the podcast for dog lovers. I'm your host, Alan Cohen. Today we're going to dig into some science about dogs' personalities. You know how people like to say that dogs look like their owners? Well, that isn't really true—at least I hope not, because I have a bulldog—but it turns out it IS true that dogs resemble their owners, at least in terms of their personalities. Also, a dog's personality can change quite a bit over its lifetime, and how it changes can depend a lot on you, the owner.

Two researchers from Michigan State University, Drs. Chopik and Weaver, conducted an extensive survey of over sixteen hundred dog owners. Participants answered questions about their dog's behavior and about their own personality. The dogs include 50 different breeds. About half of the pets were purebred. The study revealed that extroverted humans tended to have excitable dogs; agreeable humans had dogs who were less aggressive and fearful. And if the owners displayed a lot of pessimistic traits, their dogs were more likely to be anxious and difficult to train.

But, as with humans, a dog's personality is not set in stone. Many of them change quite a bit over their lifetimes, especially if they receive training. Chopik and Weaver found that training is associated with a better relationship between the dog and the owner over the dog's lifespan. They also found, perhaps surprisingly, that the best time to train a dog is when it is around age six. You know that expression, "You can't teach an old dog new tricks"? Well, that's largely true. But you CAN teach a middle-aged dog new tricks. In fact, the best time to train a dog is when it is completely past the puppy stage but hasn't yet entered old age.

Now that researchers have established that a dog's personality can change over time and that training has a long-term positive effect, they want to study more about how the dog's environment affects its personality. For example, if you adopt a dog from a shelter and provide it with a loving home, does that change the dog's personality even without special training? Chopik and Weaver haven't conducted that part of their research yet, but based on what I know about dogs, I'm pretty sure the answer is going to be yes!

So what do you think listeners? Is your dog's personality like yours? If you have an older dog, has its personality changed very much over its lifetime? Post your answers and we'll discuss them next week!

Page 46, Ex. 1B

A: Emma scolded her friend for not keeping a secret. Her friend felt guilty.
B: You see that bird dive-bombing something out there? He must be trying to catch fish.
A: Once Emma gets mad, she holds a grudge for ages.
B: We know that humans are self-aware, but what about the rest of the animals?
A: Can you hear the wolves howling? I'm glad we're in the house!
B: They're grieving because their grandfather died. The whole family has come to the funeral to mourn his passing.

Page 136, ARTICLES FOR KNOWN AND UNKNOWN INFORMATION, Ex. A

1. I heard a wolf howling in the middle of the night.
2. Could you please take the dog for a walk when you get home?
3. I saw a dog roaming around the neighborhood this morning.
4. Didn't the chimpanzees at the zoo seem surprisingly human?
5. My neighbor has a beautiful tropical bird with the most brilliant colors.
6. Did you end up adopting the kitten that you told us about?

Page 47, Exs. 3A and 3B

Animals Like Us

Picture this: A 59-year-old mother is lying sick in bed near the end of a long illness. She doesn't react to much lately and seems lost in a world of her own. One day a friend comes to visit. She's known him for more than forty years, but they haven't seen each other for a long time. It takes her a few minutes to respond to his voice. Then, suddenly, she opens her eyes. Her face brightens. She lets out a small cry of joy and strokes his hair. Sounds like a pretty natural human reaction to seeing a beloved friend, right? But the mother in this story isn't a human—she's a chimpanzee named Mama who lived in a zoo, and her friend was Jan van Hooff, the founder of the zoo's chimpanzee colony, with whom she had worked closely for many years and, according to the people who knew her, whom she had come to love.

Animals, it turns out, display a lot of behaviors that are surprisingly human.

Take grieving, for example. As humans, we're social creatures, and mourning the dead is a part of our lives and cultures. Wolves are also social animals, and it has been clearly observed that they also grieve for lost loved ones. A wolf whose pack mate has died will sing alone with a long, slow cry instead of howling with the group. When the pack walks by a place where one of their members was killed, they'll lower their heads and tails and walk softly. When observing this behavior, it's hard not to feel moved by their obvious sadness.

Animals also show some of our less desirable traits, like the ability to hold a grudge. Some years ago, researchers in Seattle who were trapping crows and putting bands on their legs were surprised to discover that once they made a crow mad, the bird would remember them and would stay mad. They found that even if a year or more

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had passed, as soon as they entered the forest, the crows would dive-bomb the people who they saw as threatening, flying down from trees, flapping their wings and loudly scolding them. The birds ignored researchers that they had never seen before. Later studies showed that a crow's brain lights up when it sees a familiar face much the way a human's does. Crows not only have a remarkable ability to remember faces, they also don't let go of any negative feelings associated with a face they remember.

Perhaps it's not too surprising to detect some humanlike feelings in mammals and birds, but even animals who are very different from us raise questions about emotion, intelligence, and self-awareness. Chief among these is the octopus, which in spite of being an invertebrate creature not at all like a human, has demonstrated surprising intelligence and problem-solving ability. They're famous for making great escapes. An octopus named Inky escaped from the National Aquarium of New Zealand by climbing out of his tank, walking across the room, and sliding down a nearly 150-meter drain pipe to the ocean. Some people who take care of octopuses in aquariums believe they are self-aware. Unlike other invertebrates, the aquarium octopus usually has a name and a personality. But does it have feelings? We don't really know.

In reality, we can't get into any animal's mind to know how it's feeling or why it does what it does, and sometimes we might be seeing behaviors that look human but are completely unrelated. Just because your dog makes a guilty face after he eats your shoe doesn't mean he feels guilty. He's probably just sad because you're upset with him. On the other hand, animal brains are not completely different from ours, and studying their behaviors might give us some insight into evolution and our own psychology.

UNIT 5

Page 137, VOCABULARY PRACTICE

1. A: How did you do last month?
   B: Well, we lost money. But this month is looking better!
2. A: Did you hear? Carol and Maria opened a restaurant together.
   B: Oh, good for them! We should go!
3. A: How did they do last year?
   B: Well, they didn't make any profit, but they didn't lose money either, so…I guess it could've been worse.
4. A: Can we afford to buy a new air conditioner right now?
   B: Ask Robert. He's the one who knows how much money is going in and out.
5. A: Why did they close the ice cream shop?
   B: I'm not sure. Maybe they couldn't make any money in the winter.
6. A: Where do you get your plastic cups and plates for the restaurant?
   B: The MG Paper Company. Their prices are great.
7. A: Didn't Rita have a cleaning business?
   B: Yeah, but she gave it up. She just never attracted enough customers.
8. A: Where are they going to open the restaurant?
   B: They want to rent a place downtown. It's going to be expensive!

Page 137, REPORTED SPEECH PATTERNS, EXERCISE A

1. A: Andrew quit his sales job and started his own data security company.
   B: I heard about that! I can't believe it.
2. A: We need to make some changes. Our wedding planning business hasn't been very profitable.
   B: Maybe we should expand. Why don't we do party planning in general, and not just weddings?
3. A: Dad, I need to ask you and Mom for a huge favor.
   B: OK. What do you need?
   A: Well, this isn't easy… but I need to borrow some money for my business. I'll pay you back next month.
4. A: Have you seen Joe lately? I wonder how he's doing.
   B: He's doing great. He's formed a partnership with another doctor and opened a new clinic.
5. A: I need to do whatever I can to meet the next deadline.
   B: I'm aware of that, but you absolutely cannot cut corners.
6. A: We're running low on paper. Could you please contact the supplier?
7. B: Of course.

Page 55, Ex. 3A

A: I'm thinking of starting a business.
B: Really?
A: Yeah. I want to start an import-export company.
B: Right. You go to Southeast Asia a lot, don't you?
A: Yeah, I do. And I'm in touch with a lot of wonderful artists and craftspeople there. I could buy their stuff and sell it here!
B: Huh.
A: Do you think it's a good idea?
B: I don't really know, honestly. But don't quit your day job yet.

Page 55, Exs. 4A and 4B

Carla: Hi, Kate. Have you had lunch yet?
Kate: No. I haven't.
Carla: I have some extra sandwiches. Do you want one? They're from a friend's food truck.
Katie: Ooh, those look delicious. Thanks, Carla. You have a friend with a food truck?
Carla: Yeah, she's had it for a couple of years now.

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Katie: I've always wanted to have a food truck. How'd she get into that?
Carla: Well, she used to work for a catering company, but she and one of the other employees wanted to do their own thing, so they set up a partnership.
Katie: Cool! Was it hard for her to get started?
Carla: Yeah, it was. For one thing. it was pretty expensive.
Katie: Yeah.
Carla: She told me that they got some funding from the bank, but she had to ask her parents to lend them the rest.
Katie: Mmm.
Carla: So, needless to say, they were pretty far in the red for a while.
Katie: Huh. I wonder how much the truck cost.
Carla: I'm not sure, but at first she regretted buying one right away instead of leasing one. I think a lot of the expense was getting the truck up to code and paying for licenses and permits.
Katie: Ah that makes sense. Well, I'll be happier to eat this knowing that they didn't cut corners!
Carla: Yeah, no kidding.
Katie: Mmmm! This is delicious! Your friend knows what she's doing!
Carla: Yep, she sure does. For a while she doubted that they'd make it, but I knew she'd do well once people tasted her food.
Katie: For sure!
Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.
Katie: Huh!
Carla: Yeah, I'm really happy for her.
Katie: Well, this is a fantastic sandwich. I need to get the truck name. And next time you see her, tell her that she has new customer!

Page 55, Ex. 4C

Katie: This is delicious! Your friend knows what she's doing!
Carla: Yep, she sure does. For a while she doubted that they'd make it, but I knew she'd do well once people tasted her food.
Katie: For sure!
Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.

Page 56, Ex. 1B

a sketch: He sent me a sketch of his ideas before he created the final design.
scribble: She scribbled this note so quickly that I can't even read it.
tinker: My uncle loves to tinker with old machines.
go broke: He used to be rich, but he went broke after he made some bad investments.
land: I hear Ken landed a really great job. Good for him!
an entrepreneur: My cousin has always been an entrepreneur. He started his first business right out of college.
pitch: We're going to pitch our business idea to some investors tomorrow. Wish us luck!
publicity: The new superstore is getting a lot of publicity–I think everyone knows about it by now.
cite: The inventor cited several important influences in his life, including his mother and one of his college professors.

Page 138, CHANGES IN REPORTED SPEECH, Ex. A

1. Jennifer is devastated because she didn't land the job.
2. My brother started a business as soon as he graduated.
3. Can I scribble some notes?
4. Have you seen my sketches?
5. Listen to the new podcast I've discovered.
6. How will you keep from going broke?

Page 57, Exs. 4A and 4C

Who's at the door? Is it someone you know? Is it a package? Is it a robber? If you've got a Ring doorbell, you can see and talk to your visitor through an app on your phone no matter where you are. Seems like a clever, but pretty simple idea, right? Nowadays Ring doorbells, along with other Ring products, are used by millions of customers, but about a decade ago they were just a few sketches scribbled by an inventor in his garage.

This is the *Money Makers* podcast, and I'm your host Ben Thompson. Today I'm going to tell you the story of that inventor–Jamie Siminoff–who went from tinkering in his garage to, eight years later, selling his company to Amazon for a billion dollars.

Siminoff got the idea for Ring when his wife complained that he couldn't hear the doorbell while he was working in the garage on his inventions. He took a risk and invested almost all of his savings to have 5,000 of the doorbells produced. But they didn't sell well, and he was going broke.

His first lucky break came when he landed a spot on *Shark Tank*, the hit show where entrepreneurs pitch their business ideas and rich investors decide whether to fund them. He spent weeks preparing for his appearance, and when the investors rejected his idea, he was devastated. But in the end, his preparation paid off. The publicity from the TV appearance gave the doorbell a million dollars in sales in one month. He later said that being on *Shark Tank* had allowed the company to survive.

Siminoff wanted more than survival though, and he worked hard to improve the doorbell and develop more products. He got another break when a Ring owner visited billionaire Richard Branson, who decided to invest in the company. Then Shaquille O'Neal–that famous seven-foot tall ex-basketball player–got one of the doorbells, loved it, and agreed to become a spokesperson.

Eventually, Amazon saw how successful the Ring products were and bought the company for a billion

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dollars. Siminoff got to go back on *Shark Tank*, this time as a judge. He has been asked a lot about his success, and he cites a number of factors: having a great product, not giving up, and being in the right place at the right time.

Thanks for listening. I'll be back next week with more stories about money makers.

Page 57, Ex. 4B

Who's at the door? Is it someone you know? Is it a package? Is it a robber? If you've got a Ring doorbell, you can see and talk to your visitor through an app on your phone no matter where you are. Seems like a clever, but pretty simple idea, right? Nowadays Ring doorbells, along with other Ring products, are used by millions of customers, but about a decade ago they were just a few sketches scribbled by an inventor in his garage.

This is the *Money Makers* podcast, and I'm your host, Ben Thompson. Today I'm going to tell you the story of that inventor–Jamie Siminoff–who went from tinkering in his garage to, eight years later, selling his company to Amazon for a billion dollars.

Page 58, Ex. 1B

1. **a diesel generator:** When the electricity goes out, they turn on a diesel generator.
2. **a hydroelectric dam:** The hydroelectric dam uses the power of the river to generate most of the electricity for this area
3. **an underrepresented community:** The university is hoping to enroll more students from underrepresented communities.
4. **an infrastructure project:** The government keeps promising to fund infrastructure projects like new roads and bridges.
5. **kinetic energy:** A baseball is small, but when you throw it really fast it can generate a lot of kinetic energy.
6. **noxious fumes:** Be careful. The noxious fumes from those chemicals can damage your lungs.
7. **a developing country:** Many developing countries have economies based on agriculture rather than industry.
8. **a diverse background:** The company is hoping to attract more people from diverse backgrounds.

Page 139, COMMON REPORTING VERBS, Ex. A

1. He persuaded us not to give up on the project.
2. I assure you this project will be successful.
3. She asked to work in a developing country.
4. They proposed rebuilding the dam.
5. He said that the project was successful.
6. She insists a diverse neighborhood offers the most benefits.

Page 59, Exs. 3A and 3B

Jessica O. Matthews and Uncharted Power

When Jessica O. Matthews was a sophomore at Harvard University in the U.S., she traveled to Nigeria for an aunt's wedding. In the middle of the ceremony, the power went off and they brought in a diesel generator to keep the lights on. This was such a normal occurrence that the guests barely seemed to notice the noxious fumes from the generator. Matthews was thinking about this problem when she got back to her engineering class at Harvard and received an assignment to invent something to help people in developing countries. She and her three teammates came up with a brilliant invention: the Sockket, a soccer ball that captures and stores energy generated when it's played with. If the ball is played with for an hour, it can be plugged directly into an LED lamp which will stay lit for three hours. When it's fully charged, the lamp can stay on for 72 hours. Amazing!

But the Sockket was just the beginning. Since that time, Matthews has become a rising star in the world of tech startups.

After graduation, Matthews and one of her teammates, Julia Silverman, went on to found the company Uncharted Play. They expanded their lineup of kinetic-energy toys to jump ropes and skateboards. The company was successful, but Matthews says that she eventually realized that she wanted to address bigger problems. She changed the name of her company to Uncharted Power because, quote, "We're not a soccer ball company, we're a tech company." She is interested in not just designing products for people to use, but in addressing big infrastructure problems. Currently she's working on a hydroelectric dam project in Nigeria. Uncharted Power has received major funding from Disney, and has hired a team of experts to help with the expansion of her company.

As a woman of color, which is rare among CEOs in the U.S., hiring employees from diverse backgrounds is important to her. Most U.S. tech companies are still predominantly white and male, but Uncharted Power's staff is 30 to 40 percent Black or Latino. She moved the company headquarters from downtown Manhattan to Harlem, a more diverse area of New York, because she believes it's important to be surrounded by people from a wide range of backgrounds and traditions. She maintains that being in a diverse neighborhood helps the employees of the company keep in mind how "huge the world is and also how very small."

Matthews' impressive list of accomplishments has earned her plenty of recognition. She has won numerous awards, including Fortune's Most Promising Women Entrepreneurs, Forbes 30 Under 30 list, Scientist of the Year by Harvard

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University, and Tech Crunch's Founder of the Year. But she does more than run a company that produces creative products. Her company also supports the teaching of math, science, and design to underrepresented communities, and Matthews inspires others with her remarkable story, and with her motto: "succeed not in spite of who you are, but because of who you are unapologetically."

UNIT 6

Page 140, VOCABULARY PRACTICE

1. I made a lot of money this month because I sold 35 units.
2. I can't believe how many people have quit working here since I started.
3. The company offers a great retirement package and excellent health coverage, including dental and vision.
4. As long as I put in 8 hours, my company allows me to start work any time before noon.
5. For every dollar I put into my retirement account, my employer puts in fifty cents.
6. Hopefully I'll be working in the Mexico City office next year. I sent in my paperwork last week.
7. It's nice that they give us some extra money right before the holidays. Too bad I spend it all right away!
8. Every employee comes to my office at some point because this is where we sign contracts, set up benefits, and deal with pay issues.
9. I've done a lot of good work this year, so I'm hoping to get a salary increase pretty soon.

Page 140, SUBJECT-VERB AGREEMENT: REVIEW AND EXPAND, Ex. A

1. Did you hear the news this morning?
2. Could you discuss the significance of the research?
3. The middle-aged make up most of our workforce.
4. Why was Paul gone for 45 minutes?
5. Do you read the *New York Times*?
6. Lots of people came here today.

Page 67, Ex. 3A

A: So now they put me in charge of calling customers for feedback. On top of everything else I do.
B: They've been increasing my workload a lot lately, too. It's time to hire someone, if you ask me.
A: I don't think they're even considering that.
B: Yeah, well, it's expensive.
A: They could solve the problem by just doing things more efficiently. Like if they upgraded the customer service software, it would save money in the long run—at least that's what I think.
B: You're probably right. You should talk to Marian about that. I assume she'd be willing to listen to you.
A: Yeah, maybe. I guess I'll talk to her.

Page 67, Exs. 4A and 4B

Mateo: I'm guessing from that expression on your face Tae-ho that you just got the news about our cost-of-living raises?
Tae-ho: Oh, hi Mateo. You mean our non-raises? Yuuup.
Mateo: Yeah, it's pretty disappointing. Considering how my rent is going up, I could really use a raise right about now.
Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, don't you think?
Mateo: I hope so.
Tae-ho: I mean, the staff here is pretty fantastic, if I do say so myself.
Mateo: That's true, but I hate having to negotiate for a raise every year.
Tae-ho: Have you heard anything about the process?
Mateo: No, I know as much as you do. They'll release all the details pretty soon, I think.
Tae-ho: Yeah. I suppose a merit-based raise is a better incentive…
Mateo: I guess. But…isn't the company making record profits? It seems like they could afford to give us raises. I hope this doesn't damage morale.
Tae-ho: I don't think it will. For one thing, I still plan on negotiating for perks.
Mateo: Such as?
Tae-ho: Well, I'm thinking about taking some classes, so if I could get some flexible hours—or, you know, work at home part of the time instead of coming in here 9 to 5, that would actually be worth more to me than a raise right now.
Mateo: That makes sense. But I don't want perks. I just want money!
Tae-ho: I wouldn't worry too much—I'm sure you'll get a merit raise. No one deserves one more than you!
Mateo: Thanks. I'll keep my fingers crossed.

Page 67, Ex. 4C

Mateo: Considering how my rent is going up, I could really use a raise right about now.
Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, don't you think?
Mateo: I hope so.
Tae-ho: I mean, the staff here is pretty fantastic, if I do say so myself.

Page 68, Ex. 1B

a gap: I missed a lot of classes this year, so there are major gaps in my knowledge.
a factor: Education is one important factor in career success.
workforce: Many people join the workforce while they are still in high school.
equivalent: I used the English word because I couldn't think of an equivalent word in my language.

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sanitation: The city employs hundreds of sanitation workers, and they do a great job. Our streets are very clean.

tend to: If I sit on the sofa after work, I tend to fall asleep for a few minutes.

bring to light: It's important that we bring the safety issues to light. Otherwise, by the time someone notices them, it might be too late.

hesitate: Don't hesitate to ask if you have any questions.

turn down: They offered him a good salary, but he had to turn it down. He just didn't want to work there anymore.

Page 141, PROBABILITY AND CERTAINTY IN THE FUTURE, Ex. A

1. Our director will likely schedule a meeting today or tomorrow.
2. It's bound to be a very long meeting.
3. We're probably getting a new manager.
4. It's doubtful the new manager will be someone we know.
5. Lin would like a management position, but it's highly unlikely she'll get it.
6. She's certain to be disappointed.

Page 69, Exs. 4A, 4B, and 4C

Welcome to *Eye on Economics*. I'm your host Eliot Carter, and today we're going to talk about the gender pay gap—the difference between how much men and women earn at work. Globally, this number is about 63 percent. That is, on average, around the world, women earn about 63 cents for every dollar that men earn. The pay gap is of course wider in some countries than others, but it exists everywhere. The country that has gotten closest to closing the gap is Laos, in Southeast Asia, where women make 91 percent of what the men do. But overall, the gender pay gap has barely moved in the last 15 years, and at this rate the World Economic Forum says it's not expected to close for another 200 years.

So, what's going on here? In some ways, the gender pay gap is explained by things we can measure. Overall, women have a lower level of education and less work experience. There are also fewer women in high-paying fields, like engineering and executive management. In countries where the gender gap has narrowed in recent years, it is mainly because these factors have changed. More women are getting university degrees, more have long experience in the workforce, and more are going into high-paying fields.

However, there's lots of evidence that increasing women's education and experience isn't going to close the pay gap. For one thing, work traditionally done by women is generally paid less than work traditionally done by men, even if there is an equivalent amount of education or training involved. For example, in most places, sanitation workers typically make more than childcare workers. Architects make more than teachers. Additionally, once women move into a field in large numbers, the pay tends to go down. This has happened in jobs from ticket-sellers to biologists.

On top of that, women sometimes get paid less for doing the exact same job that men do—at the same company. When these cases are brought to light, employers often suggest that women are earning less because they take time away from work to care for family, but the gender pay gap exists right out of college. It's also often said that women may hesitate to ask for raises, but evidence shows that when they do, they are more likely to be turned down.

Considering how little the gap has moved in the last couple of decades, it's pretty clear that there's not likely to be much progress in the future without governments taking a more active role. And governments will only do that if people demand it.

Page 70, Ex. 1B

a disparity: There's a large disparity between men's and women's pay in this country.

by leaps and bounds: Our business has been improving by leaps and bounds lately. It's very exciting!

economic output: Everyone who works or produces things in this country contributes to its economic output.

economic downturn: Economic downturns are a normal part of the economic cycle. Everyone needs to prepare for them.

waive: The school waived the English test for me because I had already passed a high-level class.

address a problem: We need to address this problem as soon as you get back to the office.

level the playing field: They're providing high-end computers for the students who can't afford them in an effort to level the playing field.

take advantage of: You should take advantage of the services the university offers while you're here.

crack down on: The police want to crack down on minor crimes in this area, hoping that will help prevent major ones.

a haven: It's a small island, but it has over a hundred banks because it's a tax haven for wealthy people.

redistribute: The company owner redistributed his share of the profits to the employees.

Page 142, EXPRESSING FUTURE TIME, Ex. A

1. We'll be discussing this issue and more at our next meeting.
2. I'm having lunch with some old friends next week.
3. The government will likely make some major changes to the tax code next year.

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4. Our next sales quarter ends the last day of September.
5. We're going to be working nonstop on a solution to this problem.
6. By the end of the year, I'll have completed my training.

Page 71, Exs. 3B and 3C

Wealth Inequality

If I asked you to divide up this pie chart to represent what percentage of people own how much of the world's wealth, how would you do it? Perhaps you've heard that the top 1 percent own a lot. Well that's right—the top 1 percent of people have about 45 percent of the wealth. That means, of course, that 99 percent of people in the world, have this part—just a little over half.

Sounds bad, right? Well, it is. This wealth disparity is getting worse. Within a few years, the top 1 percent will own 75 percent of all global wealth. And the very richest are getting richer by leaps and bounds. It is estimated that the 20 richest people on Earth have more money than the total economic output of Mexico. Think of that. Twenty people. Richer than a nation of 129 million

It's not hard to see why this is happening. Wealth creates wealth. Rich people are able to use their investments to earn more money. By one recent calculation, if we start right now, Jeff Bezos, the owner of Amazon, will have made another million dollars by the time I finish this talk—and that, mind you, is true even if he's sleeping right now. Global economic downturns don't affect the immensely wealthy nearly as much as they affect other people, so once they're rich, they tend to stay that way. And of course, with money comes power, so the very wealthy can use their money to influence government policy, which helps them get even richer. An example would be when local governments waive taxes in order to get a company to build a factory in the area. Don't get me wrong; it can be good for residents because it provides jobs, but it also helps make sportowners of those companies even richer.

So, what should we do about wealth inequality? There's disagreement on that issue, of course. Many people would like to see governments address the issue by making changes to the tax code. Simplifying tax codes can level the playing field by making it harder for wealthy people to take advantage of having lawyers and financial consultants that most people don't. Some companies move their money to tax havens, countries that have very low business taxes. Cracking down on the use of tax havens could help governments collect more money from the wealthy and spend it on services to help others. And of course, some people recommend raising taxes on the rich in order to redistribute the wealth.

There are, however, people with a completely different perspective. They say that wealth inequality isn't actually a problem; the real problem is poverty. According to this view, we should just worry about improving opportunities for the poorest people. Globally, the number of people living in poverty, defined as living on less than $1.90 a day, has dropped in recent years. So, the argument is that as long as we continue to improve the situation of the people at the very bottom, it doesn't matter how rich the people at the top are getting.

What do *you* think? Does wealth inequality matter? And if so, what should we do about it?

UNIT 7

Page 143, VOCABULARY PRACTICE

1. There's no point trying to educate people about the environment. They'll never learn.
2. I think it's very important that we protect our wildlife. I'm going to post about how we can do that every day this month so that my friends start thinking about it, too.
3. We started holding events and selling bracelets and T-shirts about three months ago. We've already raised thousands to support cancer research.
4. We haven't decided if we want to sell candy or if we should just sell T-shirts online.
5. If you donate money to our theater, we'll put your name or your company's name on the back of the program for every show.
6. For a while, our organization was having problems because we weren't focusing on our main objective, which is helping the poorest people in our community. But now we are focused on that objective, and we're starting to see some success.
7. Each one of us alone only has a little bit of money or time to give, but when we all contribute, we can change things.
8. If you could just make a small contribution, say three dollars, that would help us a lot!

Page 143, PASSIVE VOICE: FORM AND USE, Ex. A

1. The fundraiser was sponsored by the university.
2. A large piece of land was donated to build a new school.
3. A campaign to prevent diabetes got started by some college students.
4. Support for our programs is made possible by your donations.
5. Natural wilderness should be protected from pollution.
6. Several community leaders have been invited to the fundraising event.

Page 79, Ex. 3A

1. A: What we're hoping to accomplish with this campaign is to raise—
   B: How much are you asking for?
2. A: We're selling T-shirts, mugs, and posters because we want to raise money AND raise awareness.
   B: How much do the T-shirts cost?

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3. A: We have a special wall where we list the names of all of our sponsors.
   B: That's a good idea.
4. A: We're training people who are going to advocate for the–
   B: That's a good idea.
5. A: We've done a lot to raise awareness about autism. We made a video, we had a social media campaign…
   B: And we got two celebrity advocates!
   C: Right!

Page 79, Exs. 4A and 4B

Esra: Oh, boy.
Mateo: What's up, Esra?
Esra: My brother's doing the Hundred K Home walk, Hiro.
Mateo: The what?
Esra: You haven't heard about it? It's a fundraiser that was started by a group that fights homelessness. A bunch of people are walking a hundred kilometers on June 30th.
Mateo: Oh yeah.
Esra: You know, they get friends to sponsor them per kilometer, and then they're all going to post photos along the way and all that.
Mateo: I think I did see something about that. Good for him! It's a good cause.
Esra: I guess.
Mateo: You're not proud of your brother?
Esra: Well, it's nice that they're doing it, but I just don't think it's going to make any difference, really. I mean, things are hard for the poor, and I don't see them getting any easier.
Mateo: But campaigns like this show that people care! They call attention to the issue.
Esra: I don't know. It'll go viral and everyone will post about it for a day or two and they'll raise a bunch of money…
Mateo: And awareness.
Esra: But is anything really going to change in the end?
Mateo: Sure! Things change all the time. Not as fast as we want them to, but they do change.
Esra: I suppose.
Mateo: No, seriously. Your brother walking a hundred kilometers isn't going to end homelessness, but if one person's life is improved, he'll have done something important, don't you think?
Esra: You know, you'd get along with my brother. You're both glass-half-full people.
H; Hey, it beats being cynical.
Esra: I guess you're right.
Mateo: In fact, send me the link to your brother's donation page. I can kick in a little.
Esra: Aw, that's nice of you.
Mateo: Hey. Got to put my money where my mouth is, right?
Esra: I'm sending it now. And speaking of glasses being half full, maybe my attitude will improve if I go get some coffee. You want to come?
Mateo: Sure!

Page 79, Ex. 4C

Esra: You haven't heard about it? It's a fundraiser that was started by a group that fights homelessness. A bunch of people are walking a hundred miles on June 30th.
Mateo: Oh yeah.
Esra: You know, they get friends to sponsor them per mile and then they're all going to post photos at each mile marker and all that.
Mateo: I think I did see something about that.

Page 80, Ex. 1B

feed: Our website has a news and weather feed constantly running along the bottom of the screen.
breaking: We interrupt this program to provide you some breaking news….
footage: I don't know how they got that footage of the storm without getting their cameras wet.
a bystander: The reporters talked to several bystanders who had seen the accident happen.
break down: This is a very complicated story, but we've got a great panel of experts to break it all down for us.
accompany: It's not surprising for a rise in crime to accompany a rise in population.
consume: Many people consume all of their news from a single source.
a fraud: The "doctor" turned out to be a fraud. He didn't even have a medical degree.
agitate: Don't say anything to agitate the crowd. They're already angry.
clickbait: Try to resist those clickbait headlines. They make money every time you click, so it just encourages their lies.
biased: The judge is supposed to be fair, but I think he's biased against us.
a perspective: When you have a problem, try to talk to someone who isn't involved. They'll have a different perspective.

Page 144, PASSIVE VOICE: REPORTING STRUCTURES, Ex. A

1. The president announced that the CEO is retiring at the end of the month.
2. It's been reported that the organization lost over ten million last year.
3. It's rumored that the journalist accepted money from a politician.
4. They say media sharing sites have made citizen journalism more accessible to people worldwide.
5. The news agency reported that their top journalist is currently covering the story.
6. I'm not sure about that news site. No one has proven it's a reliable source.

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Page 81, Exs. 4A to 4C

Hi. This is Maria Tiberio, the host of *Pod Thoughts*. Today I'm going to talk about how we get our news.

If someone tells you that there's a disaster in progress–a fire, a flood, an explosion–do you turn on the TV? Do you look up a news site online? Or do you check your social media feeds? Nowadays, the difference between these three isn't as great as it used to be. Before 2010, people who wanted the latest-breaking information turned on cable news. But with the rise of social media, we've gotten used to seeing eyewitness footage of what's happening right now caught on bystanders' cell phones. These videos and reports from "citizen journalists" have become a regular part of our information diet no matter where we get our news.

Nowadays, citizen journalists are not just people who happen to be in the right place at the right time with their cell phones. Thousands of bloggers and vloggers could be described as citizen journalists. They may break down the news of the week or focus on a particular subject area–say, what's happening in pop music or health care or local politics. Their work allows people to choose the news they're actually interested in. Some traditional news sites have picked up on the value of citizen journalists, devoting space to their reporting and opinion pieces, in addition to using their videos.

The rise of citizen journalists has been accompanied by quite a bit of criticism. They are said to have no "big picture" view. They might show you what's happening at a protest but have no real understanding of the historical or political context. And it is often claimed that they are biased, or that they are advocates for a cause rather than neutral reporters. If you consume a lot of citizen journalism, you may never be hearing the other side of the story. And worse, the so-called journalists may just be frauds, making up lies to agitate people or to sell advertising. We've all seen the click-bait headlines: Research Shows This Fruit Can Cure Cancer.

Professional journalists may also be biased, but in general, they offer more balance and perspective, and I think the work they do is important. However, if I want to find out what happened at a local city council meeting, only the report of a local citizen is going to tell me. And if there's a massive storm raging nearby, I'm going to look for the video by the people who can see it. If we, as news consumers, want to be sure we're getting good information, we just need to make sure we're looking at a variety of sources and keeping our eyes open for bias and misinformation. Because I'm pretty sure citizen journalism is here to stay.

Page 82, Ex. 1B

a fad: Sometimes it's hard to tell if something is just a fad or if it's going to be popular for a long time.

a phenomenon: Scientists are trying to explain the strange purple cloud phenomenon that we saw last week.

provoke: Don't pay attention to him. He's just trying to provoke a reaction from you.

empathy: She was a good nurse because she had been ill herself and had a lot of empathy for the patients in her care.

convey: Please try to convey the information in a clear and simple way so people can understand you.

self-expression: The teacher encourages the children's self-expression through art, music, and writing.

spread like wildfire: It's hard to keep a secret in my small town. News spreads like wildfire.

a positive force: Most people see technology as a positive force in society, but of course there are downsides to it.

at (the very) least: Please, at the very least let me pay for dinner. You've been so kind to me.

Page 145, PASSIVE INFINITIVES AND CAUSATIVES, Ex. A

1. After years of working for the same company, Julie was happy to have finally been given a promotion.
2. These photos look great, but David has to get them approved before posting them online.
3. Alex has been much more productive ever since he had his laptop repaired.
4. Leah will be working all night. Her report has to be finished by nine tomorrow morning.
5. Tim was upset to have been given a last-minute assignment by his manager.
6. Sherri looked like a completely different person after she got her hair cut.

Page 83, Exs. 3A and 3B

Why Memes Spread

Most of us think of memes as silly things. Fads that fly around the internet and make us laugh for a moment before we forget them. Some memes last a while; some are all over the internet one day and are gone the next. The content of memes is not universal–they vary from place to place–but they're definitely a worldwide phenomenon. Some people argue that memes are not just a bit of silliness we share, but that they have real power.

First, let's consider what a meme is. It's an idea or a piece of culture–often a picture with some text like this–that can be passed from person to person. A meme is something that people repeat and imitate, but also adapt along the way.

The meme's power lies in the fact that it can spread so rapidly. There are several reasons for this. First of all, a meme provokes an instant reaction, usually laughter, sometimes shock or empathy, and that makes people want to share it.

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Second, memes convey information or feelings concisely. Instead of writing a long post about how bored you are, you can post a meme like this: It may make your friends laugh, but it also tells them how you're feeling.

Another reason memes are powerful is that they allow for creativity and self-expression, because people don't just share them, they also adapt them. Change the text or the image just a little bit, and the meme becomes your own creation, but is still easily understood by anyone familiar with the original.

Finally, memes give us a comfortable feeling of belonging. Take this classic meme shared widely around the world—"the dress." This photo of a striped dress was perceived by some people as blue and black and by others as white and gold. It spread like wildfire because people love to argue, and the dress gave us a chance to argue about something unimportant that didn't have any consequences. Soon the dress was appearing in the news and in comics and on comedy shows. Scientists were writing about it. People wore copies of it to costume parties. It was harmless fun, and it made us feel good because we were all in on the joke.

Memes are a powerful way to spread ideas, so naturally, they're also used for more serious messages. Images like this one of a polar bear on a small iceberg have been used to comment on important issues, such as global warming. Now, does this *particular* polar bear's situation have anything to do with global warming? Maybe. Maybe not. But if not, is it wrong for the image to be used this way if it gets your message across? What do you think?

Some people argue that the way memes spread ideas so quickly can be a positive force for good, helping to raise awareness and build support for social movements, while others say that memes, at best, oversimplify complex situations, and at worst are a source of viral false information. At the very least, we need to think before we click that share button. What are we participating in, and why? Is it just for a quick laugh or a tug at the heart? Or is it something more powerful?

UNIT 8

Page 146, VOCABULARY PRACTICE

1. Our new line of shampoos and soaps goes on sale in November.
2. I walked right past this building at first. It looks just like all the others on the block!
3. We need to figure out how we're going to attract more customers.
4. Do you remember what kind of toothpaste we got last time? It was in a green and white tube with a star on it.
5. We have an intern running our social media feed. She's really good at responding to people's questions about our products—and showing that the company cares.
6. We haven't been as active online as we need to be, so we're devoting more resources to Facebook, Instagram, and Twitter.
7. After two passengers were injured on a bus, the city is making an effort to convince people that our public transit is safe.
8. We've got new pens, cups, hats, and bags with our logo on them. Pretty soon everyone is going to know our name!

Page 146, MODIFYING RELATIVE CLAUSES, Ex. A

1. We've conducted over a dozen surveys, only two of which have produced useful feedback.
2. We're working with two project managers, both of whom will deliver presentations at our next meeting.
3. We're very happy with our logo, website, and promotional materials, all of which were designed by the same company.
4. We need to reach out to our overseas clients, many of whose needs we still haven't met.
5. Our marketing team understands it can be hard to persuade consumers to abandon their favorite product, a brand with which they are familiar.
6. Michael pitched some interesting ideas, the likes of which I had never heard.

Page 91, Ex. 3A

1. A: What do you think the committee will say?
   B: I think they might like your idea if you pitch it the right way!
2. A: They brought in an expert to help with damage control.
   B: I know. It's quite possible that she's going to save this company.

Page 91, Exs. 4A and 4B

Carla: Hiro, have you got a minute?
Hiro: Yeah, sure Carla. What's up?
Carla: It's the BeautyTree account.
Hiro: Oh, no.
Carla: Yeah. Their social media presence is a disaster, but they just won't listen to reason!
Hiro: Hmm. And they've got a major product launch coming up.
Carla: Exactly.
Hiro: So what's the problem?
Carla: Well, for one thing, their online response time is terrible. Some of the messages that they get are customer complaints, most of which just SIT there, right on the website, for hours, with no response in sight. It looks terrible.
Hiro: Oh, yeah, that is a problem.
Carla: AND their customer interaction is really weak overall. I've pitched a bunch of ideas to them for contests, polls, interesting content related to their products…but they don't want to do anything. It's quite possible that their launch is going to flop.
Hiro: So what do you think is causing the attitude?

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Carla: Apparently, they just don't see the value in it. They'd rather put their resources into an ad campaign than into hiring a good social media team. But they're making a mistake.
Hiro: Well… maybe you can cut back on your strategy suggestions, and just focus on what's most important?
Carla: Yeah, that's probably a good idea.
Hiro: I mean, in the end, they're going to spend their money however they want to, no matter what we think about it.
Carla: True. I suppose they might listen if I focus on damage control instead of trying to build their social media presence.
Hiro: That sounds like a good compromise.
Carla: I'll try to get them to focus on improving response time and suggest they *not* embed their social media feeds on the website.
Hiro: That sounds good.
Carla: Well, I don't know if it's *good*, but it's a start!

Page 91, Ex. 4C

Hiro: I mean, in the end, they're going to spend their money however they want to, no matter what we think about it.
Carla: True. I suppose they might listen if I focus on damage control instead of trying to build their social media presence.
Hiro: That sounds like a good compromise.

Page 92, Ex. 1B

vouch for: I can vouch for his work. He always does an excellent job in a short amount of time.
plug: The lecture was pretty interesting, but I wish the speaker wouldn't plug his book so much. I felt like I was watching an advertisement.
computer-generated: Those images look like photographs, but they're not. They're completely computer-generated.
get in on: Did you know they're selling printers for 30 percent off? We should get in on that deal before it's too late.
authenticity: He's a popular politician because he has a lot of authenticity. People feel like they know him and can trust him not to lie to them.
word of mouth: Of course, movies advertise, but word of mouth is very important for them. A lot of people will go to a movie because their friends told them about it.
an endorsement: Getting an endorsement from a celebrity can definitely boost a product's sales.
engage: We tried to engage the audience by offering a contest.
put off: We were put off by the dirty appearance of the restaurant, so we didn't go inside.
turn into: He's been going to baseball games with his friends lately. I think they're going to turn him into a big fan of the local team.

Page 147, PARTICIPLE CLAUSES, Ex. A

1. A: Hi, Tony. How did your marketing pitch go?
   B: Not great. I didn't prepare very well, so I wasn't all that confident in my presentation.
2. A: We're going to grab some Chinese food for lunch. Want to come with us, Christine?
   B: No, not today. But thanks for inviting me!
   A: Of course. I know you're really busy. Maybe you can join us next time.
   B: It's not that I'm busy, but I brought lunch from home today.
3. A: Where's Jim?
   B: Oh, I forgot to tell you. He texted me earlier to say that he'll be about an hour late. He hit a car on his way here to the office.
   A: Oh, no! Is he okay?
   B: Yes, he's fine. No injuries or anything, but his car is damaged.
4. A: Have you seen Elena much lately?
   B: No, I haven't. I've been meaning to call her. I don't think I've seen her in…almost a year!
   A: Me, either. Ever since she opened her own business, she's been too busy to hang out. I really miss her.
5. A: Can we hire someone to shoot our next social media video?
   B: No, we really can't. We just don't have the budget for something like that. Do you think we can shoot it ourselves?
   A: Yes, I think so. We have a lot of talented people on our staff. I'm sure *someone* is good with video.
6. A: I'm not sure about this contractor. Do you think he has the skills we need?
   B: Absolutely, he's done a lot of work for us before. He does very good work, and he always meets our deadlines.

Page 93, Ex. 3C

A: Let's hurry and catch up to Chang. He can give us a ride back.
B: Oh, Chang. I don't really get along with him. He always argues.
A: I know what you mean. Just put up with him for half an hour.

Page 93, Ex. 4A

Hi, welcome to *Eye on the Media*—I'm your host Aya Saleh and today we're going to talk about influencers, the people that brands rely on to vouch for their products on social media.

Page 93, Exs. 4B and 4D

Hi, welcome to *Eye on the Media*—I'm your host Aya Saleh and today we're going to talk about influencers, the people that brands rely on to vouch

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for their products on social media. Being a big fan of beauty and fitness Instagram, I expect to see a lot of products being plugged on the big accounts. You know, the ones with more than a million followers. And I've also been hearing a lot about computer-generated models, so-called digital influencers that have enormous fan bases. And there are plenty of smaller accounts getting in on the action, too. They're called microinfluencers because they may only have a few thousand followers, but companies still find it worthwhile to pay them to create buzz around their products.

But today I want to focus on a category that really interests me—the nanoinfluencer. "Nano," as you may know, means "very small," and a nanoinfluencer is a person with fewer than 1,000 followers who has some talent for social media, so that brands feel they can promote their products to friends and family.

Some brands like nanoinfluencers because they have authenticity. When they recommend a product, it's like getting a recommendation from a friend—like a new way of doing traditional word-of-mouth promotion. When influencers get *too* famous, their followers may become all too aware that their endorsements are paid and, as a result, stop trusting them as much. Nanoinfluencers don't have that problem.

Of course, for companies, the biggest benefit of nanoinfluencers is that they're cheap—they mostly work for free products instead of cash payments so they are a low-risk investment. The major influencers, even if they didn't start out as celebrities, are getting very expensive. Companies can pay a fortune for one top model to wear their sunglasses in a few Instagram posts, or they can engage a LOT of nanoinfluencers for the same price.

From the nanoinfluencer's point of view, promoting products can be fun. They enjoy the small perks they get, and many of them like setting up attractive photos and creating other content. That's why they were good at social media in the first place. But there are downsides. Companies require specific language in their posts; they may even demand pre-approval of content. And, reading their posts, friends may be put off by a large number of advertising hashtags.

Even for the big accounts, the economics of the influencer world aren't very clear, and we know even less about nanoinfluencers. Will the trend last? Will it pay off for companies to turn more and more of us into advertisers? Only time will tell!

Page 94, Ex. 1B

stumble upon: We were so relieved when we finally stumbled upon a solution to our problem. We really got lucky.

expertise: I can't help you with the documents because I just don't have the expertise. You need to talk to a lawyer.

a peer: Most of his peers are still in college; he graduated early.

dream up: Did Clara tell you her new idea? I don't know when she dreamed it up, but it's a great one!

iconic: Everybody knows about Harry Potter's lightning-shaped scar. It's iconic!

designate: The employees designated Tom as their representative at the meeting.

hit it big: No one knew who they were a few years ago, but they've really hit it big lately.

the premises: These premises are protected by video surveillance.

a stretch: He says that he scored more goals than anyone else on the team, but that sounds like a stretch to me.

captivating: His story was so captivating that pretty soon everyone in the room was listening.

Page 148, INFINITIVE CLAUSES, Ex. A

1. A: Do you have a pencil I can borrow?
   B: No, but I have a pen.
   A: A pen would be great. Thanks. I just want to take a few notes, and then I'll give it right back to you.
2. A: I know Bill got a great job offer in China, but I'm still surprised he decided to take it.
   B: Me, too. I thought he didn't want to live overseas.
3. A: Your presentation was amazing! How did you learn to design slides like that?
   B: It wasn't very hard. I just watched a video and learned all kinds of cool tricks. I'll send you the link.
4. A: Could you please call Diane, and let her know we aren't very busy? She doesn't need to come to the office today.
   B: Sure. I'll call her right now.
5. A: Are you staying here at the conference hotel?
   B: Yes. The room is nice, but it's not the one I reserved. As soon as the next conference session ends, I'm going to call the hotel and complain.
6. A: Is Ethan still planning to go into business with his brother?
   B: I think so. The last I heard, they were looking at office spaces to rent.

Page 95, Exs. 3A to 3C

The Geniuses in the Garage

Everyone loves a good story, right? A story is entertaining. It gives us characters we can relate to and the pleasure of a satisfying conclusion. Stories help us maintain a cultural identity. So, it's really no surprise that businesses tell stories about themselves to project a positive corporate identity and to help build brand loyalty.

When it comes to technology companies, these stories usually feature a founder, or a pair of co-founders, who, while tinkering away in a garage, stumbled upon an idea so brilliant that it changed

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technology forever. We like this kind of story because there's a lot of satisfaction in the idea of people succeeding against all odds. And it's so much more interesting and inspiring than what's usually the reality: People learn from mentors and become experts in a field while working for a big company and then go on to apply that expertise to a similar product idea, while consulting with their peers. Just doesn't sound as good as "geniuses in a garage," does it?

Let's look at couple of corporate origin stories that you've probably heard before…and that you might believe are true.

First, we have the origin of the Apple computer company. This story tells us that Steve Jobs and Steve Wozniak dreamed up their first computer in Jobs' parents' garage, and these early efforts eventually resulted in the most valuable company in the world. That garage became so iconic that it was designated as a historical landmark in 2013. Google also has a garage–their story is that Sergey Brin and Larry Page created the first version of the world-changing search engine in the garage of a friend. You can even take a virtual tour of it to see what life was like for these brilliant young men before they hit it big. Cool, huh?

But it turns out that these garage stories are, well, somewhat exaggerated. In essence, they are creation myths. Jobs and Wozniak did work on and test some of their first products in that famous garage, but they never designed anything there, and the company outgrew the small space very quickly and moved into its own premises. And the Google story is even more of a stretch. Brin and Page had already raised a million dollars in funding for their young company by the time they rented that garage from a friend and, like Apple, the company didn't stay in a garage very long. Google bought the garage years later to preserve as the location for their founding creation myth.

My intention here isn't to downplay the accomplishments of Jobs and Wozniak or Brin and Page. Obviously, these entrepreneurs earned their places in the history of technological achievement. I just want to point out that it's important to be aware of the power of a good story, and that we shouldn't forget that reality is often not quite as captivating as the tales we want to believe.

UNIT 9

Page 149, VOCABULARY PRACTICE

1. A: Do you play any team sports?
   B: Nah–my arms and legs never do what I tell them to. I just lift weights and run for exercise.
2. A: I hope we win.
   B: Well, the most important thing is to try as hard as you can!
3. A: I didn't know Ameen could play soccer *and* basketball.
   B: Oh yeah. He's also an excellent swimmer!
4. A: I'm not a great pitcher, but I'm great at hitting the ball.
   B: I've noticed that you're pretty good at video games, too, Matt.
5. A: Hey, did you cheat?
   B: Of course not! I followed all the rules–you just lost!
6. A: So how did the baseball game go?
   B: They beat us three to zero.
7. A: Stacey, do you want to race?
   B: Of course! I ALWAYS want to race!
8. A: Did you win?
   B: You bet we did! We beat them twelve to three!

Page 149, MODALS FOR SPECULATION AND EXPECTATION, Ex. A

1. A: Did you hear about Thomas? He's going to compete in a dance competition next month.
   B: Are you sure? That really doesn't sound like Thomas at all. He hates dancing, and he's so uncoordinated. But now you say he's entered a dance competition? Mmm….
2. A: Lucy joined our softball team. She'd never played it before, but she scored two runs her first game last weekend.
   B: Seriously? That's amazing.
3. A: Where's Adam? We have soccer practice in a few minutes. He never misses practice.
   B: Hmmm. I saw him in his office earlier today, but he seemed pretty tired.
4. A: We've got a softball game tomorrow, but I still don't have a team shirt. I guess I signed up too late.
   B: Oh, I'm glad you mentioned it! John decided not to join, so you can just have his shirt. You're about the same size, right?
5. A: How did your tennis match go?
   B: Not great. Sofie acted like she hadn't played much before, so I thought this would be an easy win for me. As it turns out, she's practically a professional player. She used to play on her college team. She demolished me, six to one. I didn't stand a chance!
   A: Ouch!
6. A: Mari's not answering her phone. Do you know where she is?
   B: I have no idea. Have you checked the gym?

Page 103, Ex. 3A

A: I'm really nervous about the game this weekend.
B: Ugh, I hate that feeling. Why so nervous?
A: My brother invited all of my family, my friends, and pretty much everyone I know to watch.
B: Oh, I see why you're nervous! That's a lot of pressure. But you'll do great!
A: You're probably right. I have to say that I'm awfully proud of my teammates and their dedication. No one ever misses a practice.
B: That's a great feeling. There's nothing like a team that works well together.

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Page 103, Exs. 4A and 4B

Tae-ho: Hey, Carla, didn't you guys have a baseball game on Saturday?

Carla: Oh, hi, Tae-ho. Yes, we did. Well, a softball game anyway.

Tae-ho: Oh, I've never played that.

Carla: It's like baseball, but the ball is a bit bigger and you have to pitch underhanded, so it doesn't move as fast. Easier for non-athletes to play.

Tae-ho: So, how'd it go? Were you kind to the retirees?

Carla: Um, yes. Yes, we were… very kind.

Tae-ho: Hmm… am I getting the feeling that all of you athletic 30-somethings LOST your game against the retired employees?

Carla: Uh, hey, look–there's no coffee. I'd better make some.

Tae-ho: So you must have LET them win, right? Surely all those 70-year-olds didn't beat you fair and square?

Carla: I'm afraid they did. Trust me, we played our hearts out. We wanted that trophy! They just… demolished us.

Tae-ho: Aw, I know that feeling. What was the score?

Carla: Six to one.

Tae-ho: Ouch. Well, at least you scored a run. Good for you guys!

Carla: Thanks.

Tae-ho: So what went wrong?

Carla: I don't know. They must have been practicing!

Tae-ho: Practicing? Oh, that's clearly cheating.

Carla: I know! If only we had thought of it! By the way… why weren't YOU playing with us on Saturday?

Tae-ho: Oh, you wouldn't have wanted me on the team. I'd just have made things worse.

Carla: They could hardly have been worse.

Tae-ho: Seriously. Hiro tried to recruit me, but I'm very uncoordinated.

Carla: You look fit to me.

Tae-ho: Well, I run and swim, but I have zero hand-eye coordination. No ball sports for me.

Carla: OK, I get it.

Tae-ho: But I'm DEFINITELY going to come watch the next game. Sounds like a good time!

Carla: Yeah, yeah, very funny.

Page 103, Ex. 4C

Tae-ho: Oh, you wouldn't have wanted me on the team. I'd just have made things worse.

Carla: They could hardly have been worse.

Tae-ho: Seriously. Hiro tried to recruit me, but I'm very uncoordinated.

Carla: You look fit enough to me.

Tae-ho: Well, I run and swim, but I have zero hand-eye coordination. No ball sports for me.

Carla: OK, I get it.

Page 104, Ex. 1B

1. **get a paying gig:** I've always loved to draw, and recently I got a paying gig doing website art.
2. **keep in mind:** We can stop at the store, but keep in mind that we need to leave at 2:00. That doesn't give us much time.
3. **make big money:** We've sold a few things online, but we didn't exactly make big money.
4. **kick back:** I'm too tired to go out tonight. Let's just kick back and watch TV.
5. **keep up with:** Would you mind slowing down a little? It's hard to keep up with you!
6. **have fast reaction times:** When drivers have fast reaction times, they can avoid accidents.
7. **go pro:** He played tennis in college. He was good at it, but not quite good enough to go pro.
8. **take a calculated risk:** The company decided to take a calculated risk on the new building, even though it was in a bad neighborhood.
9. **make a split-second decision:** There was no time to think about what we should do–we had to make a split-second decision.
10. **keep a cool head:** This office is a very stressful place to work–you need to keep a cool head when you work here.
11. **have a good sense of humor:** Everyone was afraid Bo would be mad when he saw the picture, but he just laughed it off. He has a good sense of humor.
12. **have a backup plan:** The restaurant we want to go to might be too crowded, so we should have a backup plan.

Page 150, EXPRESSING NECESSITY AND OBLIGATION, Ex. A

1. **A:** I brought some extra supplies.
   B: Thanks, Jackson! This is great. We really needed more water bottles. The snacks are nice, too, but you needn't have done that. We already had plenty of food.
2. **A:** Do we need to buy our tickets for the game in advance?
   B: No, it's really not necessary. We can purchase tickets when we get there.
3. **A:** I couldn't find any parking spaces close to the office so I left my car several blocks away.
   B: Oh, you needn't have done that, Daniel. There's a company parking lot at the back of the building.
4. **A:** I don't see your name on the roster for this yoga class. Did you register in person or online?
   B: Oh… My friend told me that I didn't need to register. He said I could just show up.

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5. A: Hey, Omar. Do you want to play video games with us tonight?
   B: As fun as that sounds, I need to stay home and work. I have to meet some tight deadlines this week.
6. A: How was your digital photography class?
   B: It was kind of a waste of time. I didn't really learn anything new, but I had to take it as part of my degree plan.

Page 105, Ex. 3C

Playing for a professional esports team, Miko thought he didn't need to study, but his coach said he had to finish high school. After the championships, he knew he needed to save money for next season. He didn't have to wait long before he got offers to promote gaming equipment.

Page 105, Exs. 4A, 4B, and 4C

I'm Raul Jimenez, the host of *What Work?* the podcast where we talk about dream jobs and real jobs. There's nothing like turning a hobby into a paying gig, and surely one of the best gigs of all has got to be playing video games for money, right? With almost 500 million esports fans worldwide, the dream of becoming a professional gamer has gotten a little more possible in recent years. However, if you think this is the path for you, there are a few things to keep in mind.

First, there are only about 500 players in the world who are making really big money, and playing professionally is not at all the same as kicking back on your sofa to play a few games after dinner.

Second, the practice required to keep up with the pros is INTENSE. A professional gamer often plays 12 to 16 hours in a day. Unlike football or basketball, esports games are always changing, and players need to learn and adapt as well as maintain their general skills.

Third, professional gamers need excellent hand-eye coordination and very fast reaction times. The competition is fierce—there are millions of teenagers out there who would like to go pro, so you always have to make sure that you are better than they are. Esports athletes also need to be able to take calculated risks under pressure. The games require large numbers of split-second decisions that pros need to make with thousands of fans watching. Keeping a cool head is essential.

Fourth, in addition to the gaming skills, professional players also benefit from performance skills. Having charisma and a good sense of humor won't make you an elite-level gamer, but they can get you an audience, and thus sponsors.

Finally, pro gaming is usually a very short career. The average age of an esports athlete is between 21 and 25 years old, depending on the game. Compare that to professional soccer, where the average age in most leagues is from 25 to 29. Of course, there are some older gamers, but it isn't unusual for an esports athlete to retire at 25. Only a few elite players make enough during their short careers to live on for the rest of their lives. Most go on to become coaches or get involved with the business side of the industry. So if you're hoping to be a big-league gamer, start early and have a backup plan!

Page 106, Ex. 1B

call for:	I heard you got a new job! This calls for a celebration!
as opposed to:	As opposed to sitting around and watching TV tonight, why don't we go out and have some fun?
play catch:	I used to play catch with my dad when I was a little kid.
fetch:	I'm trying to teach my dog how to fetch, but he's not very good at it.
a tournament:	There's a big chess tournament happening here this weekend. I think there are hundreds of players competing.
regard as:	Our professor is regarded as one of most important scientists in her field.
eliminate:	After every round of play, the team with the lowest score is eliminated from the competition.
enlightening:	That book was really enlightening. I learned so much!

Page 151, PERMISSION, STRONG ADVICE, AND PROHIBITION, Ex. A

1. What are you doing? You're not allowed to take your dog in that restaurant.
2. I'm sorry, but you can't participate in the tournament without a medical release form.
3. Is your arm okay? It looks really swollen. I think you'd better see a doctor.
4. That basketball court belongs to the high school, but you're allowed to use it after school hours.
5. We're going kayaking on Town Lake this afternoon. You can join us if you'd like.
6. A lot of people think yoga is easy, but it's really not. You'd better take it easy during your first session, or you could get hurt.

Page 107, Exs. 3A and 3B

What Is a Sport?

What's your favorite sport? Is it soccer? Basketball? Volleyball? Chances are pretty good that whatever you answered, it calls for two teams and a ball, because, well, most of our favorite sports do. But what makes these things sports? As opposed to just… activities, or games?

First, let's consider the ball. On the one hand, many sports are played with balls, but, on the other hand, not everything you do with a ball is a sport. Playing catch isn't a sport. Playing fetch with the dog isn't a sport. And more importantly, lots of things we accept as sports don't include balls, like gymnastics, hockey, and swimming.

So, maybe the team makes the sport. That doesn't work because we have so many individual sports. Track and field? Surfing? And we also do some things in teams that are not sports. When my

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friends and I team up to play a quiz game in a café, is that a sport? What about when my family splits into teams to play Monopoly, you know the board game? And when your bosses assign you to a team at work, they certainly don't think you're playing a sport.

So, now we're getting down to it–it must be the competition, right? Sports have to be competitive! But... there are major chess tournaments, and there are cake-baking and tomato-growing competitions. And trust me, those people get competitive. But that doesn't make them athletes. Wait, I think I've got it! Not all competitions are sports, but all sports are competitive! After all, you can't exactly play baseball without competing... And yet, for many activities that are regarded as sports, competition is not required. Lots of people go kayaking or practice diving without competing. So, does that mean that when I'm off doing it by myself it's not really a sport anymore?

I haven't even mentioned physical skill yet. Maybe chess isn't a sport because it doesn't require strength or coordination. That's one of the arguments for including esports in the Olympics–they take coordination. On the other hand, some people say that trampolining, doesn't belong in the Olympics as a sport, but it certainly takes coordination and physical skill, so maybe it does? But yoga, and ballet, require great coordination and physical skill, and nobody would call them sports. And when you think about it, how is ballet all that different from figure skating, really?

Speaking of the Olympics, one thing they've decided is that their sports don't involve machines–car racing and high-speed boating were eliminated years ago. But, of course most people would regard those as sports even though they're not in the Olympics. And don't esports involve a machine of sorts?

Well, I hope you have found this lecture enlightening. We started out asking the question, "What is a sport?" and I think that after carefully reviewing everything I've said, you'll find that... I have no idea.

UNIT 10

Page 152, VOCABULARY PRACTICE

1. You'll never guess who I just saw at the gym!
2. I can't make it to the movie, but I'll see you guys afterwards at the café.
3. I'm sorry I haven't gone shopping yet. I promise I'll go tomorrow.
4. Do you want to take this yoga class with me? It'll be good for us!
5. I didn't plan on going into construction, but I got hired for a summer job, and then they offered me a full-time job, and eventually I ended up in management.
6. That's an amazing job offer. You should definitely take it.
7. I didn't want to go to the party, but my brother convinced me that it would be fun.
8. I was going through my desk and I found these old photos. Aren't they great?

Page 152, FUTURE IN THE PAST, Ex. A

1. You were about to show me your vacation pictures before I got a call.
2. Michelle always hated cold weather. We never dreamed she would end up moving to Alaska.
3. Vanessa thought she would go to medical school, but then she inherited the family farm.
4. Jane broke her arm and was disqualified just hours before she was to compete in a tennis tournament.
5. Who could have guessed that Chris was going to become a famous actor!
6. We threw a party for Jim and Megan last Friday because they were getting married the next day.

Page 115, Ex. 3A

A: Did you always want to be a doctor?

B: You'd think so, wouldn't you? But no, there weren't any doctors in my family, so I never thought about it until I was 16 years old. That was when I broke my leg pretty badly and spent quite a lot of time in the hospital.

A: Oh that sounds terrible.

B: It was. I was being reckless, jumping on a trampoline, and I went way too high... but when you're young you think nothing can hurt you, right? So I came down hard from a jump and hit the ground and broke my leg in three places.

A: Ouch.

B: Yeah, it was pretty terrible. EXCEPT in the end it was kind of a good thing, wasn't it? Because I met all these doctors and became interested in surgery, and now here I am in med school!

Page 115, Exs. 4A and 4B

Esra: Hi, Kate. Did you have a good weekend?

Kate: Hey, Esra! Yeah, I did, thanks! We had a party to celebrate our ten-year anniversary.

Esra: Ten years! Nice!

Kate: Yeah, I can't believe it. Look, here's a picture of the cake–my husband had this made.

Esra: Why does it have a key on it?

Kate: Oh, it's a reference to how we met.

Esra: Oh yeah?

Kate: Uh huh. We were at university. I was walking back to my dormitory one day, and I saw a key on the sidewalk. I thought it was my key because I had just gotten a new one and I didn't have a keychain yet, so I put it in my pocket. But when I got to my door, the key didn't fit and I realized that mine was in the other pocket.

Esra: Ah.

Kate: I was going to just turn the key into the office, but they were closed that day, so I put a notice on the board in the dining hall instead.

Esra: With your phone number!

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Kate: That's right! And the next day I got a call. I met up with him to return his key, never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, isn't it?

Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I fell into programming.

Kate: Oh, yeah? What happened?

Esra: Well, I never took programing in secondary school–I mean, I knew some basic stuff, but didn't have any *particular* interest in computers. And I was planning on getting a history degree.

Kate: History? You're kidding!

Esra: I know–it doesn't sound like me, right? But my second semester at university, I had a hole in my schedule. The classes I wanted to take were full, and a friend of mine convinced me to sign up for a programming class with her. It fulfilled some general requirement, and I just thought "Oh, why not, I will try it."

Kate: And apparently you liked it?

Esra: By the end of the semester, I had changed my major!

Kate: Wow. Good thing your friend talked you into it!

Page 115, Ex. 4C

Kate: I met up with him to return his key, never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, isn't it?

Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I fell into programming.

Page 116, Ex. 1B

contemporary: I don't read much literature from the past. I'm more interested in contemporary fiction.

an orphanage: My aunt and uncle are planning to adopt a child from an orphanage.

an orphan: Caleb became an orphan at ten years old when he lost his parents in a car accident.

flee: The forest fire spread so rapidly that all of the roads were blocked and we had to flee on foot.

harrowing: They had a harrowing journey crossing the stormy sea in a small boat.

glittering: The bracelet was covered in glittering diamonds.

devastating: Their home burned down in the fire. It was a devastating loss for the family.

a passage: One passage in the book describes how he had a skiing accident with the King of Spain.

interweave: The writer tried to interweave the stories of World War II and his grandmother's escape to Morocco, but it became very confusing.

grief: Becca wrote about the grief she felt when she lost her dog.

Page 153, PAST PERFECT AND PAST PERFECT CONTINUOUS, Ex. A

1. They'd barely gotten out of the city when they got a flat tire.
2. By age 12, Ren had already experienced several traumatic events.
3. Sara had been suffering from headaches for years before she told anyone.
4. Paula's eyes were red when she got home because she'd been crying.
5. Helen had finished medical school when she wrote her memoir.
6. By sunset, John had been walking for hours.

Page 117, Ex. 3C

1. When the storm had passed, the cleanup crews came in.
2. Before her traumatic accident, she'd been a world-class dancer.
3. My friend had loved the book even though she hadn't expected to.

Page 117, Exs. 4A, 4B, and 4C

Welcome to *Book Pod*, I'm Sara Garcia and today I'm going to talk about the memoirs of three contemporary women. They have things in common–they all suffered through and survived traumatic experiences, but these are three very different stories. First, is *Taking Flight* by Michaela DePrince. Unlike the other two women I'm going to discuss, DePrince started out with a difficult life. She was born during a war in Sierra Leone. Her father was killed when she was three and her mother died shortly afterwards. Then she was sent to an orphanage, where she and the other orphans were forced to flee the war on foot. Throughout this harrowing journey, DePrince clung to a magazine picture she had found of a ballerina in a glittering pink skirt. In the end, her story takes a fairy-tale turn. She's adopted by a kind family and pursues her dream of becoming a ballerina, eventually becoming a member of the Dutch National Ballet. All in all, it's an inspiring story for young readers.

The next book, written for adults, has no fairytale ending. *Wave*, by Sonali Deraniyagala, tells of the devastating loss of her entire family–her husband, two young sons, and parents–when a tsunami hit Sri Lanka in 2004. Beautifully written passages about her joyful family before the tragedy are painfully interwoven with the story of her grief. There's no happy ending for Deraniyagala, but in using her writing to grieve, she also uses it to celebrate her lost loved ones and to ensure that their story is remembered.

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The last memoir, *Tell Me Everything You Don't Remember*, by Christine Hyung-Oak Lee, is also about a happy life thrown off course. At 33 years old, Lee woke one morning with a terrible headache. Thinking fresh air might help, she went out with her husband and was soon seeing sideways, as if the entire world had shifted 90 degrees. It became difficult to form sentences and to call up memories. Doctors determined that she'd had a stroke and, for ten years, she kept a journal as she struggled with recovery. Like Deraniyagala, she uses the writing to process her experiences. But in this case, there is recovery at the end of the journey.

So those are three interesting memoirs that I've read recently. How about you? Send me your recommendations!

Page 118, Ex. 1B

nostalgic: My grandmother is very nostalgic for the days when she was young and lived on a farm.

a famine: There was no food anywhere and many people died in the famine.

an overreliance on: I'm worried about our overreliance on technology. We would be completely lost without our phones and computers.

lounge around: Gemma has the day off, so she's just going to relax and lounge around all day.

a slab: They needed a truck to transport the large slab of rock.

upholstery: The chair frame is in good shape, but the upholstery is torn.

adequate: I'm not rich, but my salary is adequate to pay for my needs.

enticing: That bakery has the most enticing cakes in the window. I always stop to look at them.

Page 154, EXPRESSING THE PAST: REVIEW, Ex. A

1. My grandfather had started his own company by age 24.
2. Jackie had never been skiing until she moved to Switzerland.
3. I was texting you when you called.
4. Alex left for work when it stopped raining.
5. Gabi used to grow her own vegetables when she had a garden.
6. Marco has been working for a security company for over a decade.

Page 119, Exs. 3A and 3B

The Not-So-Good Old Days

Ah, the good old days. Life was so much simpler a hundred years ago, wasn't it? We didn't have plastic garbage or crowded highways to deal with. Buildings and furniture, and even clothes were made to last. Most food wasn't processed, and fruits and vegetables tasted better because they weren't all hybrids grown for long-term storage instead of flavor. It seems great, right? But let me assure you, before you get too nostalgic for times you never lived in, the past was horrible. You would NOT want to trade your modern existence for life in the past, no matter how sweet the strawberries were.

Really. Let's just think about the food for a minute. In the old days, most people ate only what they could grow, fish, or hunt themselves. In most places, that meant that there was not much variety. If you go back far enough, Europe didn't even have tomatoes or potatoes! The Americas didn't have lemons or oranges! Even after the Industrial Revolution of the 1800s, transporting food was expensive. People were always getting sick from food-borne illnesses. And the lack of variety in people's diets didn't just lead to boredom at the dinner table. Consider the Irish famine, where a staggering *one million* people died because of an overreliance on *one crop*: potatoes. Believe me, food variety is important. And back then, there wasn't much.

Next, it's true that a lot of things were built to last in the old days, and some of them may look impressive, like the massive stone castles of Europe and traditional sturdy wooden furniture. However, those castles were cold, and most of that furniture was horribly uncomfortable. You've seen pictures of ancient Romans lounging around on sofas eating grapes, right? But those sofas were made of wood, or even marble. Who wants to lie on a slab of marble? We didn't start using upholstery until the 1800s. And what if you want to move a marble sofa? It weighs a ton!

Finally, perhaps the MOST important reason you wouldn't want to live before the 1850s is that they didn't have flush toilets. This is actually *still* a big problem, even today–there are many millions of people living now who don't have toilets or access to adequate sanitation. But in the old days, that was true even in the largest, wealthiest cities. In London, people had something called a "cesspool," a kind of pit, dug out in the backyard or sometimes in the basement, and that's where all the waste went. Some unfortunate people would have to visit the houses periodically and empty the pits. And on top of the human waste, there was the contribution of the horses that used to be the primary mode of transportation. They may not have caused air pollution, but they left a lot of filth in the streets.

So, the next time you see a movie where people in gorgeous period costumes glide through elegant palaces or travel in charming horse-pulled carriages, just remember, it may look romantic and enticing, but it smelled really, really bad.

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