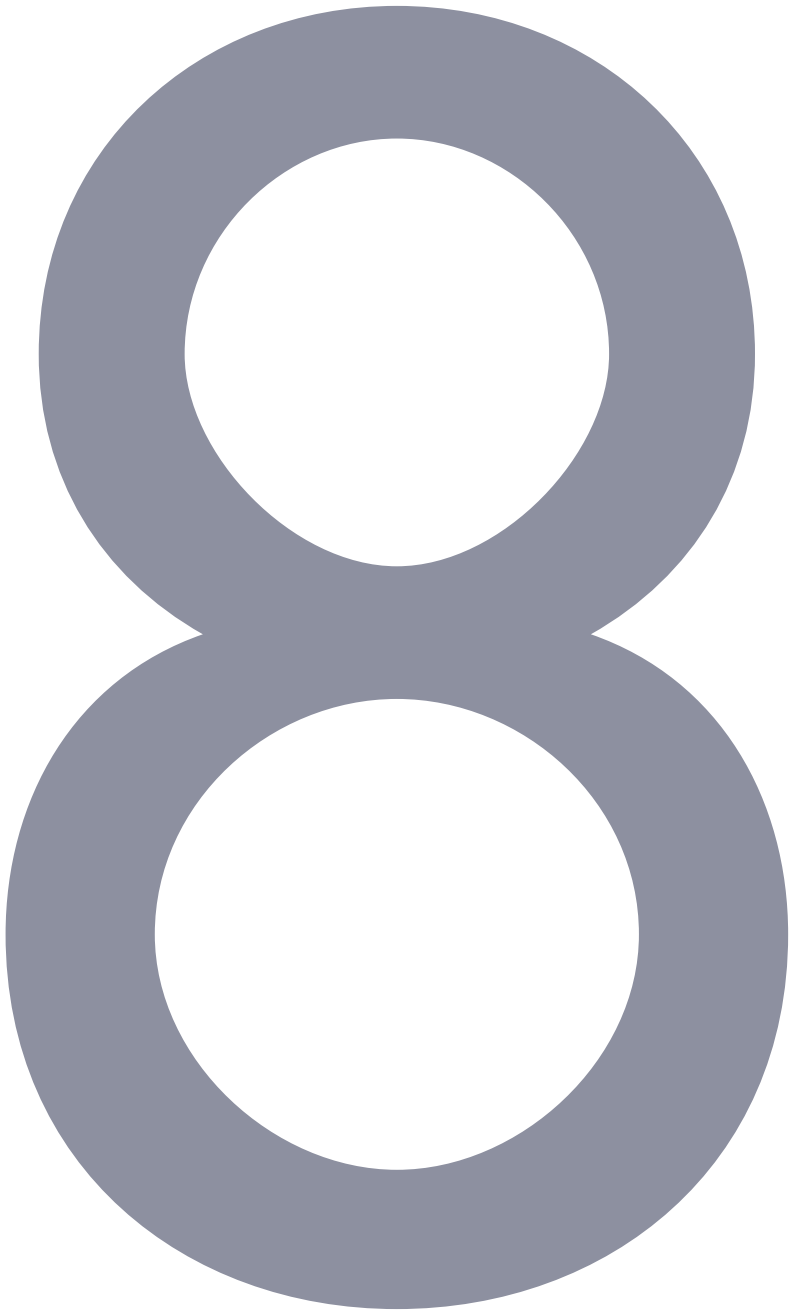
StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Daria Ruzicka

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StartUp 8

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

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

Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening	Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
1 Do you accept the challenge? page 5	• Words related to performance	• Noun clauses as subjects, objects, and complements • More ways to express future time • Preparatory subjects: *it*, *here*, and *there*	• Talk about performance • Talk about challenges • Discuss world problems **Conversation Skill** Make suggestions	• Listen to a podcast about 30-day challenges **Listening Skill** Listen for rhetorical questions	• Final intonation in rhetorical questions	• Listen to or watch a talk about solving world problems **Note-taking Skill** Create a matrix chart **Discussion Skill** Ask follow-up questions	• Read about viral challenges **Reading Skill** Check-Underline-Question	• Write a narrative essay **Writing Skill** Vary sentence construction	• Consider ways in which people can reduce stress
2 Are you a member? page 17	• Words related to stereotypes	• Passive voice: agent versus no agent • Causative verbs • Active versus passive reporting	• Talk about stereotypes • Talk about fandom • Discuss bias **Conversation Skill** Use hyperbole	• Listen to a podcast about fandom **Listening Skill** Listen for phrases that guide a conversation	• Stress in causative verb phrases	• Listen to or watch a talk about bias **Note-taking Skill** Use abbreviations and symbols **Discussion Skill** Build on ideas	• Read about virtual friendships **Reading Skill** Identify key information	• Write a compare and contrast essay **Writing Skill** Use transition words	• Consider ways in which people can be more critical about news they encounter
3 How do you explain that? page 29	• Words related to mysteries	• Modals for speculation about the past • Modals for expectation • Passive modals	• Talk about famous mysteries • Talk about personal mysteries • Discuss urban legends **Conversation Skill** Keep listeners' attention	• Listen to a podcast about mysterious experiences **Listening Skill** Listen for emphasis	• Reduction of modal perfects	• Listen to or watch a talk about urban legends **Note-taking Skill** Use mapping **Discussion Skill** Acknowledge ideas	• Read about life's mysteries **Reading Skill** Respond to the writer	• Write a plot summary **Writing Skill** Build excitement	• Consider how people might be convinced to review current scientific evidence
4 Is it art? page 41	• Words related to street art	• Substitution with *so* and *not* • Phrasal verbs • Past perfect and past perfect continuous with the simple past	• Talk about street art • Talk about AI and art • Discuss the benefits of improvisation **Conversation Skill** Ask for an opinion	• Listen to a podcast about AI and art **Listening Skill** Listen for signal phrases in conclusions	• Stress in phrasal verbs	• Listen to or watch a talk about improvisation **Note-taking Skill** Use an outline **Discussion Skill** Say "yes" to keep a conversation going	• Read about a famous festival **Reading Skill** Summarize paragraphs	• Write a descriptive essay **Writing Skill** Use different tenses	• Consider ways to ensure that the sale and resale of art is fair to everyone involved
5 Say that again? page 53	• Words related to communication	• The subjunctive • Embedded *yes/no* questions • Embedded *Wh-* questions	• Talk about diplomatic language • Talk about cultural differences • Discuss the origin of slang **Conversation Skill** Communicate diplomatically	• Listen to a podcast about the importance of silence in communication **Listening Skill** Listen for contrasts	• Contrastive stress	• Listen to or watch a talk about slang **Note-taking Skill** Know what to write **Discussion Skill** Speculate	• Read about communicating with aliens **Reading Skill** Recognize word choices	• Write a rhetorical analysis **Writing Skill** Vary placement of transitions	• Consider whether the group of origin affects a word's inclusion in the dictionary

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6 What are they hiding? **page 65**	• Words related to financial crime	• Restrictive and non-restrictive relative clauses • Relative clauses after prepositions and quantity expressions • Reducing relative clauses to phrases	• Talk about financial crime • Talk about a system of government • Discuss power in society **Conversation Skill** Show interest with interjections	• Listen to a podcast about a system of government **Listening Skill** Recognize arguments
7 So you think we should break up? **page 77**	• Words related to persuasion	• Negative gerunds and infinitives • Perfect gerunds and infinitives • Reported speech	• Talk about the art of persuasion • Talk about a breakup • Discuss monopolies **Conversation Skill** Negotiate	• Listen to a podcast about breakups **Listening Skill** Recognize stress on key words
8 Get it? **page 89**	• Words related to humor	• Reduced adverb time clauses • Cause and effect in participial phrases • Participial adjectives and nouns as adjectives	• Talk about humor • Talk about laughter • Discuss the art of joke telling **Conversation Skill** Express concern	• Listen to a podcast about the science of humor **Listening Skill** Recognize pauses
9 Can we talk about this? **page 101**	• Words related to conflict	• Implied conditionals • Inverted conditionals • *Hope* and *wish*	• Talk about conflict • Talk about how to deal with conflict • Discuss conflict in narratives **Conversation Skill** Repair communication breakdowns	• Listen to a podcast about conflict **Listening Skill** Listen for signal words
10 How do you feel? **page 113**	• Words related to emotions	• Articles • *Too* and *enough* • Adverbs	• Talk about emotions • Talk about sadness • Discuss happiness **Conversation Skill** Show empathy	• Listen to a podcast about sadness **Listening Skill** Listen for questions

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

• Dropped vowels	• Listen to or watch a talk about power in society **Note-taking Skill** Note the main points **Discussion Skill** Explore alternative viewpoints	• Read about a public crisis **Reading Skill** Process information	• Write a letter of advice **Writing Skill** Speak directly to the reader	• Consider ways in which individuals and governments might fight corruption
• Stress in pronouns and auxiliary verbs	• Listen to or watch a talk about monopolies **Note-taking Skill** Take notes in different colors **Discussion Skill** Signpost	• Read about the global plastic crisis **Reading Skill** Scan for data	• Write an argumentative essay **Writing Skill** Use conjunctions and conjunctive adverbs strategically	• Consider what types of questions might help couples decide if they are suited to marry each other
• Pausing with participial phrases	• Listen to or watch a talk about the art of joke telling **Note-taking Skill** Make lists **Discussion Skill** Take feedback well	• Read about the funniest jokes **Reading Skill** Use a KWL chart	• Write an opinion essay **Writing Skill** Use parallel structure with paired conjunctions	• Consider ways in which consumers could make more intelligent choices about the advertising they encounter
• Intonation in parenthetical expressions	• Listen to or watch a talk about conflict in narratives **Note-taking Skill** Prioritize important information **Discussion Skill** Invite others to participate	• Read about action movies **Reading Skill** Use informal tones	• Write a process essay **Writing Skill** Determine your audience	• Consider different ways of responding to conflicts
• Intensifiers and emphatic stress	• Listen to or watch a talk about happiness **Note-taking Skill** Use charts for organization **Discussion Skill** Tell an anecdote	• Read about the pursuit of happiness **Reading Skill** Visualize a story	• Write an analytical essay **Writing Skill** Use a formal style	• Consider how you might convince people with fixed mindset traits to adopt growth mindset traits

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

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

English for 21st century learners

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

Personalized, flexible teaching

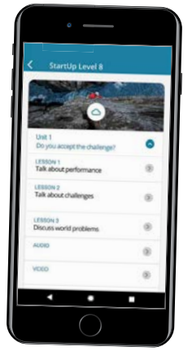
The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally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

Motivating and relevant learning

StartUp creates an immersive learning experience with a rich blend of multimedia 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.

Access at your fingertips

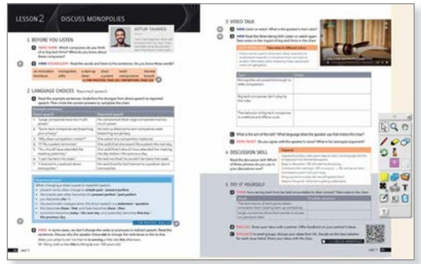
StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary,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



Components

For the Teacher

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



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

- zoom in on the page to focus the class's attention
- 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

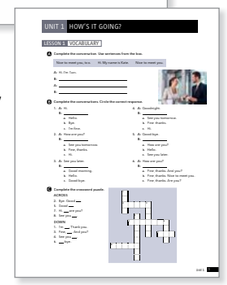


For the Student

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

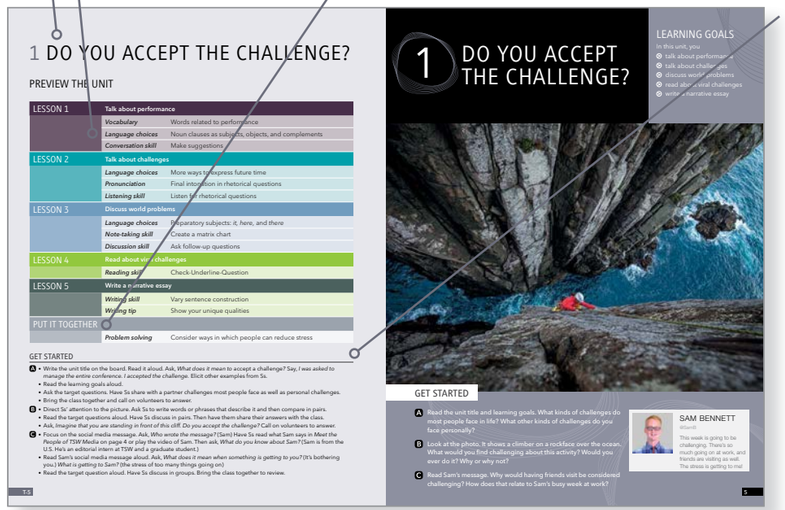
At the back of the TE, you'll find the audio and video scripts for each unit.

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

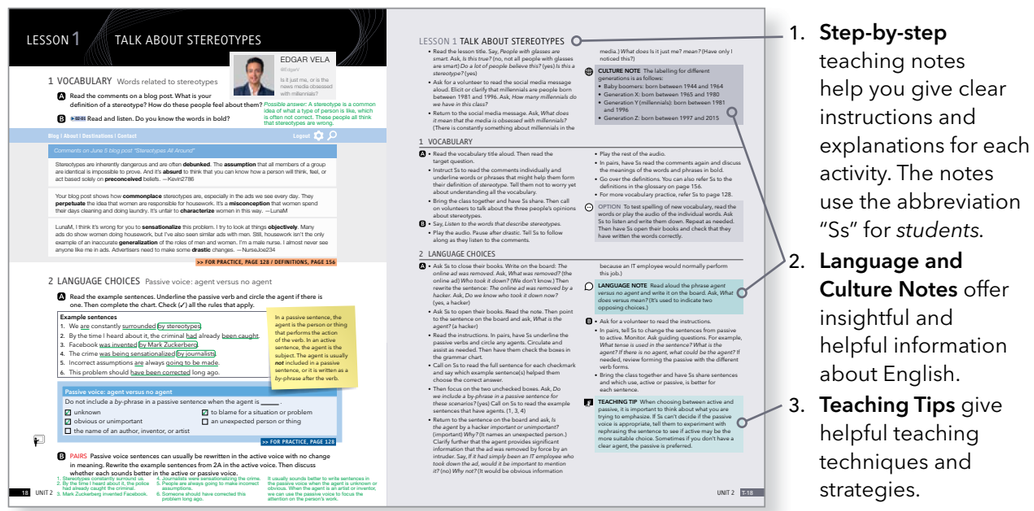
- How to use flipped learning
- How *StartUp* incorporates 21st century skills
- Using mobile phones in the classroom
- And more!

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

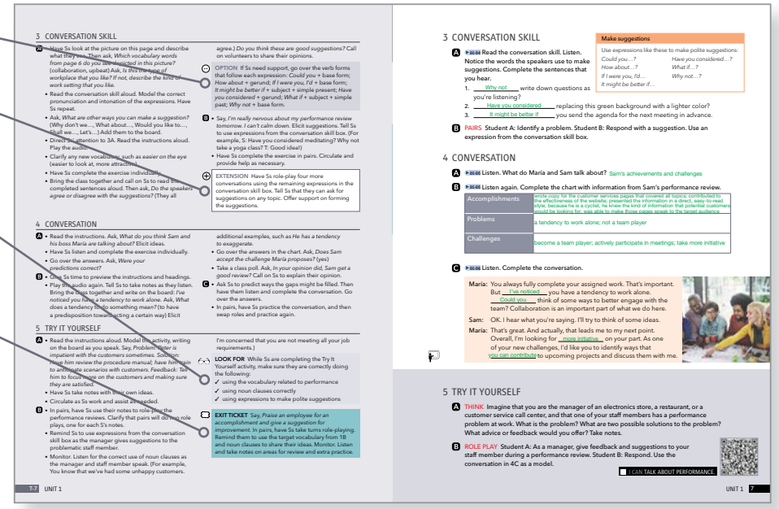


2. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is featured in the unit.



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

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



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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

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

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

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

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *StartUp* online 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.

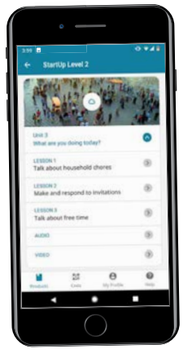
Pearson Practice English App



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 xvii)
  - 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 xvii)
  - 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.

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?

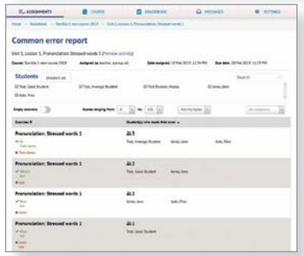
In your Pearson English Portal, you'll find a link to MyEnglishLab. To sign in, use the same name and password you used to create your portal account.

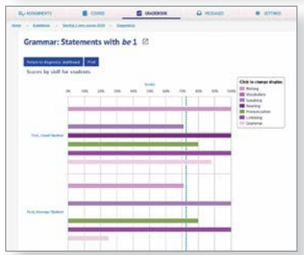
What will you find in MyEnglishLab?

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.

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:

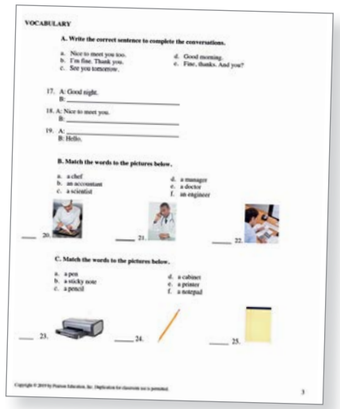
- In class, supply worksheets from the reproducibles in the portal and pair less able students with more able classmates.
- For homework, suggest activities in their app or MyEnglishLab.

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).


VOCABULARY

A. Write the correct sentence to complete the conversation.

a. Nice to meet you too.
b. I'm fine. Thank you.
c. See you tomorrow.
d. Good morning.
e. Fine, thanks. And you?

17. A: Good night.
B: _____

18. A: Nice to meet you.
B: _____

19. A: _____
B: Hello.

B. Match the words to the pictures below.

a. a chef
b. an accountant
c. a scientist
d. a manager
e. a doctor
f. an engineer

20. _____ 21. _____ 22. _____

C. Match the words to the pictures below.

a. a pen
b. a sticky note
c. a pencil
d. a cabinet
e. a printer
f. a notepad

23. _____ 24. _____ 25. _____

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3

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.

- enjoys shopping _____
- loves scary movies _____
- is afraid of heights _____
- can draw _____
- has traveled to another country _____
- is very athletic _____

A: Excuse me, do you enjoy shopping?
B: Yes, I do! My name is Hana. H-A-N-A.
A: Thanks! What kinds of things do you like to buy?

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 problems from 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.

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 S. 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.

1 IN THE CLASSROOM

TEACHING TIP This textbook is for C1 level learners. C1 level learners are at the advanced level. They are able to communicate proficiently and perform complex tasks. 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. C1 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, learning and using academic and professional English language, working in groups, learning about each other's backgrounds, sharing ideas)
- 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* (someone who is skillful at the arts, such as drawing, painting, music, writing, acting, or dancing).
- Elicit examples of musical instruments (guitar, piano, saxophone, etc.) 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 and help Ss with their questions as necessary.
- Elicit questions for each prompt. (Have you ridden a motorcycle? Do you enjoy cooking? Can you play a musical instrument? Have you traveled to another country? Are you very artistic?) Write them on the board for reference.
- 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* participate? (to take part and be involved in something)
- 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 as planned or expected, typically after a problem or distraction).
- For number 4, 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 acknowledged 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.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. To review, elicit the answers from Ss.

D
- As a group, have Ss decide which strategies are the most and 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?* (For example, 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 vi 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 them 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. (For example, 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.

A
- 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 the computer lab assistants to be available for any technical issues that arise as Ss download and register the Pearson Practice English app.

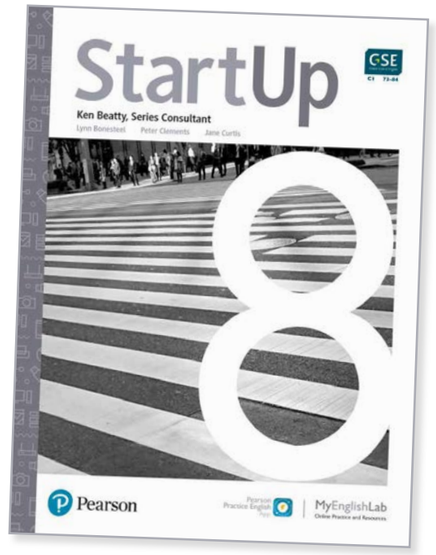
OPTION If wifi is not available in the classroom, ask them to download the app as homework before the next class.

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 an app pre-installed QR code reader / scanner. 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.

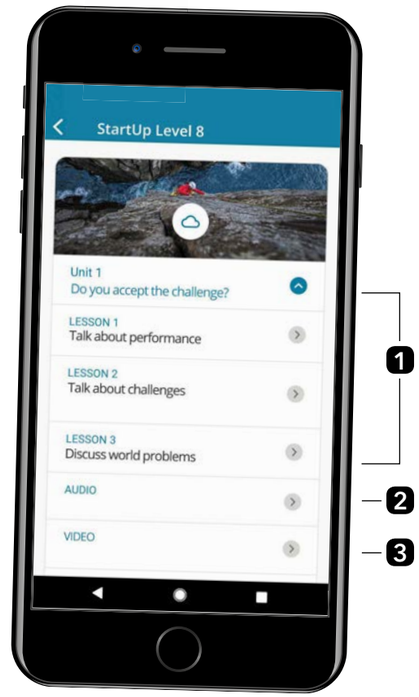
TEACHING TIP The ability to work independently and to be self-directed learners are essential 21st Century skills. Remind Ss that it is important they seek out opportunities to study and practice English outside of class as well.

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 Language Choices on page 6. Where is the practice? in the back of the book / on page 125
5. Look at the QR code at the bottom of page 7. What does it mean? there's practice on the mobile app
6. Look at the I CAN STATEMENT at the bottom of page 7. What does it tell you? the goal of the lesson
7. Look at this icon on page 13. What does it mean? It's an 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, activities for lesson 1–3, unit audio, unit video
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 that 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.



SAM BENNETT

Editorial intern

▶00-02 Hello! My name is Sam Bennett. I'm an editorial intern in the New York office.



IRIS LIN

Lawyer

▶00-05 Hello. My name is Iris Lin. I'm a native of Beijing, China. I'm a lawyer.



CAMILA RIVAS

Production coordinator

▶00-03 Hi, everyone! I'm Camila Rivas. I live in Santiago, Chile, where I work as a production coordinator.



ARTUR TAVARES

Sales rep

▶00-06 Hi, everybody. My name is Artur Tavares. I'm a sales rep from São Paulo, Brazil.



EDGAR VELA

Creative director

▶00-04 Hi there. I'm Edgar Vela. I'm a creative director, and I live and work in Lima, Peru.



ARIYA SUKSUAY

Office manager

▶00-07 Hi! I'm Ariya Suksuay. I was born in Thailand, but now I live in New York. I work as an office manager.

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



ADRIANA LOPEZ

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



KENDRICK SCOTT

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



DAVID CRUZ

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

MEET THE PEOPLE OF TSW MEDIA

- TSW Media is a big company that has locations around the world. Sam, Camila, Edgar, Iris, Artur, and Ariya 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.
- Clarify any new or confusing words or phrases in the introductions. Ask, *What does Sam mean when he says he's always up for new experiences?* (He is open to trying new things.) *What does Camila mean when she says working in production* suits her nature? (It is a good fit for her personality.) *What does Artur mean when he says he's* addicted *to self-help books?* (He reads a lot of them.)
- 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 *Which of these people has similar interests as you? Which person are you excited to learn more about? Why?*

OPTION Play the audio. 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. *Editorial interns* are students or recent graduates who assist with administrative or editorial tasks. Interns are often unpaid.
2. *Production coordinators* plan, direct, and coordinate production details. They prepare schedules and assign specific duties to team members.
3. The *creative director* leads the creative process. He or she works with designers, artists, photographers, copywriters, and other creative people.
4. *Lawyers* at big companies help to negotiate contracts, protect intellectual property, and advise companies of their legal rights and responsibilities.
5. *Sales reps* meet with customers and try to sell the company's products or services. *Sales rep* is short for *sales representative.*
6. The *office manager* is responsible for making sure the office runs smoothly.

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

1. What degree is Sam pursuing? (publishing)
2. What does he hope to do one day? (become a novelist)
3. What did Camila study? (industrial design)
4. How does she describe herself? (meticulous)
5. Where does Edgar enjoy going in his spare time? (art galleries and museums)
6. What is his favorite thing to do? (snacking)
7. Who does Iris live with? (her husband and three cats)
8. What is she always on the lookout for? (new ways to exercise)
9. How long has Artur worked in sales? (since high school)
10. What are his hobbies? (reading self-help books and spending time on the road connecting with people)
11. How many children does Ariya have? (one son)
12. What does she enjoy doing in her free time? (spending time with her family, golfing, hiking, anything outdoors)

- Draw attention to the bottom of page 4. Read the information aloud.
- Elicit the meaning of *mentoring* (when someone experienced in their job provides guidance to someone who has less experienced person in a same or similar job) and coaching (teaching someone a special skill, especially one connected with performing in public).
- Say, *Let's meet the winners now.* Play the audio. Ask questions to test comprehension.
  1. Where do the three winners work? (Quito, Vancouver, Singapore)
  2. Why do each of the winners want mentoring? (Adriana wants to build confidence. Kendrick wants to advance his career. David wants to get more comfortable with different audiences.)
- Ask follow-up questions such as *Which person do you most relate to? Do you like public speaking? Why or why not? If you won this competition, what public speaking skill would you want your mentor or coach to help you with? What other skills would you like to have a mentor or coach help you with?*

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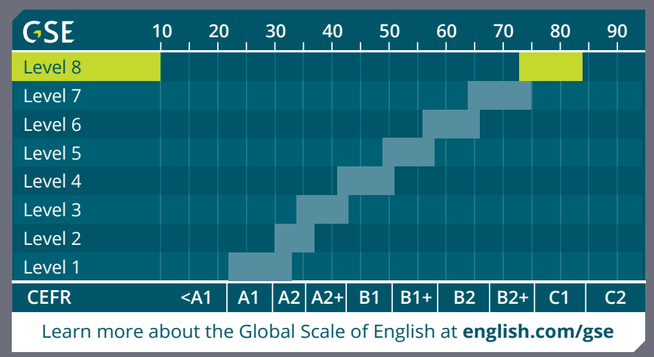
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PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	b**ea**t, happ**y**
ɪ	b**i**t
eɪ	d**a**te, p**ai**d
ɛ	b**e**t
æ	b**a**t
ɑ	b**o**x, f**a**ther
ɔ	d**o**g, b**ough**t
oʊ	b**oa**t, g**o**
ʊ	b**oo**k, p**u**t
u	b**oo**t, n**ew**
ʌ	c**u**p, m**o**ther
ə	b**a**nan**a**, **a**bout
ɚ	sh**ir**t, m**ur**d**er**
aɪ	b**i**te, b**uy**, **eye**
aʊ	ab**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**, n**ear**
ɛr	h**air**, b**are**
ɑr	b**ar**, h**ear**t
ɔr	d**oor**, m**ore**
ʊr	t**our**, p**oor**

Consonants

Symbol	Key Words
p	**p**ack, ha**pp**y
b	**b**ack, ru**bb**er
t	**t**ime, da**t**e
d	**d**o, mi**dd**le
k	**c**ome, **qu**i**ck**, **k**ey
g	**g**ame, **gu**est
tʃ	**ch**ur**ch**, na**t**ure
dʒ	**j**u**dge**, **g**eneral
f	**f**an, **ph**otogra**ph**
v	**v**an, co**v**er
θ	**th**ing, brea**th**
ð	**th**en, brea**the**
s	**s**it, **c**ity
z	**z**oo, plea**se**, goe**s**
ʃ	**s**hip, ma**ch**ine, ac**ti**on
ʒ	mea**s**ure, vi**si**on
h	**h**ot, **wh**o
m	**m**an, so**me**
n	su**n**, **kn**ow
ŋ	si**ng**
w	**w**et, **wh**ite
l	**l**ong, si**ll**y
r	**r**ight, **wr**ong
y	**y**es, **u**se, m**u**sic
t̬	li**tt**le, bu**tt**er

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1 DO YOU ACCEPT THE CHALLENGE?

PREVIEW THE UNIT

LESSON 1	**Talk about performance**	
	Vocabulary	Words related to performance
	Language choices	Noun clauses as subjects, objects, and complements
	Conversation skill	Make suggestions
LESSON 2	**Talk about challenges**	
	Language choices	More ways to express future time
	Pronunciation	Final intonation in rhetorical questions
	Listening skill	Listen for rhetorical questions
LESSON 3	**Discuss world problems**	
	Language choices	Preparatory subjects: *it, here,* and *there*
	Note-taking skill	Create a matrix chart
	Discussion skill	Ask follow-up questions
LESSON 4	**Read about viral challenges**	
	Reading skill	Check-Underline-Question
LESSON 5	**Write a narrative essay**	
	Writing skill	Vary sentence construction
	Writing tip	Show your unique qualities
PUT IT TOGETHER		
	Problem solving	Consider ways in which people can reduce stress

GET STARTED

A
- Write the unit title on the board. Read it aloud. Ask, *What does it mean to* accept a challenge*?* Say, *I was asked to manage the entire conference. I accepted the challenge.* Elicit other examples from Ss.
- Read the learning goals aloud.
- Ask the target questions. Have Ss share with a partner challenges most people face as well as personal challenges.
- Bring the class together and call on volunteers to answer.

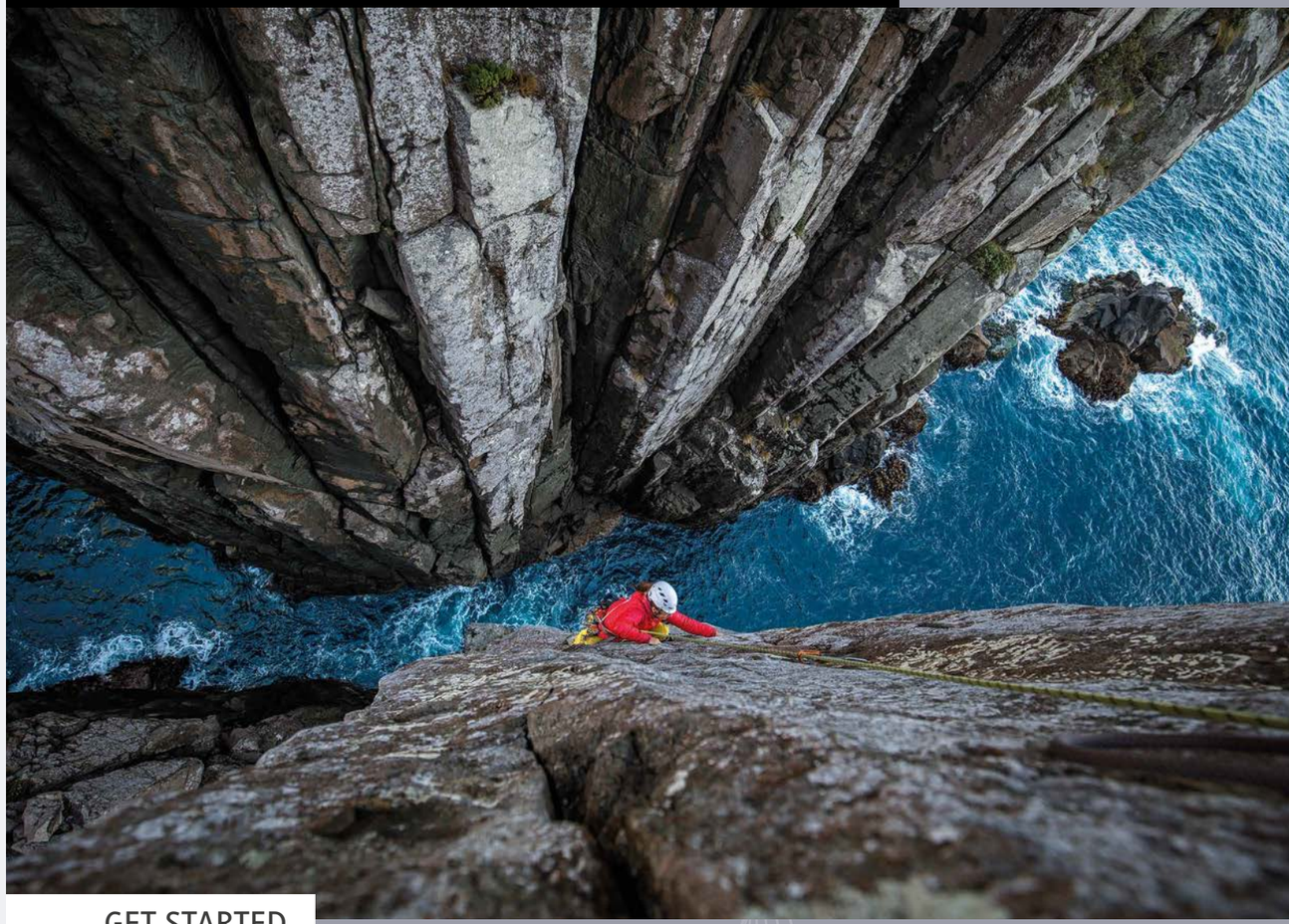
B
- Direct Ss' attention to the picture. Ask Ss to write words or phrases that describe it and then compare in pairs.
- Read the target questions aloud. Have Ss discuss in pairs. Then have them share their answers with the class.
- Ask, *Imagine that you are standing in front of this cliff. Do you accept the challenge?* Call on volunteers to answer.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Sam) Have Ss read what Sam says in *Meet the People of TSW Media* on page 4 or play the video of Sam. Then ask, *What do you know about Sam?* (Sam is from the U.S. He's an editorial intern at TSW and a graduate student.)
- Read Sam's social media message aloud. Ask, *What does it mean when something is getting to you?* (It's bothering you.) *What is getting to Sam?* (the stress of too many things going on)
- Read the target question aloud. Have Ss discuss in groups. Bring the class together to review.

1 DO YOU ACCEPT THE CHALLENGE?

LEARNING GOALS

In this unit, you
- talk about performance
- talk about challenges
- discuss world problems
- read about viral challenges
- write a narrative essay



GET STARTED

A Read the unit title and learning goals. What kinds of challenges do most people face in life? What other kinds of challenges do you face personally?

B Look at the photo. It shows a climber on a rockface over the ocean. What would you find challenging about this activity? Would you ever do it? Why or why not?

C Read Sam's message. Why would having friends visit be considered challenging? How does that relate to Sam's busy week at work?



SAM BENNETT

@SamB

This week is going to be challenging. There's so much going on at work, and friends are visiting as well. The stress is getting to me!

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LESSON 1 TALK ABOUT PERFORMANCE



SAM BENNETT
@SamB
I'm halfway through my internship. Performance review with the boss today.

1 VOCABULARY Words related to performance

A Look at the infographic. What qualities do you think are the most important for success at work?

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

QUALITIES EMPLOYERS WANT

1 Drive
These employees show **initiative**. They are **high achievers** who set goals and meet them. They require limited **oversight**.

2 Dependability
Supervisors rely on **dependable** employees to follow through. They have a strong **track record** for completing tasks on time.

3 A Positive Attitude
Upbeat employees create a positive work environment. People with this personality **trait** face challenges with enthusiasm. They **acknowledge** their mistakes and view them as opportunities for growth.

4 Teamwork
Team players have strong **collaboration** skills. From a **brainstorming** session through job completion, they always put the company first. They give credit to the group effort.

5 Flexibility
Employers value workers with a broad **skill set** who are able to complete a variety of assignments. Flexible employees easily adapt to change, and can handle pressure as they **juggle** multiple tasks.

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

2 LANGUAGE CHOICES Noun clauses as subjects, objects, and complements

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

Noun clauses are dependent clauses that function as nouns.

Use	Example sentences
Object of sentence	1. I'd say (that) you have a good track record.
Object of preposition	2. Collaboration is an important part of what we do.
Subject of sentence	3. That you met all your goals this quarter is remarkable. 4. What impresses me most is your ability to juggle multiple tasks.
Subject complement	5. The problem with this review is that it focuses on only one skill set.
Adjective complement	6. I'm not surprised (that) you've set ambitious goals.

Noun clauses as subjects, objects, and complements

- We can add extra emphasis to a noun clause by making it the **subject** / **object** of the sentence.
- A noun clause can function as the object of certain verbs or **nouns** / **prepositions**.
- A subject complement provides more information about the subject and usually follows a form of ***be*** / ***have***.
- When a noun clause follows certain adjectives, it functions as an adjective complement. The adjective complement gives information about the **adjective** / **noun clause**.

>> FOR PRACTICE, PAGE 125

B Read the sentence. Identify the three noun clauses and describe their functions.

Our director says what's most important is that we maintain open lines of communication.

The first is the object of the entire sentence: *what's most important is that we maintain open lines of communication. What's most important* is the subject of that clause, and *that we maintain open lines of communication* is the subject complement.

LESSON 1 TALK ABOUT PERFORMANCE

- Read the lesson title. Ask, *What does it mean to talk about performance?* (to talk about how well or poorly a person does a particular job or activity)
- Ask for a volunteer to read the social media message aloud. Ask, *What is an internship?* (a job that lasts a short time that a person does to gain experience; it can be paid or unpaid) *What does* halfway through *mean?* (half finished, at the middle point) *What does the fingers crossed emoji at the end of the post mean?* (It symbolizes luck or the desire for a positive outcome.) *Why does Sam use this emoji?* (He hopes his performance review will go well.)
- Ask, *What may be the result of a positive performance review?* (more responsibilities, a full-time job offer, a good reference for another job)

1 VOCABULARY

A
- Read the vocabulary title aloud. Reiterate that *performance* refers to a job performance.
- Read the target question. Have Ss share their opinions in pairs.

B
- Say, *Listen to the words that describe qualities that employers want.*
- Play the audio. Pause after *juggle*. Tell Ss to follow along as they listen to the information in the infographic.
- Play the rest of the audio.
- In pairs, have Ss read the infographic again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 125.

OPTION To test spelling of new vocabulary, read the words or play the audio of the individual words. Ask Ss to listen and write them down. Repeat as needed. Then have Ss open their books and check that they have written the words correctly.

TEACHING TIP When studying vocabulary lists, it can be helpful for Ss to identify the parts of speech for each word. Encourage Ss to sort the word sets into nouns, verbs, adjectives, etc. Then have them try to sort categories of words further, into count / non-count nouns, concrete / abstract nouns, compound nouns, etc. Analyzing words on a deeper level will help Ss use and spell them correctly. Invite Ss to keep a separate journal for such word study.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write *noun clauses* on the board. Then write: *My supervisor appreciates what I do.* Read the sentence aloud. Elicit the noun clause (*what I do*) and underline it. Point out that noun clauses begin with relative pronouns like *what, how, that, where, why, who,* etc. They act like nouns.
- Have Ss open their books. Read the title. Then return to the sentence on the board. Ask, *Is this noun clause a subject, object, or complement?* (object)
- Review terminology as needed. Say, *An object of a sentence follows the main verb. Prepositions are words like* with, in, on, *etc. A subject is a noun that performs the action of the main verb in a sentence. A subject complement follows a linking verb, for example* be, become, seem. *An adjective complement modifies an adjective.*
- In pairs, have Ss take turns reading the example sentences and uses. Tell them to underline the noun clauses.
- Monitor. Ask Ss guiding questions as needed: *What verb does the noun clause follow? What preposition does the noun clause come after? What verb follows the noun clause? What form of* be *does the noun clause follow? What adjective does the noun clause follow?*
- Ask a volunteer to read the note. Return to the example sentences. Ask, *Can any of these clauses stand on their own as sentences?* (no) Reiterate that they need to be attached to a main clause.
- Then ask Ss to complete the rules in pairs.
- Call on Ss to read the completed explanations aloud and say which example sentence helped them choose the correct answer. Offer feedback as needed.

B
- Ask for a volunteer to read the example sentence aloud.
- Give Ss time to analyze the sentence in pairs. Write it on the board.
- Call on volunteers to identify the clauses. Underline *what's…communication.* Then circle *What's most important* and *that we maintain open lines of communication.* Ask Ss to reference the grammar chart to provide reasons for their answers.

TEACHING TIP Encourage Ss to look for examples of the grammar covered in class in authentic sources. For example, urge them to notice noun clauses used in newspaper articles, song lyrics, movie dialogues, etc. This will make real the choices being made when using language to express ideas.

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3 CONVERSATION SKILL

A
- Have Ss look at the picture on this page and describe what they see. Then ask, *Which vocabulary words from page 6 do you see depicted in this picture?* (collaboration, upbeat) Ask, *Is this the type of workplace that you like? If not, describe the kind of work setting that you like.*
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Ask, *What are other ways you can make a suggestion?* (Why don't we…, What about…, Would you like to…, Shall we…, Let's…) Add them to the board.
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
- Clarify any new vocabulary, such as *easier on the eye* (easier to look at, more attractive).
- Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud. Then ask, *Do the speakers agree or disagree with the suggestions?* (They all agree.) *Do you think these are good suggestions?* Call on volunteers to share their opinions.

OPTION If Ss need support, go over the verb forms that follow each expression: *Could you* + base form; *How about* + gerund; *If I were you, I'd* + base form; *It might be better if* + subject + simple present; *Have you considered* + gerund; *What if* + subject + simple past; *Why not* + base form.

B
- Say, *I'm really nervous about my performance review tomorrow. I can't calm down.* Elicit suggestions. Tell Ss to use expressions from the conversation skill box. (For example, S: Have you considered meditating? Why not take a yoga class? T: Good idea!)
- Have Ss complete the exercise in pairs. Circulate and provide help as necessary.

EXTENSION Have Ss role-play four more conversations using the remaining expressions in the conversation skill box. Tell Ss that they can ask for suggestions on any topic. Offer support on forming the suggestions.

4 CONVERSATION

A
- Read the instructions. Ask, *What do you think Sam and his boss María are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Go over the answers. Ask, *Were your predictions correct?*

B
- Give Ss time to preview the instructions and headings.
- Play the audio again. Tell Ss to take notes as they listen. Bring the class together and write on the board: *I've noticed you have a tendency to work alone.* Ask, *What does* a tendency to do something *mean?* (to have a predisposition toward acting a certain way) Elicit additional examples, such as *He has a tendency to exaggerate.*
- Go over the answers in the chart. Ask, *Does Sam accept the challenge María proposes?* (yes)
- Take a class poll. Ask, *In your opinion did, Sam get a good review?* Call on Ss to explain their opinion.

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

5 TRY IT YOURSELF

A
- Read the instructions aloud. Model the activity, writing on the board as you speak. Say, *Problem: Peter is impatient with the customers sometimes. Solution: Have him review the procedure manual; have him train to anticipate scenarios with customers. Feedback: Tell him to focus more on the customers and making sure they are satisfied.*
- Have Ss take notes with their own ideas.
- Circulate as Ss work and assist as needed.

B
- In pairs, have Ss use their notes to role-play the performance reviews. Clarify that pairs will do two role plays, one for each S's notes.
- Remind Ss to use expressions from the conversation skill box as the manager gives suggestions to the problematic staff member.
- Monitor. Listen for the correct use of noun clauses as the manager and staff member speak. (For example, You know that we've had some unhappy customers. I'm concerned that you are not meeting all your job requirements.)

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to performance
- ✓ using noun clauses correctly
- ✓ using expressions to make polite suggestions

EXIT TICKET Say, *Praise an employee for an accomplishment and give a suggestion for improvement.* In pairs, have Ss take turns role-playing. Remind them to use the target vocabulary from 1B and noun clauses to share their ideas. Monitor. Listen and take notes on areas for review and extra practice.

3 CONVERSATION SKILL

Make suggestions

Use expressions like these to make polite suggestions:

Could you…?	*Have you considered…?*
How about…?	*What if…?*
If I were you, I'd…	*Why not…?*
It might be better if…	

A ▶01-04 Read the conversation skill. Listen. Notice the words the speakers use to make suggestions. Complete the sentences that you hear.

1. Why not write down questions as you're listening?
2. Have you considered replacing this green background with a lighter color?
3. It might be better if you send the agenda for the next meeting in advance.

B PAIRS Student A: Identify a problem. Student B: Respond with a suggestion. Use an expression from the conversation skill box.

4 CONVERSATION

A ▶01-05 Listen. What do María and Sam talk about? Sam's achievements and challenges

B ▶01-05 Listen again. Complete the chart with information from Sam's performance review.

Accomplishments	wrote copy for the customer services pages that covered all topics; contributed to the effectiveness of the website; presented the information in a direct, easy-to-read style; because he is a cyclist, he knew the kind of information that potential customers would be looking for; was able to make those pages speak to the target audience
Problems	a tendency to work alone; not a team player
Challenges	become a team player; actively participate in meetings; take more initiative

C ▶01-06 Listen. Complete the conversation.

María: You always fully complete your assigned work. That's important. But I've noticed you have a tendency to work alone. Could you think of some ways to better engage with the team? Collaboration is an important part of what we do here.

Sam: OK. I hear what you're saying. I'll try to think of some ideas.

María: That's great. And actually, that leads me to my next point. Overall, I'm looking for more initiative on your part. As one of your new challenges, I'd like you to identify ways that you can contribute to upcoming projects and discuss them with me.



5 TRY IT YOURSELF

A THINK Imagine that you are the manager of an electronics store, a restaurant, or a customer service call center, and that one of your staff members has a performance problem at work. What is the problem? What are two possible solutions to the problem? What advice or feedback would you offer? Take notes.

B ROLE PLAY Student A: As a manager, give feedback and suggestions to your staff member during a performance review. Student B: Respond. Use the conversation in 4C as a model.

☐ I CAN TALK ABOUT PERFORMANCE.

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LESSON 2 TALK ABOUT CHALLENGES



SAM BENNETT

@SamB

Just started a 30-day challenge. I'm limiting social media to 15 minutes a day.

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about 30-day challenges?

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

Journal | March 2021 Logout

My 30-Day Chocolate Challenge

Day 1: Today marks day 1 of 30 days without chocolate. **For one reason or another**, I've put off my no-chocolate challenge. But no more excuses. Today's the day I **take the plunge**.

Day 5: Am I counting the days? Yes! This is not easy but day 30 is circled on my calendar. **The end is in sight**.

Day 9: I feel like I'm starting to **build momentum**. Life without chocolate is getting a little easier.

Day 15: Things **aren't going my way** today. It's one problem after another. But there's no stopping now.

Day 23: Feeling more confident. I might **raise the bar** on my next challenge and go from no-chocolate to sugar-free.

Day 29: Unbelievable! I almost had a **setback**! There were double chocolate cupcakes in the office today, but I didn't have one bite. Luckily, I resisted the **temptation**.

Day 30: I did it! Thirty days without chocolate. And I found time to **map out** my next challenge.

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

2 LANGUAGE CHOICES More ways to express future time

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

In addition to *will* and *be going to*, there are several other ways to express future time.

Example sentences

1. I can't talk right now. I**'m about to go** to my yoga class.
2. There's no way I can give up caffeine. I**'m not about to try** that challenge.
3. I**'m on the brink of collapsing**. / I**'m on the verge of collapsing**.
4. Things **are bound to change**. It can't stay this way forever.
5. This challenge **is due to end** soon. My next challenge **isn't due to start** until next month.
6. All employees **are to attend** a meeting this afternoon. You **are not to arrive** late.

More ways to express future time

- *About to*, *on the brink of,* and *on the verge of* are about the (**near**) / **distant** future.
- *Not about to* means **prepared** / (**unwilling**).
- If something is *bound to happen*, it is (**likely**) / **unlikely**.
- If something is *due to happen*, it is (**expected**) / **unplanned**.
- Use *be to* for **friendly suggestions** / (**official instructions**).
- Use *be not to* when something is **unexpected** / (**prohibited**).

>> FOR PRACTICE, PAGE 126

B Rewrite the sentences using other ways to express the future. Explain how your sentences modified the meaning or changed the emphasis.

Runa is going to start training for a marathon soon. The marathon will take place on May 20.

Possible answers: First sentence: Runa is about to train for a marathon. / Runa is on the brink / verge of training for a marathon.; Second sentence: The marathon is due to take place on May 20. / The marathon is to take place on May 20.

LESSON 2 TALK ABOUT CHALLENGES

- Read the lesson title. Review that a challenge is something needing mental or physical effort in order to be overcome.
- Read the social media message aloud. Ask, *What is Sam challenging himself to do?* (limit social media to only 15 minutes each day) *How long will he do this?* (for 30 days) *Do you think he will continue to do this after 30 days? Could you limit social media to 15 minutes per day?*

1 BEFORE YOU LISTEN

A
- Read the question aloud. Give Ss time to discuss in pairs.
- Take a class poll. Ask, *Have you ever participated in a 30-day challenge?* Call on Ss to share.

CULTURE NOTE The goal of 30-day challenges is to try doing something differently every day for 30 days. These challenges don't always work, but if you commit to something, it can lead to changing bad habits or trying something new.

B
- Have Ss look at the journal. Ask, *What do you see in this journal* (a person's notes from a 30-day chocolate challenge) *What did the person do?* (not eat chocolate for 30 days) *Would this be difficult for you?* Invite Ss to share.
- Have Ss preview the bold 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 challenges.* Play the audio and pause after *map out.*
- Say, *Now listen to the information in the journal.* Play the rest of the audio.
- Have Ss define the terms in small groups. Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 126.

OPTION In pairs, have Ss replace the bold words with their own words that have the same meaning. (For example, for various reasons; decide to do something after thinking about it for a long time; I can see the end; move forward faster; aren't going the way I want them to go; increase expectations; a problem that interrupted my progress; desire; plan the details of)

2 LANGUAGE CHOICES

A
- Read the title, the instructions and the note aloud.
- Analyze the sentences in item 1. Ask, *Why can't the person talk right now?* (The person is preparing to go to the class.) Point out that certain expressions give the option to say more specifically when or how soon a future event will take place. Suggest a few more examples with *about to.* For example, *We're about to do some grammar exercises; I'm about to buy a house; I was about to cross the street when I saw Helen.*
- In pairs, have Ss read the example sentences and analyze the meaning in each. Then have them choose the correct answers in the chart.
- Call on Ss to read the completed explanations in the chart aloud and say what context clues helped them choose the correct answer.
- Further explain expressions in the chart as needed. Ask, *Does* not about to *mean the opposite of* about to*?* (No, it means not willing, whereas *about to* means ready to do something very soon.)
- To focus on structure, ask, *Which expressions are followed by a gerund?* (on the brink of, on the verge of) *Which are followed by the base form?* (about to, not about to, bound to, due to, be + to, be + not to)

B
- Read the instructions. Ask for a volunteer to read the example sentences aloud. Ask, *What future forms do you see?* (future with *be going to;* future with *will*)
- Give Ss time to rewrite the statements individually. Then have them compare with a partner.
- Bring the class together and call on volunteers to write the possible answers on the board.
- Then write, *Runa is bound to start training for a marathon.* Ask, *Is the meaning the same?* (No, it means that she is likely to; it's less certain than the original statement.)

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note. Elicit or explain that intonation refers to the rising and falling of the voice when speaking. Model falling intonation: *His name is Dan.* Model rising intonation: *Is your name Dan?*
- Play the audio for the note. Reiterate that all rhetorical question types have falling intonation.
- Model a couple more rhetorical questions and write them on the board: *Are you crazy? How could you forget? Who cares?*

OPTION To reiterate the contrast between falling and rising intonation, write on the board:

A: So, I failed the test. Who cares?

B: Who cares? How can you say that?

Call on a volunteer to model the conversation with you. Demonstrate the difference between the two different intonations of *Who cares?*

B
- Tell Ss to notice the final intonation in each question.
- Play the audio. Have Ss listen and repeat. If necessary, clarify that *give it a shot* means to try it.

C
- Read the instructions. Have Ss look back at the intonation arrows in 3B for reference. Then have them listen and draw arrows individually.
- Tell Ss to take turns saying the questions in pairs.
- Call on volunteers to read the questions for the class.

EXTENSION In pairs, have Ss think up five additional rhetorical questions and practice falling intonation. (For example, Do you want to make more money? Aren't you glad it's not raining?) Circulate as Ss work and correct Ss.

4 LISTENING

A
- Tell Ss they are going to listen to an episode of a podcast called *You Can, Too.* Write the title 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. Go over 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 title and the skill.
- Then read the first example in the box, using falling intonation. Ask Ss to repeat. Do the same for the other examples.
- Focus on the chart. Call on a volunteer to read the purposes listed. For the second listening of the podcast, tell Ss to listen specifically for rhetorical questions.
- Play the audio. Have Ss fill in the chart.
- Go over the answers as a class.

C
- For the third listening, tell Ss they will listen for details.
- Play the audio. Have Ss complete the exercise individually and then compare answers in pairs.

D
- In pairs, have Ss recall challenges from the podcast and sort them into easy and difficult, giving reasons.
- Bring the class together and have pairs share. Ask, *Which 30-day challenge could you imagine doing someday?*

5 TRY IT YOURSELF

A
- Ask the target questions. Tell Ss to take notes individually.

B
- Have Ss discuss in pairs. Circulate as Ss work.
- Bring the class together and invite all Ss to share which challenge they chose.

C
- Read the instructions. Refer Ss to the journal in 1B on page 8 for a model of notes they could take.
- Ask, *Will anyone accept the challenge of doing the 30-day challenge they chose? Do you predict you will last 30 days?*

EXTENSION Play the last part of the audio: *Thanks for listening. As always, I'd love to hear from you. Please share your 30-day challenge experiences @ youcantoopod.* Tell Ss to imagine how they did on their challenge and write a short description.

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 challenges
- ✓ using more ways to express future time
- ✓ using falling intonation in rhetorical questions

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask them to imagine they are doing a 30-day challenge. Have them write two journal entries about what they are experiencing: *Day 4* and *Day 26.* Remind Ss to use different future expressions and the target vocabulary from 1B. Collect cards as Ss leave. Read the cards to identify areas for review.

3 PRONUNCIATION

Final intonation in rhetorical questions

Rhetorical questions usually end with falling intonation. Pitch usually rises on the last important word and then falls to the end of the question. Final falling intonation is common in both rhetorical *Wh-* questions and in rhetorical *yes/no* questions.

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

B ▶01-10 Listen. Notice the final intonation. Then listen and repeat.

1. Do you ever want to sleep again? You have to cut back on caffeine.
2. What do you have to lose? You should give it a shot.

C ▶01-11 Listen. If the question ends with falling intonation, draw a ↘. If it ends with rising intonation, draw a ↗.

How do you want to change your life? ↘ Do you want to limit social media? ↘ Do you want a healthier lifestyle? ↘ Do you want a better job? ↘ Oh, but before we start, could someone turn off the lights? ↗

4 LISTENING

LISTENING SKILL Listen for rhetorical questions

Speakers sometimes ask rhetorical questions to focus listeners' attention on organization or on a specific point. For example:

Are you ready for a change?

What's the point of this example?

Where do we go from here?

A ▶01-12 Listen. What is the topic of the podcast? 30-day challenges

B ▶01-12 Read the Listening Skill. Listen again for rhetorical questions. Complete the chart.

Rhetorical questions	Purpose
So, what is a 30-day challenge, and why should you consider doing one?	to introduce the topic of the podcast
What's the motivation for taking these challenges?	to focus on why people do 30-day challenges
So, are you ready for your own 30-day challenge?	to focus on tips for completing a 30-day challenge

giving up caffeine or fast food, riding a bike to work, taking an early morning walk, working out, reading for enjoyment, keeping a gratitude journal

C ▶01-12 Listen again. Answer the questions. *Possible answers:*

1. How do people decide what they will do for their 30-day challenge? They choose an activity that they have wanted to do, but they have put it off. The activity can be for fun or self-improvement.
2. Why is 30 days a good length of time for a challenge? Thirty days is long enough to present a challenge, but short enough to make the challenge seem possible.
3. What are some examples of 30-day challenges?
4. If someone wanted to plan a 30-day challenge, what tips would you recommend? define your goal, choose something meaningful, have a plan, start small, prepare, remain positive, keep going

D PAIRS REACT Which of the examples mentioned in the podcast seem easy? Which seem difficult? Why?

5 TRY IT YOURSELF

A THINK Create a 30-day challenge for yourself. What is your motivation for doing this challenge? What can you do to prepare for it? Take notes.

B DISCUSS In small groups, discuss your ideas from 5A.

C EVALUATE Keep a daily journal of your 30-day challenge. At the end of 30 days, read your journal and take notes on the following: the outcome of your challenge, reasons for the outcome, and ideas for your next challenge. Report to the class.

I CAN TALK ABOUT CHALLENGES.

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LESSON 3 DISCUSS WORLD PROBLEMS



SAM BENNETT

@SamB

Just read an article about a man who invented a way to create water out of nothing! Amazing what people can do when they put their minds to it.

1 BEFORE YOU LISTEN

A PAIRS THINK Can you think of any recent inventions that solve a problem in any of the following fields: education, the environment, healthcare, transportation?

B 01-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

a monumental effort	specialist expertise	a spin-off	vulnerable
galvanize	a breakthrough	crowdsourcing	a norm
an innovation	renewable energy	a small-scale initiative	tangible

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

2 LANGUAGE CHOICES Preparatory subjects: *it*, *here*, and *there*

A Read the example sentences. Then complete the chart with *it*, *here*, and *there*.

Example sentences

1. **It** seems impossible to solve that problem. **It** will take a lot of effort.
2. **It** turned out that the winner was disqualified.
3. **It** takes a lot of time and effort to galvanize people.
4. **Here**'s some information about crowdsourcing. **It**'s really interesting.
5. **Here** are your registration forms. **It** takes only a few minutes to complete them.
6. **There'**s a lot more interest in renewable energy now than **there** used to be.

We use *it, here,* and *there* as preparatory subjects. In sentences with *it,* the real subject is often an infinitive or *that*-clause. In sentences with *here* and *there*, the real subject usually comes after the verb.

Preparatory subjects: *it, here*, and *there*

- Use ___it___ + *takes* to talk about what is needed in order to finish something.
- Use ___there___ + *be* + a noun to show that something exists.
- Use ___here___ + *be* + a noun when giving or presenting something to someone.
- Use ___it___ + *be / seem* + an adjective to describe something.
- Use ___it___ + *turn out* to express a result.
- Always use a singular verb with ___it___ .
- With ___here___ and ___there___ , the verb agrees with the noun that follows.

>> FOR PRACTICE, PAGE 127

B PAIRS *Here* is used in a lot of idiomatic expressions. Read the following sentences. Discuss the meaning of each.

Here you go. / Here you are.
Here's to you.
Here goes.
Here's the thing…
Here I am!

We use *Here you go* and *Here you are* to give something to someone. *Here goes* is used when someone is about to try something that they feel nervous about. A similar idiom is *Here goes nothing.* We use *Here I am* when someone is looking for us. *Here's to you* is a way to wish someone luck or success, especially in the context of a celebration such as a birthday, wedding, or anniversary. We use *Here's the thing* when we are about to explain a situation.

LESSON 3 DISCUSS WORLD PROBLEMS

- Read the lesson title. Call on a volunteer to read the social media message aloud. Ask, *What do you think Sam means by* create water out of nothing? Have Ss share ideas in pairs, such as *harvest water from the air.*

1 BEFORE YOU LISTEN

A
- Read the instructions aloud. Write on the board: *education, the environment, healthcare, transportation.* In pairs, have Ss brainstorm problems in these fields. Allow Ss to search online if they have difficulty thinking of recent inventions that solve these problems.
- Bring the class together. Write Ss' ideas 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.
- Say, *You will hear the vocabulary words with example sentences.* Play the audio. Then say each word again and have them repeat.
- 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.
- Clarify the meaning of any new or unfamiliar terms, such as *virtual assistant* (either a person who performs administrative tasks from a remote location or an app on a mobile device that assists with tasks) and *pickpocketing* (the action of stealing things from people's pockets and bags).
- Go over the vocabulary definitions as a class. You can also refer Ss to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 127.

⋯ **OPTION** Test Ss' ability to spell the new vocabulary. Say each word, then an example sentence, then repeat the word. Ss write the words. Then, in pairs, have them compare their spelling of the different words. Bring the class together and call on volunteers to write words on the board for others to check. Elicit corrections as needed.

2 LANGUAGE CHOICES

A
- Read the title aloud. Ask for volunteers to read the example sentences for the class.
- Read the note. Write this sentence from the note on the board: *In sentences with* here *and* there, *the real subject usually comes after the verb.* Elicit the real subjects in sentences 4, 5, and 6. (4. some information about crowdsourcing; 5. your registration forms; 6. a lot more interest in renewable energy) Then write this sentence from the note on the board: *In sentences with* it, *the real subject is often an infinitive or* that*-clause.* Elicit the real subjects in items 1, 2, and 3. (1. to solve that problem; 2. that the winner was disqualified; 3. to galvanize people)
- Say, *Based on the example sentences, complete the explanations in the chart.*
- In pairs, have Ss read the example sentences again and complete the chart.
- Call on Ss to read the completed explanations aloud and say which example sentence(s) helped them guess the correct answer.

⊕ **EXTENSION** Elicit additional examples for each rule in the grammar chart, to make sure Ss understand the uses. Ss can work in small groups or as a class. (For example, It took a long time to calm down the patient; There are three doctors in this practice; Here are the documents that you asked for; It seems unusual that you didn't receive my invite; It turns out that my account was hacked; Here is the article we published last year.)

B
- Read the instructions aloud. Give Ss a few minutes to discuss meanings in pairs.
- Then bring the class together and call on Ss to share. Refer to the answer key for a detailed explanation of each idiomatic expression.

⊕ **EXTENSION** In pairs, have Ss improvise conversations using the idioms. (For example, A: Hi, I'd like a small coffee and a chocolate donut. B: Here you are / go. That'll be $2.50.)

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3 VIDEO TALK

A • Have Ss look at the picture. Ask, *What do you see?* (news headlines, words specifically related to environmental problems)
- Read the target question aloud. Ask, *Is anyone familiar with XPRIZE and HeroX?*
- Play the audio or video. Then have Ss answer the questions in pairs.
- Go over the answers as a class.

⊕ **EXTENSION** Play the introduction to the talk one more time. Ask, *What sentence is a rhetorical question?* (But how can we galvanize the world's brightest minds into action?) Ask, *Does the intonation fall in this question?* Let Ss listen one more time.

B • For the second listening or viewing, tell Ss they will listen for specific details about XPRIZE and HeroX.
- Bring Ss' attention to the Note-taking Skill about creating a matrix chart. Read it aloud. Point out that a matrix chart shows relationships between two or more items.
- Copy the chart on the board. Point out the headings. Ask, *Which two things will be studied in this matrix chart?* (XPRIZE and HeroX)
- Play the audio or video again and have Ss fill in the chart. If necessary, stop the audio or video after the XPRIZE section and play it again before continuing to the HeroX section. Let Ss listen multiple times if appropriate.
- Clarify or explain any new vocabulary, such as *spillage* (liquid like oil being spilled), *oil rig* (a large structure on the land or in the sea, which has equipment for getting oil from under the ground), *to upscale* (to upgrade or raise to a higher level), *to breach* (to break or violate something), and *bright idea* (a unique clever thought).
- Have Ss compare their charts in pairs. Call on volunteers to write answers in the chart on the board.
- Go over the answers as a class. Elicit additional ideas and add them to the chart.

C • Have Ss focus on answering the target question individually. Read the question aloud. Hint that the speaker may have more than one purpose.
- Call on volunteers to share the purpose(s). Then ask, *Do you think the speaker succeeds in her call to action? Is anyone here inspired by this video? Would you like to consider problems that need solving and come up with ideas?*

D • Have pairs discuss their opinions.
- Bring the class together and have Ss support their answers.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud.
- Ask Ss to answer the target question.

5 TRY IT YOURSELF

A • Read the instructions aloud. Ask Ss to take notes individually. If they get stuck, tell them to think of the problems addressed in the video, such as oil spillages, water shortages, and hacking, to help inspire an idea.

B • Have Ss take turns sharing their notes in small groups.
- Encourage Ss to invite others to ask follow-up questions using *Why…* or *How…* to learn more about their classmates' interests. Monitor as Ss work.

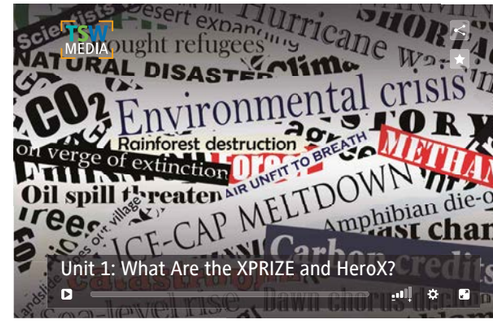
C • Tell groups they will choose one person's idea from the group to write up a description. If the group can't agree, suggest group members present arguments and try to convince their classmates that their idea is the best one.
- Once each group has agreed on a challenge, ask Ss to follow the instructions in the exercise.
- Circulate to make sure groups are on track with their assignment. Give a time limit. Remind Ss that they can incorporate rhetorical questions in their presentation.
- Bring the class together and ask groups to present to the class. Encourage Ss in the audience to ask follow-up questions.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss world problems
- ✓ using the preparatory subjects *it, here,* and *there*
- ✓ asking follow-up questions

EXIT TICKET Have Ss tell you about a world problem and a challenge to overcome it. Tell them to use the preparatory subjects *it, here,* and *there* and some of the target vocabulary from 1B. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

Possible answer: XPRIZE is a non-profit organization that designs competitions which invite participants to work in teams to solve problems related to topics such as healthcare, the environment, robotics, etc. XPRIZE is generally on a large scale and competitors usually require specialist expertise. Teams often consist of engineers, inventors, scientists, etc., and are often funded by entrepreneurs. HeroX is a crowdsourcing platform that is open to the general public. Projects take place on a smaller scale and prize money is often far less than for XPRIZE.

3 VIDEO TALK



A ▶01-15 Listen or watch. What is XPRIZE? How are XPRIZE and HeroX different?

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

NOTE-TAKING SKILL Create a matrix chart

Matrix note taking is a way of organizing notes into a chart format. To create a matrix chart, place the main topics in columns at the top of your chart, and place questions in the left-hand column. This encourages you to be concise, helps you to identify relationships among concepts, and allows you to notice gaps in your notes.

Challenge: The Water Abundance XPRIZE; find an affordable solution to the problem of water shortages in the developing world
Solution: a device that could make water from thin air; uses a shipping container to collect over 500 gallons of water a day at a cost of just 8 cents per gallon

Questions	XPRIZE	HeroX
What is it?	A non-profit organization; designs competitions which encourage participants to solve some of humanity's biggest challenges; reward-driven	a spin-off organization from XPRIZE; similarly competition-based but open to the general public
Who participates?	(often) engineers, inventors, scientists, or academics; projects sometimes funded by entrepreneurs	the general public
What are some example challenges and solutions?	*Challenge:* The Oil Cleanup XCHALLENGE; find more efficient solutions to the problem of spillages from oil rigs and tankers *Solution:* a machine skims the surface of the water and scoops up the floating oil; able to separate surface oil from water	*Challenge:* Hack HeroX; set up to test how vulnerable their own online platform was to hackers; *Solution:* ongoing *Challenge:* EthicsNet challenge; think of an innovative way to teach machines how to be kind *Solution:* a learning system where machines can interact with humans, who provide feedback on social norms

C What is the speaker's purpose? Explain your answer. *Possible answer:* The overall purpose is to inform. However, the speaker ends with a call to action, prompting the audience to consider problems which we need to solve and to come up with ideas.

D PAIRS REACT Do you think these types of challenges are a good idea? Why or why not?

4 DISCUSSION SKILL

Read the discussion skill. Do you use follow-up questions in your discussions now?

Ask follow-up questions

You can help others develop their ideas and opinions in more detail by asking follow-up questions. Useful follow-up questions begin with *Why* or *How*. These prompt thoughtful answers from the speaker and require further justification or explanation of the person's ideas.

5 TRY IT YOURSELF

A THINK What global problems should we be addressing in this age? What challenges would you create, and what incentives would you offer? Take notes.

B DISCUSS In small groups, discuss your ideas from 5A. Ask follow-up questions.

C EVALUATE Decide who has the best idea for a challenge. Work together to write a description of that challenge. Remember to mention the specific problem, solution required, and the prize offered. Present your challenge to the class.

☐ I CAN DISCUSS WORLD PROBLEMS.

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LESSON 4 READ ABOUT VIRAL CHALLENGES



SAM BENNETT

@SamB

Interesting read. I did a viral challenge back in college. It was a hot dog eating contest. I got so sick I'll never eat another hot dog—ever!

1 BEFORE YOU READ

A PAIRS Have you ever watched a viral challenge video? What was the challenge?

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

innocuous	in the wake of	alluring	hardwired	bragging rights	daredevil antics
blindfold	beg the question	be predisposed to	inhibition	kudos	inherent

>> FOR DEFINITIONS, PAGE 156

2 READ

A PREVIEW Look at the title and photo. Predict the information that will appear in the article.

Possible answer: The article might mention something about young people, their attraction to viral challenges, and the risks associated with these challenges.

B ▶01-17 Read and listen to the article. Explain the title.

The title suggests that there is a link between the young person's brain and the temptation to take part in viral challenges.

A RISKY COMBINATION: THE YOUNG PERSON'S BRAIN AND THE LURE OF VIRAL CHALLENGES

Love them or hate them, viral challenges have been all over social media in recent years. These online dares are often harmless fun. Take the Ice Bucket challenge, which involved people throwing buckets of ice water over their heads in the name of charity.

Some viral challenges, however, are less innocuous. The Laundry Pod challenge encouraged participants to eat (yes, eat) a capsule of laundry detergent. This landed dozens of people in the emergency room. In another challenge, people imitated events in the popular film *Bird Box* by doing everyday activities blindfolded. Predictably, this resulted in injuries and at least one auto accident.

In the wake of these incidents, social media companies decided that they had a responsibility to keep users from harm and banned dangerous challenges. However, the popularity of these challenges begs the question: What made them so alluring in the first place? The answer could be human nature. Or, in particular, "young" human nature.

Viral challenge participants are usually between 13 and 25 years old. This is no surprise. The key component of these videos is often risk, and some evidence suggests that young brains are predisposed to taking risks. Various neuroscientific studies have found that teens and young adults may be hardwired to make poor judgment calls. This trait simply reflects their stage of cognitive development.



The pre-frontal cortex of the brain plays an important role in the inhibition of risk-taking behavior. This area analyzes potential risk and gives the all-clear to proceed with an action. However, the pre-frontal cortex does not fully develop until the age of 25, meaning that young people do not have the same capacity as adults when it comes to analyzing risk.

Furthermore, research suggests that most young people have a reward-seeking brain. That is, they are more sensitive to the rewards associated with a goal or challenge than adults are. The bragging rights, the kudos, and the "likes" that can be gained for completing such daredevil antics seem to outweigh the dangers for many young people. Of all the benefits of >>

LESSON 4 READ ABOUT VIRAL CHALLENGES

- Read the lesson title aloud. If necessary, elicit or clarify that a viral challenge is a challenge introduced online that has gone viral, spreading widely by means of social media.
- Read the social media message aloud. Ask, *Can you imagine participating in a hot dog eating contest? Would you do it if there was a big enough incentive, for example, a monetary prize or fame?*

1 BEFORE YOU READ

A
- Read the questions aloud. Ask Ss to share their ideas in small groups.
- Call on Ss to write the names of different viral challenges on the board. Invite Ss to share whether they have heard of or maybe even participated in these challenges.
- Ask Ss to share what they think about viral challenges in general.

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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 156.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Read the title of the article aloud. Elicit or explain that the meaning of *the lure* is the attraction or temptation. Invite Ss to skim the vocabulary words in 1B and find a word that is related to *lure*. (alluring) Review that *alluring* means powerfully attractive.
- Direct Ss' attention to the picture. Ask, *What is this person doing?* Elicit adjectives to describe what the person is doing, such as *reckless, crazy, stupid, irresponsible*.
- Read the target question. Invite Ss to make predictions.

B
- Have Ss look at the text. Read the target question.
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B. Have them circle words they don't know. Clarify vocabulary or have Ss use a dictionary.
- Write *judgment call* on the board. Ask, *Are you familiar with this term?* Elicit or explain that a judgment call is a decision you make based on your own personal instinct. There are no rules to follow.
- In pairs, have Ss interpret the meaning of the title. Then bring the class together and discuss.
- Then ask, *Were your predictions in 2A correct?*

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE NOTE Ss may have heard the colloquial expression *Challenge accepted!* It is often used when someone says that something is impossible or shouldn't be done. For example, A: You can't write this essay in three hours. B: Challenge accepted!

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions 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 (or does someone you know) have a reward-seeking brain? What risky things have you or this person done?*

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

B
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and answer choices aloud and choose the answers.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on Ss to read it aloud.
- Tell Ss they will reread the article and work individually to check, underline, and question. Give Ss sufficient time to complete the task.
- Then have them compare answers in pairs.
- Bring the class together and have Ss share questions about the topic. Encourage Ss to suggest answers to these questions.

EXTENSION Write on the board: *Did you find any of the information in the article surprising?* Invite Ss to skim the article one more time and write exclamation points (!) next to things that surprised or shocked them, such as *eating a capsule of laundry detergent; doing everyday activities blindfolded*. Then, in pairs, have Ss share.

D
- In pairs, have Ss take turns retelling the most important points in the article. Instruct them to use their own words. Remind Ss that a summary should only include what the original author wrote, not Ss' own personal opinions or thoughts.
- Challenge Ss to complete their summary without looking at the original article. Circulate and assist as needed.

EXTENSION For homework, have Ss write a summary of the article. Tell Ss to begin the summary by naming the title of the article. Review that an article title needs to appear in quotations. Point out that if there were an author name listed in the article it would also be included in the introductory line of the summary. (For example, The article "A Risky Combination: The Young Person's Brain and the Lure of Viral Challenges" by Author Name is about…) Collect summaries and offer individual feedback.

EXTENSION For homework, ask Ss to do online research about the social media ban on viral challenges, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information. Tell them to be prepared to then share what they found with the class.

4 MAKE IT PERSONAL

A
- Read the instructions aloud. If possible, give Ss time to do further research on social media bans online. Encourage them to take notes.
- If Ss don't have the option to research online, allow Ss to work in groups to pool their knowledge about the social media ban on dangerous viral challenges. However, have them take notes individually.
- Circulate 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, not entire sentences or paragraphs.

B
- If Ss already worked in groups in 4A, be sure to shuffle Ss into new groups.
- Have groups designate note takers to combine each person's ideas into one list.
- Tell Ss to take turns sharing their notes. Remind Ss to give reasons that support why certain content should be banned.
- After Ss speak, remind them to ask others follow-up questions.

C
- Tell groups they will write up a fair use policy, using the information gathered by the note taker.
- Call on a volunteer to read the example text aloud.
- Then have groups discuss and note takers draft the policy.
- Bring the class together and have groups present their policies. Time permitting, have them also give reasons for their choices.

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 thoughts on social media bans. 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.

social media, the chance of social recognition is seen as particularly attractive.

Beyond the science, there may be other elements involved in making viral challenges popular. One is a fear of missing out on the latest trends. Many young people are constantly connected to social media. Disconnecting can cause anxiety and a feeling that they might miss something important. Some studies report that this social anxiety is one of the main causes of social media addiction among young people. Their constant online presence means more exposure to viral challenges and perhaps a stronger desire to participate.

Whether the main factor compelling young people to take part in these challenges is social or cognitive, findings suggest that it is inherent. They have a built-in tendency towards risk-taking, and risky viral challenges merely add fuel to the fire.

3 CHECK YOUR UNDERSTANDING

Possible answers:
1. The pre-frontal cortex is not fully developed in young people, meaning they may make poor judgment calls. Young people have a reward-seeking brain—they value the kudos they receive by undertaking viral challenges more than adults do. Young people are constantly connected to social media, meaning more exposure to viral videos.
2. It means you are sensitive to the rewards associated with a goal or challenge. You value the social recognition and acceptance gained from your actions.
3. The more we use social media, the more we are exposed to viral challenges. This may increase our desire to participate in these challenges.

A Answer the questions, according to the article.

1. What are three reasons that teens take part in viral challenges?
2. What does having a "reward-seeking brain" mean?
3. How might social media use lead to participation in viral challenges?

B CLOSE READING Reread lines 55–59 in the article. Then circle the correct answers.

1. In the phrase, "…, findings suggest that it is inherent," what does the word *it* refer to?
   a. whether taking part in challenges is social or cognitive
   b. taking part in these challenges
   c. challenges in general
2. Which sentence means "…risky viral challenges merely add fuel to the fire"?
   a. Viral challenges make teenagers take risks they wouldn't take otherwise.
   b. Viral challenges make teenagers take even more dangerous risks.
   c. Teenagers already have a problem with risk-taking–viral challenges make this worse.

C Read the Reading Skill. Then reread the article and follow the steps in the box.

D PAIRS Summarize the article in 3–5 sentences.

READING SKILL Check-Underline-Question

Evaluating our existing knowledge of a topic helps us focus on new information, understand what we have learned, and identify what else we wish to know about a topic. As you read, follow these steps:
1. Put a checkmark next to the information that you already knew.
2. Underline any information that is new and useful.
3. Write three questions about the topic.

4 MAKE IT PERSONAL

Find out more about the social media ban on viral challenges.

A THINK Do you agree with social media bans on viral challenges? What other kinds of content do you think should be banned? Why? Complete the chart.

Type of content	Reason

B GROUPS Discuss your ideas from 4A. Give reasons to support your ideas.

C EVALUATE In the same groups, use your ideas from 4A to draft a fair use policy for users uploading content to a social media video network. Present your policy to the class.

Users must not upload videos that include graphic violence.

☐ I CAN READ ABOUT VIRAL CHALLENGES.

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LESSON 5 WRITE A NARRATIVE ESSAY



SAM BENNETT

@SamB

Sometimes we choose challenges, and sometimes they just happen to us. Builds character either way.

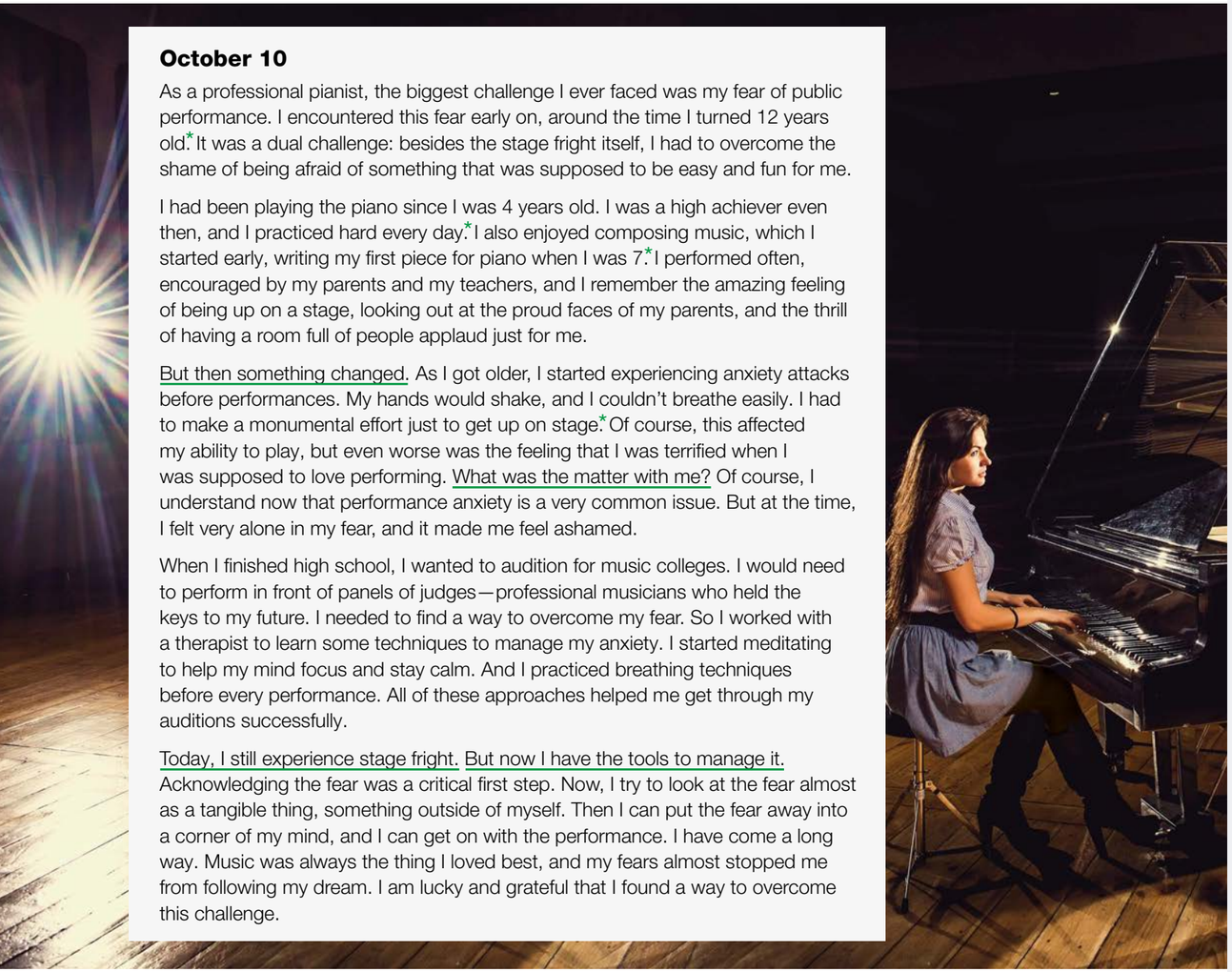
1 BEFORE YOU WRITE

A Read about narrative essays.

A narrative essay tells a story in a formal, structured way. It typically has a five-paragraph structure with an introduction, three body paragraphs, and a conclusion. Narrative essays can cover a wide range of topics, which are often personal in nature. They are often required as part of a college admissions application.

B Read the model. What challenge does the writer describe? Was she able to overcome it?

The writer describes a fear of public performance. Yes, she was able to overcome her fear.



October 10

As a professional pianist, the biggest challenge I ever faced was my fear of public performance. I encountered this fear early on, around the time I turned 12 years old.* It was a dual challenge: besides the stage fright itself, I had to overcome the shame of being afraid of something that was supposed to be easy and fun for me.

I had been playing the piano since I was 4 years old. I was a high achiever even then, and I practiced hard every day.* I also enjoyed composing music, which I started early, writing my first piece for piano when I was 7.* I performed often, encouraged by my parents and my teachers, and I remember the amazing feeling of being up on a stage, looking out at the proud faces of my parents, and the thrill of having a room full of people applaud just for me.

But then something changed. As I got older, I started experiencing anxiety attacks before performances. My hands would shake, and I couldn't breathe easily. I had to make a monumental effort just to get up on stage.* Of course, this affected my ability to play, but even worse was the feeling that I was terrified when I was supposed to love performing. What was the matter with me? Of course, I understand now that performance anxiety is a very common issue. But at the time, I felt very alone in my fear, and it made me feel ashamed.

When I finished high school, I wanted to audition for music colleges. I would need to perform in front of panels of judges—professional musicians who held the keys to my future. I needed to find a way to overcome my fear. So I worked with a therapist to learn some techniques to manage my anxiety. I started meditating to help my mind focus and stay calm. And I practiced breathing techniques before every performance. All of these approaches helped me get through my auditions successfully.

Today, I still experience stage fright. But now I have the tools to manage it. Acknowledging the fear was a critical first step. Now, I try to look at the fear almost as a tangible thing, something outside of myself. Then I can put the fear away into a corner of my mind, and I can get on with the performance. I have come a long way. Music was always the thing I loved best, and my fears almost stopped me from following my dream. I am lucky and grateful that I found a way to overcome this challenge.

C PAIRS Discuss. What is the main idea of each paragraph?

Possible answers: **Paragraph 1:** A professional pianist describes how she experienced stage fright and the shame that surrounded it. **Paragraph 2:** She describes how she came to love music and her initial love of performing. **Paragraph 3:** She describes how her fear of performing in front of others developed and how she felt alone and ashamed. **Paragraph 4:** She describes her need for overcoming this fear and the steps should took to help herself. **Paragraph 5:** She concludes her thoughts about stage fright and how she now has the tools to manage her fear.

LESSON 5 WRITE A NARRATIVE ESSAY

- Read the lesson title. Then call on a volunteer to read the social media message aloud.
- Ask, *What does Sam mean when he says that sometimes challenges happen to us?* (We sometimes face unexpected hardships.) Elicit some examples of challenges we don't seek out. (For example, getting sick, losing a friend or a family member, having problems with money)
- Ask, *What do you think Sam means when he says "Builds character either way"?* Invite Ss to speculate. (For example, Whether we seek out a challenge, or it happens to us, we grow from the experience and become stronger.)

LANGUAGE NOTE *Building character* refers to developing traits like endurance, courage, and self-reliance. Often when there are setbacks in life, we are forced to try harder. As a result, we learn from the challenge and become better people in general.

TEACHING TIP As Ss well know, social media allows for more informal language and shortened forms. When reading social media messages throughout the units, invite Ss to analyze the abbreviated statements and decide how to state them fully. Encourage them to interpret tense if the verb is missing. Always remind Ss to avoid such abbreviated forms in standard writing.

1 BEFORE YOU WRITE

A
- Ask for a volunteer to read the text about narrative essays aloud for the class.
- Ask, *Who has written a narrative essay before?* Ask for volunteers to share what their narrative essays were about and why they were writing them. (For example, for a class, to apply to school)

B
- Have Ss look at the picture and describe what they see.
- Have Ss follow along in their books as you read the narrative essay aloud for the class.
- Ask the target questions. Elicit the answers.

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

C
- Read the instructions aloud. Before Ss look for main ideas, review the parts of an essay. Ask, *What does the first paragraph of an essay do?* (introduces the topic) *What do the body paragraphs do?* (tell the story leading the reader to the conclusion) *What does the last paragraph do?* (concludes the topic)
- In pairs, have Ss find the main idea of each paragraph.
- Clarify any new vocabulary, such as *dual* (having two of something or two parts).
- Go over the answers as a class.

D
- Have Ss read the chart and fill in any answers they already know right away. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class. Call on Ss to read their completed sentences.

EXTENSION In pairs, have Ss use the notes in the chart to give a summary of the narrative essay.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Elicit some examples of simple sentences on the topic of overcoming challenges and write them on the board. (For example, I had a problem. I was afraid of the future.) Then elicit some examples of complex sentences. (For example, Before I could overcome my fear, I had to learn to focus on the present.)
- Read the instructions. Have Ss identify the sentences individually and then compare answers in pairs.
- Go over the answers as a class.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Have Ss draw their own chart using the chart in 1D as a model.
- Have Ss complete the chart individually with their own ideas. Suggest that they write full sentences as they outline the stages of the challenge.
- Circulate as Ss work. Provide feedback on structure, vocabulary, and spelling as needed.

B
- Read the Writing tip aloud. Tell Ss to think carefully about how they felt about the particular challenge they are writing about.
- Call on a volunteer to read the example to the class.
- Then have Ss discuss their ideas in pairs. Circulate and prompt Ss to think deeper by asking questions about their topic. For example, *What did you feel when you moved away from home? Were you mostly nervous about making it on your own, or did you have positive feelings as well?*
- Encourage Ss to make additional notes in their charts.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their narrative essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure where paragraph 1 introduces the challenge, paragraph 2 describes what life was like before the challenge, paragraph 3 describes the effects of the challenge, paragraph 4 describes how the person coped with the challenge, and the final paragraph is the conclusion. Assure Ss that if they haven't overcome the challenge yet, they can adjust paragraphs 4 and 5. They don't need to follow the model that closely.
- Ask Ss to look back at 1B. Ask, *What verb tense is used throughout most of the essay?* (past) *Why?* (because she is talking about past experiences) *Why is the simple present used in the last paragraph?* (because she describes how life is now) Tell Ss to be mindful of tense when describing their present or past experiences.

5 AFTER 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 narrative 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 them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- When appropriate, ask Ss to include examples to illustrate different points. Encourage Ss to vary sentence constructions to 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 go over their partner's feedback and make corrections.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their essays 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 challenge to two different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions to learn more about their experience. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

THE CHALLENGE

Fear of ___public performance___

Before the challenge	Effects of the challenge	Coping with the challenge	Result
The writer played ___the piano___ and ___composed___ music. She loved ___performing___.	The writer started getting ___anxiety attacks___. She felt ___ashamed___.	The writer worked with ___a therapist___, started ___meditating___, and learned ___breathing techniques___.	The writer overcame the challenge. She still experiences ___stage fright___ but has the ability to ___manage it___.

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline four examples of short, simple sentences. Put an asterisk (*) at the beginning of four long, complex sentences.

WRITING SKILL Vary sentence construction

To make your writing interesting and engaging, vary your sentence construction. Use long, complex sentences to express complicated thoughts, and use short, simple sentences to make points stand out.

3 PLAN YOUR WRITING

A Think of a challenge that you had to face in your life. It can be a challenge you didn't expect, or one that you chose to take on. Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas.

I'm going to write about when I was a kid and moved to a new city.

Writing tip

In narrative essays, you want to show your unique qualities. Try to look past the surface of the question you are answering and think about how you were affected on a deeper level. For example, the model writer describes not only her fear but also her shame about feeling fear.

4 WRITE

Write a first draft of a narrative essay about the challenge you described in 3A. Remember to vary your sentence construction. 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 clear, five-paragraph structure?
- Is the challenge clearly stated in the introductory paragraph?
- Are the body paragraphs organized chronologically?
- Did the writer make clear whether or not the challenge was overcome, and how?
- Is there variety in the sentence constructions, and are they used effectively?

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 again for overall sense.

☐ I CAN WRITE A NARRATIVE ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Everyone experiences stress in some way. However, stress factors seem to affect age groups differently. Review the data and circle the correct answers.**

Stress factors	Ages 18–29	Ages 40–49	Ages 65+
Conflict with family	28%	37%	35%
Conflict with friends	29%	10%	10%
Conflict with neighbors	6%	6%	4%
Excess responsibilities	65%	54%	46%
Financial problems	47%	52%	42%
Family health issues	24%	36%	53%
Personal health issues	22%	48%	60%

1. Excess responsibilities are most stressful for **18–29** / **40–49** / **65+** -year-olds.
2. Conflict with neighbors is the least stressful for **one** / **two** / **three** of the age groups.
3. Personal health issues are likely to be more stressful among older people because they have **fewer** / **more** / **no** health problems.

B THINK CRITICALLY **Why do different kinds of stress affect people to a greater or lesser extent at different ages? 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 ways people can reduce one type of stress found in the chart.

Step 2 **Evaluate** Choose the best solution. Consider the impact of age on the type of stress and how easy or difficult it would be to reduce it.

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

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about performance
- ☐ Talk about challenges
- ☐ Discuss world problems

Vocabulary
- ☐ Words related to performance

Conversation
- ☐ Make suggestions

Pronunciation
- ☐ Final intonation in rhetorical questions

Listening
- ☐ Listen for rhetorical questions

Note-taking
- ☐ Create a matrix chart

Language Choices
- ☐ Noun clauses as subjects, objects, and complements
- ☐ More ways to express future time
- ☐ Preparatory subjects: *it*, *here*, and *there*

Discussion
- ☐ Ask follow-up questions

Reading
- ☐ Check-Underline-Question

Writing
- ☐ Vary sentence construction

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



Possible answers: Students may likely focus on changes in ability to handle stress relative to age. For example, younger people generally are not as mature and so do not manage stress well. For example, the most common stressor for 18–29-year-olds is excess responsibilities. It is more likely that they are less able to manage their responsibility, not that they have more responsibilities than other age groups. Students may also point out that some stress factors have greater or lesser frequency depending on age. For example, older people are more likely to have health issues and so a greater portion of the population will find this stressful.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud. Ask, *Do you agree that stress affects people of different ages differently? What kinds of things do you feel stress about? Are these things different from things you felt stress about when you were younger?*
- Direct Ss' attention to the table. Ask a volunteer to read the various stress factors. Clarify vocabulary as needed.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. In groups, have Ss discuss. Tell them to consider the data and different scenarios.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. For example, *Why do you think excess responsibility is such a high stress factor for people aged 18–29? Why does this number decrease with age?*
- Bring the class together and have groups report some ideas.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to choose one type of stress factor from the chart and think of ways to reduce this type of stress. Have the note taker record all possible solutions. Encourage Ss not to limit themselves at this point.
- For step 2, have groups evaluate the list of solutions, keeping in mind that different solutions may be appropriate for different ages.
- 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 Allow Ss to search online for information about possible ways to reduce stress caused by the different stress factors.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 ARE YOU A MEMBER?

PREVIEW THE UNIT

LESSON 1	**Talk about stereotypes**	
	Vocabulary	Words related to stereotypes
	Language choices	Passive voice: agent versus no agent
	Conversation skill	Use hyperbole
LESSON 2	**Talk about fandom**	
	Language choices	Causative verbs
	Pronunciation	Stress in causative verb phrases
	Listening skill	Listen for phrases that guide a conversation
LESSON 3	**Discuss bias**	
	Language choices	Active versus passive reporting
	Note-taking skill	Use abbreviations and symbols
	Discussion skill	Build on ideas
LESSON 4	**Read about virtual friendships**	
	Reading skill	Identify key information
LESSON 5	**Write a compare and contrast essay**	
	Writing skill	Use transition words
	Writing tip	Include all ideas in the first draft
PUT IT TOGETHER		
	Problem solving	Consider ways in which people can be more critical about news they encounter

GET STARTED

A
- Write the unit title on the board. Read it aloud. Ask, *Where might you hear this question?* (For example, a gym, a club)
- Read the learning goals aloud.
- Ask the target questions. Write a three-column chart on the board with the headings *social, academic,* and *work.* Invite Ss to share groups they belong to for each category and comment on what the groups mean to them. Finally ask, *Is there any group where membership is particularly significant for you?*

B
- Direct Ss' attention to the picture. Read the target question aloud. Have Ss discuss in pairs and write down words or phrases that describe what the people are feeling.
- Have pairs report back. Call on Ss to write words and phrases on the board. (For example, excited, enthusiastic, energized, ready to celebrate)

C
- Focus on the social media message. Ask, *Who wrote the message?* (Edgar) Have Ss read what Edgar says in *Meet the People of TSW Media* on page 4 or play the video of Edgar. Then ask, *What do you know about Edgar?* (Edgar is from Lima. He's a creative director at TSW. He's good humored and likes practical jokes.)
- Read Edgar's social media message aloud. Read the target questions aloud and have Ss discuss in pairs.
- Bring the class together and ask, *Why might Edgar be making this statement?* (Maybe he has been going through something difficult, and his friends have helped him through it.)

2 ARE YOU A MEMBER?

LEARNING GOALS

In this unit, you
- talk about stereotypes
- talk about fandom
- discuss bias
- read about virtual friendships
- write a compare and contrast essay



GET STARTED

A Read the unit title and learning goals. What social, academic, or work groups do you belong to? What do they mean to you?

B Look at the photo. It shows a group of people reacting to something. Where might these people be and what might they be feeling?

C Read Edgar's message. What does he mean when he says, "lean on others"? Can you think of an example of this from your own life?



EDGAR VELA

@EdgarV

Lucky to have my close group of friends. Life is much easier when you're part of a group. It's nice to lean on others for help sometimes.

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LESSON 1 TALK ABOUT STEREOTYPES



EDGAR VELA

@EdgarV

Is it just me, or is the news media obsessed with millennials?

1 VOCABULARY Words related to stereotypes

A Read the comments on a blog post. What is your definition of a stereotype? How do these people feel about them? *Possible answer:* A stereotype is a common idea of what a type of person is like, which is often not correct. These people all think that stereotypes are wrong.

B ▶02-01 Read and listen. Do you know the words in bold?

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Comments on June 5 blog post "Stereotypes All Around"

Stereotypes are inherently dangerous and are often **debunked**. The **assumption** that all members of a group are identical is impossible to prove. And it's **absurd** to think that you can know how a person will think, feel, or act based solely on **preconceived** beliefs. —Kevin2786

Your blog post shows how **commonplace** stereotypes are, especially in the ads we see every day. They **perpetuate** the idea that women are responsible for housework. It's a **misconception** that women spend their days cleaning and doing laundry. It's unfair to **characterize** women in this way. —LunaM

LunaM, I think it's wrong for you to **sensationalize** this problem. I try to look at things **objectively**. Many ads do show women doing housework, but I've also seen similar ads with men. Still, housework isn't the only example of an inaccurate **generalization** of the roles of men and women. I'm a male nurse. I almost never see anyone like me in ads. Advertisers need to make some **drastic** changes. —NurseJoe234

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

2 LANGUAGE CHOICES Passive voice: agent versus no agent

A Read the example sentences. Underline the passive verb and circle the agent if there is one. Then complete the chart. Check (✓) all the rules that apply.

Example sentences

1. We are constantly surrounded (by stereotypes).
2. By the time I heard about it, the criminal had already been caught.
3. Facebook was invented (by Mark Zuckerberg).
4. The crime was being sensationalized (by journalists).
5. Incorrect assumptions are always going to be made.
6. This problem should have been corrected long ago.

In a passive sentence, the agent is the person or thing that performs the action of the verb. In an active sentence, the agent is the subject. The agent is usually ***not*** included in a passive sentence, or it is written as a *by*-phrase after the verb.

Passive voice: agent versus no agent

Do not include a *by*-phrase in a passive sentence when the agent is _____ .

- ☑ unknown
- ☑ obvious or unimportant
- ☐ the name of an author, inventor, or artist
- ☑ to blame for a situation or problem
- ☐ an unexpected person or thing

>> FOR PRACTICE, PAGE 128

B PAIRS Passive voice sentences can usually be rewritten in the active voice with no change in meaning. Rewrite the example sentences from 2A in the active voice. Then discuss whether each sounds better in the active or passive voice.

1. Stereotypes constantly surround us.
2. By the time I heard about it, the police had already caught the criminal.
3. Mark Zuckerberg invented Facebook.
4. Journalists were sensationalizing the crime.
5. People are always going to make incorrect assumptions.
6. Someone should have corrected this problem long ago.

It usually sounds better to write sentences in the passive voice when the agent is unknown or obvious. When the agent is an artist or inventor, we can use the passive voice to focus the attention on the person's work.

LESSON 1 TALK ABOUT STEREOTYPES

- Read the lesson title. Say, *People with glasses are smart.* Ask, *Is this true?* (no, not all people with glasses are smart) *Do a lot of people believe this?* (yes) *Is this a stereotype?* (yes)
- Ask for a volunteer to read the social media message aloud. Elicit or clarify that millennials are people born between 1981 and 1996. Ask, *How many millennials do we have in this class?*
- Return to the social media message. Ask, *What does it mean that the media is obsessed with millennials?* (There is constantly something about millennials in the media.) *What does* Is it just me? *mean?* (Have only I noticed this?)

CULTURE NOTE The labelling for different generations is as follows:
- Baby boomers: born between 1944 and 1964
- Generation X: born between 1965 and 1980
- Generation Y (millennials): born between 1981 and 1996
- Generation Z: born between 1997 and 2015

1 VOCABULARY

A
- Read the vocabulary title aloud. Then read the target question.
- Instruct Ss to read the comments individually and underline words or phrases that might help them form their definition of *stereotype.* Tell them not to worry yet about understanding all the vocabulary.
- Bring the class together and have Ss share. Then call on volunteers to talk about the three people's opinions about stereotypes.

B
- Say, *Listen to the words that describe stereotypes.*
- Play the audio. Pause after *drastic.* Tell Ss to follow along as they listen to the comments.
- Play the rest of the audio.
- In pairs, have Ss read the comments again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 156.
- For more vocabulary practice, refer Ss to page 128.

OPTION To test spelling of new vocabulary, read the words or play the audio of the individual words. Ask Ss to listen and write them down. Repeat as needed. Then have Ss open their books and check that they have written the words correctly.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write on the board: *The online ad was removed.* Ask, *What was removed?* (the online ad) *Who took it down?* (We don't know.) Then rewrite the sentence: *The online ad was removed by a hacker.* Ask, *Do we know who took it down now?* (yes, a hacker)
- Ask Ss to open their books. Read the note. Then point to the sentence on the board and ask, *What is the agent?* (a hacker)
- Read the instructions. In pairs, have Ss underline the passive verbs and circle any agents. Circulate and assist as needed. Then have them check the boxes in the grammar chart.
- Call on Ss to read the full sentence for each checkmark and say which example sentence(s) helped them choose the correct answer.
- Then focus on the two unchecked boxes. Ask, *Do we include a* by*-phrase in a passive sentence for these scenarios?* (yes) Call on Ss to read the example sentences that have agents. (1, 3, 4)
- Return to the sentence on the board and ask, *Is the agent* by a hacker *important or unimportant?* (important) *Why?* (It names an unexpected person.) Clarify further that the agent provides significant information that the ad was removed by force by an intruder. Say, *If it had simply been an IT employee who took down the ad, would it be important to mention it?* (no) *Why not?* (It would be obvious information because an IT employee would normally perform this job.)

LANGUAGE NOTE Read aloud the phrase *agent versus no agent* and write it on the board. Ask, *What does* versus *mean?* (It's used to indicate two opposing choices.)

B
- Ask for a volunteer to read the instructions.
- In pairs, tell Ss to change the sentences from passive to active. Monitor. Ask guiding questions. For example, *What tense is used in the sentence? What is the agent? If there is no agent, what could be the agent?* If needed, review forming the passive with the different verb forms.
- Bring the class together and have Ss share sentences and which use, active or passive, is better for each sentence.

TEACHING TIP When choosing between active and passive, it is important to think about what you are trying to emphasize. If Ss can't decide if the passive voice is appropriate, tell them to experiment with rephrasing the sentence to see if active may be the more suitable choice. Sometimes if you don't have a clear agent, the passive is preferred.

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3 CONVERSATION SKILL

- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Ask, *What are other examples of hyperbole?* (For example, I have a million things to do today. He's as skinny as a toothpick.)
- Direct Ss' attention to the exercise. Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud. Then ask, *In which conversation does a speaker comment about the hyperbole used?* (In 4, B responds *That's a bit of an overgeneralization* when A says movie stars are all trillionaires.)

4 CONVERSATION

A
- Read the instructions. Have Ss read what Ariya says in *Meet the People of TSW Media* on page 4 or play the video of Ariya. Then ask, *What do you know about Ariya?* (For example, She's an office manager in the New York office.)
- Ask, *What do you think Edgar and Ariya are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually. Clarify the meaning of any unfamiliar terms, such as *generation gap* (a difference of opinions between generations).
- Go over the answers. Ask, *Were your predictions correct?*

CULTURE NOTE The word *adult* can be informally used as a verb to mean behave like a responsible adult by performing essential but boring daily tasks. Adulting classes are classes offered to millennials who feel they lack some basic life skills. Young people are living with their parents much longer than in the past, and very often parents take care of domestic tasks and finances for them well into adulthood. Once these young people leave home, they find they don't know how to perform some basic tasks. Adulting classes teach about cooking, doing laundry, managing finances, maintaining a car, fixing things in a home, being organized, managing time, etc.

B
- Give Ss time to preview the instructions. Have Ss fill in any answers they remember from the first listening.
- Play the audio again. Tell Ss to complete the exercise.
- Have Ss go over the answers in pairs.

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Go over the answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again. Elicit answers.
- Have Ss look at the picture. Ask, *What is open-mindedness?* (a willingness to accept new ideas, not prejudiced)

⊕ **EXTENSION** In pairs, have Ss discuss if the stereotypes about millennials are true for them, if they are millennials, or for other millennials they know.

⊕ **EXTENSION** In pairs, have Ss listen again or read the audio script for four passive uses. ('re characterized; are perpetuated by articles like this; was born; has been shattered)

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, *Stereotype: Women are bad drivers. How I feel about it: It makes me crazy! It's sexist and simply untrue…*
- Have Ss complete the chart with their own ideas.
- Circulate as Ss work and assist as needed.

B
- In pairs, have Ss use their notes to share ideas.
- Remind them to use some of the expressions listed in the conversation skill box to show emphasis in a conversation.
- Monitor. Listen for the correct use of passive voice with or without an agent. (For example, It's a problem that women <u>are categorized</u> as bad drivers. Just this morning I <u>was cut off</u> in traffic <u>by A MAN</u>!)

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to stereotypes
- ✓ using passive voice (agent versus no agent)
- ✓ using hyperbole to show emphasis in a conversation

EXIT TICKET Say, *Make a statement about a stereotype using hyperbole to show emphasis.* Tell them to use some of the target vocabulary from 1B and the passive voice with or without agents. Monitor. Listen and take notes on areas for review.

Possible answers:
1. He believes the media unfairly presents all millennials in the same (stereotypical) way.
2. They are classes offered to people who feel they lack basic life skills. Some examples are cooking, budgeting, time management, home improvement, etc.
3. *Stereotype 1:* Millennials are narcissistic, immature, unreliable, lazy, and selfish. *Arguments:* Ariya and Edgar both feel that these characteristics are untrue and are perpetuated by the media. They feel that they work hard but know the importance of work-life balance. *Stereotype 2:* Millennials need to take cooking classes. *Arguments:* Edgar believes that learning how to cook does not automatically make you an adult. Ariya feels that she's too busy and prefers the faster method of ordering takeout in order to spend more time with her family. *Stereotype 3:* Millennials need to take home repair classes. *Arguments:* Edgar disagrees and would rather spend his free time relaxing and enjoying life. Ariya also disagrees and points out that not everyone owns their own home. *Stereotype 4:* Millennials can't save money to buy a home. *Arguments:* Edgar and Ariya believe that this statement is absurd. They spend money responsibly. *Stereotype 5:* Millennials don't get married and don't have children or pets. *Arguments:* Edgar believes that this is a ridiculous stereotype, pointing out (in a humorous way) that Ariya has done all of these things.

3 CONVERSATION SKILL

▶02-04 **Read the conversation skill. Listen. Notice the words the speakers use for hyperbole. Complete the sentences that you hear.**

1. I agree with you a thousand percent. They can lead to more serious problems like prejudice and discrimination.
2. She refuses to move from her apartment, and it costs a fortune.
3. I'll never get a promotion. It's totally, completely, and absolutely unfair.
4. I want to be a movie star. They're all trillionaires.

Use hyperbole

Use hyperbole, or exaggerated statements, to show emphasis in a conversation. Hyperbole creates a humorous effect, which draws attention to your ideas and feelings. Listeners understand that hyperbole is an overstatement and should not be taken literally. For example:

They sensationalize absolutely everything.
I agree with you a thousand percent.
There are millions and millions of these stereotypes.
This weighs a ton!
It's totally, completely, and absolutely unfair.
It costs a fortune.
They're all trillionaires.

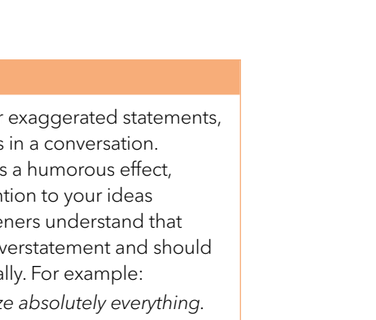
4 CONVERSATION

A ▶02-05 **Listen. What do Edgar and Ariya talk about?** millennial stereotypes

B ▶02-05 **Listen again. Answer the questions.**
1. Why is Edgar upset?
2. What are adulting classes? What are some likely subjects?
3. What does Edgar claim are the stereotypes? How does both he and Ariya refute them?

C ▶02-06 **Listen. Complete the conversation.**

Edgar: I'm so tired of stereotypes about millennials! We're characterized as narcissistic, immature, unreliable, and selfish.
Ariya: OK.
Edgar: These generalizations are so unfair. Why do they always have to sensationalize absolutely everything?
Ariya: By "they" you mean the media, right?
Edgar: Yes. The ideas that millennials are lazy and that we refuse to grow up are perpetuated by articles like this.



5 TRY IT YOURSELF

A MAKE IT PERSONAL **What is a common stereotype that you have encountered? How do you feel about it? Take notes in the chart.**

Stereotype	How I feel about it

B PAIRS **Share your ideas. Use expressions from the conversation skill box to emphasize your point of view and respond to your partner.**

☐ I CAN TALK ABOUT STEREOTYPES.

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LESSON 2 TALK ABOUT FANDOM



EDGAR VELA

@EdgarV

The championship game is tonight. Fans will be going wild. #psyched

1 BEFORE YOU LISTEN

A PAIRS THINK Do you know anyone who is a huge fan of something, such as sports or music? Discuss.

B ▶02-07 VOCABULARY Read and listen. Do you know the words in bold?

Prep for Oct. 23 Interview with Sports Psychologist AJ Paluch – Questions to Ask

1. Is the love of sports **visceral**? In other words, is being a sports fan all about raw emotion?
2. Are there **telling** differences between soccer, basketball, hockey, and baseball fans?
3. What is **cathartic** healing? It involves the release of emotions, but how does it connect to sports?
4. Does being a fan affect **self-esteem**? Do sports fans **live vicariously**—do they feel like they're sharing the success of their heroes?
5. What is the **correlation** between watching sports and how we feel about ourselves?
6. Why do sports fans seem so happy when they're in a crowd? Is there a natural **inclination** for fans to be in groups? Do they create a **bond** with each other?
7. If sports fans develop **camaraderie** with other fans, do the positive feelings of group membership help them in negative situations where they experience **alienation**?
8. **Avid** sports fans are **hooked**. Are they like addicts?

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

2 LANGUAGE CHOICES Causative verbs

A Read the example sentences. Then match the verbs with the correct meanings in the chart.

Example sentences

1. They don't **allow** fans **to take** pictures during the performances.
2. Did you **let** your kids **stay up** and watch the game last night?
3. Even though she hates sports, I **got** my co-worker **to go** to the game with me.
4. The coach **makes** the players **work** hard.
5. I'll **have** my assistant **call** you with the details.
6. I can **help** you **find** tickets for the next game.
7. Does the app **require** you **to enter** a passcode?

A causative verb is one that indicates when a person or thing causes someone else to do something.

Causative verbs

help : assist someone with something

get : convince or persuade someone to do something

have : ask or hire someone to do something for you

make, require : force someone to do something

allow, let : give permission for someone to do something

allow, let
get
make, require
help
have

>> FOR PRACTICE, PAGE 129

B Some causative verbs are followed by an object + base form, and others are followed by an object + infinitive. Reread the example sentences in 2A. List the verbs that follow each pattern. verb + object + base form: let, make, have, help
verb + object + infinitive: allow, get, require

LESSON 2 TALK ABOUT FANDOM

- Read the lesson title. Review that *fandom* refers to being part of a group of people who admire a particular sports team, celebrity, TV program, etc.
- Read the social media message aloud. Ask, *What is a championship game?* (a competition to find which player or team is the best in a particular sport) *What type of championship game might he be referring to?* (some sport such as baseball, hockey, basketball, etc.) Refer Ss to the photo on page 17. Ask, *Do you think the fans are going wild here?*
- Write *#psyched* on the board. First elicit the meaning of *psyched*. (to be really excited about something) Then point to the hashtag and ask, *Do you use hashtags on social media? How do you use them? Why?*

CULTURE NOTE A hashtag is the symbol #. A hashtag labels content, which makes it easy to quickly find content on that topic. It is considered an effective marketing tool for businesses. It can also be used to add an entertaining comment to a post, such as *#embarrassing*.

1 BEFORE YOU LISTEN

A
- Read the question aloud. Give Ss time to discuss in pairs.
- Bring the class together and have Ss share. Ask, *Is anyone here a huge fan of something? What might indicate that someone is a huge fan?* (For example, wearing clothing with a team's name or distinguishing sign)

B
- Have Ss look at the notes in the text. Ask, *What are these notes for?* (They are questions for an interview with a sports psychologist.)
- Have Ss preview the bold vocabulary before listening. Tell them to circle any terms they are unfamiliar with, such as *raw emotion* (a strong natural feeling that isn't controlled). In pairs, have them compare their previous knowledge.
- Say, *Listen to the words that are commonly used to talk about fandom.* Play the audio and pause after *hooked*.
- Say, *Now listen to the questions.* Play the rest of the audio.
- Have Ss define the terms in small groups. Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 156.
- For more vocabulary practice, refer Ss to the exercise on page 129.

LANGUAGE NOTE Focus Ss' attention on *raw* in *raw emotion*. Elicit that *raw* in reference to food means uncooked. The adjective *raw* can also be used to describe non-food items as being in a natural untreated state, such as *raw wood*. Raw emotions are basic emotions, out in the open. When fans show raw emotions, that means they don't control them. They may scream for joy when their team gets a point or argue with a stranger if their team loses.

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 check their answers.

2 LANGUAGE CHOICES

A
- Write the following sentences on the board:
  1. *The teacher let the Ss read the book.*
  2. *The teacher made the Ss read the book.*
  3. *The teacher had the Ss read the book.*
  4. *The teacher got the Ss to read the book.*

  Call on Ss to read each sentence aloud. Ask, *Is the meaning the same in each one?* (no) In pairs, have Ss interpret differences in meaning.
- Call on a volunteer to read the information in the note. Point to the sentences on the board and ask, *Does the teacher cause the Ss to read the book in each one?* (yes)
- Say, *In this exercise, you will use the example sentences to analyze more deeply the meanings of different causative verbs.* In pairs, have Ss take turns reading the example sentences. Then have them match the verbs to how they are used. Circulate and monitor. Ask guiding questions, for example, *What does the subject of the sentence cause to happen?*
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

B
- Read the instructions aloud. Give Ss a few minutes to sort the causative verbs into the two groups.
- Then bring the class together and call on Ss to share.

EXTENSION In pairs, have Ss make up sentences for each causative verb, paying attention to the verb + object + infinitive form or the verb + object + base form.

EXTENSION Put Ss into groups of three. Tell them to discuss the questions the interviewer has prepared for the sports psychologist. Circulate and assist as needed. If Ss don't know an answer, encourage them to speculate.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note. Elicit or review that stress is the emphasis given to specific syllables in a word or specific words in a phrase or sentence.
- Play the audio for the note. Then write the second sentence on the board: *I wanted to be there, but they made me leave.* Place the dot over *leave* instead of *made* so that it is different from the stress shown in the book. Call on a volunteer to read the sentence with the new stress. Then ask another volunteer to read the same sentence in the book. Discuss how the focus of the sentence changes when the stress changes.

B
- Tell Ss to notice the stress in the underlined phrases.
- Play the audio. Have Ss listen and repeat.

C
- Read the instructions. Play the audio.
- Have Ss compare answers with a partner.
- Call on volunteers to read the conversation to the class. Tell Ss to listen to the stress they put on words. Then discuss as a class.

⊕ **EXTENSION** On the board, write: *allow, let, have, help, require.* In pairs, have Ss think up five sentences with these causative verbs. Then have them fill in stress dots. Remind Ss that the emphasis can vary depending on context. Alternatively, ask Ss to fill in stress dots for the example sentences on page 20.

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the target question.
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Go over the answer as a class.

⊕ **EXTENSION** In pairs, have Ss use the audio script to find words that were taught in 1B. Tell them to underline the sentences and review the meaning of the new vocabulary words.

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 title and the skill.
- Then read the first example in the box. Ask Ss to repeat. Do the same for the other examples.
- For the second listening of the podcast, tell Ss to listen for the specific phrases and identify the speaker as either AJ or Mickey.

C
- Play the audio. Have SS listen and complete the exercise.
- Go over the answers as a class.

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. You may need to play the audio additional times and pause so Ss can write down answers. Then let Ss compare their charts in pairs.
- Invite volunteers to add their answers to the chart on the board. Elicit corrections.

D
- Read the instructions. In pairs, have Ss apply the information they learned in the interview to analyze the fan they mentioned in 1A.
- Circulate and help Ss make connections between psychology, sociology, and physiology and the fan's behavior.
- Bring the class together and have pairs share.

5 TRY IT YOURSELF

A
- Ask the target questions. Tell Ss to think of something they are a fan of that reflects these observations. If Ss are not big fans of a team or a performer, invite them to think of an activity they do with other people that evokes similar emotions and responses, such as working for a political campaign or volunteering.

B
- Have Ss discuss in pairs. Circulate as Ss work.
- Bring the class together and invite all Ss to share.

C
- Read the instructions. Combine pairs into small groups and have them discuss their findings and analyze further.
- Bring the class together and have volunteers share.

⊕ **EXTENSION** Invite Ss to write a short email to a friend about a specific situation where they felt the physiological effects described in the interview.

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 fandom
- ✓ using causative verbs
- ✓ using stress with causative verb phrases
- ✓ using phrases that guide a conversation

EXIT TICKET Without looking at their notes, ask Ss to give you a short oral summary of the science behind fandom. Tell Ss to use the target vocabulary from 1B and phrases to guide the conversation. Listen and take notes on areas for review and extra practice in later lessons.

3 PRONUNCIATION

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

B ▶02-10 Listen. Notice the stress in the underlined phrases. Then listen and repeat.
1. Winning the tournament made the team **cheer** loudly.
2. Even though she's not a fan, she actually **helped** me find tickets.

Stress in causative verb phrases

The second verb in a causative verb phrase is usually stressed more than the causative verb. The object is also usually stressed if it is not a pronoun: *Watching sports makes my **heart race**.* The causative verb may be stressed if the speaker wants to emphasize causative meaning: *I wanted to be there, but they **made** me leave.*

C ▶02-11 Listen. Mark the stressed verbs in the underlined phrases with a dot.

A: That game was close. It got me so nervous.
B: Me, too. But that first goal after halftime was cathartic. It helped me relax.
A: I noticed. Before that, you had your eyes covered. You've got to have faith.
B: Yeah. But our mistakes in the first half are what made me lose faith.

4 LISTENING

A ▶02-12 Listen. What is the topic of the podcast? *Possible answer:* the science behind being a sports fan

B ▶02-12 Read the Listening Skill. Listen again for phrases that guide a conversation. Write the name of the speaker.

1. Let's start off with… Mickey
2. We'll come back to that later. AJ
3. Moving on,… Mickey
4. And on a related note,… AJ

LISTENING SKILL Listen for phrases that guide a conversation

Speakers sometimes use phrases to guide a conversation. They may do this to keep a conversation on topic, to switch to a new topic, to elicit specific information, or to stay within time limits. For example: *Let's start off with…*; *Now let's turn to…*; *Another important aspect is…*; *Moving on,…*; *On a related note,…*; *We'll come back to that later.*

C ▶02-12 Listen again. Take notes in the chart.

Field of science	What science says
Psychology	Fans are happier about their own lives when they're cheering for their favorite teams. Because fans identify with teams, they have higher self-esteem. Being a fan is similar to being in love. Humans don't distinguish between themselves and those they love. Fans don't want to lose a part of themselves, so they remain with their team whether the team is winning or losing.
Sociology	Humans have an inclination toward being in groups. The camaraderie between fans of the same team helps fans feel less depression, alienation, and loneliness.
Physiology	Because of what happens in the brain, fans have a rush of adrenaline, a faster heartbeat, and faster breathing. Mirror neurons in the brain make fans feel like a member of their favorite team.

D PAIRS REACT Think about the fan you discussed in 1A. How can his or her actions be explained by research in psychology, sociology, and physiology?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at your notes from 4C. What are you a big fan of? How does your passion affect how you act? Take notes.

B DISCUSS In pairs, discuss your notes from 5A.

C EVALUATE In small groups, make connections between your experience and the information presented in the podcast. Present your findings to the class.

I CAN TALK ABOUT FANDOM.

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LESSON 3 DISCUSS BIAS



EDGAR VELA

@EdgarV

This talk about bias on social media sounds interesting. I always see the same kinds of news articles in my social media feed!

1 BEFORE YOU LISTEN

A PAIRS THINK How open-minded are you when encountering opinions different than your own? Rate yourself from 1 (not open-minded at all) to 10 (very open-minded). Discuss.

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

plagued with (something)	pay attention to (something)	ignorance
misinformation	an evolutionary trait	swayed into believing
filter	prioritize	a tendency
reinforce	exploited by (something)	

>> FOR PRACTICE, PAGE 130 / DEFINITIONS, PAGE 157



2 LANGUAGE CHOICES Active versus passive reporting

A Read the example sentences. Notice the different ways to report information. Label the example sentences *active* or *passive*. Then complete the rules in the chart with *Active* or *Passive*.

Example sentences

1. a. active Studies have shown that misinformation spreads quickly on social media.
   b. passive It's been shown that misinformation spreads quickly on social media.
   c. passive Misinformation has been shown to spread quickly on social media.
2. a. active Researchers at Harvard have found that negative headlines get more attention.
   b. passive It has been found that negative headlines get more attention.
   c. passive Negative headlines have been found to get more attention.
3. a. active They say social media content is filtered by algorithms.
   b. passive It is said that social media content is filtered by algorithms.
   c. passive Social media content is said to be filtered by algorithms.

Active versus passive reporting

- Passive reporting creates distance between the speaker and the information being reported.
- Passive reporting structures can hide the source of information if the source is obvious, unimportant, or unknown.
- Active reporting includes the source of information.

>> FOR PRACTICE, PAGE 130

B What reporting verbs are used in the example sentences in 2A? What other reporting verbs are commonly used in active and passive reporting structures? Make a list.

Reporting verbs in example sentences: *show, find, say*
Other possible reporting verbs: *agree, announce, believe, claim, confess, confirm, consider, deny, estimate, expect, feel, hope, insist, mention, promise, report, suggest, think, understand*

LESSON 3 DISCUSS BIAS

- Read the lesson title. Write *bias* on the board. Review that a bias is an unfair personal opinion for or against someone that influences your actions. Point out that bias often stems from your experience: *I have a bias against that university because it didn't accept my son.*
- Call on a volunteer to read the social media message aloud. Ask, *Why do you think that Edgar always sees the same kinds of news articles in his social media feed?* (Social media follows what sites you visit and provides you with similar content.)

LANGUAGE NOTE Focus on the difference between *bias* and *stereotype.* Review the meaning of *stereotype* (a preconceived idea about of a group of people). Say, *Name a stereotype about millennials discussed in Lesson 1.* (Millennials are irresponsible.) Ask, *Can you think of an example of a bias against millennials?* (Mel has a bias against millennials because both her adult kids have moved back home.) Point out that *bias* can also be used as a verb (*The information may bias the jury*). *Biased* is the adjective form, meaning *influenced by bias.* Explain that *to be biased against something* means you have a negative opinion and that *to be biased toward something* means you have a positive opinion.

1 BEFORE YOU LISTEN

A
- Draw a horizontal line on the board. On one end write *1. not open-minded at all* and on the other end write *10. very open-minded.* Write in numbers 2 to 9.
- Read the instructions aloud. Model the activity. Say, *I'm pretty open-minded. I think I'm an 8. I like to try new things. I always want to learn something new.* Call on Ss to make statements about themselves.
- Elicit what other word including *minded* could be used instead of *not open-minded at all.* (closed-minded)

⊕ EXTENSION Say, *Think about the least open-minded person you know. Describe what kinds of things he or she does or says.* (For example, My grandfather is not open-minded. He always has to be right. It's really frustrating.) Have Ss share in pairs or small groups.

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. Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 157.
- For more vocabulary practice, refer Ss to page 130.

2 LANGUAGE CHOICES

A
- Read the title. Ask, *What does* reporting *mean?* (sharing or conveying information) *What are some examples of reporting verbs?* (say, believe, expect) Call on a volunteer to read the first example sentence. Ask, *How do we know it is active?* (The subject *studies* performs the action of showing.)
- Read the instructions and have Ss label sentences 1b and 1c. (Each sentence is passive.) Ask, *Does either sentence have an agent?* (no) *Why not?* (*Studies* is not specific and thus is not important to the meaning.)
- Tell Ss to do the rest of the exercise individually and complete the rules.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.
- Focus Ss' attention on the passive sentences. Tell them to underline the passive forms. Invite them to study the sentence structure in each. Write the two patterns on the board:

  it + *passive reporting verb* + that-*clause*

  subject + *passive reporting verb* + *infinitive*

⊕ EXTENSION To practice structure patterns for passive reporting verbs, write the following sentences on the board. In pairs, have Ss rewrite them in the passive in two ways.

1. *People felt that the punishment didn't fit the crime.* (It was felt that the punishment didn't fit the crime. / The punishment was felt not to fit the crime.)
2. *They estimate that the economy will bounce back in two years.* (It is estimated that the economy will bounce back in two years. / The economy is estimated to bounce back in two years.)

B
- Read the instructions aloud. Call on volunteers to read the reporting verbs. Then in pairs have Ss brainstorm other verbs.
- Then bring the class together and invite Ss to write verbs on the board.

⊕ EXTENSION In groups, have Ss refer to the verbs on the board to practice passive reporting. Encourage them to try out both structures: *it* + passive verb + *that*-clause and subject + passive verb + infinitive.

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3 VIDEO TALK

A
- Have Ss look at the picture. Ask, *What do you see?* (two heads) *What is the difference between* fact *and* belief? (A *fact* is a piece of information that is known to be true and can be backed up with evidence; a *belief* is a feeling that something is definitely true.) *What do you think the arrows in the image indicate?* (The blue arrows representing facts are bouncing off the red head to show the red head does not accept the facts as they clash with his or her beliefs.)
- Read the target question aloud.
- Play the audio or video. Then have Ss work in pairs to identify the speaker's main message.
- Go over the answers as a class.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about using abbreviations and symbols. Read it aloud. Elicit additional common abbreviations.
- Play the audio or video again and have Ss fill in the chart. If necessary, stop the audio or video after each type of bias and play it again before continuing. Let Ss listen multiple times if necessary.
- Clarify any unfamiliar vocabulary, such as *echo chamber* (a room where you just hear the sounds produced in the room repeating).
- Have Ss compare their charts in pairs. Call on volunteers to write answers in the chart on the board.
- Go over the answers as a class.

C
- Have Ss focus on answering the target question individually. Read the question aloud. Make sure Ss understand that persuasive techniques refer to the way the speaker presents his or her ideas to influence the audience.
- If appropriate, play the whole audio or video again. Tell Ss to note down the techniques. Prompt them to look at the way the speaker uses questions and the pronouns used, for example. If Ss are not familiar with persuasive techniques, invite them to look up some ideas online.
- To review, call on volunteers to share the persuasive techniques. Then ask, *Do you think the speaker succeeds in persuading the audience? Why or why not?*

D
- Read the target question. In pairs, have Ss react.
- Bring the class together and have Ss support their answers.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud. Have Ss repeat the phrases.
- Ask Ss to answer the target question.

5 TRY IT YOURSELF

A
- Read the instructions aloud.
- 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, *Bias in the machine: I'm really biased in my political views because I mostly read about my preferred side on social media. Bias in society: Most of my friends are in favor of one political candidate. And I've become biased towards him, too, even though initially I didn't support him. Bias in the brain: I am pulled toward negative headlines—both about my candidate as well as his opponents. I don't usually share or like negative information about my preferred political side.*
- Have Ss complete the chart with their own ideas.
- Circulate as Ss work and assist as needed.

B
- Have Ss take turns sharing their notes in small groups.
- Encourage Ss to use phrases for building on ideas from the discussion skill box. Monitor as Ss work.

C
- Read the instructions and target question. Model by saying, *Well, I first gave myself a rating of an 8, but now I would change it to a 6. I've realized that, when it comes to political matters, I'm not that open-minded.*
- In pairs, have Ss decide if they need to change the rating they first gave themselves. Circulate and ask, *Did you learn anything new or surprising about yourself?*
- Bring the class together and ask volunteers to share. Encourage Ss to ask follow-up questions building on the ideas Ss share.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to bias
- ✓ using active versus passing reporting
- ✓ using phrases for building on ideas

EXIT TICKET Have Ss write their names on a blank card. Ask them to write about one of the biases a classmate talked about and to include other information about the bias. Remind Ss to use the target vocabulary from 1B and to choose between active versus passive reporting appropriately. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 VIDEO TALK



A ▶02-15 Listen or watch. What is the speaker's main message? *Possible answer:* The speaker wants to raise awareness of bias on social media.

B ▶02-15 Read the Note-taking Skill. Listen or watch again. Take notes on the three areas of bias.

NOTE-TAKING SKILL Use abbreviations and symbols

Use abbreviations and symbols so you can take notes more quickly. You can use standard abbreviations that many people use, or you can make up your own by shortening words, leaving out letters, and using symbols. For example, use > to mean *more* and < to mean *less*.

Possible answers:

Type of bias	Description / Examples
Bias in the machine	Social media content is determined by algorithms; algorithms filter the content we want/don't want to see, meaning we typically view content that confirms our own beliefs
Bias in society	We surround ourselves with people who share our views; we might experience an echo chamber, where our own beliefs are echoed by friends on social networks
Bias in the brain	Our brain uses some tricks to decide which information is worth sharing; our brain prioritizes negative information due to its potential risk; news companies make headlines negative to encourage us to read them; Dunning-Kruger effect, the less we know about a topic the quicker we are to believe what we read about it

C The speaker is trying to persuade the audience that social media is biased. Which persuasive techniques does he use?

Possible answers: The speaker uses rhetorical questions to encourage the audience to connect emotionally with the talk; The speaker directly addresses the audience to personalize the talk; The speaker adopts an informal style at times to associate with the audience; The speaker uses the "rule of three" to list the points of the argument emphatically.

D PAIRS REACT Do you feel that avoiding exposure to opinions that you disagree with is a bad thing? Explain.

4 DISCUSSION SKILL

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

Build on ideas

Building on the contributions of others helps you to explore ideas further and consolidate opinions.
- Seek to clarify points by paraphrasing: *So, are you saying that…?; So, do you mean…?*
- Ask opinion-based questions to help others understand their stance: *So, do you think that…?*
- If others share an idea that supports your own views, use this as a springboard: *It's interesting (that) you say that because…*

5 TRY IT YOURSELF

A THINK Look at the chart in 3B. Consider examples of your own biases on social media in these three areas. Take notes.

B DISCUSS Share your ideas from 5A in small groups.

C EVALUATE Reconsider the open-mindedness rating you gave yourself in 1A. Would you change this rating based on information in the talk and your self-evaluation in 5A? Discuss.

I CAN DISCUSS BIAS.

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LESSON 4 READ ABOUT VIRTUAL FRIENDSHIPS



EDGAR VELA

@EdgarV

Dunbar's number doesn't sound right to me. I think we can maintain more than 150 friendships, and I have lots of great online relationships!

1 BEFORE YOU READ

A PAIRS Do you feel that online relationships are the same as face-to-face relationships? Why or why not?

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

popularize	a drop in the ocean	correlate	crucial	trigger
the advent of	intimate	an underlying issue	replicate	

>> FOR DEFINITIONS, PAGE 157

2 READ

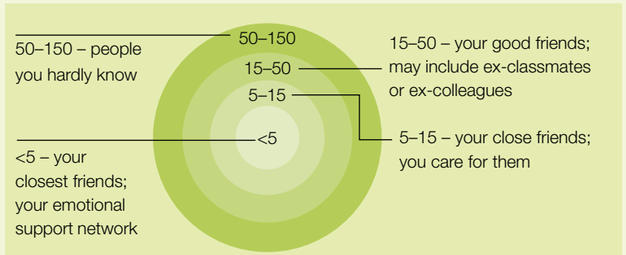
A PREVIEW Read the title of the article. Why do you think we have more friends these days?

Possible answer: We have more friends these days because social media use means we make more connections.

B 02-17 Read and listen to the article. Does the author feel that online relationships are better, worse, or the same as face-to-face relationships? *Possible answer:* The writer feels they are worse, for the time being at least.

MODERN FRIENDSHIPS: IS MORE REALLY BETTER? BY KERRY M. KENDRICK

In the 1990s—the pre-social networking era—anthropologist Robin Dunbar estimated that the average person can maintain around 150 friendships. This figure, also known as "Dunbar's number," has been popularized since then, appearing in books and articles.



What has happened to this number since the advent of social media? While it is estimated that the average social media user has 150 friends, it is also estimated that the average person has seven social media accounts. Friendships these days are not restricted to real-life interactions, nor are they restricted to one social media platform. So Dunbar's number might sound like a drop in the ocean to social media users who have friend counts in the thousands.

But evidence suggests that quantity doesn't necessarily mean quality. In Dunbar's initial research, friendships were broken down into types. The average person had around fifty good friendships, fifteen close friendships, and an intimate support group that usually consisted of just five people. Current research has shown that although our average number of total friendships has increased, the number of close and intimate friendships we maintain has stayed roughly the same. We may acquire more online friends, but a majority of these will probably be casual acquaintances. Online friendships may be commonplace, but research suggests they are no substitute for the real thing.

Why don't the online friendships we build become more intimate? It's possible they don't satisfy us—not in the same way that real friendships do. Researchers found that our number of real-life friends directly correlates with our well-being—the more friends you have in real life, the happier you are. However, they found no evidence that the size of our online friendships has the same effect. Even if our virtual friendship >>

LESSON 4 READ ABOUT VIRTUAL FRIENDSHIPS

- Read the lesson title aloud. Write *virtual friendship* on the board. Make sure Ss understand that a virtual friendship exists on the internet and isn't combined with much or any face-to-face interaction. Ask, *Do you have any virtual friendships? Do you have virtual friendships with friends you had lost touch with but have now reconnected with on social media?*
- Read the social media message aloud. Ask, *Based on the post, what does Dunbar's number appear to suggest?* (that we can maintain 150 friendships) *Does Edgar agree?* (No, he believes that a person can have more than 150 friends.) *What is he basing his views on?* (the number of online friendships he has)

1 BEFORE YOU READ

A
- Read the question aloud. Ask Ss to share their ideas in pairs.
- Bring the class together and have Ss share opinions. On the board, write: *online relationships versus in-person relationships.* Write Ss' ideas on the board. Invite other Ss to comment.
- Ask, *Do you invest more time in online relationships or in-person relationships? Do you think one is better than the other?*

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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 157.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article aloud. Ask, *What does* more *refer to in the title?* (more friendships)
- Direct Ss' attention to the graphic. Call on different volunteers to read the caption of each circle. Ask, *What do you think of this breakdown of friendships?*
- Read the target question. Call on Ss to answer.

B
- Have Ss look at the text. Ask, *What type of publication is this?* (a popular science magazine) *Do you think the information in such an article is reliable?* (Probably. It's likely to be based on research.)
- Read the target question.
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B. Have them circle words they don't know. Clarify the meaning of *acquaintance* (someone who you know but do not know well). Clarify other vocabulary or have Ss look terms up in a dictionary, such as *accommodate* (to change in order to suit another person or new conditions) and *inadequate* (not good enough to meet a particular purpose).
- In pairs, have Ss answer the target questions. Then bring the class together to share if they think online relationships are better, worse, or the same. Ask, *Does anyone think online relationships are simply different?* Invite Ss to respond.

LANGUAGE NOTE Write this statement from paragraph 4 on the board: *the more friends you have in real life, the happier you are.* Explain that parallel clauses using *the* with comparative adjectives can show cause and effect relationships. The short form of this structure is seen in expressions such as *the bigger, the better.*

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

EXTENSION Ask a volunteer to read the first sentence in paragraph 3. After the S reads it, write on the board: *Quantity doesn't necessarily mean quality.* Then call on another S to read the title of the article again: *Modern Friendships: Is More Really Better?* Point out how the answer to that question is *Quantity doesn't necessarily mean quality.*

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they underline key words in the questions such as *social media, well-being, emotional distance* and *intimacy* before skimming the article again.
- 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?*

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

B
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and answer choices aloud and choose the answers.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on a volunteer to read it aloud.
- Tell Ss to return to paragraph 3 and work individually to identify key information. Give Ss sufficient time to complete the task.
- Then have them compare answers in pairs.
- Bring the class together and have Ss share what they circled and underlined. Follow up by asking the class, *Do you agree this is key information?* Invite Ss to explain if they don't agree.

EXTENSION For additional practice in finding key information, assign different paragraphs of the article to pairs and have them analyse the paragraph. Circulate and assist as needed.

D
- Read the instructions. Point out to Ss that they can apply the Reading Skill they practiced on the individual paragraph to the entire article. Encourage them to use a different color pen or pencil to identify the main idea of each paragraph.
- In pairs, have Ss take turns retelling the most important points in the article. Instruct them to use their own words. Remind Ss that a summary should not include personal opinions or thoughts—only what the original author wrote.
- Challenge Ss to complete the summary without looking at the original article. Circulate and assist as needed.

EXTENSION For homework, have Ss write a summary of the article. Tell Ss to begin the summary by naming the title of the article and the author. Remind Ss that an article title needs to appear in quotations. You can elicit or write the introduction on the board: *The article "Modern Friendships: Is More Really Better?" by Kerry M. Kendrick is about…* Collect summaries and offer individual feedback.

EXTENSION For homework, ask Ss to do online research about how Robin Dunbar came up with the number 150, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information. Tell them to be prepared to then share what they found with the class.

4 MAKE IT PERSONAL

A
- Read the target question and instructions aloud.
- Circulate and assist as needed. Be sure Ss are writing down key words or phrases, not entire sentences or paragraphs.

B
- Read the instructions and have pairs share. Encourage them to ask each other follow-up questions.
- Then bring the class together and ask, *Do you think the Dunbar number has changed since people began using social media? How? Why?*

EXTENSION In groups, invite Ss to create a new graphic showing the breakdown of friendships in circles. Tell them to take into account social networks. Then have groups present their graphics to the class. They can draw them on the board or on a large piece of paper. Invites Ss to present their graphics to the class.

C
- Read the instructions. Instruct each S to propose a Dunbar number that best reflects their own friendships.
- Invite two or three volunteers to gather this data and average out a new Dunbar number. Then have them present the number to the class. Ask, *Do you agree that this number better reflects friendships in today's day and age rather than in the 1990s?*
- Ask the volunteers who calculated the numbers, *Did any of the numbers surprise you?* Have them share ideas and opinions.

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 thoughts on online friendships. 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. A.
1. We now have more friendships, although these normally amount to casual friendships. The closeness quality of friendships hasn't changed. We still have the same number of close / intimate friends.
2. Online friendships do not seem to affect our happiness or well-being, as opposed to real-world friendships.
3. Emotional distance is the depth of connection you have with somebody on an emotional level. Physical contact, such as hugging, is an indicator of your emotional distance to somebody. Research suggest that physical touch is important for building bonds.
4. The overall impact is that most online friendships remain casual and don't develop in intimacy. They don't satisfy us—not in the same way that real friendships do. They seem to have no effect on our happiness.

network grows far beyond Dunbar's number, it's still our real-life friendships that mean the most to us. The underlying issue making these virtual relationships seem less fulfilling could be emotional distance. Researchers found that people are happier and laugh 50% more frequently during face-to-face interactions as compared to online interactions. The emotional touch of face-to-face interaction, such as responses like genuine laughter, is very important. Further research has shown that physical touch, like hugging, is also crucial for building social bonds. Video calls can bridge the gap to an extent, but it isn't possible to fully replicate physical bonding in a virtual world.

Overall, research suggests that online relationships can't fully meet the social and emotional needs of most adults. They fail to reproduce the emotional and physical intimacy of real-life friendships, and they don't trigger the same feelings of well-being as real-world relationships do. Social networks may evolve to accommodate our relationship needs, but for now they are inadequate. Social media isn't the place for close friendships; the real world is.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.** See answers on page T-25.

1. How have our friendships changed since the arrival of social media?
2. What is the relationship between online friendships and well-being?
3. What is meant by emotional distance, and how does it affect friendships?
4. What overall impact does the lack of intimacy have on our online relationships?

B CLOSE READING **Reread lines 25–27 and 29–32 in the article. Then circle the correct answers.**

1. Why does the writer use *could be* in line 27?
   a. She doesn't believe that emotional distance is the underlying issue.
   b. She is emphasizing that emotional distance is one possible explanation.
   c. She is suggesting that there is limited evidence for this idea.
2. In line 31, what does the phrase *bridge the gap* mean?
   a. diminish the difference between online and real-life friendships
   b. help people develop their online friendships
   c. reproduce the same conditions in online and real-world interactions

C **Read the Reading Skill. Go back to paragraph 3 in the article and follow the steps in the box. Allow yourself 2 minutes. Use your notes to explain Dunbar's number to a partner.**

READING SKILL **Identify key information**

Identifying the most important information in a text helps you stay focused and read more efficiently. Follow these steps:
1. Circle the main idea of the paragraph.
2. Underline words or phrases that relate to the main idea.
3. Underline content words, which are words that carry meaning. These are typically nouns, verbs, and adjectives.

D PAIRS **Summarize the article in 3–5 sentences.**

Find out how Robin Dunbar decided on the number 150.

4 MAKE IT PERSONAL

A THINK Look at the graph in the article. How accurate is Dunbar's number when related to your own friendships? How do you communicate with each group of friends? What kinds of activities do you do together? Take notes for each group.

B PAIRS Describe your friendship network. Are they similar or different? Do you think the Dunbar number has changed? How? Why?

C EVALUATE Determine the Dunbar number for your class. Calculate the average number of friendships in your networks.

I CAN READ ABOUT VIRTUAL FRIENDSHIPS.

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LESSON 5 WRITE A COMPARE AND CONTRAST ESSAY



EDGAR VELA

@EdgarV

I try to listen to both sides when it comes to politics, but never with sports. Go Bears!

1 BEFORE YOU WRITE

A Read about compare and contrast essays.

A compare and contrast essay compares two things or ideas to analyze the similarities and differences between them. A good essay goes beyond a simple list to make a larger statement about the topic. For example, the essay might draw a conclusion about which idea is preferable, or it might propose suggestions for how to integrate the benefits of both.

B Read the model. Why does the writer think the difference between sports and politics is important? *Possible answer:* Because politics is much more likely to have a direct impact on people's everyday lives and general wellbeing than sports would.

THE GAME OF POLITICS



How much do sports fans have in common with political partisans (people loyal to one political party)? Quite a lot, it seems. Listening to political discourse today can be like listening to two sports fans angrily debating whose team is better. But how far can we take this comparison? While there are commonalities between sports fans and political partisans, there are also some key differences. And it is those differences that may help us to create a more cohesive political future.

Everyone knows that sports fans sometimes get a little overexcited. In fact, the word *fan* comes from the word *fanatic*, meaning someone who shows excessive enthusiasm for something. Sports fans will be loyal to their team no matter what, in large part because their loyalty has often developed out of regional pride or family relationships. This also means fans are unlikely to change loyalties over the course of their lifetime. Sometimes their sense of self is so tied up with their home team that they may even act negatively toward other teams in order to show their own superiority.

Similarly, political partisans feel "team" loyalty and will often have strong negative feelings toward their rivals. A recent study revealed that 41% of partisans believe that winning an election is more important than achieving policy goals. We can easily see how people develop these attitudes. As with sports fans, people often develop political affiliations through their family or their region. And furthermore, like sports fans, partisans tend to have their self-esteem tied up with the success of their party. Politicians feed into the "my team / your team" mentality because the more divisive they act, the more motivated people become to vote. This creates a cycle that is hard to break.

Nonetheless, disrupting this cycle is not impossible. A sport is still just a game, after all, whereas politics has an effect on people's everyday lives. While at the end of a sports game, the fans all go home, at the end of an election, the winner takes office. And if this person enacts policies to benefit people, voters who opposed the candidate might change their minds and vote differently next time. Furthermore, unlike in sports, in politics we do sometimes see a person's loyalty changing—either because the party has changed or because the person himself or herself has.

The way towards change, then, is to enable people to understand and to focus on how policy affects them in their everyday lives. Ultimately, although sports fans and political partisans have much in common, it is the differences between them where our hope for the future lies.

C PAIRS How is the essay organized? What is the main idea of each paragraph?

Paragraph 1: introduces the two things being compared; makes a thesis statement about why the topic is important
Paragraph 2: talks about the characteristics of sports fans
Paragraph 3: talks about the characteristics that political partisans share with sports fans (similarities)
Paragraph 4: talks about the differences between political partisans and sports fans; indicates how this may be important
Paragraph 5: draws a conclusion about why the differences are important and what we can do with this information

- Read the lesson title. Then call on a volunteer to read the social media message aloud.
- Ask, *What sports team is Edgar a fan of?* (Bears) *Why do you think he doesn't listen to both sides?* (because he is a fan, and a fan is loyal to his or her team no matter what) *Do you ever similarly only choose to see one side of a story?*

LANGUAGE NOTE *To listen to both sides of the story* means that a person objectively checks a source and makes an effort to weigh all information before making a decision or forming an opinion about something.

CULTURE NOTE *Bears* are an American football team based in Chicago. Many U.S. teams are named after animals, such as the Philadelphia Eagles (football), the Carolina Panthers (football), and the Detroit Tigers (baseball). Powerful intimidating animals are chosen to symbolize strength and impressive qualities. Names of endearing animals are also chosen, such as the Pittsburgh Penguins (hockey) and the Miami Dolphins (football).

1 BEFORE YOU WRITE

A
- Ask for a volunteer to read the text about compare and contrast essays aloud.
- Clarify the meaning of *integrate the benefits of both* (combine the good points of each).
- Ask, *Who has written a compare and contrast essay before?* Ask for volunteers to share what their compare and contrast essays were about and why they had to write the essays.

B
- Have Ss look at the picture and describe what they see.
- Have Ss follow along in their books as you read the compare and contrast essay aloud.
- Focus on the title. Ask, *Why do you think the writer of the article pairs the word* game *with* politics? (He or she is comparing and contrasting the worlds of sports and politics.)
- Ask the target question. Elicit the answer.
- Clarify any unfamiliar vocabulary, such as *commonalities* (similarities or things in common), *cohesive* (united), *affiliation* (a connection that someone has with a sporting team or political or religious organization), *divisive* (causing a lot of disagreement between people), and *take office* (to start in an important position in government).

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

C
- Read the instructions aloud. Before Ss look for main ideas, review the parts of an essay. Ask, *What does the first paragraph of an essay do?* (introduce the topic) *What do the body paragraphs do?* (develop the topic) *What does the last paragraph do?* (draw a conclusion)
- In pairs, have Ss find the main idea of each paragraph.
- Go over the answers as a class.

TEACHING TIP Encourage Ss to use tips from the Reading Skill on page 25 to identify key information. Review that they can circle the main idea of each paragraph, underline words and phrases that relate to the main idea, and underline content words.

D
- Have Ss read the diagram and fill in any answers they already know. Then tell them to reread the model and complete the diagram.
- Circulate and assist as needed.
- Go over the answers as a class.

TEACHING TIP Graphic organizers are useful tools for effective writing. They can help Ss generate ideas, visually demonstrate the relationship between facts and concepts, classify ideas, examine relationships, summarize readings, analyze texts, and structure writing assignments.

EXTENSION In pairs, have Ss use the notes in the diagram to give a summary of the compare and contrast essay.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Elicit some examples of transition words used to compare or contrast. For example, write on the board: *As with real-life friendships, people in online friendships communicate and share thoughts and feelings.*
- Read the instructions. Have Ss reread the essay and underline the transition words.
- Go over the answers.

OPTION Ask, *Based on the transition words you've underlined, which of the paragraphs mostly makes comparisons?* (paragraph 3) *Which one shows differences?* (paragraph 4)

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Have Ss draw their own diagram using the diagram in 1D as a model.
- Have Ss complete the diagram individually with their own ideas. Suggest that they write words and phrases, not complete sentences.
- Circulate as Ss work, assisting as needed.

B
- Read the Writing tip aloud. Focus on the term *raw material.* Ask, *In what context did we see the adjective* raw *already in this unit?* (*raw emotion* in Lesson 2, 1B on page 20) Elicit or point out that, like raw emotion, raw material is still in its natural untreated state. The first draft contains raw material. Once it's revised and edited and proofread, it is no longer raw.
- Call on a volunteer to read the example to the class.
- Then have Ss discuss their ideas in pairs. Circulate and prompt Ss to think deeper by asking follow-up questions about their topics.
- Encourage Ss to make additional notes.

4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their diagram 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 things being compared and makes a thesis statement about why the topic is important; paragraph 2 talks about the characteristics of one group; paragraph 3 talks about the characteristics that another group shares with the first group (similarities); paragraph 4 talks about differences between the first and second group, noting how this might be important; and paragraph 5 draws a conclusion about why the differences are important and what we can do with this information.
- Bring Ss' attention to the tense used in the essay in 1B. Ask, *What verb tense is used throughout most of the essay?* (present) *Why?* (because the writer is stating thoughts and opinions; there aren't references to specific past or future events) Tell Ss they should similarly use mostly present tense.

TEACHING TIP If Ss are familiar with other formats for compare and contrast essays, invite them to use those for their essay.

5 AFTER YOUR FIRST DRAFT

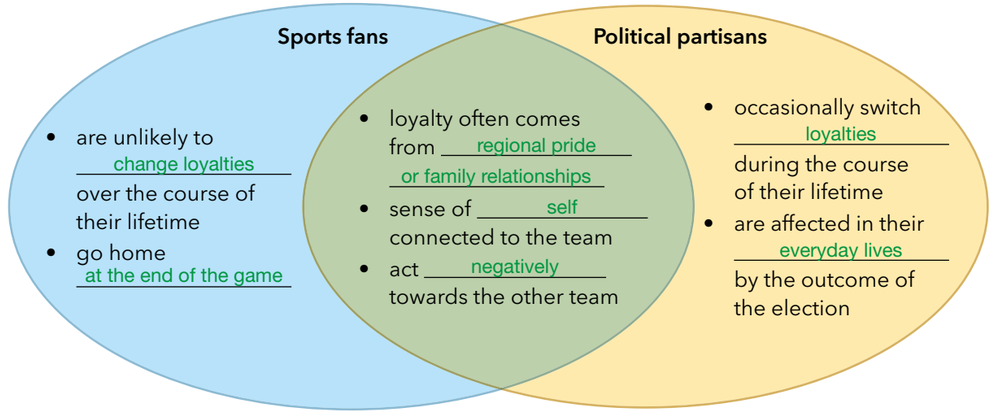
A
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's compare and contrast essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their essays 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 summarize the content of their compare and contrast essay to two different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the diagram.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the transition words for comparison or contrast.

WRITING SKILL Use transition words

To create smooth connections between your ideas, use transition words. Some transition words for comparison are *similarly, as with,* and *like.* Some transition words that show contrast are *whereas, while, unlike,* and *although.*

3 PLAN YOUR WRITING

A Think of two different groups of people that you can compare (for example, online friends versus in-person friends, in-laws versus parents, or entertainers versus politicians). Create a diagram like the one in 1D to brainstorm the similarities and differences between the groups.

B PAIRS Discuss your ideas.

I think I'll write about vegetarians versus meat-eaters.

Writing tip

Get it all out. When writing your first draft, more is better. Your first draft provides all the raw material, which you can then shape and refine. So it's best to get all of your ideas onto the page. Then you can move things around or cut things out as needed.

4 WRITE

Write a first draft of a compare and contrast essay about the two groups you described in 3A. Remember to use transition words. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.

- Does the introduction clearly state which groups are being compared?
- Does the essay give equal attention to both of these groups?
- Are both similarities and differences between the groups identified and discussed?
- Does the essay use transition words effectively?
- Does the essay draw some kind of conclusion that goes beyond a simple list?

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 again for overall sense.

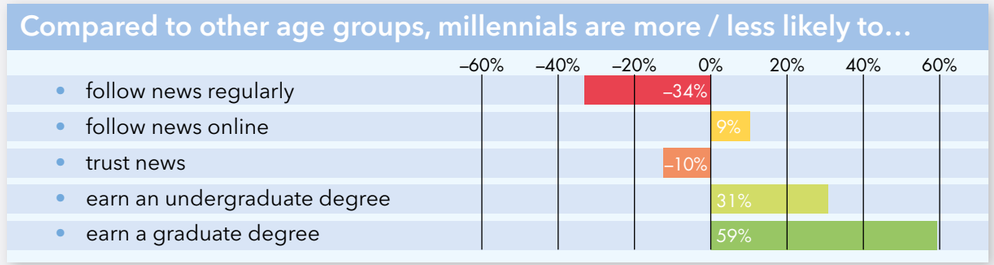
I CAN WRITE A COMPARE AND CONTRAST ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Millennials are a group of people born between 1981 and 1996 and reaching adulthood in the early 21st century. They increasingly rely on online news rather than more reliable print sources. Review the data and circle the correct answers.**



1. Compared to older adults, millennials have **the same amount of** / **less** / **more** education.
2. Millennials **do not trust** / **are less trusting of** / **are more trusting of** the news.
3. **All adults** / **Millennials** / **Older adults** are more likely to follow the news online because they grew up with the internet.

B THINK CRITICALLY **Are millennials' ideas more likely to be shaped by inaccurate or fake news? Why or why not? Discuss the impact that this may have.**

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

Step 1 **Brainstorm** Think of 3–5 ways people can be more critical about news they read online.

Step 2 **Evaluate** Consider an example of online information that needs to be challenged and how your approach could help people to think more critically about it.

Step 3 **Present** Explain the best solution to the class.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about stereotypes
- ☐ Talk about fandom
- ☐ Discuss bias

Vocabulary
- ☐ Words related to stereotypes

Conversation
- ☐ Use hyperbole

Pronunciation
- ☐ Stress in causative verb phrases

Listening
- ☐ Listen for phrases that guide a conversation

Note-taking
- ☐ Use abbreviations and symbols

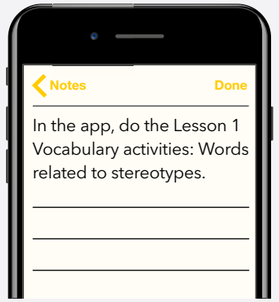
Language Choices
- ☐ Passive voice: agent versus no agent
- ☐ Causative verbs
- ☐ Active versus passive reporting

Discussion
- ☐ Build on ideas

Reading
- ☐ Identify key information

Writing
- ☐ Use transition words

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



Possible answers: For argument: The internet provides a wider range of viewpoints than a single newspaper, forcing readers to think critically about sources and perspectives. Against argument: Because access to the internet is so much cheaper than starting a newspaper, less qualified reporters with less to lose often post opinions and rumors as facts.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the table. Ask a volunteer to read the data about millennials.
- Tell Ss to use the information in the table to answer the questions.
- Go over the answers as a class.

B
- Read the target question. In groups, have Ss discuss.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. For example, *Do you think millennials have access to more sources of news than people of earlier generations? Why or why not? How would this affect their relationship to the news?*
- Bring the class together and have groups report some ideas.

C
- Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to write down tips for being more critical about news found on the internet. Have the note taker record tips. Encourage Ss not to limit themselves at this point.
- For step 2, have groups evaluate the tips and choose the best ones. Have them think of a specific example of where information should be checked carefully before accepting it as true and how this can be done.
- For step 3, ask the reporters to present their group's best tip to the class. Remind groups to be specific in explaining the tips. Leave 2–3 minutes for questions and comments after each presentation.

⊕ EXTENSION In groups, have Ss do research online for ideas on how to fact-check news stories. Tell them to compile a list of 5–10 tips. (For example, examine the publication or site sharing a story, research who the author is and if he or she is an authority on the subject, check if the information appears on other sites, look for experts with different perspectives) Bring the class together and compile a list on the board. Ask, *Which of these things do you make time to do? Are you ever guilty of confirmation bias–the tendency to interpret information in a way that affirms your own existing beliefs?* Invite Ss to share.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 DO YOU EXPLAIN THAT?

PREVIEW THE UNIT

LESSON 1	**Talk about famous mysteries**	
	Vocabulary	Words related to mysteries
	Language choices	Modals for speculation about the past
	Conversation skill	Keep listeners' attention
LESSON 2	**Talk about personal mysteries**	
	Language choices	Modals for expectation
	Pronunciation	Reduction of modal perfects
	Listening skill	Listen for emphasis
LESSON 3	**Discuss urban legends**	
	Language choices	Passive modals
	Note-taking skill	Use mapping
	Discussion skill	Acknowledge ideas
LESSON 4	**Read about life's mysteries**	
	Reading skill	Respond to the writer
LESSON 5	**Write a plot summary**	
	Writing skill	Build excitement
	Writing tip	Omit details and spoilers
PUT IT TOGETHER		
	Problem solving	Consider how people might be convinced to review current scientific evidence

GET STARTED

A
- Write the unit title on the board. Read it aloud.
- Read the learning goals aloud.
- Ask the target question. Invite Ss to discuss. Bring the class together and have Ss share.

B
- Direct Ss' attention to the picture. Read the instructions. Elicit the meaning of *maze.* (a specially designed system of paths through which you have to find your way) Read the target questions aloud.
- Have pairs report back. Ask, *Is there anyone who would never enter such a maze? Why not?*

C
- Focus on the social media message. Have Ss read what Artur says in *Meet the People of TSW Media* on page 4 or play the video of Artur. Then ask, *What do you know about Artur?* (He's a sales rep from São Paulo.)
- Read Artur's social media message aloud. Read the target question aloud and have Ss discuss in groups.
- Bring the class together and ask, *What treasures might Artur realistically find while scuba diving? What are some popular treasure stories you have read or seen in movies?*

3 HOW DO YOU EXPLAIN THAT?

LEARNING GOALS

In this unit, you
- talk about famous mysteries
- talk about personal mysteries
- discuss urban legends
- read about life's mysteries
- write a plot summary



GET STARTED

A Read the unit title and learning goals. The world is full of mysteries. How do they sometimes make life more exciting?

B Look at the photo. It shows someone about to enter a large maze. If you were standing there, would you enter the maze? What would need to be at the center of the maze to make you enter it?

C Read Artur's message. What kind of treasure might he be looking for?



ARTUR TAVARES

@ArturT

I love reading stories about lost treasure. And now that I've learned how to scuba dive, I'm going to look for some treasure myself!

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LESSON 1 TALK ABOUT FAMOUS MYSTERIES



ARTUR TAVARES

@ArturT

Just visited the Pyramids of Giza. What an incredible place! So full of mystery.

1 VOCABULARY Words related to mysteries

A What are some examples of mysterious places around the world? *Possible answers:* Easter Island in Chile, Machu Picchu in Peru, Teotihuacán in Mexico, Stonehenge in England, Loch Ness in Scotland, Area 51 in the United States, Magnetic Hill in India, and the Yonaguni Ruins in Japan

B ▶03-01 Read and listen. Do you know the words in bold?

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THE GREAT PYRAMID: FROM BAFFLING MYSTERIES TO INCREDIBLE BREAKTHROUGHS



For thousands of centuries, the Great Pyramid of Giza has been **shrouded** in mystery. From its **gargantuan** size to its secret chambers, it has been a source of **fascination** for archaeologists and travelers alike. This monument remains an **enigma** today, but researchers have uncovered **evidence** in hidden caves and **scrolls** that has unlocked many secrets. Join us as we follow their path from initial **hunches** to **conclusive** proof in a documentary that will **intrigue** and entertain you.

Check out our **trivia** and fun facts about pyramids around the world!

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

2 LANGUAGE CHOICES Modals for speculation about the past

A Read the example sentences. Underline the modals for speculation about the past. Then put the words from the box into the correct groups.

To make speculations about the past, use modal + *have* + past participle.

Example sentences

1. The empty space at the base of the tomb could have been part of the building's structure, or it might have been a secret chamber.
2. Some researchers believe the tomb may have belonged to a princess.
3. Archaeologists spent so much money on the project that it had to have been important.
4. Masa threw those files in the trash, so he must not have wanted them.
5. Those statues are gargantuan. It couldn't have been easy to construct them.
6. Explorers can't have discovered a new pyramid. If they had, it would be all over the news.

Modals for speculation about the past

can't have	could have	couldn't have	had to have	~~may have~~
~~may not have~~	might have	might not have	must have	must not have

50% certain something happened	50% certain something did ***not*** happen
may have could have, might have	may not have might not have
> 90% certain something happened	**> 90% certain something did *not* happen**
must have, had to have	can't have, couldn't have, must not have

>> FOR PRACTICE, PAGE 131

B *Could* has different meanings. What does *could have* mean in the following sentences?

Researchers could have solved the mystery years ago, but they didn't have enough funding.

The discovery was more exciting than anyone could have imagined.

In the first sentence, *could have* means a missed opportunity. In the second sentence, it means *possibly*.

LESSON 1 TALK ABOUT FAMOUS MYSTERIES

- Read the lesson title. Ask for a volunteer to read the social media message aloud. Ask, *Where are the Giza pyramids?* (in Egypt) *Has anyone visited these pyramids? What do you know about them?* Have Ss look at the picture in 1B. Say, *Describe what you see.* Ask, *What is mysterious about the pyramids?* (For example, We don't know how they were built.)

CULTURE NOTE The Great Pyramid of Giza is a huge pyramid near Cairo in Egypt built by the ancient Egyptians. It is the oldest of the original Seven Wonders of the Ancient World.

1 VOCABULARY

A
- Read the vocabulary title aloud. Then read the target question.
- Invite Ss to come to the board and write answers. Ask, *What is mysterious about these places? Have you visited any of these places? If yes, what did you feel while visiting _____? If not, which of the places would you like to visit some day?*

B
- Say, *Listen to the words that describe mysteries.*
- Play the audio. Pause after *trivia.* Tell Ss to read along as they listen to the information from the website.
- Play the rest of the audio.
- In pairs, have Ss read the information again and discuss the meanings of the words in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 157.
- For more vocabulary practice, refer Ss to page 131.

EXTENSION To test spelling of new vocabulary, hold a spelling bee. Give Ss words from the list to spell. If they make a mistake, they are eliminated and another S gets a turn to spell it correctly. Continue until all the words have been covered or only one S is left. Note words that gave Ss trouble and write these on the board.

2 LANGUAGE CHOICES

A
- Write on the board:
  1. *The pyramids may have been built by aliens.*
  2. *The pyramids must have been built by humans. There are no aliens!*
- Point to each sentence on the board. Ask, *In which one is the certainty higher?* (2)
- Read the note. Then point to the sentences on the board and call on a volunteer to underline the modal for speculation about the past. (1. may have been built; 2. must have been built)
- Read the instructions. In pairs, have Ss underline modals for speculation about the past in each sentence.
- Then have Ss focus on the grammar chart. Ask, *Do all these modals have the same meaning?* (no) Point to the examples on the board to indicate that the level of certainty varies depending on the modal used.
- Say, *You will work in pairs to sort the modals about the past based on levels of certainty.* Read the chart headings and example answers. Then have Ss sort the modals, referring to the context of the example sentence. Circulate and assist as needed.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.

B
- Ask for a volunteer to read the instructions and target question.
- In pairs, have Ss analyze the sentences and answer the question.
- Bring the class together and go over the answer.

OPTION To confirm that Ss understand the difference between *could have* and *couldn't have,* write on the board: *That couldn't have been Mark on the phone. He's in class. It could have been Sheila. She said she might call.* Ask, *What is the certainty that it was not Mark?* (90% or more) *What is the certainty that it was Sheila?* (50%)

EXTENSION Write these sentences on the board. In pairs, have Ss make two statements responding to them—one showing high certainty that something happened or didn't happen and one showing low certainty. Refer Ss to the chart in 2A.

1. *Amanda hasn't replied to any of my texts or calls all week.* (She must have unplugged for the week! / She may have lost her phone.)
2. *I think Ben has left and forgot to give me a ride home!* (He couldn't have left. His car is still here! / He could have forgotten. He's been very absent-minded lately.)
3. *The people don't accept the election result.* (Neither do I! It had to have been rigged. / I heard that there may have been some technical issues in the polling booths.)
4. *It's strange that they haven't responded to our invite yet.* (They must not have received it. / They may not have had time.)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Ask, *What can a speaker do to keep a listener's attention?* (speak louder, try to make eye contact, use expressions to keep the listener's attention)
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions and speak with enthusiasm. Have Ss repeat.
- Direct Ss' attention to the exercise. Read the instructions aloud. Play the audio.
- Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

B
- Model a mysterious story. Say, *You're not going to believe this, but when I was a kid, I'd always hear a man singing a song when I was falling asleep. Then one day, I was humming the tune, and guess what, my mom said "Hey, my dad sang that song to me every night!" My grandfather had been dead 30 years!* Bring attention to the expressions used by writing on the board: *You're not going to believe this* and *guess what.*
- In pairs, have Ss share stories, using expressions to keep listeners' attention.

⊕ **EXTENSION** In pairs, have Ss role-play additional conversations using the expressions from the conversation skill box. Model the correct intonation and enthusiasm if Ss are saying the expressions too neutrally.

4 CONVERSATION

A
- Ask, *What do you think Artur and Ariya might be talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
- Go over the answer. Ask, *Were your predictions correct?*

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to complete the answers.
- Clarify the meaning of any unfamiliar terms, such as *plateau* (a large area of flat land that is higher than the land around it), *papyrus* (a plant-like grass that grows in water that was used to make paper for scrolls in ancient Egypt), and *cargo* (goods that are carried in a vehicle).
- Have Ss go over the answers in pairs. Bring the class together and have them share their ideas about question 3.

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

⊕ **EXTENSION** For grammar review, have Ss listen again or read the audio script for three modal uses for speculation about the past. (1. *Like how the slaves who built the pyramids could have moved those gargantuan limestone blocks.* 2. *The boats must have made their deliveries during the flood season.* 3. *There must have been some important information in those scrolls.*) Have Ss discuss the speculation in each sentence and the level of certainty expressed. (The sentence with *could have* suggests lower certainty than the two sentences with *must have*.)

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, *Mystery: why ships and planes have gone missing in the Bermuda Triangle; Possible explanations from research: sea monsters, UFOs, huge waves.*
- Have Ss complete the chart with their own ideas. Allow Ss to research online if they can't think of mysteries on their own.
- Circulate as Ss work and assist as needed.

B
- In pairs, have Ss use their notes to share ideas.
- Remind them to use the expressions for keeping a listener's attention from the conversation skill. Tell them they can use the conversation in 4C as a model.
- Monitor. Listen for the correct use of modals for speculation about the past. (For example, for the Bermuda Triangle example: Some theories say it may have been sea monsters. People have also said it could have been UFOs. The most recent research suggests that it had to have been huge waves.)

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to mysteries
- ✓ using modals for speculation about the past
- ✓ using expressions for keeping listeners' attention

EXIT TICKET Say, *Retell a mysterious story you have heard. Use expressions to keep listeners' attention. Use the target vocabulary from 1B and modals for speculation about the past if appropriate.* Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

Possible answers:
1. The workers were well-fed and had good living conditions.
2. When the Nile River flooded fields every spring, agricultural workers needed another job, so they worked on the construction of the Great Pyramid. When the Nile flooded, boats were able to deliver large blocks of stone close to the construction site instead of a port farther away.
3. Merer's diary provides more information than a photo could. The diary gives accurate details about the large blocks of stone and other cargo on Merer's ships. It describes the canals that his boats passed through in order to reach the Great Pyramid.

A ▶03-04 Read the conversation skill. Listen. Notice the words the speakers use to keep listeners' attention. Complete the sentences that you hear.

1. And ___here's the best part___ . Khufu's mummified body might be there.
2. And ___that's just the beginning___ of the mystery.
3. ___Wait. There's more___ . It may be the face of Khafre.

B PAIRS Retell a mysterious story that you heard from a family member or friend when you were a child. Use an expression from the conversation skill box.

Keep listeners' attention

Use expressions like these to create interest during a conversation and to keep listeners focused on what you're saying:
That's just the beginning.
You're not going to believe this.
It gets better.
Wait. There's more.
Guess what.
Here's the best part.

4 CONVERSATION

A ▶03-05 Listen. What do Ariya and Artur talk about? answers for some of the mysteries of the Great Pyramid

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

1. What evidence did researchers use to prove that the workers at the Great Pyramid were not slaves?
2. What are two reasons why the floodwaters of the Nile were important in the construction of the Great Pyramid?
3. Why does Artur say that Merer's diary is better than a photo?

C ▶03-06 Listen. Complete the conversation.

Ariya: ___It gets better___ . You mentioned the massive blocks of stone used in the construction of the Great Pyramid. I ___was intrigued___ by those massive blocks of stone, too. I wanted to know where they came from.

Artur: What did you find out?

Ariya: ___Millions of tons___ of stone arrived at the Giza Plateau by boat. Some was from locations close to the building site, but some came from ___500 miles away___ .



5 TRY IT YOURSELF

A THINK What is a famous mystery that you have read about or seen on television? Take notes in the chart.

Mystery	Possible explanations from research

B PAIRS Share your mysteries and their possible explanations. Use the conversation in 4C as a model.

☐ I CAN TALK ABOUT FAMOUS MYSTERIES.

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LESSON 2 TALK ABOUT PERSONAL MYSTERIES



ARTUR TAVARES

@ArturT

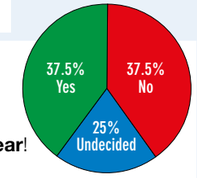
My flight was delayed. Mechanical difficulties. Had a feeling that something bad was going to happen.

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about paranormal experiences? Have you had an experience that can't be explained by science?

B 03-07 VOCABULARY Read and listen. Do you know the words in bold?

Class poll: Do you believe in paranormal experiences? Please explain.



8 COMMENTS

Jeff: Yes, I do. I often know something bad is going to happen. I get **a sinking feeling** in my stomach.

Max: Yes. I've had several **mind-blowing** supernatural experiences. I **swear**!

Dana: I'm not sure that I believe in paranormal experiences. I'm **skeptical**.

Zheng: No, I don't. But if a friend said he had an experience like this, I'd **take his word for it**.

Rose: No way. I **don't buy it**. **The odds** are there's a scientific explanation for almost everything.

Alexa: I had an experience once, but I thought it was **a gag**. Now I'm not so sure.

Ying: Yes. I saw a woman in a dream. The next day, I met someone who was her **spitting image**.

Ibrahim: Nope—don't believe it. The whole idea of paranormal experiences is **bogus**.

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

2 LANGUAGE CHOICES Modals for expectation

A Read the example sentences. Underline the modals and verbs used to show expectation. Then read rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. The ghost tour should be an interesting experience, and it shouldn't take more than a few hours.
2. Yuan should have been here an hour ago. He ought to have texted that he's running late.
3. I'm sure you didn't really see a ghost. There ought to be a logical explanation for what you saw.
4. There's supposed to be a fascinating UFO museum in Roswell, New Mexico.
5. There wasn't supposed to be anyone else in the house, but we thought we heard voices.
6. The movie was supposed to have been mind-blowing, but I thought it was boring.
7. There are supposed to be ghosts living there, but I don't really buy it.

Modals for expectation

F • Use *should* and *ought to* to indicate expectation about the present or future. They ~~cannot~~ can be used in the past.

T • Use *shouldn't* or *isn't / aren't supposed to* to indicate something will not likely happen.

F • Use *was / were supposed to* for expectations and obligations that were likely not fulfilled.

T • Use *supposed to,* ***not*** *should* or *ought to,* for situations that people claim to be true.

>> FOR PRACTICE, PAGE 132

B Read the sentences. How is *supposed to* used? Is there a difference in meaning?

There was supposed to be a ghost living in that house.

There was supposed to have been a ghost living in that house.

The two examples are similar, but the first sentence implies the expectation was not fulfilled. People expected a ghost to live in the house, but there was no ghost. The second example implies that there may have been a ghost living in the house, according to rumors.

LESSON 2 PERSONAL MYSTERIES

- Read the lesson title. Ask, *What do you think a personal mystery refers to?* (a mystery that relates to one's own life) Offer an example: *Once I was waiting in line in a store and I looked at a person who looked exactly like me. He / She noticed, too, and hurried out the door.* Invite a volunteer to share another short story.
- Ask a volunteer to read the social media message aloud. Invite Ss to interpret *for hours.* (for many hours) Ask, *Why was Artur's flight delayed?* (The plane had mechanical difficulties.) *Had he expected there to be problems with his flight?* (He actually had had a feeling something bad was going to happen that day.)

1 BEFORE YOU LISTEN

A
- Read the questions aloud. Write *paranormal* on the board and elicit or explain that this refers to strange and mysterious events that cannot be explained by science. Give Ss time to discuss in pairs, giving examples they have heard about or experienced.
- Bring the class together and have Ss share.

B
- Have Ss look at the image of the computer screen. Ask, *What do you see?* (an online poll with comments) Call on a volunteer to read the question from the poll: *Do you believe in paranormal experiences?*
- Have Ss preview the bold 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 personal mysteries.* Play the audio and pause after *bogus.*
- Say, *Now listen to the comments.* Play the rest of the audio.
- Have Ss define the terms in small groups. Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 157.
- For more vocabulary practice, refer Ss to page 132.

⊕ EXTENSION Poll the class using the question from the poll. On the board write: *Yes ____ votes; No ____ votes; Undecided ____ votes.* Analyze the data. Ask, *Are you surprised by the results?*

⋯ OPTION In pairs, have Ss replace the bold words with their own words that have the same meaning. (For example, an unpleasant feeling; astonishing; doubtful; believe him; the chances; I don't believe it; a joke; promise; exact double; false.)

2 LANGUAGE CHOICES

A
- Read the title. Write on the board: *Adam should do well on the exam.* Invite a S to paraphrase the statement. (For example, I expect that Adam will do well on the exam.) Ask, *Has Adam taken the exam yet?* (no) Tell Ss that we can use modals to talk about expectation. Then write: *Adam should have done well on the test. He was well prepared.* Ask, *Did Adam take the test already?* (yes) *Is the expectation that he did well?* (yes) *Did he do well?* (We don't know: he may or may not have.) Point out that modals can be used to talk about present and past expectation.
- Call on a volunteer to read the instructions. Have them underline the modals and verbs to show expectation in the example sentences. Circulate and monitor as Ss work.
- Then tell Ss to decide whether the rules in the grammar chart are true or false, correcting the false statements.
- Have Ss compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

⋯ OPTION To make sure Ss understand the rules, elicit statements for each one. (For example, You should / ought to know how to fix your car; It shouldn't / isn't supposed to rain today; The train was supposed to arrive at 11:10; That movie is supposed to be really good!)

B
- Read the instructions aloud. Give Ss a few minutes to analyze the two meanings.
- Then bring the class together and call on Ss to explain the difference.

⊕ EXTENSION Focus on the various uses of *supposed to.* Write on the board:

1. *They aren't supposed to arrive today.*
2. *He was supposed to get a raise.*
3. *The house on Elm Street is supposed to be haunted.*

Ask, *Which sentence describes a rumor?* (3) *Which sentence describes an expectation that was likely not fulfilled?* (2) *Which sentence indicates that something will probably not happen?* (1)

⊕ EXTENSION In pairs, have Ss write a mysterious personal story using various modals of expectation. Refer Ss to the chart in 2A for reference. Model a story beginning on the board: *Well, I should have known that staying late at work alone was not a good idea…* Then have Ss share stories in small groups.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note. Read the title and clarify that reductions are sounds in words that change and disappear when speaking at a regular pace. Clarify that modal perfects are modal auxiliaries used with perfect tenses.
- Play the audio.
- Focus on *should have been* and *couldn't have happened* and have Ss repeat.

TEACHING TIP For advanced English language learners, reductions are an important topic as they transition toward fluency. Being aware of various reductions can help Ss improve their listening comprehension. It can also help them sound more natural and speak English with greater ease.

B
- Have Ss read the sentences and notice the marks reducing the modal perfect forms.
- Play the audio. Have Ss listen and repeat.

C
- Read the instructions. Refer Ss to the example in 3A to indicate how to mark the stressed syllables in the underlined phrases.
- Tell Ss to listen and draw dots. Play the audio. Then have them compare answers with a partner.
- Review answers as a class.

EXTENSION On the board, write: *should have, shouldn't have, ought to have, could have, couldn't have.* In pairs, have Ss make up sentences to practice reduction for the different modal perfect forms.

4 LISTENING

A
- Focus on the Listening Skill box. Read the title and the skill.
- Then tell Ss they will listen to an excerpt from the podcast and underline the emphasized information. Focus Ss' attention on the example in the first sentence. Play the audio and have Ss notice the emphasis on *family camping trip*. Then play the rest of the audio.
- Have Ss compare answers with a partner. Then have them listen again to check any information they didn't agree on.
- Bring the class together and go over any questions.

B
- Tell Ss they are going to listen to the entire podcast. Read the target question.
- Play the audio. Have Ss listen. Tell them to pay attention to how speed, volume, and pitch vary throughout the conversation.
- In pairs, have Ss discuss what the podcast is about. Go over the answer as a class.

CULTURE NOTE The word *doppelgänger* is a German word that means *double walker.* It is a non-biologically related double of a person. According to urban legend, if you come face to face with your doppelgänger, it is very bad luck, and you are supposed to run away. The word is also used more neutrally to refer to any person who resembles another person.

C
- For the third listening, have Ss listen for details.
- Play the audio. Have Ss take notes to answer the questions. You may need to play the audio additional times. Then let Ss compare answers in pairs.
- Bring the class together and call on Ss for answers.

D
- In pairs, have Ss discuss the experiences.
- Bring the class together and have pairs share. Ask, *Do you tend to believe mysterious stories, or are you skeptical?*

5 TRY IT YOURSELF

A
- Ask the target question. Copy the chart on the board. Read the headings. Call on a volunteer to model the activity using one of the mysterious stories from the listening. (For example, What happened: Strangers started coming up to Devon and talking to him; Where it happened: everywhere he went; When it happened: when he was in high school; Who was involved: strangers, Devon, and his doppelgänger.)
- Have Ss complete the chart with their own ideas.

B
- Have Ss share their stories in groups.
- Bring the class together and invite Ss to share their story. Encourage Ss to ask each other questions to get more details.

C
- Read the instructions. Have groups discuss the similarities in their stories and possible explanations. Call on volunteers to share if there were similarities between the stories shared in each group.

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 personal mysteries
- ✓ using modals for expectation
- ✓ using reduction with modal perfects
- ✓ using emphasis when speaking

EXIT TICKET Have Ss retell a mysterious story. Tell Ss to use the target vocabulary and modals for expectation if appropriate. Remind Ss to reduce modal perfects as well as change speed, volume, and pitch to emphasize key information. Listen and take notes on areas for review and extra practice in later lessons.

3 PRONUNCIATION

A 03-09 Listen. Read the pronunciation note.

B 03-10 Listen. Notice the reduced pronunciations in the underlined phrases. Then listen and repeat.

1. I should have run when I heard the noise, but I wasn't afraid at all.
2. I'd like to believe Ari, but his story was bogus and couldn't have happened.

Reduction of modal perfects

In modal perfects, the auxiliary *have* is reduced to /əv/ or /ə/ and joins closely to the preceding modal, and the past participle of the verb often receives the heaviest stress: *They should have* /ʃʊdə/ *been there.*

In negative modal perfects, the negative modal also receives stress: *It couldn't have* /kʊdənt əv/ *happened* . The final *t* of negative modals may also be dropped. *It couldn't have* /kʊdənə/ *happened.*

C 03-11 Listen. Mark the stressed syllable in the underlined phrases with a dot.

A: The footsteps I heard upstairs couldn't have been my neighbors'. They weren't home yet.
B: They might have arrived when you weren't paying attention.
A: Then I should have heard them going upstairs. The stairs are very noisy.

4 LISTENING

A 03-12 Read the Listening Skill. Listen to part of the podcast. Underline the emphasized information.

It reminded me of a family camping trip when I was 7. I was looking at the stars when I noticed a strange object moving across the sky. I was sure it was a UFO—until my grandfather told me it was a communications satellite. I understand the appeal of mysteries, but I prefer scientific explanations.

LISTENING SKILL Listen for emphasis

Speakers often change speed, volume, and pitch to help you follow a story. They will talk slower, louder, and higher to emphasize key information.

B 03-13 Listen to the entire podcast. What is the podcast about?

Possible answer: personal mysteries and whether or not they have a scientific explanation

C 03-13 Listen again. Answer the questions.

1. What are Devon, Flora, and Rita's opinions about mysterious experiences?
2. What happened to Devon's father?
3. When was the first time that Flora and Rita talked to each other about their mysteries?
4. Does Mohamed change his point of view about mysterious experiences? How do you know?

D PAIRS REACT Which of the experiences in the podcast was most interesting for you? Why?

Possible answers:
1. They believe that mysterious experiences don't always have a scientific explanation.
2. He saw a blinding white light at the same time his brother died.
3. The first time they talked about the ghost in their apartment was during the podcast.
4. No, he doesn't. At the beginning of the podcast, he says that he prefers scientific explanations for mysteries. At the end of the podcast, he was excited that there was finally a logical explanation for Devon's mysterious experience.

5 TRY IT YOURSELF

A THINK What is a mysterious experience you or someone close to you has had? Complete the chart.

What happened	Where it happened	When it happened	Who was involved

B DISCUSS In small groups, use your notes from 5A to tell your story.

C EVALUATE Are there similarities in your stories? Brainstorm possible explanations for the mysterious experiences.

I CAN TALK ABOUT PERSONAL MYSTERIES.

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LESSON 3 DISCUSS URBAN LEGENDS



ARTUR TAVARES

@ArturT

Anyone know anything about the origins of urban legends? Would love to know where these weird ideas come from.

1 BEFORE YOU LISTEN

A PAIRS THINK What are some famous legends, either from your home country or other parts of the world? Describe them.

B ▶03-14 VOCABULARY Read the words and listen to the sentences. Do you know these words?

thrive	perceive	a worst-case scenario	a cautionary tale
sanitation	a reflection	dissolve	roam the streets
armed with (a weapon)	play (something) up	plant	

>> FOR PRACTICE, PAGE 133 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Passive modals

A Read the example sentences with active and passive modals. Underline the passive modals. Then circle the correct answers in the chart.

Example sentences

1. a. Someone should stop that rumor before it becomes an urban legend.
   b. That rumor should be stopped before it becomes an urban legend.
2. a. You can find examples of urban legends everywhere.
   b. Examples of urban legends can be found everywhere.
3. a. Do I have to return this book soon?
   b. Does this book have to be returned soon?
4. a. Some high school kids might have started that rumor.
   b. That rumor might have been started by some high school kids.
5. a. Someone must have made that story up as a cautionary tale.
   b. That story must have been made up as a cautionary tale.
6. a. They couldn't have taken that story seriously.
   b. That story couldn't have been taken seriously.

Passive modals

- Use **active** / **passive** modals when the agent is not important or not known.
- The meaning of the modal is **the same** / **different** in active and passive sentences.
- A passive modal in the present tense is formed with modal + ***have*** / ***be*** + past participle.
- A passive modal in the past tense is formed with modal + ***has*** / ***have*** + *been* + past participle.

>> FOR PRACTICE, PAGE 133

B PAIRS Most modals have more than one meaning. In some cases, the past tense of the modal changes based on the meaning. Read the following sentences. They all occurred in the past. What is the difference in meaning between the modals in each pair?

That story is ridiculous! It **had to have been invented**.

New technology **had to be invented** in order to film that movie.

The project **couldn't have been completed** in only two days. That's impossible!

The project **couldn't be completed** in two days. We needed more time.

In the first pair, the first sentence uses a modal of speculation. It means the speaker is 90% or more certain that the story was invented. The second sentence uses a modal of necessity. Technology needed to be invented before filming was possible.
In the second pair, the first sentence uses a modal of speculation. The speaker is almost certain that the project was not completed in only two days. The second sentence uses a modal of ability. In the second sentence, *could* is the past tense of *can*.

LESSON 3 DISCUSS URBAN LEGENDS

- Read the lesson title. Review that an urban legend is a story about an unusual event that a lot of people believe, but that is unlikely to be true. Say, *It is an urban legend that it is bad luck to come face to face with your doppelgänger.* Invite Ss to share urban legends they know. Ask, *Where did you hear about it? Do you believe it?*
- Call on a volunteer to read the social media message aloud. Ask, *Does anyone have an answer for Artur? Where do urban legends originate?* If Ss don't know, invite them to speculate.

CULTURE NOTE Urban legends are part of popular culture. They reflect who we are and what we find scary, funny, humiliating, etc., They usually convey a warning. They originate spontaneously, and thanks to people's curiosity and eagerness to share information, find their way into culture. Today urban legends are as powerful as ever thanks to the internet and social media.

EXTENSION Tell Ss they will write a short response to Artur with their interpretation of how urban legends originate. Let Ss work in pairs if they prefer. Encourage them to also refer to a legend in their post. Remind Ss that this is social media, so the post should be brief, witty, and fun to read.

1 BEFORE YOU LISTEN

A
- Read the question aloud. Ask Ss to share their ideas in pairs.
- Then bring the class together and have Ss share. Ask, *Where did you hear this story?* Pay attention to whether some stories are universal. For example, ask, *Are there similar theories about doppelgängers in your culture?*

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. Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 158.
- For more vocabulary practice, refer Ss to page 133.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Ask, *Which passive topics were covered in Unit 2?* (passive voice: agent versus no agent in Lesson 1 and active versus passive reporting in Lesson 3) Say, *Now we will look at passive modals.*
- Write on the board: *The workers should finish the job by tomorrow.* Ask, *What is the passive form?* (The job should be finished by tomorrow.) *Do we need an agent?* (no)
- Read the instructions. Have Ss read the pairs of sentences individually and underline the passive modals. Then have them complete the chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.
- Focus Ss' attention on the passive modal structure. Write on the board:

  object + modal + be + *past participle*

  object + modal + have been + *past participle*

  Ask, *What is the difference?* (The first is used for the present; the second for the past.) Write, *The document should be included in the application.* Ask, *Is the statement talking about the past or present?* (the present) Then write, *The document should have been included in the application.* Ask, *Is the statement talking about the past or present?* (the past)

B
- Read the instructions aloud. Call on volunteers to read the pairs of sentences. Then in pairs have Ss analyze the meaning of each.
- Bring the class together and call on volunteers to share the differences between the modals.

EXTENSION On the board, write two conversations:

1. *A: The assignment should be typed.*
   B: Oh, I didn't know. Thanks for telling me.
2. *A: Do you have your passport?*
   B: Oh no! Where is it? It must have been stolen!

Call on volunteers to read the exchanges. Ask, *Which talks about a past situation?* (the second one) *A present situation?* (the first one) Tell Ss to think about the function of each modal. Ask, *Which one describes necessity?* (should be typed) *Which one describes speculation?* (must have been stolen)

In pairs, have Ss create short conversations to practice using the passive modals. Invite pairs to share with the class. After each conversation, ask, *Does it talk about a past or present situation? Does the modal describe necessity, speculation, ability, or expectation?*

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3 VIDEO TALK

A • Have Ss look at the picture. Ask, *What do you see?* (an alligator) *What do you think alligators have to do with urban legends?*
- Read the target question aloud. Play the audio or video.
- Go over the answers as a class.

B • For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about mapping.
- Copy the mind map on the board. Point out the headings. Ask, *What are the three key elements of an urban legend?*
- Play the audio or video again and have Ss fill in the map. If necessary, stop the audio or video after each key element of an urban legend and play it again before continuing. Let Ss listen multiple times if necessary.
- Have Ss compare their maps in pairs. Call on volunteers to write answers in the chart on the board.
- Go over the answers as a class.
- Clarify unknown vocabulary, such as *monetary pay-out* (a large payment of money to someone, for example from an insurance claim or as the result of a legal judgment), *sewer* (a pipe under the ground that carries away waste material and used water from buildings), *genre* (a particular type of movie, writing, etc. that has certain features that all examples of this type share), *folklore* (the traditional stories, customs, etc. of a particular area or country), and *word-of-mouth* (communicated orally; when information is passed by talking to people).

TEACHING TIP Point out that mind-mapping has many uses. In addition to mapping out what another person presented or wrote as in 3B, it can be used for organizing your own thoughts as you prepare to write about a specific topic.

C • Have Ss focus on answering the target question individually. Read the question aloud. Tell Ss to reflect on the way the speaker talks about urban legends. Ask, *Does he think they are fun? Does he criticize them? Is he neutral?*
- Call on volunteers to share. Then ask, *Did the speaker influence how you feel about urban legends?*

D • Read the target question. In pairs, have Ss react to the specific legends mentioned in the talk.
- Bring the class together and have Ss share what they think is believable about any of the legends.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud. Have Ss repeat the phrases.
- Elicit additional ways to acknowledge ideas. For example, *That's an interesting viewpoint, You make a good point, I like that argument.* Write these on the board.
- Ask Ss to answer the target question.

5 TRY IT YOURSELF

A • Read the instructions aloud.
- Ask a volunteer to read the three urban legends. Ask, *Do you agree that all these are urban legends?* Then have Ss add one of their own legends and choose a legend to discuss.

B • Have Ss read the instructions and questions to themselves. Copy the questions on the board and model the exercise. Say, *I will be talking about the urban legend of alligators in sewers. Is it believable?* (Yes, it is.) *Is there a moral?* (Yes: Be careful!) *Does it reflect fears or changes in society?* (Yes, we are scared of what we can't see.) *Could it contain a half-truth?* (Alligators have indeed been seen in New York City, but the legend that they thrive in sewers is not true.)
- Have Ss discuss the legend they chose in pairs. Invite them to use expressions for acknowledging ideas.

C • Read the instructions and have groups make up urban legends, keeping in mind the questions in 5B. Circulate and assist as needed. Elicit the meaning of *plausible.* (likely to be true)
- Combine groups and have them share. Then bring the class together and have Ss choose the most plausible legend.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to urban legends
- ✓ using passive modals
- ✓ using expressions for acknowledging ideas

EXIT TICKET Have Ss write their names on a blank card. Ask them to write about one of the urban legends that a classmate made up. Remind Ss to use the target vocabulary from 1B and to use passive modals when appropriate. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 VIDEO TALK

Possible answer: Urban legends are tales that offer an insight into society and beliefs.



A ▶03-16 Listen or watch. What is an urban legend?

B ▶03-16 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Use mapping

The mapping note-taking method is a visual way to organize your notes. List the main topic at the top, with sub-topics and details below. This method of note-taking helps you to easily distinguish between topics.

Main topic: Urban legends

Definition: part of a modern genre of folklore; usually told through word-of-mouth; often perceived as being true, or based on real incidents

Sub-topic 1: a strong storyline	Sub-topic 2: the half-truth	Sub-topic 3: a message (moral / cautionary tale)
Details / Examples: teeth dissolving in soda, spiders bursting out of a spider bite on someone's cheek	Details / Examples: rat meat story—rat meat was found in a sandwich; alligator story—people did keep them as pets, and some alligators did get released into the sewer	Details / Examples: dissolving tooth = don't drink too much soda; killers in the backseat & witches roaming the streets at night = be aware of your surroundings when traveling around at night

C How does the speaker feel about urban legends?

Possible answer: The speaker feels positively about urban legends. In the final paragraph, he shares positive views about urban legends. For example, "interesting insight into popular culture." He also suggests that life is more exciting with urban legends.

D PAIRS REACT Had you heard the urban legends mentioned in the video before? Do you think they're believable? Why or why not?

Acknowledge ideas

It's important to acknowledge others' ideas and opinions so that they feel supported and that their views are respected. Use phrases like these to acknowledge someone's ideas:

I see where you're coming from…
I see what you mean…
I understand what you're getting at…
That could be true…

4 DISCUSSION SKILL

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

5 TRY IT YOURSELF

A THINK Read the urban legends. Then think of one you know. Choose one to discuss.
- You shouldn't eat the end of a banana as it might be full of spider eggs.
- We once picked up a hitchhiker, and he disappeared into thin air from the back seat.
- That restaurant genetically modifies chickens to produce more legs.

B DISCUSS Describe the urban legend you chose from 5A. Consider the following: Is the urban legend believable? Is there a moral? Does it reflect fears or changes in society? Does it, or could it, contain a half-truth?

C EVALUATE Work in small groups. Based on what you've learned about urban legends, create your own legend to share with the class. Use the questions in 5B as guidance. Then share your legend with other groups. Decide which urban legend sounds most plausible.

☐ I CAN DISCUSS URBAN LEGENDS.

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LESSON 4 READ ABOUT LIFE'S MYSTERIES



ARTUR TAVARES

@ArturT

Too bad humans didn't evolve to have more limbs. I wouldn't mind having another pair of arms. It might make texting faster!

1 BEFORE YOU READ

A PAIRS If you could ask an expert any question about science, nature, or the universe, what would it be?

B 03-17 VOCABULARY Read and listen. Do you know these words?

dim	a contour	an arthropod	advantageous	stability	consciousness
a neuron	an illusion	segmented	anatomy	plausible	

>> FOR DEFINITIONS, PAGE 158

Paige could answer all the questions apart from "Why do we dream?" There is no definitive answer to this question, so she only shared some theories.

2 READ

Possible answer: questions answered by a librarian; questions about science, nature, psychology, etc.

A PREVIEW Read the title and paragraph headings. What do you think the article will be about?

B 03-18 Read and listen to the article. Which of the questions could Paige answer conclusively?

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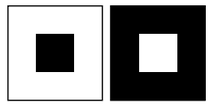
ASK A BOOKWORM

Our librarian Paige Turner answers more of your curious questions.



Is it true that black makes you slim? If so, why?

Paige says: According to neuroscientists–yes. Black does make you look slimmer, or lighter colors make you look larger, depending on how you view it. The slimming properties of black are caused by an optical trick dubbed "the irradiation illusion" by Hermann von Helmholtz. Stare at the holes in the shape below, and you should notice that the white hole appears larger than the black one.



Helmholtz wasn't the first to notice this illusion. In the 1500s, the astronomer Galileo also witnessed a similar phenomenon when he realized that brighter planets in the night sky, like Venus, appeared larger than dimmer ones, like Jupiter. Since then, neuroscientists have discovered why this happens. They found that when we view light things on a dark background, our eyes become flooded with light-sensitive neurons. They suggest that this must be an evolutionary trait that helps us spot movement and danger at night. When we view dark things against a light background, the light-sensitive neurons narrow the contours of the black shape. This is why wearing black during the day creates the illusion of slimming.

Why aren't there any large animals with six or eight limbs?

Paige says: By large animals, I guess you mean mammals. Mammals are tetrapods, and many have four limbs. These animals are considered tetrapods because they all evolved from fish, even if some of them secondarily lost some or all of their limbs. On the other hand, the ancestors of today's arthropods (insects, arachnids, and crustaceans), who have more than four limbs, had segmented bodies with lots of limbs. There's not much more to it.

Is it possible for a mammal to evolve into a six-limbed creature? Well, anything is possible. However, having six legs wouldn't necessarily be advantageous for mammals. Their anatomy would have to change considerably to accommodate an extra pair of limbs. Controlling two more arms would also require more brain power. Crucially, there's the question of purpose. For insects, having six legs means more stability when crawling along walls and ceilings. Mammals don't need to perform similar actions so don't need the extra support.

>>

LESSON 4 READ ABOUT LIFE'S MYSTERIES

- Review the various mysteries covered in this unit so far. Have Ss write them on the board. (famous mysteries, personal mysteries, urban legends) Read the lesson title. Ask, *What are some examples of life's mysteries?* Call on volunteers to speculate. (For example, Why do we bend our arms when we run? Why does mint make your mouth feel cool? Why do we grimace after we eat something sour?) Invite Ss to answer questions others ask.
- Call on a volunteer to read the social media message aloud. Elicit or explain that limbs are arms or legs. Ask, *Taking into account the title of the lesson, why might Artur be wondering about having more limbs?* (He may be speculating humorously about why humans only have four limbs.)

1 BEFORE YOU READ

A
- Read the question aloud. Ask Ss to share their ideas in pairs. Then bring the class together and write Ss' questions on the board. Tell them they will revisit their questions later in the unit.
- Ask, *What do you usually do if you have a question like this for an expert?* (look it up online) Invite Ss to speculate about what people did before they had the internet at their fingertips. (For example, They looked information up in encyclopaedias, went to the library, or asked other people, including specialists.)

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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 158.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article aloud. Ask, *What is a bookworm?* (a person who likes to read books and who spends a lot of time reading and studying) *Is anyone here a bookworm? If so, how many books do you read per week?* Invite Ss to share and comment.
- Direct Ss' attention to the picture. Focus on the statement under the title. Ask, *What does* more *suggest?* (that this is a regular feature in the magazine) Call on Ss to read the questions in the paragraph headings. Ask, *How do they connect to the lesson title?* (The questions are all about life's mysteries.)
- Read the target question. Call on Ss to answer.

LANGUAGE NOTE Point out that the term *bookworm* can have either a positive or a negative connotation. In the past, it was often used negatively to say that someone studied or read too much. *Bookworm* is also a term for a variety of insects that feed on books.

B
- Read the target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B. Have them circle words they don't know. Clarify other vocabulary or have Ss look words up in a dictionary, such as *definitive*. (one that will not be changed)
- In pairs, have Ss answer the target questions. Review answers as a class. Then invite Ss to speculate about why we dream.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that since some information is technical, they will have to refer to their notes to give answers.
- 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?*

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

B
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

LANGUAGE NOTE The verb *dub* is usually used in the passive voice when it refers to something being given a name (as in the reading passage: *an optical trick dubbed the "irradiation illusion"*) or when it refers to changing the original spoken language of a film or television program into another language (*an English film dubbed into Spanish*).

C
- Direct Ss' attention to the Reading Skill. Call on Ss to read it aloud.
- Tell Ss they will return to each paragraph and respond to the writer. Review the check, underline, and question tips from Unit 1. Remind Ss to also use symbols and abbreviations as covered in Unit 2. Give Ss sufficient time to complete the task. Circulate and assist as Ss work and give feedback on their interaction with the text.
- Then have Ss compare their comments and questions with a partner.
- Bring the class together and have Ss share.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to summarize each section into one sentence and then go on to make a general statement about the entire article. If necessary, help with the introduction. (For example: In the article "Ask a Bookworm," readers ask librarian Paige Turner questions about life's mysteries and she answers them…)
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words. Remind Ss that a summary should not include personal opinions. Hint to Ss that they can end the summary by commenting on which of the answers were conclusive.
- Circulate and assist as needed.

EXTENSION For homework, have Ss write a short summary of the article. Tell Ss to begin the summary by naming the title of the article and the author, reminding them that a title always appears in quotations. Collect summaries and offer individual feedback.

EXTENSION For homework, ask Ss to do online research about the question they posed in 1A, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information. Ss can give feedback in class about what they found out.

4 MAKE IT PERSONAL

A
- Read the instructions aloud.
- Call on volunteers to read the questions.
- Circulate as Ss write their answers. Tell Ss to answer the questions on their own, and not look up ideas online.

B
- Read the instructions and have groups share. Encourage them to ask each other follow-up questions.
- Then bring the class together and have Ss who worked on the same questions compare answers.

C
- Read the instructions. Invite all Ss to present their explanation. Tell listeners to take notes, writing the names of Ss who wrote explanations that could be voted as *most likely* or *most creative*.
- Write on the board: *the most likely explanation* and *the most creative explanation*. Then have Ss suggest their picks for each. Let the class vote. Announce the winners for each category.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Have Ss write a short answer to the question *Is it true that black makes you slimmer?* Tell Ss to close their books and only write what they remember from the article. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. A.
1. Light-sensitive neurons narrow the contours of the black shape, creating a slimming illusion.
2. Their evolutionary ancestors have influenced the number of limbs each type of animal has. Mammals and insects have evolved from different animals. Insects evolved from crustaceans, which have a lot of limbs. Mammals evolved from fish so have only 4 limbs (implies that limbs relate to fins on a fish).
3. They have no purpose for extra limbs.
4. It might help us consolidate learning (strengthen memories and make them longer lasting), prepare for dangers and challenges, deal with complex emotions, process information about the past and present to help us prepare for the future.

Why do we dream?

Paige says: There are a lot of plausible explanations for why we dream, although there's no definitive answer.

Many experts believe that dreaming is a form of memory processing and that it may help us convert information from our short-term to our long-term memories. There are many studies that have shown the importance of sleep for the consolidation of learning—the process that helps memories to become more stable and long-lasting. However, the role of dreaming in this consolidation process remains unclear.

Various theories explain dreaming as some form of preparatory process. One idea is that dreaming is a form of "threat simulation"—like a rehearsal for real-life dangers. Similarly, psychoanalysts believe that the purpose of dreaming might be to help us deal with complex experiences and emotions. Another theory, the theory of consciousness, suggests that dreaming helps us link three temporal dimensions in our minds—the past, present, and future. The belief is that dreaming facilitates information processing about past and present events, which in turn prepares us for future events.

While there are lots of theories out there about dreaming, none of them are conclusive. What do you think? Why do we dream?

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.** See answers on page T-37.

1. Why do black objects appear slimmer on a light background?
2. How were the bodies of mammals and insects affected by their evolutionary ancestors?
3. What is the main reason why Paige thinks it is unlikely for mammals to develop extra limbs?
4. According to experts, how might dreaming help us?

B CLOSE READING **Reread lines 7–13 in the article. Then circle the correct answers.**

1. The phrase *depending on how you view it* suggests that the irradiation illusion ___ .
   a. can only be observed by certain people
   b. can be explained in two different ways
   c. demonstrates two different phenomena
2. The best definition for the word *dubbed* is to give something ___ .
   a. a formal, scientific name
   b. a name that describes it in some way
   c. a name that is not widely accepted by others

C **Read the Reading Skill. Then reread the article. What further questions would you ask Paige about each topic?**

D PAIRS **Summarize the article in 3–5 sentences.**

READING SKILL **Respond to the writer**

As you read, stop after each paragraph and respond to the writer with comments or questions. This helps you to relate to the text on a more personal level and to retain information better.

4 MAKE IT PERSONAL

Search online for an answer to your question from 1A.

A THINK **Choose one question from the list and think of a possible answer. Take notes.**
- Why does the sunlight sometimes make us sneeze?
- What would be the most expensive way to fill a shoebox?
- What's the worst that could happen if the internet were to go down for the day?

B GROUPS **Discuss your ideas from 4A. Give reasons to support your answers.**

C EVALUATE **Choose the best possible answer from 4B and share it with the class. Try to make your explanation as believable as possible. As a class, vote on the most likely and most creative explanation.**

☐ I CAN READ ABOUT LIFE'S MYSTERIES.

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LESSON 5 WRITE A PLOT SUMMARY



ARTUR TAVARES

@ArturT

Mystery books make for great travel reading. I just read this plot summary… think I'll pick up the book on my next trip.

1 BEFORE YOU WRITE

A Read about plot summaries.

A plot summary is a brief description of the sequence of events in a story (from a book, a movie, etc.). It includes the following major elements: exposition (how the story begins), developing or rising action, climax (the most exciting action or turning point in the story), falling action, and denouement (how the story ends). It includes the names of the main character(s) and the most important details of the storyline.

B Read the model. What happens during the climax of the book?

During the climax, one of the townspeople figures out who the killer is. She herself is about to be killed, when the chief inspector arrives just in time to save her.



The novel *Still Life* by Canadian crime writer Louise Penny is the thrilling start of a new mystery series featuring Chief Inspector Gamache. Set in the tiny fictional village of Three Pines, the book introduces us to a cast of characters who are interesting and complex—and have dark secrets to hide.

The novel opens with the revelation that Jane Neal, an elderly artist from the village, was killed while walking through the woods. On the surface, it looks as though the killing may have been a hunting accident. Inspector Gamache has come down from Montreal to investigate. We soon learn that Jane's art is about to be displayed for the first time at an exhibition in the town. Whether and how this fact is connected to the crime remains an enigma. But Inspector Gamache has a hunch that the killing was not, in fact, an accident.

As the plot thickens, we learn about Philippe, an angry teenager who may have been involved in the crime. He had gone into the woods on that morning, armed with a bow and arrow to hunt deer. Was it his arrow that accidentally killed Jane? All the evidence points in that direction, but Inspector Gamache doesn't buy it. There are other people who might have had motive to kill. There is Jane's niece, who was no longer on good terms with her aunt, and who believed she was inheriting her aunt's valuable house. Or Clara, Jane's best friend and an artist herself, who actually did inherit the house. Could it be Peter, Clara's husband, desperately jealous of Clara's relationship with Jane? Or Ben, an intriguing Englishman who seems to be in love with Clara? And finally, there is Ruth, a poet with a bad temper who has a secret she desperately needed to keep from Jane.

Almost any of the options seem plausible, and as the action builds toward the climax, we start to understand how Jane's art is at the center. It is her art that reveals the town's secrets and points the way toward her killer. Inspector Gamache, through his keen perceptions, gains insights into each of the town's characters, but it is ultimately one of the townspeople who figures out who did it—thereby endangering her own life. In a scene that has you on the edge of your seat, the murderer is about to strike again when wit and luck—and, of course, Inspector Gamache—come to the rescue just in time.

In the denouement, we once again see Jane's group of friends coming together and discussing how her art had revealed the secret. And together they start to realize how all of the signs had always pointed in that direction, if they had only been able to see them.

C PAIRS Discuss. Based on this summary, is this a book you would want to read? Why or why not?

LESSON 5 WRITE A PLOT SUMMARY

- Write *plot summary* on the board. Ask, *Where might you find a plot summary?* (in a review of a book or movie or online when you want to find out more information about a book or movie)
- Call on a volunteer to read the social media message aloud.
- Ask, *Why did Artur read the plot summary?* (to help him decide if he wants to read the book) *Did it help him decide?* (Yes, he is planning to read it.) *Do you rely on plot summaries to help decide if you will read a book?*

1 BEFORE YOU WRITE

A
- Ask for a volunteer to read the text about plot summaries aloud for the class. Write the five terms on the board: *exposition, rising action, climax, falling action, denouement.*
- Ask, *Have you ever written a plot summary? If yes, what for?* Call on Ss to share.

LANGUAGE NOTE The word *denouement* is of French origin (*dénouement*) and is pronounced /deɪˈnuːmɒŋ/.

B
- Have Ss look at the picture of the forest and describe what they see. Invite them to suggest feelings that the picture evokes. (For example, scared, afraid, terrified, nervous) Ask, *What does the picture suggest about the book?* (It might be a thriller or a mystery.)
- Focus on the title of the summary. Ask, *What does it suggest?* (that the book is not a quick easy read, and that it is an exciting and scary mystery book)
- Have Ss follow along in their books as you read the plot summary aloud for the class. Clarify vocabulary as needed, such as *dark secret* (an extremely private piece of information), *the plot thickens* (the story becomes more complicated or interesting), *motive* (the reason that makes someone do something), *inherit* (to receive money or property from someone after they have died), *desperately* (extremely or excessively), and *keen perceptions* (a highly developed ability to notice things).
- Ask the target question. Elicit the answer.

TEACHING TIP Tell Ss they don't have to read the entire summary to answer the target question. Advise them to skim the article for the word *climax* (paragraph 4) to find the information they need. Remind Ss to circle main ideas, and underline words, phrases, content words etc. when identifying key information.

OPTION In small groups, have Ss take turns reading the plot summary aloud. Ask them to switch with every paragraph.

C
- Read the instructions and target questions. Have Ss discuss in pairs.
- Bring the class together and have Ss give their views.
- Go over the answers as a class.

OPTION You can ask additional questions. For example, *Does the plot summary give enough information? Does it give away the ending? What is the drawback of giving away the ending?* (A reader might not want to read a book or see a movie.)

D
- Before Ss read the plot summary model again have them read through the plot diagram.
- Have Ss fill in any answers they already know from the first reading of the plot summary. Then tell them to reread the model and complete the diagram.
- Circulate and assist as needed.
- Go over the answers as a class. Call on Ss to read their completed sentences.

TEACHING TIP Point out that a plot summary, like a summary, just reports the content. It does not give the reader's opinion of a story. That type of commentary would be appropriate in a book review or a movie review, which usually includes a plot summary as well as an opinion and recommendation.

EXTENSION In pairs, have Ss use the notes in the diagram to give a summary of the plot orally.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Ask, *Why is it important not to reveal answers to questions?* (You don't want to give away too much of the story.)
- Read the instructions. Have Ss reread the model and follow the instructions. Circulate and assist as needed.
- Go over the answers.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Have Ss draw their own plot diagram using the diagram in 1D as a model.
- Have Ss complete the diagram individually with their stories. Suggest that they write words and phrases, rather than complete sentences.
- Circulate as Ss work. Assist as needed.

B
- Read the Writing tip aloud. Focus on the term *spoiler alert.* Elicit the meaning. (a warning to the reader that an important detail of the plot is going to be revealed) Ask, *How might you indicate a spoiler alert?* (Writers often just write "spoiler alert!") *Do you think people will keep reading if they see the alert?* (Maybe. It depends on how interested they are in a story or a series.)
- Call on a volunteer to read the example to the class.
- Then have Ss discuss their ideas in pairs and make additional notes in their diagrams.

4 WRITE

- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their plot summary.
- Bring Ss' attention to the tense used in the plot summary model in 1B. Ask, *What verb tense is used throughout most of the essay?* (mostly present, some present perfect and modal perfect, and simple past) Point out that when describing the plot of a book or a movie, the present is used for things that are happening at any given point in the story. The past is used for things that have happened before that point.
- Remind Ss to use the plot summary in 1B as a model. Encourage them to follow a similar structure including the introduction (the title, the author or director, the setting and the names of the main characters), exposition (how the story begins), rising action, climax (the most exciting action), falling action, and denouement (how the story ends).
- Circulate and assist as needed. Ask Ss if they have followed the instructions and included suspenseful words and rhetorical questions about the plot. Remind them to retell events neutrally, avoiding personal opinions.

TEACHING TIP The use of the present to retell the plot of a story is called the literary present. It is used to talk about books or movies or other works of art which are considered to exist in an eternal present. Each time a book is opened or a movie viewed, the events unfold.

5 AFTER 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 plot summary.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's plot summaries.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- When Ss have answered all the questions, ask them to give the plot summary 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their plot summaries 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 plot summary.

EXIT TICKET Ask Ss to refer to their plot summaries to briefly retell a partner what the story is about. Ss may refer to their written plot summaries, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the plot diagram.

Book: *Still Life* by Louise Penny
Setting: a tiny ___fictional___ village called Three Pines
Main characters: Jane Neal, Inspector Gamache

Exposition
- An elderly ___artist___ is found dead.
- Inspector Gamache is in town to ___investigate___ .
- Jane's art was about to be ___exhibited for the first time___ .

Rising action
- The evidence points to ___Philippe___ having killed Jane in a(n) ___hunting accident___ .
- Inspector Gamache has a(n) ___hunch___ that it wasn't an accident.
- Many other characters have a(n) ___motive___ .

Climax
- Jane's ___art___ is the key.
- A townsperson figures out who did it and puts her own life ___in danger___ .

Falling action
- Inspector Gamache arrives just in time and catches the killer.

Denouement
- Jane's group of friends realize ___that the signs pointed in that direction all along___

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Circle the suspenseful words and phrases. Underline the rhetorical questions and possibilities raised about the solution to the mystery.

WRITING SKILL Build excitement

A good plot summary will entice readers and create a desire to read the book. You can build excitement by using suspenseful words and phrases, such as *thrilling, intriguing,* or *on the edge of your seat.* You can also grab the reader's attention by asking rhetorical questions and raising possibilities, without revealing the answers.

3 PLAN YOUR WRITING

A Think of a mystery book or mystery movie that you know (you can also choose another genre, such as thriller or science fiction). Create a diagram like the one in 1D to identify the plot points.

B PAIRS Discuss your ideas.
I think I'll write about the movie Cold Pursuit.

Writing tip
Choose wisely. When writing a summary, you can't include every detail. You have to figure out which details are the most important in terms of the plot structure. Also, you may not want to give away the ending. And if you do, be sure to give people a "spoiler alert"!

4 WRITE

Write a first draft of a plot summary of the book or movie you described in 3A. Remember to use suspenseful words and phrases as well as rhetorical questions. Use the plot summary in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's plot summary. Answer the questions.
- Does the introduction include the title and the author or director?
- Are the setting and main characters included?
- Is the summary organized by exposition, rising action, climax, falling action, and denouement?
- Does the summary use suspenseful, exciting words and rhetorical questions?
- Does the summary get you excited about the book or movie without revealing too much?

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

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

☐ I CAN WRITE A PLOT SUMMARY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Some people reject evidence that they have not personally experienced. For example, despite mathematical and photographic evidence, some do not believe that the sun is at the center of the solar system. Review the data and answer the questions.**

340 BCE	Aristotle provides scientific reasoning that the earth is at the center of the solar system.
200 BCE	Aristarchus suggests that the sun is at the center of the solar system.
1630	Galileo Galilei uses a telescope to support Aristarchus' theory.
1688	Sir Isaac Newton invents a new telescope that shows the sun at the center.
1946	The first photograph of Earth is taken from space.
1961	The first human goes to space.
1969	The first humans go to the moon.
1990	Hubble Space Telescope is in orbit around the earth.
Since 2012	Satellites become common.



1. Who believed that the sun goes around the earth? Aristotle
2. When did humans first explore space? 1961
3. What instruments helped provide evidence for scientists? telescopes, photographs, satellites

B THINK CRITICALLY **What reasons do some people have for rejecting science? Discuss with a partner.** *Possible answer:* Some people might ignore facts if they conflict with personal, religious, or political beliefs. Some people might associate scientific facts with social or political views based on how these facts are being portrayed in the media.

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

Step 1 **Brainstorm** Choose a current, debatable issue and think of 3–5 ways people could be convinced to adopt more scientific and/or critical thinking perspectives about it.

Step 2 **Evaluate** Choose the best solution. Consider how to go about changing people's minds using evidence and factual details.

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

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about famous mysteries
- ☐ Talk about personal mysteries
- ☐ Discuss urban legends

Vocabulary
- ☐ Words related to mysteries

Conversation
- ☐ Keep listeners' attention

Pronunciation
- ☐ Reduction of modal perfects

Listening
- ☐ Listen for emphasis

Note-taking
- ☐ Use mapping

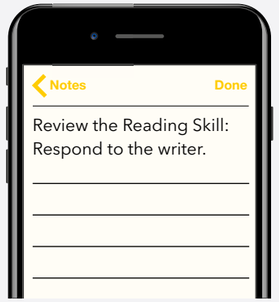
Language Choices
- ☐ Modals for speculation about the past
- ☐ Modals for expectation
- ☐ Passive modals

Discussion
- ☐ Acknowledge ideas

Reading
- ☐ Respond to the writer

Writing
- ☐ Build excitement

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



PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the timeline. Ask a volunteer to read the information in the timeline.
- Tell Ss to use the information in the timeline to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Have Ss discuss with a partner.
- Circulate and assist as needed. Prompt with questions if Ss get stuck.
- Bring the class together and have groups report ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to choose a debatable issue and think up 3–5 arguments to convince people to adopt a more scientific and/or critical thinking perspective about it. If possible, allow Ss to do research online. (For example, An example of a debatable issue is childhood vaccinations for diseases such as polio and measles. Argument 1: Thanks to advances in medical science, children can be protected from diseases. Argument 2: Vaccines have been researched thoroughly and are safe and effective. Argument 3: Vaccines prevent the spread of diseases to others. Argument 4: Vaccines reduce and eliminate diseases for future generations.)
- For step 2, have groups evaluate the arguments supporting the debatable issue and agree on the best one that refers to specific scientific evidence.
- For step 3, ask the reporters to present their group's best argument to the class. Remind groups to be specific in supporting their argument. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 IS IT ART?

PREVIEW THE UNIT

LESSON 1	**Talk about street art**	
	Vocabulary	Words related to street art
	Language choices	Substitution with *so* and *not*
	Conversation skill	Ask for an opinion
LESSON 2	**Talk about AI and art**	
	Language choices	Phrasal verbs
	Pronunciation	Stress in phrasal verbs
	Listening skill	Listen for signal phrases in conclusions
LESSON 3	**Discuss the benefits of improvisation**	
	Language choices	Past perfect and past perfect continuous with the simple past
	Note-taking skill	Use an outline
	Discussion skill	Say "yes" to keep a conversation going
LESSON 4	**Read about a famous festival**	
	Reading skill	Summarize paragraphs
LESSON 5	**Write a descriptive essay**	
	Writing skill	Use different tenses
	Writing tip	Avoid repetition
PUT IT TOGETHER		
	Problem solving	Consider ways to ensure that the sale and resale of art is fair to everyone involved

GET STARTED

A
- Read the unit title aloud. Read the learning goals aloud. Answer any questions Ss may have.
- Read the target question and have Ss add disciplines that are considered part of the arts.

B
- Direct Ss' attention to the picture. Ask, *What adjectives does this picture evoke?* (colorful, creative, artistic, rainbow, etc.)
- Read the target question aloud. Ask, *How is painting a picture different from covering a house wall with a coat of paint?* Let Ss discuss in pairs. Then bring the class together and have them share.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Camila) Have Ss read what Camilla says in *Meet the People of TSW Media* on page 4 or play the video of Camilla. Then ask, *What do you know about Camila?* (She's a production coordinator from Santiago, Chile.)
- Read Camila's message aloud. Confirm that Ss understand that *to take decades* means to take a long time.
- Bring the class together and have groups share ideas. Ask, *What might be some challenges of trying to become a famous artist?* (having enough money) *Do you agree that working to become a famous artist is more enjoyable than working to become, for example, a successful investment banker or other profession? Why or why not?*

4 IS IT ART?

LEARNING GOALS

In this unit, you
- talk about street art
- talk about AI and art
- discuss the benefits of improvisation
- read about a famous festival
- write a descriptive essay



GET STARTED

A Read the unit title and learning goals. Besides painting, what are five or more disciplines that are considered part of the arts?

B Look at the photo. It shows a brush tipped with various paints. How does this photo suggest *art* rather than *house painting* or *furniture painting*?

C Read Camila's message. Why might her friend be unrealistic, and why might it not matter?



CAMILA RIVAS

@CamilaR

My friend thinks he'll become a famous artist. I hope so, but it could take decades to get there. In any case, I'm sure he'll enjoy trying.

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LESSON 1 TALK ABOUT STREET ART



CAMILA RIVAS

@CamilaR

I finally moved to a new apartment. There's a lot of incredible art in the neighborhood. I need to learn more about these artists.

1 VOCABULARY Words related to street art

A Look at the photos in the infographic. Is street art an old or a new form of art? Where have you seen this type of art?

Possible answer: Street art is an ancient art form. Today, it is most often seen in urban areas.

B ▶04-01 Read and listen. Do you know the words in bold?



The word ***graffiti*** originated from the ancient Greek word *graphein* meaning "to scratch, draw, write." Graffiti has been found in the Roman ruins at Pompeii and in prehistoric caves. There are many forms of graffiti.



Tagging began with a teenager in Philadelphia in 1967. The objective was not artistic **self-expression**. He only wanted to get the attention of a girl by writing his name anywhere she might see it.



In the 1970s, "aerosol artists" used spray paint to create **murals**. Their **covert** masterpieces had to be done quickly and secretly. Because they had not been given permission to paint, their work was considered **vandalism**.



In the 1980s, graffiti was part of the **phenomenal** rise of hip-hop culture. The amazing popularity of hip-hop added an element of **commercial value** to street art.

In the late 1990s, murals by an artist known as Banksy began to **provoke** thought with their humor and social **commentary**. He is now so popular that his work has been **auctioned off** for millions of dollars.



>> FOR PRACTICE, PAGE 134 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Substitution with *so* and *not*

A Read the example sentences. Underline the phrases or clauses that have been replaced by *so* or *not*. Then circle the correct answers in the chart.

Example sentences

1. If we can increase the commercial value of this property, let's do so.
2. Are you going to the auction? If so, I'd like to go with you.
3. Do you like museums? If not, we can go somewhere else.
4. I may have shredded the receipt. I hope not, but I can't find it anywhere.
5. Did artists have permission to paint that mural? I don't believe so.
6. Is graffiti really art? I guess so.
7. Artists shouldn't paint on public buildings without permission. Doing so is vandalism.

Common words used with *so*: *assume, be afraid, believe, expect, guess, hope, imagine, presume, suppose, suspect, say, think*

Common words used with *not*: *assume, be afraid, guess, hope, suspect*

Substitution with *so* and *not*

- Use *do so* to avoid repeating a **subject / verb phrase**.
- Use *if so* to avoid repeating the clause in a **conditional / question**.
- *If not* means "if that situation is **true / not true**."
- Use *so* or *not* to avoid repeating a **verb / clause**.

>> FOR PRACTICE, PAGE 134

B Read the note about common words used with *so* and *not*. How can we make negative statements with these verbs?

We can make the main verb negative. Examples: *I don't believe so. I don't expect so. I don't imagine so. He didn't say so.*

LESSON 1 TALK ABOUT STREET ART

- Read the lesson title. Ask, *What is street art?* (visual art created in public locations, usually not authorized) Invite Ss to share where they have seen street art and describe what it looked like.
- Ask for a volunteer to read the social media message aloud. Ask, *Where in her neighborhood did Camila likely see the art?* (on the walls of buildings, on the street itself) *Why do you think she wants to find out about the artists?* (She's probably interested in art.) *Would you want to find out who created the street art if there were any in your neighborhood?* Invite Ss to share.

1 VOCABULARY

A
- Read the instructions and target questions. Have Ss look at the images and answer the questions. Then pose the question in the unit title, *Is it art?* Poll the class. Invite Ss to respond.

B
- Say, *Listen to the words related to street art.*
- Play the audio. Pause after *auction off.* Tell Ss to follow along as they listen to the information from the text.
- Play the rest of the audio.
- In pairs, have Ss read the information again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 158.
- For more vocabulary practice, refer Ss to page 134.

⊕ **EXTENSION** To test spelling of new vocabulary, read the words or play the audio of the individual words. Ask Ss to listen and write them down. Repeat as needed. Then have Ss open their books and check that they have written the words correctly.

2 LANGUAGE CHOICES

A
- Write on the board: *A: Hello, may I speak to Emily? / B: I think so. Let me see if she is here.* Underline *so* and ask, *What does* so *mean here?* (It substitutes *may speak to Emily* as an affirmative response.) Then write an alternate B response: *B: I'm afraid not. She stepped out.* Underline *not* and ask, *What does* not *mean here?* (It replaces *may speak to Emily* as a negative response.) Leave these sentences on the board to refer to later.
- Read the instructions and have Ss underline the phrases or clauses in pairs. Then have them complete the answers in the grammar chart individually.
- Bring the class together and have Ss share.
- Focus on the note. Read the list of words commonly used with *so* and with *not.* Return to the two conversations on the board and invite Ss to replace *I think so* and *I'm afraid not* with other verbs. (For example, I believe so or I suspect not.)
- Point out that in addition to being paired with specific verbs as listed in the note, *so* and *not* can also be used with *if* in conditional sentences. Call on a volunteer to read sentence 2. Elicit the full conditional statement. (If you are going to the auction…) Ask another volunteer to read sentence 3, and elicit the full conditional statement. (If you don't like museums…)

⊕ **OPTION** For more practice, write on the board: *Have you ever done graffiti? If so, did you get in trouble?* Ask, *What does* if so *refer to?* (ever done graffiti) Ask, *How else can you express this question?* (If you have done graffiti, did you get in trouble?) *Why is the* if so *version the better alternative?* (It's less repetitive.) Then write: *Have you ever done graffiti? If not, would you like to?* Elicit the meaning of *if not*. (if you have never done graffiti) Again, elicit or point out that the abbreviated version is less repetitive.

B
- Ask for a volunteer to read the instructions and target question. In pairs, have Ss analyze sentence 5 and come up with a rule.
- Bring the class together and go over the answers. Elicit example sentences of making a main verb negative. (For example, I don't believe so. I don't expect so. I don't imagine so.)

⊕ **EXTENSION** Write these prompts on the board. Have Ss make statements, responding with the substitute *so* and / or *not.*

1. *A: Are you getting sick again?*
   B: I hope _____. (not)
2. *A: Will you sell your car before you move abroad?*
   B: I suppose _____! (so)
3. *A: Do you really want to waste all your savings?*
   B: I guess _____. (not)
4. *A: Is Joe coming to help you move to your new apartment?*
   B: I think _____. (so)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Then read the skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

B
- Read the instructions. Write on the board: *Should street artists be arrested for vandalism and put in jail?*
- To make sure Ss understand the structure of the questions in the conversation skill box, work as a class to weave the discussion point on the board into each question. Point out that many of the expressions in the conversation skill box end in prepositions. Elicit that a gerund must follow: *street artists being arrested.*

  What do you think I have to say about street artists being arrested?

  What are your views / thoughts on street artists being arrested?

  How do you feel about street artists being arrested?

  What is your reaction to street artists being arrested?

  How do you see the issue of street artists being arrested?
- Write on the board: *Which side are you on?* Elicit or explain that a question naming the two sides could follow this. (For example, Should street artists be arrested, or not?) Point out how *not* substitutes for repeating the clause.
- In pairs, have Ss discuss their opinions and share stories.

⊕ **EXTENSION** In pairs, have Ss role-play short conversations about a variety of issues using the expressions from the conversation skill box.

4 CONVERSATION

A
- Say, *We're going to listen to Edgar and Camila have a conversation.*
- Direct Ss' attention to the picture. Ask, *What do you see?* (graffiti)
- Ask, *What do you think Camila and Edgar are talking about?* Have Ss listen.
- Ask, *What does it mean* I would debate whether…? (I wouldn't be quick to agree that…)
- Review answers. Ask, *Were your predictions correct?*

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to complete the answers.
- Have Ss go over the answers in pairs. Bring the class together and have them share their ideas about question 4. Ask, *Do you think the shredded pieces of the picture still have value?* (Most likely, yes. The incident attracted a lot of attention because of the point that it made.)

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

5 TRY IT YOURSELF

A
- Read the target question. Copy the chart on the board and read the headings aloud. Don't model the activity, so as not to give away the answers.
- Have Ss complete the chart with their own ideas.
- Circulate as Ss work and hint as needed. Ask, *If there is a very famous mural in a neighborhood, how might this affect the neighborhood?* (Tourists will start coming to look at the mural, home prices might go up as the area becomes more desirable, etc.) Have Ss think about which effects are positive, which are negative, and which ones may be both.

B
- In pairs, have Ss use their notes to share ideas.
- Remind them to use the expressions to ask for an opinion from 3A. Tell them they can use the conversation in 4C as a model.
- Monitor. Listen for the correct use of substitution with *so* and *not*.

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for seven vocabulary words. Write these on the board in order: *graffiti, vandalism, tagging, self-expression, provoke, commercial value, auctioned off.* In pairs, let Ss share where the words are used.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to street art
- ✓ using substitution with *so* and *not*
- ✓ using expressions for asking for an opinion

EXIT TICKET Say, *Make an argument for or against street art. Use expressions to ask for an opinion to introduce your point of view.* (For example, What do you think / have to say about…?) Tell Ss to incorporate the target vocabulary from 1B and substitution with *so* and *not* if appropriate. Monitor. Listen and take notes on areas for review.

3 CONVERSATION SKILL

A ▶04-04 Read the conversation skill. Listen. Notice the words the speakers use to ask for an opinion. Complete the sentences that you hear.

1. What __are your thoughts__ on the city's decision to remove all the street art around here?
2. It's getting a lot of attention. What's your reaction to it?
3. That's an interesting idea. How do you feel about it?

B PAIRS Discuss the issue of whether street artists should be arrested for vandalism and put in jail. Use an expression from the conversation skill box to ask for an opinion.

Ask for an opinion

Use questions like these to ask for an opinion in conversations, especially when discussing controversial topics:

What do you think / have to say about…?
What are your views / thoughts on…?
How do you feel about…?
What's your reaction to…?
How do you see the issue?
Which side are you on?

4 CONVERSATION

A ▶04-05 Listen. What do Edgar and Camila talk about?

issues related to street art

B ▶04-05 Listen again. Answer the questions.

1. How does Camila feel about street art?
2. Why was the Banksy mural a problem for the garage owner?
3. Who shredded the Banksy picture after it was auctioned?
4. In your opinion, what might the buyer have been thinking when the Banksy picture was going through the shredder?

Possible answers:
1. Camila loves street art.
2. The garage owner's life was completely disrupted. He had a lot of stress because of the mural.
3. Banksy
4. *Answers will vary:* The buyer might have still wanted to keep the painting. She may have felt that the publicity around the shredding increased its aesthetic and commercial value. The buyer might have wanted to get the $1.4 million back.

C ▶04-06 Listen. Complete the conversation.

Edgar: I would debate whether or not graffiti actually is art. What __are your views__ on that?

Camila: Personally, I don't like tagging, but I think Banksy's murals are art because they are a creative form of __self-expression__. They provoke discussion on important social and political issues.

Edgar: OK. I guess __I can see that__. But isn't street art meant to be temporary? And so, shouldn't it be available for everyone to see? In my opinion, it __doesn't belong__ in a museum or in the home of a wealthy art collector.



5 TRY IT YOURSELF

A THINK What are some possible positive and negative effects of having street art like the Banksy mural in a neighborhood? Take notes in the chart.

Positive effects	Negative effects

B PAIRS Give your opinion about the most important effect from your charts.

☐ I CAN TALK ABOUT STREET ART.

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LESSON 2 TALK ABOUT AI AND ART



CAMILA RIVAS

@CamilaR

As someone with a background in industrial design, I'm always interested in what machines can do. But can AI really create art?

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about artificial intelligence (AI)?

Possible answers: Artificial intelligence (AI) is the ability of a machine to imitate human thought and behavior. Uses of AI also include smart phones that can quickly answer our questions, digital language translators, video games, driverless cars, and in-home technology that controls lights, temperature, security, and entertainment.

B 04-07 VOCABULARY Complete the chart. Then listen and check your answers.

	Verb	Noun	Adjective
1.	conceptualize	concept	conceptual
2.	endeavor	endeavor	
3.	blur	blur	blurry, blurred
4.	compile	compilation	
5.		algorithm	algorithmic
6.	utilize	utilization	utilizable
7.	depict	depiction	
8.	emulate	emulation	emulative
9.	evoke	evocation, evocativeness	evocative

>> FOR PRACTICE, PAGE 135 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Phrasal verbs

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

Phrasal verbs consist of a verb + a particle. Some phrasal verbs are separable, and some are inseparable.

Use	Example sentences
Separable, with an object	1. How do you **tell apart** the two artists? It's impossible to **tell** them **apart**. They can't be **told apart**.
Inseparable, with an object	2. I don't know much about AI-generated art, but I'll **look into** it. It will be **looked into**.
No object	3. I missed part of the presentation because I **zoned out** a little. 4. We waited for 30 minutes, but the speaker never **showed up**.

Phrasal verbs

T • When the object of a separable verb is a noun, it can separate the verb or follow the complete verb.

F • When the object of a separable verb is a pronoun, it ~~cannot~~ can separate the verb.

T • In passive sentences, separable verbs are not separated.

T • With inseparable verbs, the object always follows the complete verb in an active sentence.

F • Phrasal verbs that do *not* take a direct object can be active ~~or passive~~.

>> FOR PRACTICE, PAGE 135

B PAIRS Read the sentences. Which sentence contains a phrasal verb? What are some differences between phrasal verbs and verbs with prepositions?

Josh **lives down** the street. Josh thinks he'll never **live down** that mistake.

In the first sentence, we can use different prepositions with the verb without changing the meaning. The preposition modifies the noun. In the second sentence, we can't delete *down* without completely changing the meaning of the verb.
Other differences:
Phrasal verbs can be separable or inseparable, but prepositional verbs can never be separated.
Phrasal verbs can be either transitive or intransitive, but a preposition always has an object.

LESSON 2 TALK ABOUT AI AND ART

- Read the lesson title. Review that *AI* is the abbreviation for *artificial intelligence*.
- Ask a volunteer to read the social media message aloud. Ask, *Does Camila think AI can create art? What do you think?*
- Ask, *What does Camila mean by* as someone with a background in industrial design? (This indicates that she studied industrial design, and for that reason is interested in what machines can do.) *Is she an industrial designer at TSW Media?* (No, she is a production coordinator.)

LANGUAGE NOTE *Industrial design* refers to the designing of products which are made by machines, such as cars, computers, radios, etc. Industrial designers focus on what a product looks like, how it functions, and what type of experience it offers its users.

1 BEFORE YOU LISTEN

A
- Read the target question and give Ss a few minutes to discuss.
- Then bring the class together and have Ss share with the class.

B
- Have Ss look at the chart. Read the instructions and the headings. Elicit the adjective form of the first row of words. (conceptual)
- Tell Ss to complete the chart individually. Encourage them to guess if they are not sure about a particular form. Then have them compare answers with a partner.
- Finally, play the audio for them to check the forms.
- Ask Ss to circle any terms they are unfamiliar with. Reminds Ss that some words may have different meanings even though their forms are the same or similar.
- Have Ss define the terms in small groups. Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 158.
- For more vocabulary practice, refer Ss to page 135.

⊕ **EXTENSION** Assign pairs one set of words from the chart and have them write sentences for each. Then bring the class together and have pairs write the sentences on the board. Elicit or offer corrections as needed.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write the following sentences on the board:
  1. *Look up. The ceiling is wet!*
  2. *The teacher made us look up the words.*

  Focus on the underlined examples. Ask, *What is the difference in meaning?* (In the first sentence, *look up* means to literally tilt one's head back and look at the ceiling; in the second sentence, *look up* means to find a word in a dictionary.)
- Point to the second example on the board. Ask, *Do you know what type of verb this is?* (a phrasal verb) Say, *It's made of two or three parts and has a particular meaning.*
- Call on a volunteer to read the instructions and the note. Have Ss study the example sentences in pairs. Circulate and explain, if necessary, that *separable* means able to be separated and *inseparable* means unable to be separated. The word *particle* means a word that has a grammatical function but does not fit into the main parts of speech (for example, the word *out* in the phrasal verb *zoned out* is not being used as a preposition or adverb).
- Then tell Ss to mark the rules in the grammar chart as true or false, correcting the false statements.
- Have Ss compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

⊕ **EXTENSION** To make sure Ss understand the rules, write the following sentences on the board:
1. *Did you pick them up?*
2. *The teacher handed out the test papers.*
3. *All the blanks must be filled in.*
4. *I grew up in New York.*
5. *I need to drop the kids off at school.*
6. *She can't keep up with her classmates.*

Ask, *Which two sentences have a separable phrasal verb with an object?* (1 and 5) *Which three sentences have inseparable phrasal verbs with an object?* (2, 3, and 6) *Which sentence has no object?* (4)

B
- Read the instructions aloud. Give Ss a few minutes to analyze the sentences.
- Then bring the class together and call on Ss to explain the difference.

⊕ **EXTENSION** Write a few more examples on the board and have Ss indicate if the underlined phrase is a phrasal verb or verb + preposition combination.
1. *I care about the environment.* (verb + preposition)
2. *Make sure you fill in all the blanks.* (phrasal verb)
3. *I've been working on this essay for days.* (verb + preposition)
4. *The police broke up the fight.* (phrasal verb)

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note and read the title.
- Play the audio. Have Ss repeat the examples.

B
- Have Ss read the sentences and notice the stress in the underlined phrases.
- Play the audio. Have Ss listen and repeat.

C
- Read the instructions. Refer Ss to the examples in 3A and 3B to indicate how Ss will mark the stressed syllables.
- Tell Ss to listen and draw dots. Then have them compare answers with a partner.
- Call on volunteers to read the conversation.

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the target question.
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Go over the answer as a class.
- Clarify the meaning of any new or unfamiliar terms, such as *AI-generated* (produced by artificial intelligence), *the next big trend* (the next thing that will be hip or popular), *at the heart of (something)* (concerning the most important aspects of something), *clear-cut* (easy to understand or be certain about), and *crucially important* (extremely important).

⊕ **EXTENSION** Encourage Ss to look up *Portrait of Edmond Belamy* online. Invite them to describe the artwork and to share their opinions of it.

B
- Ask Ss to look at the Listening Skill box. Read the title and the skill.
- Then read the first example in the box. Ask Ss to repeat. Do the same for the other examples.

C
- Read the instructions. Call on a volunteer to read the two uses. For the second listening of the podcast, tell Ss to listen specifically for two signal phrases: one that shows summary, and one that shows restatement.
- Play the audio. Have Ss fill in the blanks.
- Go over the answers as a class.

C
- For the third listening, tell Ss they will listen for details.
- Play the audio. Have Ss complete the exercise individually. You may need to play the audio additional times. Then let Ss compare answers in pairs.
- Bring the class together and call on Ss for answers.

D
- In pairs, have Ss discuss the target question.
- Bring the class together and have pairs share. Ask, *Why do you think the artwork sold for so much?* (maybe because it was the first portrait of its kind) *Do you think the value has increased since its purchase? What is the risk of such an investment?*

5 TRY IT YOURSELF

A
- Write on the board: *Is* Portrait of Edmond Belamy *art?* Poll the class.
- Read the target questions. Copy the chart on the board. Read the question in the heading and model one reason for a *Yes* response. For example, *Are AI-created paintings art? Yes, they are. One reason is this: Art evokes emotion, and AI-generated paintings evoke emotion.*
- Have Ss choose either a *Yes* or *No* response, then complete the chart with two reasons.

B
- Have Ss discuss their chart from 5A in groups. Circulate as Ss work.
- Bring the class together and poll them. Ask, *Who said* Yes *to AI-created images being art? Who said* No*?*

C
- Read the instructions. Help Ss create two debate teams: one agreeing that AI-generated images are art (affirmative group), and the other team disagreeing (negative group). If there are too many Ss with the same view, ask volunteers to debate the opposite side.
- Instruct pairs to compile their arguments.
- Bring the class together and give the affirmative group two minutes to present their case. Then allow two minutes for the negative group.
- Give both teams two minutes to prepare rebuttals or counter-arguments. Invite the negative side to present their rebuttal first. Then let the affirmative side speak. Encourage Ss to respond to specific points made by the opposing team.
- Judge which team has made the stronger argument and declare a winner of the debate.

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 AI and art
- ✓ using phrasal verbs if appropriate
- ✓ using stress in phrasal verbs
- ✓ using signal phrases in conclusions

EXIT TICKET Have Ss summarize an argument in favor of or against AI-generated paintings. To challenge Ss, tell them to talk about the opposite side that they debated in 5C. Tell Ss to use the target vocabulary and phrasal verbs if appropriate. Remind Ss to stress phrasal verbs correctly and to use signal phrases in their conclusion. Listen and take notes on areas for review and extra practice in later lessons.

3 PRONUNCIATION

A ▶04-09 Listen. Read the pronunciation note.

Stress in phrasal verbs

In two-word inseparable verbs, the main verb is usually stressed: ***agree*** *with*. In two-word separable verbs, the particle is usually stressed: *bring* ***up***. In three-word phrasal verbs, the first particle is usually stressed: *look* ***out*** *for*, *put* ***up*** *with*.

B ▶04-10 Listen. Notice the stress in the underlined phrases. Then listen and repeat.

A: I just found **out** that Rudy's going to rent **out** his art studio and **switch** to computer art.
B: Right. He had brought **up** that possibility. It's too bad. He's a talented painter.
A: I don't think he plans to give **up** painting entirely, but he needs to **catch** up on some bills.
B: Yeah, I can understand that. I hope this works **out** for him.

C ▶04-11 Listen. Mark the stressed words in the underlined phrases with a dot.

1. I ran into Samira at the museum today. She just started a new job there.
2. Do you think machines are going to take over the art world?
3. We just got back from the comedy show. It was hilarious.

4 LISTENING

A ▶04-12 Listen. What is the topic of the podcast?

Possible answer: whether or not artificial intelligence can create a work of art

B ▶04-12 Read the Listening Skill. Then listen for signal phrases in the conclusion. Write the signal phrases that you hear.

LISTENING SKILL Listen for signal phrases in conclusions

Speakers sometimes use signal phrases in conclusions to summarize or restate important information. Listen for these phrases to both improve your understanding and review main ideas. For example: *Generally speaking,...*; *All things considered,...*; *Altogether,...*; *Ultimately,...*; *In short,...*; *As has been noted,...*; *We've seen that....*

1. To show summary In short,
2. To show restatement As has been noted,

C ▶04-12 Listen again. Answer the questions.

1. Why does *Portrait of Edmond Belamy* blur the lines between human and AI-generated art?
2. What are the two kinds of creativity that Professor Ramirez talks about?
3. What did the research at Rutgers University show?
4. Why can't human artists be replaced by artificial intelligence at the present time?

D PAIRS Why do you think an art collector paid $432,500 for *Portrait of Edmond Belamy*?

Possible answers:
1. Like art created by humans, *Portrait of Edmond Belamy* is new and different. The computers at Obvious learned how to create a unique painting.
2. First, she discusses the creativity of the human or the artificial intelligence that produces a painting. Then she discusses the creativity of the viewers who look at a painting.
3. People often cannot see the difference between a painting done by a human artist and an AI painting. In addition, some people liked AI-generated paintings more.
4. Artificial intelligence needs input from humans. Plus, machines don't have ideas, feelings, and life experiences like humans do.

5 TRY IT YOURSELF

A THINK What is your opinion about artificial intelligence-generated paintings? Are the paintings art? Take notes in the chart.

Are AI-generated paintings art? Yes	No
Reason 1:	Reason 2:

B DISCUSS In small groups, discuss your answers from 5A.

C EVALUATE Find classmates who agree with your *Yes* or *No* response. Use information from the podcast and your own ideas to prepare for a debate with a group of classmates who have the opposing idea. Then have a debate.

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LESSON 3 DISCUSS THE BENEFITS OF IMPROVISATION



CAMILA RIVAS

@CamilaR

I'd love to try improvisation, but I just can't act! I don't think I have it in me. What about you?

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about improvisation (improv)? What qualities does someone need to be a good actor?

Possible answer: Improv is unplanned acting / acting without a script. Qualities of a good actor may include the ability to hold the attention of the audience, being confident, good use of voice and body language, and innate ability.

B 04-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

on the spot	out of (your) comfort zone	empathy
checks all the boxes	face (your) fears	impartial
a daunting experience	a mindset	a conscious effort

>> FOR PRACTICE, PAGE 136 / DEFINITIONS, PAGE 159



2 LANGUAGE CHOICES Past perfect and past perfect continuous with the simple past

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

Use	Example sentences
To describe an action that happened before another action in the past	1. The class **had** already **started** by the time I **arrived**. 2. I **hadn't understood** Lin's dilemma until I **put** myself in his shoes. 3. I**'d been considering** an improv class for years before I finally **tried** it.
To describe cause and effect	4. Masa **apologized** since he **had put** me on the spot. 5. We **were** finally able to begin once we **had checked** all the boxes. 6. His eyes **were** red because he**'d been crying**. 7. Yan **had been studying** for weeks, so she **did** really well on her exams.

Past perfect and past perfect continuous with the simple past

- Use the past perfect with the simple past to show the sequence of two actions. Use the past perfect or past perfect continuous for the **first** / **second** of the two actions.
- Use the past perfect continuous to show that the first action was **complete** / **in progress** when the second action began.
- Use the **simple past** / **past perfect** for an action that caused another action to happen.
- Use the **simple past** / **past perfect** for the resulting action.

>> FOR PRACTICE, PAGE 136

B The following sentence shows the sequence of two events. Why doesn't the speaker use the past perfect? Is it possible to replace one of the verbs with a past perfect or past perfect continuous verb?

Marta attended the improv class for six months before she felt comfortable.

We often don't use the past perfect in sentences with *before* or *after* because the sequence of events is already clear. We can use the simple past in both clauses. It's also possible to use the past perfect for the verb that happened first: *Marta had attended / had been attending the class for six months before she felt comfortable.*

LESSON 3 DISCUSS THE BENEFITS OF IMPROVISATION

- Read the lesson title. Elicit or review that improvisation is inventing something (music, words, a statement, etc.) from your imagination, rather than planning in advance or preparing first. Say, *Lee is great at improvisation. He can get up and give a speech with no preparation.*
- Call on a volunteer to read the social media message aloud. Ask, *What does* improvisation *refer to here?* (acting without a script) *What does Camila mean by saying* I don't think I have it in me*?* (doesn't have the ability or strength to do it) Ask individual Ss, *Do you have it in you to do improvisation?*

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Tell Ss to answer the questions in pairs.
- Then bring the class together and call on Ss to share.
- Ask, *Who here has the qualities of a good actor? Have you ever performed anywhere?*

CULTURE NOTE *Improv acting,* or simply *improv,* is a form of live theater. The plot, characters, and dialogue of the performance are all unscripted. Actors just act on the spot. Inspiration can come from the audience or some other spontaneous source. Each performance is completely unique. Improv is usually comedy, but drama is also performed, or a combination of comedy and drama.

EXTENSION To illustrate improvisation, have Ss do a simple exercise. Invite a volunteer to stand in front of the class. A classmate gives an instruction which the volunteer performs and then the classmate asks the class, *What happens next?* Another classmate gives the volunteer a task, and then another, etc. The goal is for the group to construct a coherent story. The player standing should only do as told. Take notes as Ss give instructions and the S acts. Bring the class together and ask, *Did we come up with a good story? What was it about?* Then ask, *What was challenging about the task? Did you enjoy the task?*

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. Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 159.
- For more vocabulary practice, refer Ss to page 136.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write on the board: *I hadn't seen any improv performances until I moved to New York City.* Ask, *Which happened first*—I moved to New York City, *or* I hadn't seen any improv performances? (I hadn't seen any improv performances.) Underline *hadn't seen* and *moved* and elicit the tenses. (past perfect and simple past)
- Have Ss open their books. Read the instructions. Tell Ss to read the example sentences in pairs. For the first three sentences, instruct them to write *1* over the action that happened first, and *2* over the action that happened second. (1. had already started – 1, arrived – 2; 2. hadn't understood – 1, put – 2; 3. I'd been considering – 1, tried – 2) For sentences 4 to 7, tell Ss to identify which verb is the cause and which is the effect. (4. had put me on the spot – cause, apologized – effect; 5. we had checked all the boxes – cause, were finally able to begin – effect; 6. had been crying – cause, were red – effect; 7. had been studying – cause, did really well – effect)
- Focus Ss' attention on the past perfect and past perfect continuous structures. Write on the board:

  had + *past participle*

  had + been + *continuous form*
- Have Ss complete the rules in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.
- To review ask, *What is the difference between the two?* (The past perfect continuous shows that the first action was in progress when the second action began; the past perfect shows that the first action was complete when the second action began.)

B
- Read the instructions aloud. Call on a volunteer to read the sentence. Then in pairs have Ss analyze the use of tenses.
- Bring the class together and call on volunteers to answer.

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3 VIDEO TALK

A
- Have Ss look at the picture and the title of the video talk. Ask, *What does* the ABCs *mean?* (the most basic parts of a subject that you learn first)
- Read the target question aloud. Have Ss predict the main idea. Invite them to speculate about what the ABCs of improv might be. (For example, tell a story, don't be afraid to make mistakes, relax, have fun) Write these on the board.
- Play the audio or video. Then have Ss find the main idea.
- Go over the answers as a class.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about using an outline.
- Read it aloud. Point out that an outline helps keep ideas organized.
- Play the audio or video again and have Ss fill in the outline. If necessary, stop the audio or video after each section. Let Ss listen multiple times if necessary.
- Go over the answers as a class.
- Clarify unknown vocabulary, such as *shy away* (to avoid having to deal with an unpleasant task) and *active listening* (a technique in which a listener must fully concentrate on what is being said rather than just passively hearing something someone is saying).

⊕ **EXTENSION** Replay the section from the video that begins *OK, so how does an improv class work?* Then invite Ss to try playing the ABC improv game described. Elicit a topic or a scene. Have Ss improvise lines, each one starting with the next letter of the alphabet. (For example, Adam had a bit of a dilemma today. Before he came to work…) Call on a volunteer to write out the alphabet on the board if Ss need help keeping track of the next letter. Write down the lines of the story as Ss make them up. Bring the class together and ask, *Did we come up with a good story? What was challenging about the task? Did you enjoy the task?*

C
- Read the question aloud. Review once again that persuasion refers to the way the speaker presents his or her ideas to influence the audience.
- Tell Ss to note down the features or techniques. Prompt them to look at the way the speaker uses questions and pronouns. If necessary, play the whole audio or video again.
- To review, call on volunteers to share the persuasive techniques. Then ask, *Do you think the speaker succeeds in persuading the audience? Why or why not?*

D
- Read the target question. In pairs, have Ss share their opinion of improv classes.
- Bring the class together and have Ss discuss if the speaker could have been more persuasive.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud.
- Call on two volunteers to read the conversation.
- Ask, *How does B say "yes" to the other person's ideas?* (Yes, and you might even) *How is saying "yes" more effective than automatically doubting another's point of view? Do you think it's OK to say "yes," even if you may not completely agree?*

5 TRY IT YOURSELF

A
- Read the instructions. Copy the list of skills on the board. Ask a volunteer to read it. Model the activity. Take notes as you speak. Say, *Showing empathy: When your friend is going through a really tough time, you can recall a similar incident from your life and share how you dealt with it.*
- Have Ss take notes.
- Circulate as Ss work and assist as needed.

B
- Read the instructions.
- Have Ss discuss. Remind them to say "yes" to each other's ideas. Encourage them to include personal stories to practice the use of past perfect and past perfect continuous.

C
- Read the instructions and have groups choose one of the scenarios to improvise.
- Combine groups and have them perform their improvisations.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to improvisation
- ✓ using past perfect and past perfect continuous if appropriate
- ✓ saying "yes" to keep a conversation going

EXIT TICKET Assign individual Ss a skill from the chart to talk about for 2 minutes without any preparation and without looking at their books. Listen and take notes on areas for review and extra practice in later lessons.

3. C. *Possible answers:*
The speaker directly addresses the listener (*you*). This makes the talk more relatable.
The speaker signposts her talk at times with rhetorical questions, which feel like they align with the listeners' thinking.
The speaker shares various personalized anecdotes which help the listener imagine they are involved in improv.
The speaker lists the benefits of improv, which makes the argument feel more comprehensive.
Repeating sentence structures, such as starting with *"Yes, you…,"* makes the speaker's ideas more memorable.
Emphatic soundbites are included: "It's not about competition, it's about collaboration."

3 VIDEO TALK

Possible answer: Developing your improvisation skills can help you in everyday life.



A ▶04-15 Listen or watch. What is the main idea of the talk?

B ▶04-15 Read the Note-taking Skill. Listen or watch again. Then complete the notes.

NOTE-TAKING SKILL Use an outline

The outline note-taking method is great way to organize information in a structured, logical manner. Write main points to the left. Indent supporting details and examples that follow.

Improvisation (aka improv): type of theater technique; not planned

Why do it?
- good for self-improvement (1), helps navigate life; anyone (2) can do improv

How does it work?
- typical improv class = teamwork, pairs, or groups; involves performance and role play; not competitive—collaborative

Benefits: everyday life
- builds confidence (3), teaches you to say yes (4)
- prepares you for challenges, like relationship (5) issues, work (6) problems, etc.
- soft skills development; communication (7), teamwork, problem solving, etc.
- helps you adjust to change (8)
- helps develop active (9) listening—a very important life (10) skill; Say YES!

C The speaker persuades listeners to try improv classes. Which persuasive features did you notice?
See answers on page T-47.

D PAIRS REACT Did this talk make you want to try improv classes? Why or why not? If not, what could the speaker have said to persuade you?

4 DISCUSSION SKILL

Read the discussion skill. Do you use this strategy in your discussions now?

Say "yes" to keep a conversation going

When you're having a discussion, use the improv strategy of "saying yes" to put speakers at ease and keep the conversation going. If someone comes up with an idea, respond positively and add your own ideas. For example:
A: *You need to show teamwork if you're working on a group project at work.*
B: *Yes, and you might even need it on a small project with another person.*

5 TRY IT YOURSELF

A THINK Look at the list of skills mentioned in the video. Think of everyday scenarios where you might use these skills. Take notes.
- public speaking
- showing empathy
- teamwork
- problem solving
- adjusting to change
- active listening

B DISCUSS Share your ideas from 5A. Say "yes" and add your own ideas during your discussion.

C EVALUATE In groups, choose one of your scenarios from 5A. Improvise the scenario.

I CAN DISCUSS THE BENEFITS OF IMPROVISATION.

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LESSON 4 READ ABOUT A FAMOUS FESTIVAL



CAMILA RIVAS

@CamilaR

I love the principles of the Burning Man festival. Leaving no trace is so important—more festivals should do this.

1 BEFORE YOU READ

A PAIRS Have you ever been to a large festival? If so, share your experience. If not, would you like to go to one? Discuss.

B ▶04-16 VOCABULARY Read and listen. Do you know these words?

a gathering	a pop-up	communal	unconditional	an effigy	a bucket list
descend on (a place)	a vast array	radical	culminate	humble	

>> FOR DEFINITIONS, PAGE 159

2 READ

A PREVIEW Look at the title and layout. Where might you find a text like this? *Possible answer:* in a travel magazine or travel guide

B ▶04-17 Read and listen to the blog post. What does the writer think of Burning Man?
Possible answer: The writer states that Burning Man is worth adding to your bucket list, so she is very positive.

Burning Man Festival by Autumn Smith

Black Rock, Nevada

It started as a small bonfire gathering on a beach back in 1986. It's since evolved into one of the world's most famous celebrations of community, art, and self-expression. Every year, up to 70,000 people descend on Black Rock Desert in Nevada to attend Burning Man.

It's said that Burning Man is not a festival, it's an experience. In fact, organizers describe the event as a "culture of possibility." It's not a theory or an idea, it's a way of life. It's not political, it's moral. It's not sponsored, it's supported. It's unlike any other event on the planet—it truly is unique.

Burning Man is a nine-day event focusing primarily on arts and performance. It takes place in a pop-up city in the desert erected by the participants themselves. The Burning Man experience is built on active participation. The organizers don't book any entertainment—attendees provide entertainment for each other for free. You can find a vast array of activities at the event, including dances, theater performances, cooking sessions, parties, and art workshops. Some participants also offer services to their fellow attendees for free, including recycling, bike repairs, and even massages. The event is built around a communal effort and is open to everyone.

FOUNDING PRINCIPLES

as written by Burning Man founder Larry Harvey:

RADICAL INCLUSION: Burning Man is open to everyone.

GIFTING: The act of gifting is encouraged and is unconditional.

DECOMMODIFICATION: Burning Man is unmarketable. The event does not invite sponsorship from commercial organizations. In practice, this means that commerce is banned at the festival site.

RADICAL SELF-RELIANCE: Participants are encouraged to rely on their own resources. For example, they provide their own food and water for the duration of the event.

RADICAL SELF-EXPRESSION: Community members' self-expression, in whatever form, is a gift to others.

COMMUNAL EFFORT AND CIVIL RESPONSIBILITY: Cooperation, collaboration, and public welfare are emphasized.

LEAVING NO TRACE: The Burning Man community respects the environment, and cleanups are a communal responsibility.

PARTICIPATION AND IMMEDIACY: Direct, active involvement is encouraged. Participants create entertainment for each other and live the Burning Man experience in the here and now.

>>

LESSON 4 READ ABOUT A FAMOUS FESTIVAL

- Read the lesson title. Ask, *What are some famous festivals in your country? When and why do they take place? Are you familiar with famous festivals around the world?* Call on Ss to share.
- Call on a volunteer to read the social media message aloud. Ask, *Do you know what the Burning Man festival is? Are you familiar with the principle of* leaving no trace? If Ss are familiar with these, ask them to share. Otherwise invite them to speculate.

CULTURE NOTE *Leave No Trace* is a set of outdoor ethics principles that promote conserving the outdoors, including planning ahead for outdoor adventures, camping on established campsites, getting rid of waste properly, not removing things found in nature, minimizing the impact of campfires, respecting wild animals, and being considerate of other people. Leave No Trace for Outdoor Ethics is a non-profit organization that informs people about the impact of recreation on nature.

1 BEFORE YOU READ

A
- Read the target questions aloud. Ask Ss to share their ideas in pairs. Then bring the class together and ask Ss to share.
- Ask, *What is enjoyable about attending large festivals?* Invite Ss to write ideas 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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 159.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Read the instructions and target question.
- Ask a volunteer to read the title of the blog post aloud. Ask, *Where is the Burning Man festival held?* (Black Rock, Nevada)
- Direct Ss' attention to the layout. Have Ss suggest where this type of travel text might be found.

B
- Read the target question. Have Ss listen to the text and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B. Have them circle words they don't know. Clarify other vocabulary or have Ss look terms up in a dictionary, such as *bonfire* (a large outdoor fire), *commerce* (the buying and selling of goods and services), *banned* (forbidden), and *mutant* (something that is different from other things of the same type, in a way that is strange or bad; the term is often used humorously).
- In pairs, have Ss answer the target question. Review answers as a class.
- Write on the board: *Is it art?* Have Ss decide if the Burning Man festival is an expression of art.

OPTION In pairs or small groups, have Ss take turns reading the blog post aloud. Ask Ss to switch roles paragraph by paragraph.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the blog post again if necessary, underlining and circling information or taking notes. Tell Ss that they will need to refer to their notes to give answers as the questions are specific.
- 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?*

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

B
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on Ss to read it aloud.
- Ask, *In addition to not including any unnecessary information, what else is it important not to do in a summary?* (include personal opinions)
- Read the instructions. Tell Ss they will return to paragraphs 1–3 and identify the main idea and key words in each paragraph. Model the task for paragraph 1 as a class if Ss need guidance. Ask, *What is the main idea? What is Burning Man?* (Burning Man is a festival celebrating community, art, and self-expression.)
- Have Ss work individually. Give them sufficient time to complete the task. Circulate and assist as Ss work.
- Then have Ss compare answers with a partner.
- Bring the class together and have Ss share.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information from each paragraph and then go on to make a general statement about the entire text. Point out that they have already pulled out the most important information from paragraphs 1–3. If necessary, help with the introduction. For example, *In the blog post "Burning Man Festival," Autumn Smith describes the unique Burning Man festival in which participants make the entertainment.*
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words.
- Challenge Ss to complete the summary without looking at the original text. Circulate and assist as needed.

EXTENSION For homework, ask Ss to do online research about the problems the Burning Man organizers face, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

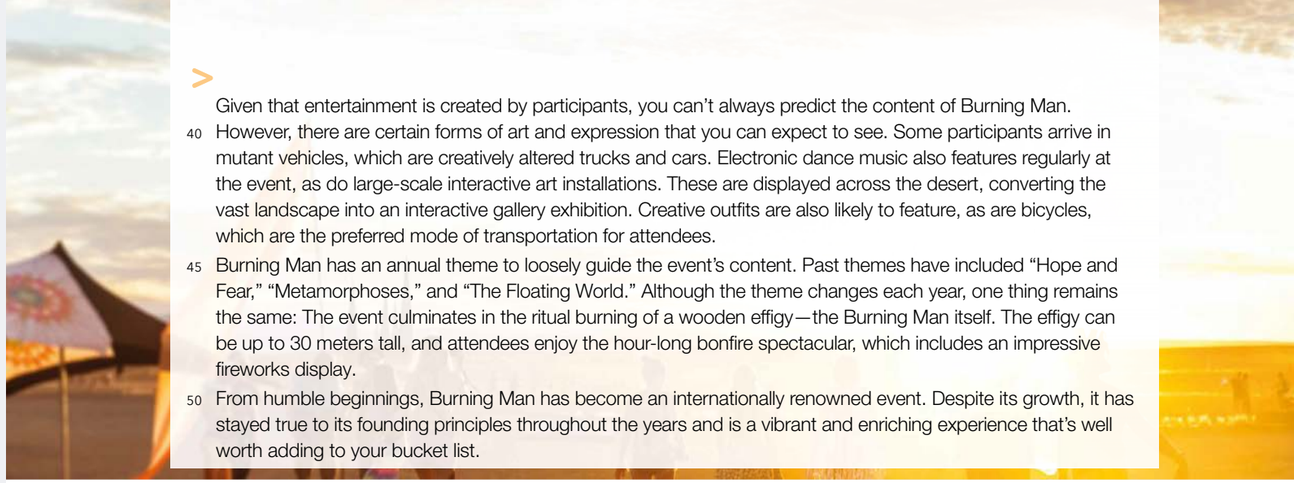
A
- Read the instructions aloud. As a class, look back at the Founding Principles section of the blog post. Play the audio or read the section to the class.
- Call on a volunteer to read the example answer. Tell Ss they can work individually or in pairs.
- Make sure Ss understand all the principles.
- Focus on the third principle: decommodification. Write *commodification* on the board. Explain that this word refers to the process by which a product (a commodity) starts to be sold for money, or its importance starts being measured according to its value in money. Add the prefix *de-* to the word and elicit that this word means the opposite—moving away from products being sold for money or measuring things according to their value in money.
- Write the last principle, on the board: *immediacy.* Elicit or explain that this word refers to the fact that something feels important and real because it is happening right now.
- Circulate as Ss answer the questions and take notes. Make sure Ss think up their own answers and don't just look up ideas online.

B
- Read the instructions. Create groups and have Ss share.

C
- Read the instructions. Focus on the expression *make the most of something* (to get everything you can out of it).
- Have Ss collaborate to choose the best way to demonstrate each principle to include in their flyer.
- Have Ss share flyers with other groups. Bring the class together and comment on what people liked about the different flyers.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask Ss to explain which of the founding principles of the Burning Man festival they found the most interesting. Tell Ss to close their books and only write what they remember from the blog post and from the group discussions. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. A. *Possible answers:*
1. The size of the festival, and the location are the same, but the general features of the festival, and the entertainment, change every year.
2. Attendees make the entertainment.
3. The event is decommodified—commerce is banned at the site.
4. The article does not suggest that gifting is merely a physical act, i.e. the gifting of objects. Entertainment provided by participants is considered a gift—self-expression is a gift to others. The article mentions massages and bike repairs as other practical examples of gifting. Participants might gift resources such as food to each other through entertainment such as cooking sessions.



Given that entertainment is created by participants, you can't always predict the content of Burning Man. However, there are certain forms of art and expression that you can expect to see. Some participants arrive in mutant vehicles, which are creatively altered trucks and cars. Electronic dance music also features regularly at the event, as do large-scale interactive art installations. These are displayed across the desert, converting the vast landscape into an interactive gallery exhibition. Creative outfits are also likely to feature, as are bicycles, which are the preferred mode of transportation for attendees.

Burning Man has an annual theme to loosely guide the event's content. Past themes have included "Hope and Fear," "Metamorphoses," and "The Floating World." Although the theme changes each year, one thing remains the same: The event culminates in the ritual burning of a wooden effigy—the Burning Man itself. The effigy can be up to 30 meters tall, and attendees enjoy the hour-long bonfire spectacular, which includes an impressive fireworks display.

From humble beginnings, Burning Man has become an internationally renowned event. Despite its growth, it has stayed true to its founding principles throughout the years and is a vibrant and enriching experience that's well worth adding to your bucket list.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the blog post.** See answers on page T-49.

1. What changes at the Burning Man festival each year?
2. Why don't organizers book entertainment for Burning Man?
3. Why can't you buy merchandise at the event?
4. How is the principle of gifting demonstrated by participants?

B CLOSE READING **Reread lines 4–6 in the blog post. Then circle the correct answers.**

1. Why does the writer use the "It's not…, it's…" construction to compare ideas?
   a. She is suggesting that these are common misconceptions about Burning Man.
   b. She is suggesting that these are common features of other large events.
   (c.) She is paraphrasing the principles of Burning Man.
2. Which sentence best summarizes the lines?
   (a.) Burning Man is not what people might expect.
   b. It is difficult to define Burning Man.
   c. Burning Man is better than other festivals.

Possible answers:
Paragraph 1: Burning Man is a festival celebrating community, art, and self-expression.
Paragraph 2: It is not what people expect—it is unique.
Paragraph 3: Participants make the entertainment. Active participation is encouraged.

C **Read the Reading Skill. Then reread the blog post and follow the steps in the box. Summarize paragraphs 1–3 in about 10 words each.**

D PAIRS **Summarize the blog post in 3–5 sentences.**

READING SKILL Summarize paragraphs

Summarizing helps you identify the most important information in a text. To summarize a paragraph, follow these steps:
1. Identify the main idea of the paragraph. Identify any key words.
2. Paraphrase the main idea and key words, excluding any unnecessary information.

4 MAKE IT PERSONAL

Find out about the problems Burning Man organizers face.

A THINK **Reread the founding principles of Burning Man. Think of ways that participants and organizers could demonstrate each principle. Take notes.**

To promote more of an *immediate experience*, participants could be discouraged from videoing events to "live in the moment."

B GROUPS **Discuss your ideas from 4A. Give reasons to support your ideas.**

C EVALUATE **In the same groups, choose the best ways to demonstrate each principle. Make a flyer for festival attendees titled "Make the Most of Your Burning Man Experience." Remember, the Burning Man principles are guidance, not rules.**

One of the Burning Man principles is *immediate experience*—we encourage you to live life for the moment and not through a lens.

I CAN READ ABOUT A FAMOUS FESTIVAL.

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LESSON 5 WRITE A DESCRIPTIVE ESSAY



CAMILA RIVAS

@CamilaR

I visited this place recently. Amazing! Sometimes buildings can be art.

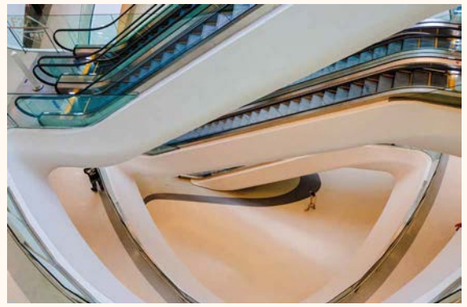
1 BEFORE YOU WRITE

A Read about descriptive essays.

A descriptive essay uses sensory details to describe a person, place, or object and to recreate an experience for the reader. Like a narrative essay, a descriptive essay is often organized with a flow of ideas from one paragraph to the next, rather than a strictly structured thesis with supporting points.

B Read the model. What adjectives does the writer use to describe how the building makes her feel? *awed, humbled, liberated*

A BUILDING A WORLD APART



Visiting the Galaxy SOHO building in Beijing is an experience unlike any other. The architect, Zaha Hadid, an Iraqi-British woman, is one of the most famous modern-day architects. I knew her name but had never before visited one of her buildings. I hadn't thought of architecture as an art form until I walked through the Galaxy SOHO.

To begin with, the building is vast. It is impossible to walk through without feeling awed and humbled. You enter and the walls rise around you like cliffs. They curve in a continuous flow, with no corners and no obvious transition from one room to the next. Indeed, the whole experience feels more like walking through a natural landscape, rather than something human-made. For me, this created the feeling of being part of something bigger than myself. It made me feel that people, and the art that people create, are simply another extension of our incredible natural world.

Hadid makes a conscious effort to change the way we think about space. The Galaxy SOHO has four large "pods," dome-like sections of building that reminded me of something out of a science fiction novel. The pods are connected with bridge-like sections, and on the ground level there is a courtyard. This enables a continuous flow between inside and outside space. Also, when you are inside, the huge windows further blur the distinction between inside and outside. You see patches of sky, sometimes through the window and sometimes through an open space. The Galaxy SOHO is appropriately named because it feels like a place of endless scope and variety, not just a building.

Before visiting Hadid's creation, I had always thought of buildings in more conventional ways—just something functional, with four walls and a roof. So, for me, walking through the Galaxy SOHO was a liberating experience. It gave me the feeling that people can move beyond the ordinary, think in unconventional ways, and share an experience that taps into what it means to be human. It is only through art that I experience moments like that—when it is as though, for a moment, someone has pulled back a curtain to reveal how everything interconnects. It had never occurred to me that a building could spark that feeling until I experienced the awe of walking through the Galaxy SOHO.

C PAIRS Discuss. What other objects or experiences does the writer compare the Galaxy SOHO to? Why does she choose these things for comparison?

The writer compares the building to cliffs / a natural landscape, a science fiction novel, and a place of endless scope and variety.
The writer makes comparisons to describe the size, grandeur, and unconventional nature of the building as well as how it makes her feel as though she's part of something bigger.

- Call on a volunteer to read the social media message aloud. Ask, *What does Camila mean by saying that sometimes buildings can be art?* (Architecture is an art form.) *Do you agree that buildings can be art? What are some buildings you have seen or read about that qualify as art?* (For example, the Parthenon, the Eiffel Tower, the Sydney Opera House) Invite Ss to pull up images of such buildings online if internet access is available and ask if other Ss agree.

1 BEFORE YOU WRITE

A
- Ask for a volunteer to read the text about descriptive essays aloud. Ask, *What does* uses sensory details *mean?* (includes details that relate to the senses of sight, sound, touch, smell, and taste to engage the reader)
- Ask, *Have you ever written a descriptive essay?* Ask for volunteers to share what their descriptive essays were about and why they had to write the essays.

B
- Have Ss look at the picture. Ask, *Do you know what this building is?* If any Ss do know the answer, have them share. If not, tell Ss to try and describe what they see. (For example, a modern building, continuous curves, smooth surfaces) Ask, *What adjective could you use to describe how the building makes you feel?* (For example, confused, curious)
- Focus on the title. Ask, *What does it suggest?* (that the building is its own separate world)
- Have Ss follow along in their books as you read the descriptive essay aloud for the class. Clarify vocabulary as needed, such as *feel awed* (to have an overwhelming feeling of wonder and admiration), *conventional* (a way that has been used for a long time and is considered usual), *liberating* (freeing), and *tap into* (to access some large powerful resource for something).
- Ask the target question. Have Ss go back and find the adjectives. Ask, *Were any of your own adjectives similar? Do you think it is a different experience to be in Galaxy SOHO compared to just looking at a picture?* (most definitely)

TEACHING TIP Sensory details engage the reader's interest and add depth to writing. They help a writer pull a reader into his or her world via the five senses. Provide the following examples and elicit others for each sense: *sight: tiny rectangular box; sound: wind whistled loudly; taste: sweet, juicy clementine; smell: pungent moldy cheese; touch: silky smooth hair.*

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

EXTENSION Invite Ss to reread the essay and pay attention to sensory details. On the board, write: *sight, sound, touch, smell, taste.* Ask, *Which one of the five senses does the writer of this essay address to engage the reader?* (sight) *Which paragraphs have examples of sensory details?* (paragraphs 2 and 3) *Which of the sentences do you find effective? Does the writer succeed in pulling you into the world being described?*

EXTENSION Write the following line from the essay on the board: *For me, this created the feeling of being part of something bigger than myself.* Ask, *Has anything ever made you experience such a feeling?* Invite Ss to share.

C
- Read the instructions and target questions. Have Ss locate examples and discuss them in pairs.
- Bring the class together and have Ss answer.

OPTION Write on the board: *Why is comparison an effective tool in a descriptive essay?* (It helps a reader see something in their own mind.) Elicit ideas.

D
- Before Ss read the descriptive essay model again, have them look at the chart.
- Have Ss fill in any answers they remember from the first reading of the essay. Then tell them to reread the model and complete the diagram.
- Circulate and assist as needed.
- Go over the answers as a class. Call on Ss to read their completed chart sections.

TEACHING TIP Invite Ss to imagine the essay without the emotional response–just the detailed description Ask, *How would it be different? Would it still be an effective description of Galaxy SOHO?*

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Read the instructions. Have Ss reread the model and find the various examples of the tenses. Circulate and assist as needed.
- Go over the answers.

OPTION Focus on paragraph 3. Ask, *What tense is the first sentence?* (present) *Why?* (In the same way as we use the present tense to analyze a piece of literature or a movie, we use the present tense to talk about a piece of art, such as this building.)

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Focus on the word *moving* and elicit or explain that when something is *moving* it stirs a person's feelings and evokes a deep emotional response, for example, nostalgia, joy, sadness, sympathy, love.
- Have Ss create their own chart using the model in 1D. Suggest that they write notes, not worrying about full sentences. Tell them to start considering different tenses as appropriate.
- Circulate as Ss work. Assist as needed.

B
- Call on a volunteer to read the example to the class.
- Then have Ss discuss their ideas in pairs and make additional notes in their charts.

4 WRITE

- Focus on the Writing tip and read it aloud. Write the words *vast, large,* and *huge* on the board. Point out that these words are used in the descriptive essay (*vast* in paragraph 2, *large* and *huge* in paragraph 3). Ask, *How would the paragraphs be different if the writer had just used the word* large *each time?* (They would be repetitive and less interesting.) Reiterate to Ss that varying word choice makes a piece of writing richer.
- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their descriptive essay.
- Remind Ss to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the topic, paragraphs 2 and 3 give physical descriptions interwoven with an emotional response, and paragraph 4 concludes the topic by restating the effect of the piece of art.
- Circulate and assist as needed. Ask Ss to check their tenses: if they used the present to describe the piece of art, the past to describe where they were when they experienced the piece of art, and the past perfect to describe past expectations.

TEACHING TIP Review that words that have the same meaning as another are called synonyms. Using a variety of rich words and avoiding repetition will make an essay more engaging and dynamic. Rather than just saying someone was *happy,* you could specify the high level of happiness with the word *elated.* Or if the person was just somewhat happy, the word *content* would be more appropriate. Elicit that a thesaurus is a dictionary that can provide synonyms for writing. Alert Ss to be careful when using a thesaurus, since words can sometimes have small differences in meanings. It's a good idea to always look up a word that a thesaurus offers in a dictionary, to be sure it reflects what you are trying to say.

5 AFTER 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 them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their essays 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 refer to their descriptive essays to briefly retell a partner what the essay is about. Ss may refer to their written essays, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions to learn more about their experience. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

Type of art: building
Artwork: The Galaxy SOHO
Artist: Zaha Hadid

Physical description
- size of building: vast
- walls rise like cliffs
- curves, continuous flow, no corners and no transitions between rooms
- has four large pods connected with bridge-like structures
- ground level has a(n) courtyard
- flow between inside and outside
- huge windows

Emotional response
- awed and humbled
- feeling of being part of something bigger
- feeling of art as an extension of the natural world
- feeling of connection between inside and outside
- liberating experience

Possible answers:
Past perfect:
Paragraph 1 – had never before visited, hadn't thought
Paragraph 4 – had always thought, had never occurred
Simple past:
Paragraph 1 – knew, walked;
Paragraph 2 – created, made;
Paragraph 3 – reminded;
Paragraph 4 – was, gave, experienced
Simple present:
Paragraph 1 – is, is;
Paragraph 2 – is, is, enter, rise, curve, feels, create, are;
Paragraph 3 – makes, has, are, is, enables, are, blur, see, is, feels;
Paragraph 4 – taps, is, is, interconnects

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Find and label four examples of the past perfect tense (*pp*), four examples of the simple past tense (*past*), and five examples of the simple present tense (*pres*).

WRITING SKILL Use different tenses

Writers often mix tenses within a descriptive essay. Choose different tenses for different purposes. You might use the simple past to describe when and where you experienced the thing you are describing, and then use the past perfect to describe what your previous expectations had been. The simple present works well to immerse readers in the experience and make them feel what you feel.

3 PLAN YOUR WRITING

A Think of a piece of art you encountered and found particularly moving. What are the key elements of the piece, and why do you find it moving? Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas. I love this photograph by Cindy Sherman. It's thought-provoking.

4 WRITE

Write a first draft of a descriptive essay about the piece of art you described in 3A. Remember to use different tenses. Use the essay in 1B as a model.

Writing tip
Avoid repetition. Although it's important to reiterate your main points, you should use a variety of words to do this. Read over your first draft and make sure you have not repeated words. If you have, try to replace them. Keep a vocabulary notebook where you categorize words, for example, "words to describe feelings."

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's descriptive essay.
- Does the essay describe the piece of art so that you can understand what it looks like?
- Does the writer adequately convey how the artwork makes him or her feel?
- Is there a variety of tenses, and are the tenses used effectively?
- Does the writer avoid repetition of words and phrases?
- Does the conclusion reiterate the effect of the piece of art on the writer?

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

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

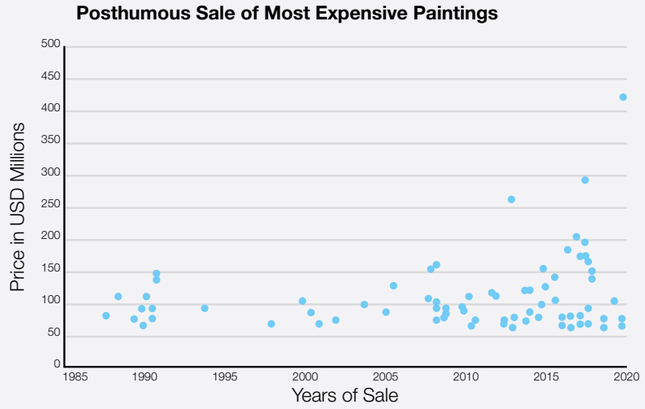
☐ I CAN WRITE A DESCRIPTIVE ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM While art is a creative outlet for some people, it is a profession for others, and many artists struggle financially. While artists benefit from the first sale of a piece of their artwork, they do not benefit from subsequent purchases. Review the data and circle the correct answers.



1. The most expensive painting sold for about **$500** / **$450** / **$920** million.
2. The frequency of the sale of expensive paintings has **increased** / **decreased** / **stayed the same** over time.
3. There were **lots of** / **few** / **no** sales in 1995.

Artists benefit from the original sale. Art buyers, sellers, and gallery owners benefit from the resale of art.

B THINK CRITICALLY Who often benefits from the sale and resale of art? 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 ways to ensure that the sale and resale of art is fair to everyone involved.

Step 2 **Evaluate** Choose the best idea. Think about how to implement the proposed solution.

Step 3 **Present** Explain the best solution to the class and ask for feedback.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about street art
- ☐ Talk about AI and art
- ☐ Discuss the benefits of improvisation

Vocabulary
- ☐ Words related to street art

Conversation
- ☐ Ask for an opinion

Pronunciation
- ☐ Stress in phrasal verbs

Listening
- ☐ Listen for signal phrases in conclusions

Note-taking
- ☐ Use an outline

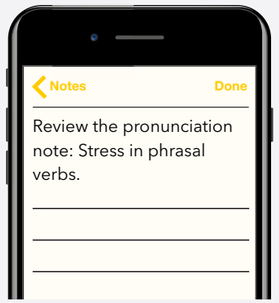
Language Choices
- ☐ Substitution with *so* and *not*
- ☐ Phrasal verbs
- ☐ Past perfect and past perfect continuous with the simple past

Discussion
- ☐ Say "yes" to keep a conversation going

Reading
- ☐ Summarize paragraphs

Writing
- ☐ Use different tenses

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



PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the graph. Ask a volunteer to read the title and the two labels. Elicit or explain that *posthumous* means happening after someone's death.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with questions if Ss get stuck.
- Bring the class together and have pairs report ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to think up 3–5 ways to make sure that the sale of art is fair to all involved. (For example, The artist could be guaranteed a percentage of the resale price of any work of art during their lifetime.)
- For step 2, have groups evaluate the ideas and agree on the best one.
- For step 3, ask the reporters to present their group's best argument to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 SAY THAT AGAIN?

PREVIEW THE UNIT

LESSON 1	**Talk about diplomatic language**	
	Vocabulary	Words related to communication
	Language choices	The subjunctive
	Conversation skill	Communicate diplomatically
LESSON 2	**Talk about cultural differences**	
	Language choices	Embedded *yes / no* questions
	Pronunciation	Contrastive stress
	Listening skill	Listen for contrasts
LESSON 3	**Discuss the origin of slang**	
	Language choices	Embedded *Wh-* questions
	Note-taking skill	Know what to write
	Discussion skill	Speculate
LESSON 4	**Read about communicating with aliens**	
	Reading skill	Recognize word choices
LESSON 5	**Write a rhetorical analysis**	
	Writing skill	Vary placement of transitions
	Writing tip	Get a second opinion
PUT IT TOGETHER		
	Problem solving	Consider whether the group of origin affects a word's inclusion in the dictionary

GET STARTED

A
- Read the unit title. Model rising intonation to indicate this is a question. Turn to a volunteer to model. Ask for their name and when they reply, say, *Say that again?* leaning forward and turning your head as though you couldn't hear and need the person to repeat it. Ask, *What is the full form of this question?* (Could you say that again?)
- Read the learning goals aloud and answer any questions Ss may have.
- Read the instructions and target questions. Write the expression on the board: *It's not what you say but how you say it.* Invite Ss to interpret. Then have them discuss how language choice, or words they use, can affect communication.

B
- Direct Ss' attention to the picture. Read the instructions and target question.
- Call on volunteers to interpret the message behind the photo.

C
- Focus on the social media message. Ask, *Who wrote the message?* (Iris) Have Ss read what Iris says in *Meet the People of TSW Media* on page 4 or play her video. Then ask, *What do you know about Iris?* (She's a lawyer. She's based in China.)
- Read Iris's social media message aloud. Confirm that Ss understand that *to align* means to organize something so that it has the right relationship to something else.
- Read the target questions. Have Ss discuss in groups. Bring the class together and have groups share ideas.

5 SAY THAT AGAIN?

LEARNING GOALS

In this unit, you
- talk about diplomatic language
- talk about cultural differences
- discuss the origin of slang
- read about communicating with aliens
- write a rhetorical analysis



GET STARTED

A Read the unit title and learning goals. A common expression is, "It's not what you say but how you say it." What does this mean? How could a language choice impact your success in communicating?

B Look at the photo. It shows people holding speech bubbles. What do you think is the message behind this photo?

C Read Iris's message. Why do you think she believes that every part of a presentation needs to match?



IRIS LIN

@IrisL

When giving a presentation, it's critical to have a clear message. Everything should align, including how the materials look, how you dress, and how you speak.

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LESSON 1 TALK ABOUT DIPLOMATIC LANGUAGE



IRIS LIN

@IrisL

Tip of the day: Never write an email when you're angry. It never ends well. 🤦

1 VOCABULARY Words related to communication

A Look at the web page. Have you ever received an unprofessional email or letter?

B ▶05-01 Read and listen. Do you know the words in bold?

Be Professional When Writing

It is important to sound professional when you write a formal email, memo, or letter. Here are some basic tips to follow:

- Always be **diplomatic**; that is, be polite and clear, rather than **harsh** and accusatory. Be **tactful** so that the other person feels respected and does not lose face. Embarrassing someone is never a good thing, so be careful of how you **word** things.
- Avoid issuing **ultimatums**, such as, "If you do not do X, we will stop doing Y." The other person will feel backed into a corner and you might end up harming the relationship.
- Be politely direct in your requests and not **ambiguous**. If your **wording** is **vague**, at worst, you will sound **wishy-washy** and easy to push around. At best, you will confuse the other person.
- If you have bad news to deliver, be polite, but get to the point quickly. Do **not mince your words**.
- Avoid **jargon**. Use language that is easy to understand.

>> FOR PRACTICE, PAGE 137 / DEFINITIONS, PAGE 159

2 LANGUAGE CHOICES The subjunctive

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

Use	Example sentences
After the following verbs: *advise, ask, command, demand, insist, propose, recommend, request, suggest*	1. How do you propose this message **be worded**? 2. I recommend that you **be diplomatic**. 3. My co-worker suggested I **not send** the message.
After the following adjectives: *better / best, critical, crucial, essential, imperative, important, necessary, urgent*	4. It's best that you **not give** an ultimatum. 5. Is it essential we **schedule** a meeting this week? 6. It's imperative that we **be told** the truth.

The subjunctive

- The subjunctive expresses a **desired** / **completed** action.
- The subjunctive is formed with the **simple present** / **base form** of a verb.
- We **can** / **cannot** omit *that* before a subjunctive clause.
- Use *not* **before** / **after** the subjunctive verb to make it negative.
- The passive subjunctive is formed with *be* + **base form** / **past participle**.

>> FOR PRACTICE, PAGE 137

B Both of the following sentences have a negative meaning. What is the difference between them?

I don't recommend you use strong wording in your message.

I recommend you not use strong wording in your message.

In the first sentence, the main verb is negative, and the subjunctive verb is affirmative. In the second sentence, the main verb is affirmative, and the subjunctive verb is negative. The first sentence sounds softer, more like a polite request. The second sentence sounds stronger, more like a command.

LESSON 1 TALK ABOUT DIPLOMATIC LANGUAGE

- Read the lesson title. Ask, *What is* diplomatic language? (language which deals with people politely and skilfully without hurting their feelings)
- Call on a volunteer to read the social media message aloud. Ask, *Do you agree with the tip? What is the risk of writing an email when you are angry?* (You may state something too strongly and regret it later.)

CULTURE NOTE There are various tips for being diplomatic, such as avoiding negative words; using indirect language; softening negative statements with words like *I'm afraid, just,* or *sorry;* using appropriate body language; listening attentively; and showing understanding.

1 VOCABULARY

A
- Read the instructions and target question. Have Ss discuss their experiences in pairs.

B
- Play the audio. Tell Ss to pay attention to the words in bold. Pause after *jargon.*
- Play the rest of the audio.
- In pairs, have Ss read the tips again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 159.
- For more vocabulary practice, refer Ss to page 137.
- Clarify the meaning of any new or unfamiliar terms, such as *lose face* (how you feel when you do something which makes you seem weak or stupid, and makes people respect you less) and *to be backed into a corner* (to be forced into a disagreeable situation that cannot be resolved simply).

2 LANGUAGE CHOICES

A
- On the board write:
  1. *Ann's emails are polite.*
  2. *Mark requests that Ann's emails be polite.*

  Ask, *In sentence 2, are Ann's emails polite?* (no) *Does Mark want her emails to be polite?* (yes)
- Have a volunteer read the note. Point out that the subjunctive is not a tense, but a mood. It is used to express something that is desired.
- Read the instructions. Tell Ss to first read the example sentences and uses in pairs. Have Ss focus on the formation of the subjunctive. Ask, *How do sentences 1, 3, and 5 differ from the others?* (there is no *that*) Invite Ss to reread these sentences to include *that.* Confirm that the meaning is the same.
- Direct Ss' attention to sentence 1. Ask, *What form of the* be *verb is used?* (the base form)
- Have Ss complete the rules in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.

OPTION For more practice, write on the board: *My supervisor insists…; It is urgent…; They demanded…; I propose…; It is best…* In pairs, have Ss practice forming sentences. To review, call Ss to complete the prompts on the board.

LANGUAGE NOTE English has three moods: the indicative, the imperative (used for commands), and the subjunctive. The subjunctive often looks like the indicative form. For example, in example sentence 3, *send* looks like the indicative form. The subjunctive form only differs in two ways: 1. It uses *be* instead of *am / is / are* and *were* instead of *was.* 2. It drops the final letter *-s* of the third person singular in the present tense. The subjunctive is used in formal language.

B
- Ask for a volunteer to read the instructions and target question.
- In pairs, have Ss analyze the pair of sentences and determine the difference.
- Bring the class together and go over the answers.
- Write another example on the board: *It is not urgent that you fly home tonight. It is urgent that you not fly home tonight.* Ask, *Is there a difference in meaning?* (Yes, there is a big difference. In the first sentence, there is no urgency to fly home; in the second one, there is urgency to not fly home.)
- In pairs, ask Ss to make up two sentences with negatives in different positions for example sentence 6.

EXTENSION Write the pairs of statements below on the board. Read the first statement and have Ss choose the option that has the same meaning. Tell them to pay attention to the placement of *not.*

1. *Jonathan requested that Hana not be on his team.*
   a. *Jonathan asked not to work with Hana.*
   b. *Jonathan didn't ask to work with Hana.*
2. *Martin didn't suggest that we have the meeting.*
   a. *Martin was not the one who called the meeting.*
   b. *Martin suggested that we not have the meeting.*

(1. a; 2. a)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Then read the skill aloud. Model polite intonation of the diplomatic language. Have Ss repeat.
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

OPTION To further review the subjunctive, ask, *Which of these expressions elicit the subjunctive?* (We strongly suggest that you; We request that you) Call on volunteers to give full sentences using the two expressions. (For example, We strongly suggest that you rewrite that email.)

EXTENSION Invite Ss to study the scenarios in pairs and craft less diplomatic ways of communicating. (For example, 1. A: The price is ridiculous. You have to lower it. 2. A: Tell the professor she has to schedule the exam a day earlier.) Then ask, *What type of response does this kind of language elicit?* (a defensive, negative response)

B
- Read the instructions. In pairs, have Ss role-play the various scenarios. Circulate and remind Ss to use diplomatic language.
- Bring the class together and call on volunteers to present role-plays for the different scenarios.
- As a class, discuss the different responses to the requests. Elicit how a less diplomatic handling of a request could have ended.

4 CONVERSATION

A
- Say, *We're going to listen to Artur have a conversation with Iris.* Ask, *Do you remember Artur from Unit 3?* (He's a sales rep from São Paulo.)
- Direct Ss' attention to the picture. Ask, *What do you see?* (a person writing an email)
- Ask, *What do you think Iris and Artur are talking about?* Elicit ideas.
- Have Ss listen.
- Ask, *What does Artur need help with?* Then ask, *Is Iris able to help him?* (yes)

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to answer the questions.
- Have Ss go over the answers in pairs. Bring the class together and have them share their ideas about question 2. Ask, *Do you agree with the saying "You catch more flies with honey than with vinegar"? Why or why not? Is it ever appropriate to be harsh?*

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

EXTENSION For vocabulary review, have Ss listen again or read the audio script for vocabulary terms from the lesson. Write these terms on the board in the order they first appear: *mince words, harsh, diplomatic, tactful, word, wishy washy, an ultimatum, wording.* Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

5 TRY IT YOURSELF

A
- Read the target question. Copy the chart on the board and read the headings aloud. Refer Ss to page 167 to read the email.
- Circulate as Ss work and assist as needed.

B
- In pairs, have Ss use their notes to role-play the scenario.
- Remind them to use the conversation skill box expressions to communicate diplomatically. Tell them to use the conversation in 4C as a model.
- Monitor. Listen for the language for communicating diplomatically. Hint to Ss that the advice the colleagues give each other should also be diplomatic, or at least polite.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to communication
- ✓ using the subjunctive
- ✓ using expressions for communicating diplomatically

EXIT TICKET Ask, *Why is it important that people communicate diplomatically when dealing with a sensitive issue?* Tell Ss to incorporate the target vocabulary from 1B and to use the subjunctive to indicate what is important in communication. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

Communicate diplomatically

When dealing with sensitive issues in formal communication, it's important to be clear and direct but also diplomatic in order to avoid offending the other party.

To decline something:	To make a request:
I'm afraid that we cannot…	*We would appreciate…*
I regret that I will be unable to…	*We strongly suggest that you…*
I'm sorry, but unfortunately we cannot…	*We request that you…*

A ▶05-04 **Read the conversation skill. Listen. Notice the words the speakers use to communicate diplomatically. Complete the sentences that you hear.**

1. I'm sorry, but ___I'm afraid that we cannot___ lower the price any further.
2. ___We would appreciate___ it if you could have the professor schedule the exam a day earlier.

B PAIRS **Imagine you are the people below. Make and decline requests. Use diplomatic language from the conversation skill box.**

car salesperson / customer professor / student employer / employee

4 CONVERSATION

A ▶05-05 **Listen. What does Artur need help with?**

the wording of an email

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

1. What problem is Artur writing about?
2. What does Iris mean when she says, "You catch more flies with honey than with vinegar"?
3. What other advice does Iris give Artur?

1. A problem with a supplier; They've caused some delays and the clients have been complaining.
2. She means that he'll get a better response from the supplier if he's friendly rather than harsh.
3. Be more diplomatic. Avoid giving ultimatums. Avoid using exclamation points in business correspondence.

C ▶05-06 **Listen. Complete the conversation.**

Iris: Well, it's OK to be direct, but this sentence might be a little too direct. "We ___demand___ that your director ___contact___ us immediately to set up a meeting." It sounds like an ___ultimatum___ .

Artur: How about this: "We ___request___ that your director contact us at his ___earliest convenience___ to set up a meeting?"

Iris: Great! That wording is much more ___tactful___ .



5 TRY IT YOURSELF

A THINK **Read the email on page 167. Try to make it sound more professional and diplomatic. Take notes in the chart.**

Possible answers:

Wording that needs to be changed	Diplomatic wording
… your request that we lower our price by 10% is frankly unacceptable.	I regret that we cannot comply with your request that we lower our price by 10%.
If you are unable to pay full price, we will cancel the contract.	Please contact us at your earliest convenience so that we can discuss the issue and come up with a solution.

We expect an immediate response to this email!

B ROLE PLAY **Student A: You are an employee. Student B: You are a manager. Imagine that Student A is your employee and has shown you the email from 5A. Make suggestions on how to revise the email.**

I CAN TALK ABOUT DIPLOMATIC LANGUAGE.

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LESSON 2 TALK ABOUT CULTURAL DIFFERENCES



IRIS LIN

@IrisL

Communicating with someone from a different culture can be challenging sometimes, even when you both speak the same language.

1 BEFORE YOU LISTEN

A PAIRS THINK Have you ever heard the expression "Silence is golden"? What do you think it means? *Possible answer:* Silence is very important. Sometimes it is better to remain silent than to talk. Silence can sometimes be more powerful than words.

B ▶05-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

neglected	reflective	a cultural gap	fill the silence
explicit	an utterance	unsettled	a counterpart

>> FOR PRACTICE, PAGE 138 / DEFINITIONS, PAGE 159



2 LANGUAGE CHOICES Embedded *yes/no* questions

A A *yes/no* question can be embedded as a noun clause in a sentence. Read the example sentences. Underline the embedded questions. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. I can't say if / whether my attitude is reflective of my culture.
2. Should we ask someone if / whether that information is correct?
3. I have no idea if / whether I'll move back to Dubai or not.
4. The question is whether or not we should change our plans.
5. Whether or not this trend will continue is anyone's guess.
6. Whether it was a cultural gap or some other misunderstanding is not clear.

Embedded *yes/no* questions

F • An embedded *yes/no* question uses ~~question~~ statement word order.

T • *If* and *whether (or not)* have the same meaning when introducing embedded questions.

F • *If* and *whether* ~~can~~ cannot be omitted from embedded questions.

F • An embedded question occurs ~~only within statements~~ within statements or questions.

T • An embedded question can follow a noun or a verb.

T • Use *whether* to introduce embedded questions that function as the subject of the sentence.

>> FOR PRACTICE, PAGE 138

B PAIRS Be careful not to confuse an embedded *yes/no* question with a conditional sentence. Look at the following sentences. Which is an embedded question? Which is a conditional? How can you tell?

I don't know if she needs help.

I'm always here if she needs help.

The first sentence is an embedded *yes/no* question. We can't begin a sentence with an embedded question that starts with *if*. The second sentence is a conditional clause. The main clause will happen if the condition is met. We can reverse the order of this clause: If she needs help, I'm always here.

LESSON 2 TALK ABOUT CULTURAL DIFFERENCES

- Read the lesson title. Write it on the board. Ask, *What comes to mind when you think of cultural differences?* Write Ss' responses on the board. (For example, mannerisms, body language, clothing, traditions, religion)
- Ask a volunteer to read the social media message aloud. Ask, *Do you agree with Iris?* Invite Ss to share examples from their lives if they agree.

1 BEFORE YOU LISTEN

A
- Read the target question and give Ss a few minutes to discuss.
- Then bring the class together and have Ss share with the class.

⋯ OPTION Ask, *Who here is good at using silence for communication?* Invite Ss to share personal examples of silence being more effective than words. (For example, My father never yelled at me when I was a kid. He'd just get silent, and then I knew I had to behave.)

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.
- Have Ss listen to the audio. Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 159.
- For more vocabulary practice, refer Ss to page 138.

⊕ EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write on the board:
  A: Is Jack living in New York?
  B: I don't know if…
  Call on a volunteer to write the complete reply. (I don't know if Jack is living in New York.)
- Ask Ss to open their books. Read the title. Elicit or explain that to be *embedded* means to be put into something else. Point to A's question and say, *This question is put into B's response.* Underline *Jack is living in New York.*
- Call on a volunteer to read the instructions. Have Ss study the examples in pairs and underline the embedded questions. Do sentence 1 as a class. If Ss ask why *if / whether* both appear in the statement, clarify that either choice is possible here without changing the meaning. Elicit that the embedded question is *if / whether my attitude is reflective of my culture.*
- Then tell Ss to mark the rules in the grammar chart as true or false, correcting the false rules.
- Have Ss compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

⋯ OPTION In pairs, have Ss study the example sentences. Say, *State the embedded* yes / no *questions as questions.* (1. Is my attitude reflective of my culture? 2. Is that information correct? 3. Will I move back to Dubai or not? 4. Should we change our plans or not? 5. Will this trend continue or not? 6. Was it a cultural gap? Was it some other misunderstanding?) For 6, point out that there are two *yes / no* questions embedded.

B
- Read the instructions aloud. Tell Ss to underline the *if* clause in each sentence. Give them a few minutes to analyze the sentences.
- Then bring the class together and call on Ss to explain the difference. If Ss struggle, prompt with questions: *Which sentence indicates what will happen if a condition is met? In which sentence is it possible to reverse the order of the clauses?*

⊕ EXTENSION Write on the board: *embedded question* and *conditional.* Say, *Number a piece of paper 1 to 5. Listen to each sentence. Write* conditional *or* embedded question *after each sentence you hear.*

1. *I'm not sure if they completed the registration.* (embedded question)
2. *You can stay with us if you need a place to stay.* (conditional)
3. *Should we find out if it's going to rain?* (embedded question)
4. *I really don't know if that's a good idea.* (embedded question)
5. *If Mel wants to come, she'll tell us.* (conditional)

Reread the sentences as needed.

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3 PRONUNCIATION

A
- On the board, write: *That gesture is not a compliment in my culture—it's an insult!* Invite a volunteer to read the sentence. Leave it on the board to refer to later.
- Bring Ss' attention to the pronunciation note. Read the title and ask, *What does* contrastive *mean?* (showing the difference between two things) Then return to the sentence on the board. Mark stress dots over the first syllables of *compliment* and *insult* and put clear contrastive stress on the two words as you read the sentence again.
- Play the audio for the note.
- Focus on the contrasted words and have Ss repeat.

B
- Have Ss read the sentences and notice the contrastive words in bold.
- Play the audio. Have Ss listen, then listen and repeat.

C
- Read the instructions. Refer Ss to the example in 3B to indicate how they should mark the stressed words.
- Play the audio. Have Ss compare answers with a partner.
- Call on volunteers to read the sentences, putting stress on the contrastive words.

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the target question.
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the topic of the podcast. Go over the answer as a class.

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script to find the vocabulary terms from the lesson, as listed in 1B on page 56. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- Ask Ss to look at the Listening Skill box. Read the title and the skill. Have Ss repeat each contrast phrase.
- Read the instructions. Have Ss read the information in the chart. Invite them to fill in blanks they remember from the first listening.
- Play the audio. Have Ss fill in the missing details in the chart.
- Go over the answers as a class.

⊕ **EXTENSION** In pairs, have Ss use the content in the chart to practice using the contrast phrases in the Listening Skill box. Tell Ss to use contrastive stress when appropriate. Circulate as Ss work, making corrections as needed.

C
- In pairs, have Ss discuss the target question.
- Bring the class together and have pairs share.

5 TRY IT YOURSELF

A
- Read the target question and instructions.
- Have Ss work individually to reflect on whether they relate most to the speaking culture or listening culture approach.

B
- Instruct Ss to discuss their answers in small groups.

C
- Have Ss evaluate if they listen or speak more. Also ask groups to consider their experience of interacting with people from the countries or regions mentioned in the podcast.
- Bring the class together and have volunteers share. Elicit contrastive statements, encouraging correct stress. (For example, I tend to be silent; Andre, on the other hand, is very talkative.)
- Finally, ask Ss if they agree that some cultures are more talkative than others, or if how much a person talks is more of a personality trait.

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 cultural differences
- ✓ using embedded *yes / no* questions
- ✓ using contrastive stress
- ✓ using contrast phrases

EXIT TICKET Have Ss summarize the podcast, referring to their notes in the table in 4B.
Tell Ss to use the target vocabulary and embedded *yes / no* questions if appropriate. Remind Ss to use contrastive stress and contrast phrases. Listen and take notes on areas for review and extra practice in later lessons.

3 PRONUNCIATION

Contrastive stress
When two or more ideas are compared or contrasted, speakers often stress syllables in both words to draw attention to them. The stressed syllables are usually longer, louder, and higher-pitched: *Is it better to speak **formally** or **casually**?*

A ▶05-09 **Listen. Read the pronunciation note.**

B ▶05-10 **Listen. Notice the stress on the contrasted words. Then listen and repeat.**
1. Be **explicit** when you tell me your decision, not **indirect**.
2. Am I responsible for **all** of our South American markets or only **some**?

C ▶05-11 **Listen. Underline the words that are compared or contrasted. Mark the stressed syllables with a dot.**
1. Will I sound more natural if I speak slowly or quickly?
2. You heard me rehearsing my talk. Should I slow down or speed up?

4 LISTENING

the importance of silence in communication

A ▶05-12 **Listen. What is the topic of the podcast?**

B ▶05-12 **Read the Listening Skill. Listen again for contrasting information. Complete the chart.**

LISTENING SKILL Listen for contrasts
Speakers use a variety of words and expressions to show a contrast. For example: *a comparison of, conversely, in contrast, instead, on the contrary, on the other hand, rather, unlike.*

	Speaking cultures	Listening cultures
1. Speaking vs. listening cultures	value explicit, direct speech	value reflective silence, sign of respect
2. Countries	English-speaking countries + southern Europe / parts of South America	Most of Asia + some northern European countries, e.g., Finland
3. Timing of utterances	English speakers, 1–2 second pause btw speakers	Japanese: 8-second pause btw speakers
4. Feelings about silence	unsettled by silence, try to fill it	Silence is golden; offended if others jump in too quickly
5. Meaning of silence	silence = disinterest, disagreement, disapproval, a lack of understanding, disrespect	silence = careful consideration, respect
	silence in response to question = don't know answer or disinterested	silence in response to question = thinking

C PAIRS REACT **What surprised you most about this podcast?**

5 TRY IT YOURSELF

A MAKE IT PERSONAL **Look at rows 4–5 of your notes in 4A. Which culture do you relate to the most?**

B DISCUSS **In small groups, discuss your answers from 5A. Explain your answers.**

C EVALUATE **Based on what you learned in the podcast and your discussion, what issues do you think you would have living in a culture that communicates differently from yours? How would you approach these challenges?**

I CAN TALK ABOUT CULTURAL DIFFERENCES.

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LESSON 3 DISCUSS THE ORIGIN OF SLANG



IRIS LIN

@IrisL

I think it's OK to use slang most of the time, but I draw the line when it comes to legal documents! 🤔

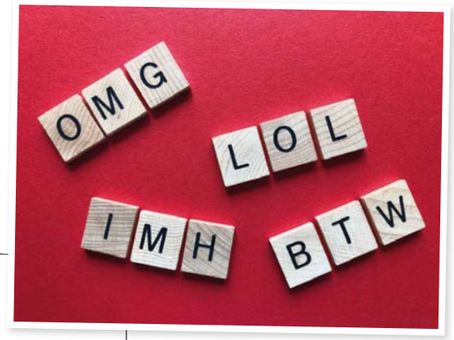
1 BEFORE YOU LISTEN

A PAIRS THINK Do you use a lot of slang in your native language? In English? Why or why not?

B 05-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

cringeworthy	an abbreviation	rebel	solidarity	concise	vulgar
a phenomenon	an emoji	the status quo	no hard and fast rules	a downside	hinder

>> FOR PRACTICE, PAGE 139 / DEFINITIONS, PAGE 160



2 LANGUAGE CHOICES Embedded *Wh-* questions

A Read the example sentences. Underline the embedded questions. Then complete the rules in the chart with words from the box.

Example sentences

1. I can't tell what this emoji means.
2. I'm not certain who is attending the meeting today.
3. a. I don't know where I should go.
   b. I don't know where to go.
4. a. Do you know how we can fix this?
   b. Do you know how to fix this?
5. a. How did you finish this report so quickly?
   b. I can't imagine how you finished it by yourself.
6. a. What does this abbreviation stand for?
   b. Can you remind me what it stands for?

Embedded *Wh-* questions

- An embedded question can begin with any ___*Wh-* question___ word.
- When an embedded question contains *can* or *should,* we can replace it with a(n) ___infinitive___ .
- Embedded questions use ___statement___ word order.
- An embedded question with the subject *who* takes a(n) ___singular verb___ .
- Do not include the auxiliary verb ___do___ in an embedded question.

singular verb
infinitive
Wh- question
do
statement

>> FOR PRACTICE, PAGE 139

B Change the two questions to embedded questions. Begin each sentence with *I don't know.* How does the word order change in each sentence?

Who called you? Who did you call? *I don't know who called you.* *I don't know who you called.*

In the first sentence, the question is about the subject. The word order is the same in both regular questions and embedded questions when the question is about a subject. In the second sentence, the question is about an object. When the question is about an object, we omit *do / does / did* and use statement word order.

LESSON 3 DISCUSS THE ORIGIN OF SLANG

- Read the lesson title. Elicit or review that slang is very informal language used by a particular group of people. Call on Ss to write some slang on the board for the class to interpret, such as *spill the tea* (tell a piece of gossip), *epic* (extremely awesome), or *I can't even* (used without a verb to express overpowering emotion). Tell Ss to avoid offensive slang. Have Ss share which of the words on the list they use. Tell them to share meanings if Ss don't know all of them.
- Call on a volunteer to read the social media message aloud. Ask, *What does it mean* to draw the line? (to decide when a limit has been reached) *What is Iris saying in her post?* (that it's not OK to use slang in legal documents; otherwise it's OK) *Do you agree with her? Where do you draw the line with slang?*

LANGUAGE NOTE Each generation is marked by distinct slang terms, so new words are constantly coming into circulation. The most effective way to learn and understand new slang is to listen to people around you and pay attention to context. Many slang definitions can also be found online. If you are interested in using a term, look it up and understand it. Otherwise, rather than fitting in with a group, you may stand out for using a term incorrectly.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Have Ss discuss them in pairs.
- Then bring the class together and call on Ss to share.
- Ask, *Do you use any English-language slang when you speak your own language?* Hint that internet slang words tend to be used globally, such as *troll* and *meme,* as well as slang abbreviations like *LOL* and *OMG*.

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. Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 160.
- For more vocabulary practice, refer Ss to page 139.

2 LANGUAGE CHOICES

A
- Say, *In the last lesson, we worked on embedded* yes / no *questions. In this lesson, we will focus on embedded* Wh- *questions.* Write on the board:

  A: Where does Gia live?

  B: I don't know where…

  Call on a volunteer to write the rest of the sentence. (…Gia lives) Point to question A and say, *This question is embedded in B's response.* Underline *where Gia lives.*
- Call on a volunteer to read the instructions. Have Ss study the examples in pairs and underline the embedded questions. Do sentence 1 as a class. Ask, *What is the embedded question?* (what this emoji means) *What is the actual question?* (What does this emoji mean?)
- Then tell Ss to complete the rules with the words from the box.
- Have Ss compare answers with a partner. Then bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

B
- Read the instructions aloud. Give Ss a few minutes to study the two questions. Then have them embed each one in a statement starting *I don't know…*
- In pairs, have Ss compare answers and discuss the varying word order.
- Then bring the class together and call on Ss to explain the difference.

EXTENSION To give Ss more practice, write the following examples on the board. Invite Ss to come to the board and embed the questions with the prompt *I have no idea…*:

1. *Who called?* (I have no idea who called.)
2. *Which house is for sale?* (I have no idea which house is for sale.)
3. *What happened to Mike?* (I have no idea what happened to Mike.)

Then write these sentences on the board with the same *Wh-* words. Invite Ss to come to the board and embed the questions with the prompt *I don't know…*:

4. *Who does Sally work for?* (I don't know who Sally works for.)
5. *Which museums have they visited already?* (I don't know which museums they have visited already.)
6. *What time is it?* (I don't know what time it is.)

Tell Ss to compare the word order in each set of sentences.

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3 VIDEO TALK

A
- Have Ss look at the picture and read the slang phrases. Elicit that they all express approval.
- Read the title of the video talk. Ask, *What does the slang word* stoked *mean?* (excited)
- Read the target question aloud. Have Ss predict the main idea.
- Play the audio or video. Then have Ss find the main idea.
- Discuss as a class. Ask, *Were your predictions correct?*

OPTION If Ss don't know the meanings of the terms, have them look up the terms online. Then, in pairs, have them try to use the slang in sentences. Circulate and assist as needed.

EXTENSION For vocabulary review, have Ss listen again or read the audio script for vocabulary terms from the lesson, as listed in 1B on page 58. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about knowing what notes to write.
- Read it aloud. Point out that writing too much can prove difficult and pointless. When you return to your notes, you should be able to go through the information quickly.
- Play the audio or video again and have Ss fill in the chart with information. If necessary, stop the audio or video or let Ss listen multiple times. Tell them to use the existing notes in the chart as a model.
- Have Ss compare their notes in pairs.
- Go over the answers as a class.

EXTENSION Replay the fourth paragraph from the video. Ask, *What in-group do you identify with? Are there any groups you specifically don't identify with?* Have pairs share. Then ask, *Is there any specific slang you use to reflect your views?*

C
- Have Ss first read the target question.
- Have them look at the chart in 3B and note the positive and negative views.
- Then bring the class together and have Ss answer the question. If Ss don't have a clear idea if the speaker is for or against, help steer them to the conclusion that the speaker offers a balanced view of slang, outlining the pros and cons, and concluding on a positive note.

D
- Read the target question. In pairs, have Ss discuss.
- Bring the class together and have Ss share.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud. Have Ss repeat the examples.
- Ask, *What grammar point have we studied that focused on speculation?* (modals for speculation about the past in Unit 3) Ask, *Which of the examples here speculate about the present?* (It could be because…; Perhaps it is; It might be to do with)

5 TRY IT YOURSELF

A
- Read the instructions aloud. Call on volunteers to read the topics to think about.
- Have Ss create a list of slang terms individually and take notes.

B
- Read the instructions.
- Have Ss discuss their ideas in groups. Refer them to the discussion skill for language for speculation. Hint to Ss that the speculation will mostly be in the present because they are discussing why the terms are used, how they are formed, why they are popular, etc. If Ss speculate about the past, make sure they use modals for speculation about the past. (For example, That word must have been created on social media.)

C
- Read the instructions and copy the question on the board. List numbers 1 to 5 under it.
- Have Ss work in groups to list reasons. Ask a volunteer to read the example reason.
- Ask, *Which reasons that you listed are the most likely to cause a slang term to become widespread?*
- Come together as a class and have groups share. Then create a class list of the most likely reasons.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to slang
- ✓ using embedded *Wh-* questions
- ✓ knowing what to include when taking notes
- ✓ speculating effectively

EXIT TICKET Have Ss think of a slang term they often use. Tell them to make speculations about the history of the term and also about why it is used, how it was formed, why it is popular, and others' attitudes toward the term. Listen and take notes on areas for review and extra practice in later lessons.

3 VIDEO TALK

The speaker's main point is that we should make sure that slang is used appropriately. This is expressed in his concluding remark: "Slang is pretty limitless–all you have to do is learn when to use it."



A 05-15 Listen or watch. What is the main idea of the talk?

B 05-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Know what to write

Knowing what and how much to write down is sometimes difficult. Follow these tips for what to include in your notes:
- definitions, word for word
- enumerations or lists of things that are discussed
- information that is repeated or spelled out
- examples

Possible answers:

Definition of slang / Why we use it	**How slang is formed**
• information, non-standard vocabulary • part of everyday conversation usually a spoken phenomenon, has now become written (e.g. cyber-slang); helps us express our feelings; helps us relate to the groups we want to belong to (in-groups); temporary	• new words, e.g., derp no hard and fast rules; original and creative; words are combined (e.g. binge-watch); words are blended together (e.g. hangry); humorous; concise
Positive views on slang	**Negative views on slang**
helps us connect with our in-group; part of our identity; limitless • highly creative and fun	• inappropriate in certain situations can lead to people passing judgment on you; can lead to communication problems

The speaker also mentions that slang can be widespread, and it can become mainstream. This could be viewed both positively and negatively.

C Is the speaker for or against the use of slang?

Possible answer: The speaker offers a balanced view of slang, explaining both the pros and cons. However, he concludes with more positive remarks, suggesting that slang is a natural, long-lasting phenomenon which is creative and limitless. Overall, he appears positive towards slang and enjoys sharing his own anecdotes about it.

D PAIRS REACT The speaker says, "Slang isn't appropriate in all situations. Critics say that it can make you sound vulgar, or less intelligent." Do you agree? Why or why not?

4 DISCUSSION SKILL

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

Speculate

Speculating is when you form an idea about something without firm evidence. Use phrases like these for speculating:

It could be because…
Perhaps it's because…
It might have to do with…

These are usually followed by a noun phrase.

5 TRY IT YOURSELF

A THINK Make a list of slang terms you use. Analyze your own use of these terms. Think about…
- why you use them
- how they're formed
- their popularity
- others' attitudes towards them

B DISCUSS In small groups, share your thoughts from 5A. Use language to speculate.

C EVALUATE What causes a slang term to become widespread or even mainstream? With your group, list five possible reasons and then rank them based on likelihood. Share your list with another group.

☐ I CAN DISCUSS THE ORIGIN OF SLANG.

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LESSON 4 READ ABOUT COMMUNICATING WITH ALIENS



IRIS LIN

@IrisL

What's up with alien movies? Aliens always come to Earth speaking perfect English. Are there language schools on Mars?!

1 BEFORE YOU READ

A PAIRS If aliens exist, how might we communicate with them?

B 05-16 VOCABULARY Read and listen. Do you know these words?

decipher	on the premise (that)	interstellar	a long way off
divided on	render (something) unnecessary	a cultural construct	a boundary

>> FOR DEFINITIONS, PAGE 160

2 READ

See answers on page T-60,

A PREVIEW Read the title and subtitles. Predict what you think each paragraph will include.

B 05-17 Read and listen to the article. What is the author's main argument?

Possible answer: If we want to communicate with aliens, we might need to rethink our idea of communication.

COMMUNICATION WITH EXTRATERRESTRIALS—AN ALIEN CONCEPT?



The 2016 blockbuster *Arrival*, which explores the theme of human interaction with extraterrestrials, suggests that communicating with visitors to Earth might be fairly easy. In the movie, a linguist deciphers symbols produced by the aliens and establishes a shared vocabulary to communicate. If aliens exist and we encounter them, how will we communicate? Experts are divided on this issue, but one thing seems clear—it will likely be much harder than it seems on the big screen.

Hello? Can you hear me?

Arrival is a fascinating insight into how an alien encounter might play out. However, it works on the premise that humans and aliens have shared traits or skills. Assuming that aliens communicate mainly through sound, body language, or writing makes a movie more relatable. But there is no guarantee that life out there is bound to the restrictions of human knowledge. What if aliens communicate via brain waves? What if they have developed technology that renders talking and writing unnecessary? It's difficult to imagine how we might communicate with aliens when we don't know what communication means to them.

Just as aliens may not communicate in the same way that we do, they may not advance in the same way, or at the same speed. We are now better able to receive and interpret signals than we were 200 years ago due to advancements in technology. Where are alien civilizations in their development? And how fast have their communication systems advanced? We simply have no idea.

Huh? I don't get it.

Stephen Wolfram, an expert in computer languages, points out that alien communication could be all around us already. One example he gives is pulsars—an extraterrestrial source of radiation. Pulsars are widely accepted to be emissions from spinning neutron stars and were discovered back in 1967. Could these stars be beacons of communication that aliens have engineered for interstellar navigation? The blinking of a neutron star, caused by the pulsars emitted, could be the equivalent of a lighthouse on Earth.

Alternatively, the late philosopher and science fiction writer Stanislaw Lem suggested that aliens might use coded communication. They may not send a message directly, but instead send a code that someone (or something) would use to access a message. Only creatures with the right biological makeup and cognitive systems would be able to convert this code into a message.

>>

LESSON 4 READ ABOUT COMMUNICATING WITH ALIENS

- Read the lesson title. Ask, *Do you believe aliens exist? Do you believe we can find a way to communicate with aliens?*
- Call on a volunteer to read the social media message aloud. Ask, *Have you ever thought about this question? Have you seen movies where aliens communicate in English? Have you seen alien movies where communicating with them was more difficult?* Have Ss share.
- Finally, poll the class: *Who here enjoys alien movies? Why do you like / dislike them?*

LANGUAGE NOTE *What's up with…* is an idiom that means *What is the reason for…* It can also mean *What's wrong with… What's with…* is a similar phrase. For example, the question *What's with / up with her?* means *Why is she upset / angry?*

1 BEFORE YOU READ

A
- Read the target questions aloud. Ask Ss to share their ideas in pairs.
- Then bring the class together and ask Ss to share. Write Ss' ideas on the board. (For example, using signs and signals, pointing to pictures, through a translator)

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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 160.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article aloud. Ask, *Is* alien *used as a noun or an adjective here?* (an adjective) *What does an* alien concept *mean?* (a concept that is difficult to understand) *What else does* alien *mean?* (relating to creatures from another world) Point out that the title has a double meaning, which makes it humorous and catchy. Ask, *What if the word* foreign *were used instead of* alien *in the title?* Write on the board: *Communication with extraterrestrials–a foreign concept.* Ask, *Would this be an effective title?* Then replace *foreign* with *unfamiliar.* Ask, *Would this be an effective title?*
- Read the instructions and target question. Call on Ss to make predictions.

LANGUAGE NOTE The word *alien* has several meanings. As a noun, it refers to fictional creatures from another world; it also refers to someone who is not a legal citizen in the country where he or she is living. As an adjective, it has three meanings: 1. relating to creatures from another world, extraterrestrial; 2. belonging to another country, foreign; 3. strange, unfamiliar.

B
- Direct Ss' attention to the pictures. Elicit descriptions and feelings the pictures evoke. Write them on the board. (For example, alien, UFO, scary, creepy, unusual)
- Read the target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B.
- Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look the words up in a dictionary, such as *blockbuster* (a movie that is very good or successful), *beacon* (a light that warns or guides), *prior* (existing or arranged before something else or before the present situation), and *intelligence gap* (a big difference in intelligence between two groups).
- In pairs, have Ss answer the target question.
- Then bring the class together and agree on the main argument.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

2. A. *Possible answer:*
Hello? Can you hear me?
The content of this paragraph may discuss how our concept of communication may differ compared to alien concepts of communication.
Huh? I don't get it…
This subtitle suggests lack of understanding. It might explain some of the ways aliens could communicate, and why we don't understand them.
We should talk about this "in person."
This subtitle suggests that face-to-face interaction might be necessary for human-alien communication. It might go onto explain why this is important.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they will need to refer to their notes to give answers as the questions are specific.
- 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 the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

⊕ **EXTENSION** Write on the board: *What if aliens communicate via brain waves?* Invite Ss to practice using the construction *What if…* to make hypothetical statements. (For example, What if aliens can communicate in English? What if aliens don't actually exist?)

C
- Direct Ss' attention to the Reading Skill. Call on a volunteer to read it aloud.
- Review that a synonym is a word that has the same meaning as another word.
- Read the instructions. Write *alien* and *communication* on the board. Tell Ss that they will scan the article for different synonyms the writer uses for these words. Tell them to first scan for synonyms of *alien*. Then tell them to scan again for synonyms of *communication*.
- Have Ss work individually, then compare answers with a partner.
- Bring the class together and have Ss write the synonyms on the board.
- Ask Ss to return to the text where they have marked the various synonyms. Ask, *Imagine if the same word was reused each time. How would that affect the text?* (It would be repetitive and less effective.)

TEACHING TIP Scanning is a reading technique where a reader looks quickly through a text to find specific information like specific words or numbers.

⊕ **EXTENSION** Say, *In the article, the writer uses the word* decipher *twice. Find these and see if you can think of a synonym to use in any of the cases.* Have Ss work individually and then compare answers with a partner. (The word appears in paragraphs 1 and 6; possible synonyms for *decipher* are *interpret, decode, translate, understand.*)

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information from each section and then go on to make a general statement about the entire article. Elicit the introductory sentence, hinting to Ss to recall their answers about the main argument in 2B. (For example, In the article "Communication with Extraterrestrials—An Alien Concept?" the author proposes rethinking our idea of communication if we want to consider communicating with aliens one day.)
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words. Circulate and assist as needed.

⊕ **EXTENSION** For homework, ask Ss to do online research about alien communication, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the target questions and instructions aloud.
- Have Ss think about the concepts individually and consider how they might be explained.
- Tell them to take notes.
- Circulate and assist. If Ss get stuck, encourage them to look up the word in a dictionary or online to get some ideas.

B
- Read the instructions. Have pairs share ideas and compare which ones seem most effective. Tell them to agree on one explanation for each concept.
- If any concept is still lacking a good explanation, tell pairs to work on it together. Circulate and make suggestions if Ss get stuck.

C
- Read the instructions. Write the four words on the board.
- Combine pairs into groups of four and have them present their concepts to each other, guessing each word.
- Then bring the class together and ask, *Which explanations assumed the aliens would know some English? Which concept was really difficult to explain? Which pair did you think did a particularly good job with a concept?* Invite all Ss to participate in a discussion.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask Ss to explain the difficulty of trying to explain concepts to aliens. Tell Ss to recall details from the article and from the last activity. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

>

We should talk about this "in person."

However aliens communicate, deciphering that communication will prove difficult, perhaps impossible. Even interpreting a human message relies on some prior knowledge of cultural constructs and ideas. Put simply, you can't understand a mathematic formula, say $E = mc^2$, without understanding the concepts of energy, mass, and the speed of light. The same applies to alien communication, and we know nothing about extraterrestrial cultures or concepts. It is likely that this intelligence gap can only be overcome through face-to-face contact with extraterrestrial beings, yet no alien encounters have been confirmed to date. In order to learn how to communicate with something, first we need proof that it even exists!

It seems that communication with aliens is still a long way off. Science fiction can make fantastical concepts seem very real, but only within the boundaries of our own conceptual knowledge. It may be that the first step to understanding alien communication is not to limit ourselves to what we already know.



3 CHECK YOUR UNDERSTANDING

Possible answers:
1. It makes the aliens more relatable and fits within our own cultural constructs and ideas.
2. We don't know if they're bound to the restrictions of human knowledge. We don't know what communication means to them. We don't know if they advance in the same way as us or at the same speed. We don't know what their communications systems are.
3. using brain waves; using technology which makes writing unnecessary; using pulsars; using encrypted codes and messages
4. We need prior knowledge of them and their culture. We need to meet aliens face to face.

A Answer the questions, according to the article.

1. Why do science fiction movies feature aliens with familiar, human traits?
2. What is unknown about aliens and how they might communicate?
3. What examples does the writer give of possible types of alien communication?
4. What key information does the writer believe we need in order to understand alien communication, and how is it suggested we can attain that?

B CLOSE READING Reread lines 12–14 in the article. Then circle the correct answers.

1. What is the main purpose of the questions beginning with *What if…*?
   a. to introduce questions that the writer will answer later in the text
   b. to express the writer's opinions on the topic with hypothetical examples
   c. to support a statement with hypothetical examples
2. Which statements about these lines are true? There may be more than one correct answer.
   a. The writer uses personal pronouns to make us feel part of the discussion.
   b. The writer uses rhetorical techniques to draw the reader into the argument.
   c. The writer supports his argument with factual information.

C Read the Reading Skill. Scan the article in 2B. Circle the different ways the writer refers to *aliens*. Underline the different ways the writer refers to *communication*.

READING SKILL Recognize word choices

Writers often vary the language they use to avoid repetition. For example, a writer may use the words *a concept* or *an idea* to explain *a theory*. Also, writers may give specific information about the same idea. For example, *scientists* might become *experts in biology*.

D PAIRS Summarize the article in 3–5 sentences.

4 MAKE IT PERSONAL

Find out more about alien communication.

A THINK Imagine you are explaining one of these concepts to an alien: energy, anger, language, or peace. How might you do it? Would you use words, actions, demonstrations, or descriptions? Take notes.

B PAIRS Share your ideas. Are they similar? Which do you think would be the most effective?

C EVALUATE Work with another pair. Pair A: Explain one of the concepts in the way you think is most effective. Pair B: Guess which concept Pair A is explaining. Evaluate the strengths and weaknesses of the explanation.

☐ I CAN READ ABOUT COMMUNICATING WITH ALIENS.

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LESSON 5 WRITE A RHETORICAL ANALYSIS



IRIS LIN

@IrisL

I'm fascinated by the messages ads send us. This ad is one of my faves!

1 BEFORE YOU WRITE

A Read about rhetorical analyses.

Rhetoric refers to the art of speaking or writing in order to persuade or influence people. Rhetoric is often used in politics and in marketing. A rhetorical analysis evaluates a piece of written or spoken language, such as an advertisement, and explains the strategies it uses to persuade people.

Everyone has the potential for greatness, and Nike can help you achieve it.

B Read the model. What is the main message of the advertisement being analyzed?



The Nike™ ad campaign "Find Your Greatness," which aired during the London Olympics, explored the idea that ordinary people could be great. The series of advertisements featured everyday people attempting to do difficult or scary things. One ad showed a young boy standing at the top of a high dive, looking down, obviously anxious, for example(e). And then(b), he jumped. The narration for the ad said, "Greatness is scary. Until it isn't." The words "Find your greatness," then(m) appeared on the screen.

The tagline "Find your greatness" works in a number of rhetorical ways. First(b), it uses one of the most common modern advertising strategies: It takes the form of a command. This makes the audience feel compelled to follow the advice being given. Second(b), it's very personal. By using the pronoun "your" (instead of omitting the pronoun and saying simply, "Find greatness"), the ad suggests that everyone, *including you*, can be great. It speaks directly to the viewer, who, is likely to be an ordinary person. The ad suggests, then(m), that greatness is not about whether you are special; it is about what you're willing to push yourself to do, even as an ordinary person.

And, more subtly but perhaps most importantly(m), the ad successfully connects the idea of greatness with athletics. On the one hand(b), we understand "Find your greatness" to mean that we can be great at anything, if we only try. On the other hand(b), by viewing images of athletics, we are connecting the concept of greatness with sports—specifically with the product being advertised. So(b) if we wear Nike shoes, we will be brave enough and persistent enough to become great.

In the complete ad, we can see further examples of how Nike makes this case. "Somehow we've come to believe that greatness is a gift reserved for a chosen few…and the rest of us can only stand by watching," the ad says. By using the pronouns *we* and *us*, the sentence aligns the brand Nike with the ordinary people who are watching the commercial. Then(b) the ad goes on to state, "You can forget that. Greatness is not some rare DNA strand…We're all capable of it. All of us." The wording appeals to our desire to be better than we are. It inspires us to get out and do something. The repetition of the word *all* in the final sentence reiterates the feeling that the viewer is being personally included.

As a brand, Nike is a master of creating concise, motivational phrases, such as their famous "Just do it" slogan. The campaign "Find Your Greatness" further aligns Nike with the everyday person who wants to be more.

C PAIRS According to the writer, what is the importance of each word in the advertising slogan "Find your greatness"? Discuss.

Find = a command, urging the viewer to do something; *your* = a way of making the advertisement personal, speaking directly to the viewer; *greatness* = this becomes connected with sports, and with the shoes advertised: *If you wear these, you will be great* is the message.

LESSON 5 WRITE A RHETORICAL ANALYSIS

- Say, *In this unit we will learn about the form of writing called rhetorical analysis.*
- Call on a volunteer to read the social media message aloud. Ask, *Do you get a lot of ads on social media? Are you fascinated by them like Iris? Or do you find them annoying?*
- Then ask, *What does she mean when she says one of her faves?* (one of her favorite ads) *Do you have any favorite ads?*

1 BEFORE YOU WRITE

A
- Call on a volunteer to read the text about rhetoric aloud.
- Ask, *What are some examples of rhetoric that have evoked an emotional response from you?* Volunteers can mention particular speeches, commercials, or ad slogans.
- Then ask, *Have you ever written a rhetorical analysis? If yes, what did you analyze?* Call on Ss to share. Ask, *Did you persuade your audience?*

CULTURE NOTE The study of rhetoric dates back to ancient Greece. The Greek philosopher Aristotle divided rhetoric into three elements of persuasion. The first, *ethos*, focuses on character and ethics, establishing oneself as a credible authority on a topic. *Logos* reflects the logical reasons for an argument, relying on facts and figures. *Pathos* appeals to emotion, convincing the audience by way of an emotional response.

B
- To warm up, write *Nike* on the board. Ask, *Do you know any Nike ad campaigns? Are you familiar with any of their motivational phrases?* (Just do it; Find your greatness)
- Have Ss follow along in their books as you read the rhetorical analysis aloud for the class. Clarify vocabulary as needed, such as *to air* (to broadcast on television or radio), *tagline* (the last few words in a television or radio ad), *subtly* (in a way that is not easy to notice or understand unless you pay careful attention), *rare* (not seen or found very often, or not happening very often), *appeal to* (to try to persuade someone to do something by reminding them that it is a good or fair thing to do), *reiterate* (to repeat a statement or opinion in order to make your meaning as clear as possible), and *concise* (short, with no unnecessary words).

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

EXTENSION Write the following line from the analysis on the board: *The ad suggests…that greatness is not about whether you are special; it is about what you're willing to push yourself to do, even as an ordinary person.* Ask, *Why do you think such a message inspires people? Would it inspire you?* Invite Ss to share.

C
- Read the instructions and target questions. Write on the board: *Find your greatness.* Underline each word. Say, *In the essay, the writer breaks down this message and analyzes each word. What does he or she say?*
- Have Ss locate and discuss the information in pairs.
- Then bring the class together and have Ss discuss.
- Ask, *Do you think as much thought was put into the creation of the message as the analysis? Or do you think it was chance that the phrase caught on? Explain your answer.*

D
- Before Ss read the rhetorical analysis again, have them look at the chart.
- Have Ss fill in any answers they remember from the first reading. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Elicit examples of transition words and phrases. (For example, in addition, moreover, furthermore, then, on the other hand) Have Ss write these on the board.
- Read the instructions. Have Ss reread the model and find the various examples of transitions. Circulate and assist as needed. Make sure Ss note where in a sentence each transition is placed.
- Go over the answers. Reiterate that the varied placement makes for more interesting and fluent writing.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. If Ss can't think of an idea themselves, let them search online for ad ideas.
- If the ad Ss choose has a slogan like the Nike ad, tell them to create a chart using the model in 1D to help break down the message. Encourage Ss to analyze parts of speech, phrases, or entire sentences as appropriate.
- Circulate as Ss work. Assist as needed.

B
- Call on a volunteer to read the example to the class. Ask, *Why might this ad evoke an emotional response?* (People want to feel secure, so promising security could get people to give the candidate their vote.)
- Focus on the Writing tip. Call on a volunteer to read it. Say, *As you discuss your ideas, give each other second opinions. Consider what your partner says when you write your analysis.* Encourage Ss to make additional notes in their charts.

4 WRITE

- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their rhetorical analysis.
- Remind Ss to use the analysis in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the topic, paragraphs 2, 3, and 4 analyze the rhetoric, and paragraph 5 concludes the topic. If Ss don't have as much to say as the model does, two body paragraphs could suffice. The main point is to deconstruct the message and examine it thoroughly.
- Circulate and assist as needed. Ask Ss if they have followed the instructions and included different transitions with varied placement.

5 AFTER 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 rhetorical analysis.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's texts.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- When Ss have answered all the questions, ask them to give the analysis 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their texts 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 analysis.

EXIT TICKET Ask Ss to refer to their rhetorical analyses to briefly retell a partner about the ad's message. Ss may refer to their written analysis, but challenge them not to look at the text too much while talking to their partner. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

Word	Type of phrase	Impact
find	imperative	creates feeling of something you have to do
your	personal pronoun	speaks directly to the viewer
greatness	noun	the concept being advertised; connects to athletics and to the product being advertised
we've…the rest of *us*	personal pronouns	aligns the brand with ordinary people
We're all capable of it.	sentence	appeals to our desire to be better than we are
All of us.	phrase / repetition from previous sentence	reiterates the feeling of being personally included

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the transitions. Label their placement in the sentence: beginning (*b*), middle (*m*), or end (*e*).

WRITING SKILL Vary placement of transitions

English grammar allows for the placement of transition words or phrases at several different points in a sentence. We can start a sentence with a transition, or we can place it in the middle or at the end. Varying this placement makes your writing more interesting and fluent.

3 PLAN YOUR WRITING

A **Choose an advertisement with interesting rhetoric. You will analyze the rhetorical strategies used in this advertisement. Write down the script and underline the words and phrases that you can analyze. Then create a chart like the one in 1D to organize your ideas.**

B PAIRS Discuss your ideas.

There's an ad for that guy who's running for governor. He says, "A vote for me is a vote for security."

Writing tip
Get a second opinion. When writing an analysis, you might be making statements about something subjective, so another person might have a different reaction. Run your ideas by a friend to see if your friend agrees or has any other thoughts to add.

4 WRITE

Write a first draft of a rhetorical analysis of the advertisement you described in 3A. Remember to vary the placement of transitions. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's rhetorical analysis.
- Does the opening paragraph state what the product is and give a description of the ad?
- Does the analysis break down the script into words and phrases, explaining the importance of each one?
- Is the placement of transitions varied, making the analysis more interesting and fluent?
- Do you have an overall sense of what the message is and how it is being conveyed?

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

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

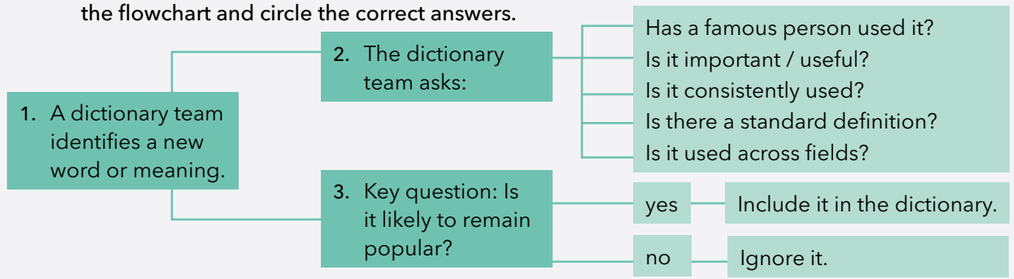
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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM New words are created every day. Slang is an example of this. How do experts decide which new slang terms should be added to the dictionary? Review the flowchart and circle the correct answers.



1. If a famous person has used a new word, it probably means the word is _____ .
   a. used infrequently b. intelligent (c.) popular
2. Technology has likely _____ the amount of slang that dictionary teams are able to identify.
   (a.) increased b. decreased c. had no impact on
3. New words are likely to remain popular if they have _____ .
   a. limited usefulness (b.) a wide audience c. various forms

B THINK CRITICALLY Why do people use slang? In what contexts is it helpful? When might it be harmful? Discuss with a partner.

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

Step 1 **Brainstorm** Slang often defines a group and its ideas. Do you think a slang term's group of origin affects its inclusion in the dictionary? Why or why not?

Step 2 **Evaluate** Review your answer. Consider the type of slang and where you might use it.

Step 3 **Present** Explain your ideas to the class.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about diplomatic language
- ☐ Talk about cultural differences
- ☐ Discuss the origin of slang

Vocabulary
- ☐ Words related to communication

Conversation
- ☐ Communicate diplomatically

Pronunciation
- ☐ Contrastive stress

Listening
- ☐ Listen for contrasts

Note-taking
- ☐ Know what to write

Language Choices
- ☐ The subjunctive
- ☐ Embedded *yes/no* questions
- ☐ Embedded *Wh-* questions

Discussion
- ☐ Speculate

Reading
- ☐ Recognize word choices

Writing
- ☐ Vary placement of transitions

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



Possible answer: People use slang to express their feelings. Slang might be helpful in close group settings, helping people to better connect and bond with each other. It might be harmful in formal situations, such as job interviews or class presentations, or in inter-cultural settings where there are language barriers.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the flowchart. Call on volunteers to read the text in the flowchart.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss. Tell pairs to think of two ways slang is helpful and two ways it can be harmful. (For example, Slang can be helpful to fit in with a particular group. It can be harmful when used in the wrong context or setting.)
- Bring the class together and have pairs report ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, have groups read the question and discuss. Circulate and assist as needed. Prompt with questions if Ss get stuck. Ask, *If some obscure group coins a new slang term, will it affect the population at large?* (probably not)
- For step 2, have groups choose the best solutions for the effective use of slang.
- For step 3, ask the reporters to present their group's solution for the effective use of slang. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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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6 WHAT ARE THEY HIDING?

PREVIEW THE UNIT

LESSON 1	**Talk about financial crime**	
	Vocabulary	Words related to financial crime
	Language choices	Restrictive and non-restrictive relative clauses
	Conversation skill	Show interest with interjections
LESSON 2	**Talk about a system of government**	
	Language choices	Relative clauses after prepositions and quantity expressions
	Pronunciation	Dropped vowels
	Listening skill	Recognize arguments
LESSON 3	**Discuss power in society**	
	Language choices	Reducing relative clauses to phrases
	Note-taking skill	Note the main points
	Discussion skill	Explore alternative viewpoints
LESSON 4	**Read about a public crisis**	
	Reading skill	Process information
LESSON 5	**Write a letter of advice**	
	Writing skill	Speak directly to the reader
	Writing tip	Strike the right tone
PUT IT TOGETHER		
	Problem solving	Consider ways in which individuals and governments might fight corruption

GET STARTED

A
- Read the unit title. Then have Ss look at the picture. Repeat the question in the unit title and point to the picture. Elicit possible answers. (For example, an envelope, information, money for bribery)
- Call on a volunteer to read the learning goals. Ask, *What is financial crime?* (illegal acts related to money and finances, ranging from looking through trash to steal credit card information to actively manipulating the stock market)
- Read about the word *corruption* in the instructions. Then read the target question. In groups, have Ss discuss examples of corruption. Then bring the class together and have Ss share.

B
- Direct Ss' attention to the picture again. Read the instructions and the target question. In pairs, have Ss come up with examples of information someone might illegally pay for.
- Bring the class together and have pairs share.

C
- Focus on the social media message. Have Ss read what Ariya says in *Meet the People of TSW Media* on page 4 or play the video of Ariya. Then ask, *What do you know about Ariya?* (She's an office manager from Thailand.)
- Read Ariya's social media message aloud. Then read the target question. Write Ss' ideas on the board. Ask, *Has anyone here attended anti-corruption training? Has anyone witnessed corruption?* Invite Ss to share. Emphasize that Ss should only share what they feel comfortable with, and that won't get themselves or others in trouble.

6 WHAT ARE THEY HIDING?

LEARNING GOALS

In this unit, you
- talk about financial crime
- talk about a system of government
- discuss power in society
- read about a public crisis
- write a letter of advice



GET STARTED

A Read the unit title and learning goals. *Corruption* is defined as dishonest, immoral, or illegal behavior. What are three examples of corruption you have heard about?

B Look at the photo. It shows an envelope being passed under a table. What kind of information might someone illegally pay for?

C Read Ariya's message. What do you think she may have learned at the training session?



ARIYA SUKSUAY

@AriyaS

Just finished a training session about how to avoid corrupt business practices. I learned a lot!

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LESSON 1 TALK ABOUT FINANCIAL CRIME



ARIYA SUKSUAY
@AriyaS

Is it possible to find an honest politician? I want to believe it is, but…

1 VOCABULARY Words related to financial crime

A Look at the newspaper article. Who has been arrested and why?

B ▶06-01 Read and listen. Do you know the words in bold?

STATE REP ARRESTED IN FINANCIAL SCANDAL

State representative Jamie Small was arrested this morning at his home. He has been **charged** with **bribing** a public official, **fraud**, **embezzlement**, and **misappropriation of funds**. The far-reaching **scandal** involves a number of unnamed public officials. According to a source, Small bribed top officials with $100,000 for their silence and got half of the money by misappropriating funds that were intended for his campaign. The source **tipped off** the FBI, and an **internal audit** was conducted, uncovering the embezzlement. The money was **traced** back to Small's personal accounts. Small has been the subject of numerous **accusations** of corruption and fraud. He has denied involvement in the scandal, blaming the media for their "**inexcusable** attacks" on his character.

>> FOR PRACTICE, PAGE 140 / DEFINITIONS, PAGE 160

2 LANGUAGE CHOICES Restrictive and non-restrictive relative clauses

A Read the example sentences. Then complete the chart with *restrictive* or *non-restrictive*.

Use	Example sentences
Restrictive relative clauses	1. My sister is a detective **who** / **that specializes in fraud cases**. 2. She is someone **who(m)** / **that people trust**. 3. What were the results of the audit **that / which we conducted last spring**? 4. The director was involved in a scandal **that** / **which lasted for years**.
Non-restrictive relative clauses	5. My sister, **who is a detective**, specializes in fraud cases. 6. Dan Wong, **whom everyone suspected of bribery**, was found not guilty. 7. Embezzlement, **which is a misappropriation of funds**, is a serious crime.

Restrictive and non-restrictive relative clauses

- ___Restrictive___ relative clauses express necessary information that distinguishes the person or thing we are talking about.
- ___Restrictive___ relative clauses can modify pronouns such as *anyone, someone, everyone*, or *the one*.
- ___Non-restrictive___ relative clauses provide extra information that is not necessary for understanding the sentence.
- In ___restrictive___ relative clauses, we can replace *who(m)* or *which* with *that*.
- ___Non-restrictive___ relative clauses are separated from the rest of the sentence by commas.

>> FOR PRACTICE, PAGE 140

B Compare the following sentences. The relative pronoun has been omitted in the first two sentences but not in the third sentence. Why not?

She is a leader people trust. What were the results of the audit we conducted last spring?

Dan Wong, whom everyone suspected of bribery, was found not guilty.

The relative pronouns can be deleted in the first two sentences because they are defining relative clauses. The pronoun cannot be deleted from a non-defining relative clause, as in the third sentence.

LESSON 1 TALK ABOUT FINANCIAL CRIME

- Read the lesson title. Write *financial crime* on the board. Elicit examples of financial crime. (For example, bribery, money laundering, fraud, tax evasion, embezzlement, forgery, counterfeiting, identity theft) Write these on the board.
- Ask for a volunteer to read the social media message. Ask, *Are you also skeptical of politicians? Why or why not? Is there a politician that you have fully trusted? If yes, what made this person trustworthy?*

1 VOCABULARY

A
- Read the instructions and target question. Have Ss look at the article and answer the question.
- Elicit or explain that *rep* in the title is an abbreviation for *representative*.

B
- Say, *Listen to the words related to financial crime.*
- Play the audio. Pause after *inexcusable*. Tell Ss to follow along as they listen to the information from the article.
- Play the rest of the audio. Clarify the meaning of any new or unfamiliar terms.
- In pairs, have Ss read the information again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 160.
- For more vocabulary practice, refer Ss to page 140.

⊕ **EXTENSION** To test spelling of new vocabulary, read the words or play the audio of the individual words. Ask Ss to listen and write them down. Repeat as needed. Then have Ss open their books and check that they have written the words correctly.

⊕ **EXTENSION** Challenge Ss to write a short paragraph using at least six of the vocabulary items. Have Ss work in pairs and refer to the article in 1B as a model.

2 LANGUAGE CHOICES

A
- Write on the board:
  1. *The credit card that I use online had a suspicious charge on it.*
  2. *The suspicious charge was actually made by my husband, who had just bought me a really expensive gift!*
- Call on a volunteer to underline the relative clause in each sentence. (that I use online; who had just bought me a really expensive gift)
- Ask, *In which sentence does the clause provide essential information about a noun?* (1) *Is the clause necessary in the other sentence?* (no, in sentence 2 the clause just adds more information)
- Point to the title of the Language Choices. Say, *When a relative clause gives essential information about a noun, it's called a restrictive or defining clause. A clause that simply gives additional information, like the one in sentence 2 on the board, is called a non-restrictive or non-defining clause.*
- Read the instructions. Have Ss complete the answers in the grammar chart.
- Have Ss compare answers with a partner. Then bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

⊕ **EXTENSION** To confirm understanding of each rule, have Ss work in pairs to think up an example to illustrate each rule. Circulate and assist as needed. Give hints or suggest ideas if Ss get stuck. For example, *Rule 1: The competitor who spells all the words correctly will proceed to the next round. Rule 2: Someone who came to the party forgot a jacket. Rule 3: The Brooklyn Bridge, which opened in 1883, is a popular tourist destination in New York. Rule 4: The house that I lived in as a kid is for sale. Rule 5: Marg, who wants to be a journalist one day, just got a great internship.* Call on different Ss to write sentences on the board for the different rules. Elicit corrections if needed.

B
- Read the instructions and the target questions. Have Ss discuss in pairs and prepare an answer.
- Bring the class together. Read the first sentence and then call on a volunteer to read it to include the relative pronoun. (She is a leader that / who people trust.) Read the second sentence and call on a volunteer to read it to include the relative pronoun. (What were the results of the audit that we conducted last spring?)
- Call on pairs to share their answers about why the relative pronoun could not be omitted from the third sentence.

⋯ **OPTION** To deepen Ss' understanding, rewrite the last sentence on the board, changing *Dan Wong* to *the man*: *The man whom everyone suspected of bribery was found not guilty.* Ask, *Can the relative pronoun be omitted in this sentence?* (yes) *Why?* (because the clause is restrictive or defining) Call on a volunteer to read the sentence with the relative pronoun omitted. (The man everyone suspected of bribery was found not guilty.)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill.
- Then read the skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Direct Ss' attention to the exercise. Play the audio. Have Ss fill in the blanks individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** In pairs, Ss read the conversation again, using different words for interest and surprise in the blanks. Circulate and listen for correct pronunciation and intonation.

B
- Read the instructions. Model an example with a volunteer. Tell the volunteer you will talk about something interesting, and he or she will respond with interjections. Possible prompt: *A: Did you know that I was arrested once?* Continue the conversation, eliciting different expressions of surprise and interest from the volunteer.
- In pairs, have Ss share interesting or surprising stories. Then have them swap roles.
- Circulate and listen for the correct use of interjections and surprised or interested intonation.

4 CONVERSATION

A
- Say, *We're going to listen to Ariya and Iris have a conversation.*
- Direct Ss' attention to the picture. Ask, *What do you see?* (cash being passed from one businessperson to another)
- Ask, *What do you think Ariya and Iris might talk about?* Have Ss listen.
- Clarify any unknown words, such as *contract granting process* (the process of a contract being given to a company) and *outrageous* (shocking or extremely unfair).
- Ask, *Were your predictions correct?*

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to complete the answers.
- Have Ss go over the answers in pairs. Bring the class together to review answers.

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

⊕ **EXTENSION** Ask, *What does Ariya think of the way the mayor spent the money?* (She thinks it's stupid and comments that he could have taken a lot of trips for that kind of money.)

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for vocabulary terms from the lesson. Write these on the board in the order they appear: *scandal, taking a bribe, accusation, tipped off, traced, charged, embezzlement, misappropriated funds, fraud, internal audit, inexcusable.* Have Ss listen and notice how the words are used. If Ss use the audio script, let them work in pairs to share where the words are used.

⊕ **EXTENSION** For a quick grammar review, say, *Find relative clauses in the conversation in 4C and say whether they are restrictive or non-restrictive clauses.* (non-restrictive: who is an interior decorator; restrictive: that he could have taken)

5 TRY IT YOURSELF

A
- Read the target question. Copy the chart on the board and read the headings aloud.
- Model the activity. Take notes in the chart as you speak. Say, *Who did it?* (a high school student) *What did he do?* (He purchased gaming equipment on a stolen credit card.) *What evidence is there?* (Everything was traced to his laptop.)
- Have Ss complete the chart with their own ideas.
- Circulate as Ss work and assist as needed.

B
- In pairs, have Ss use their notes to share ideas.
- Remind them to use the interjections from 3A to show interest and surprise. Tell them they can use the conversation in 4C as a model.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to financial crime
- ✓ using restrictive and non-restrictive relative clauses
- ✓ using interjections to show interest or surprise

EXIT TICKET Say, *Retell the story of the More Corporation from the conversation in 4A.* Tell Ss to incorporate the target vocabulary from 1B and restrictive and non-restrictive relative clauses as appropriate. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A ▶06-04 Read the conversation skill. Listen. Notice the words the speakers use to show that they are interested and engaged. Complete the sentences that you hear.

1. A: Twenty students are accused of breaking into the computer system and changing their grades.
   B: You're kidding ! That's unbelievable !
2. A: I'm so tired of all the corruption in politics.
   B: You can say that again !

Show interest with interjections

When you're listening to a story or are involved in a conversation, it's important to show that you are interested in what the other person is saying. Use interjections to show that you're interested or surprised:

Interest:	Surprise:
Uh-huh.	*Really!*
Awesome!	*You're kidding!*
Great!	*No way!*
I know. Wow!	*That's crazy!*
Interesting.	*That's unbelievable!*
You can say that again!	

B PAIRS Student A: Talk about something interesting or surprising that happened to you. Student B: Use interjections to show that you are interested and engaged.

4 CONVERSATION

corruption in the mayor's office

A ▶06-05 Listen. What do Ariya and Iris talk about?

B ▶06-05 Listen again. Answer the questions.

1. What did the More Corporation do?
2. What crimes has the mayor been accused of?
3. Why was it a bad idea for the mayor to hire his wife?

1. More bribed the mayor with money in order to get a contract to build a bridge.
2. accepting a bribe; embezzlement; misappropriation of funds (he misappropriated funds meant for an early childhood education program)
3. He stole from the government in order to get a new office for himself, and then repocketed the money by paying his wife for the services. In addition, this hiring created an easy-to-follow paper trail which was found by authorities.

C ▶06-06 Listen. Complete the conversation.

Ariya: They discovered the fraud when they did an internal audit . And you'll never believe this.
Iris: There's more?
Ariya: He hired his wife, who is an interior decorator, to do the work!
Iris: Wow ! That's crazy! He's not only corrupt , but he's also stupid.
Ariya: I know . What a stupid way to spend the money. Just think of all the trips that he could have taken!



5 TRY IT YOURSELF

A THINK Think of a recent financial scandal or other example of corruption, or make one up. Take notes in the chart.

Who did it?	What did he or she do?	What evidence is there?

B PAIRS Student A: Tell your story. Student B: Use interjections from the conversation skill box.

■ I CAN TALK ABOUT FINANCIAL CRIME.

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LESSON 2 TALK ABOUT A SYSTEM OF GOVERNMENT



ARIYA SUKSUAY

@AriyaS

It's election day, and I'm heading out to vote. Have you voted yet? If not, there's still time!

1 BEFORE YOU LISTEN

A PAIRS THINK Do you think voting is important? Why or why not?

B 06-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

random	have a say	a campaign	naïve	on hold	diversity
eligible	restore	a lobbyist	susceptible	employable	

>> FOR PRACTICE, PAGE 141 / DEFINITIONS, PAGE 161



2 LANGUAGE CHOICES Relative clauses after prepositions and quantity expressions

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. a. He launched a campaign **in which local residents were actively involved**.
   b. He launched a campaign **(which / that) local residents were actively involved in**.
2. a. She had the support of the legislators **with whom she had developed strong relationships**.
   b. She had the support of the legislators **(who[m] / that) she had developed strong relationships with**.
3. We're working with lobbyists, **many of whom are lawyers**, to address our clients' issues.
4. We started some major projects, **most of which were put on hold** as negotiations were underway.
5. That politician used to be an actor, **several of whose films were very popular**.
6. The candidate ran several ad campaigns, **the most common of which were on social media**.

Relative clauses after prepositions and quantity expressions

T • A preposition can go at the beginning or end of a relative clause.

F • A preposition in a relative clause can go immediately before ~~*who,*~~ *whom,* ~~*that,*~~ or *which*.

T • A quantifier + *of* can go immediately before *whom, which*, or *whose*.

F • Relative clauses with quantity expressions are always ~~not~~ separated from the rest of the sentence by a comma.

F • Relative clauses with a noun + *of which* ~~can~~ refer to ~~people or~~ things.

>> FOR PRACTICE, PAGE 141

B Relative clauses with prepositions at the beginning of the clause are very formal; it is much more common to place the preposition at the end of the clause. What are three ways the following sentence can be rewritten with the preposition at the end of the clause?

Is he the politician to whom you were referring?

Is he the politician who(m) you were referring to?
Is he the politician that you were referring to?
Is he the politician you were referring to?

LESSON 2 TALK ABOUT A SYSTEM OF GOVERNMENT

- Read the lesson title. Have a volunteer read the social media message aloud. Ask, *Does Ariya think voting is important? How do you know?* (Yes, she does. She uses social media to remind and encourage people to vote.)

OPTION Write on the board: *What role does social media play in politics?* In pairs, have Ss discuss. Then bring the class together and invite Ss to share if they participate in politics on social media. Ask, *Would you post who you voted for, or do you think this is private?*

1 BEFORE YOU LISTEN

A
- Read the target question and give Ss a few minutes to discuss.
- Then bring the class together and have Ss share 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.
- Have Ss listen to the audio. Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 161.
- For more vocabulary practice, refer Ss to page 141.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Read the title and the instructions aloud.
- Analyze the first set of sentences. Ask, *What is the preposition in these sentences?* (in) *Is the meaning of the two sentences the same?* (yes) *Is the relative clause restrictive or non-restrictive?* (restrictive)
- In pairs, have Ss read the example sentences, identifying the preposition or the quantity expression and deciding if the clause is restrictive or non-restrictive. Bring the class together and go over the answers. (2. with whom: restrictive; 3. many of whom: non-restrictive; 4. most of which: non-restrictive; 5. several of whose: non-restrictive; 6. the most common of which: non-restrictive)
- Then tell Ss to mark the rules in the grammar chart as true or false, correcting the false rules.
- Have Ss compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

LANGUAGE NOTE Ss may have heard from English teachers that a sentence should not end with a preposition. For example, *Money is the issue he is so worried about.* While this sentence is not incorrect, it is less formal than saying *Money is the issue about which he is so worried.* In spoken language, emails, texts, and notes to friends, this form is acceptable. However, it is a good idea to avoid ending a sentence with a preposition in more formal writing such as a business report or a research paper.

EXTENSION Have Ss work in pairs to think up example sentences for the rules. Give hints if Ss get stuck. Remind them to look at the corrected rules for the statements marked false. (For example, Rule 1: Who are you going with? / With whom are you going? Rule 2: That is the company for which I've worked all my life. Rule 3: These are my three siblings, none of whom live in the same country! Rule 4: The criminals, all of whom are guilty of previous crimes, will get a harsh sentence. Rule 5: It's the last of a series of interviews, the first of which I really enjoyed.)

B
- Read the instructions aloud. Give Ss a few minutes to think up different ways to restate the sentence.
- Then bring the class together and call on Ss to come to the board and write various versions of the sentence. Ask, *Is the clause in each sentence restrictive or non-restrictive?* (restrictive)

EXTENSION Write a few more examples on the board. Tell Ss to restate the sentence less formally, if possible.

1. *This is the book for which he won a prize.*
2. *The app has a lot of users, most of whom are under 25.*
3. *The candidate to whom I offered the job was no longer interested.*

Ask, *Which of these can you restate less formally?* (1. This is the book which he won a prize for. / This is the book that he won a prize for. / This is the book he won a prize for. 3. The candidate whom I offered the job to was no longer interested. / The candidate that I offered the job to was no longer interested. / The candidate I offered the job to was no longer interested.) Ask, *Which sentence cannot be restated? Why?* (2, because it has a quantity expression)

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3 PRONUNCIATION

A
- Write the word *chocolate* on the board. Call on a volunteer to read it. If necessary, correct pronunciation by repeating the word again, dropping the second *o*. Cross it out within the word on the board.
- Read the title of the pronunciation note. Point to the crossed-out *o* in the word *chocolate* and say, *This is a dropped vowel.*
- Play the audio. Write the words from the note on the board: *every, comfortable.* Clap out the syllables for each (*every*: 2; *comfortable*: 3).

B
- Have Ss read the words and notice the crossed-out vowels. Tell Ss to read the words quietly to themselves.
- Play the audio. Have Ss listen and repeat. Ask, *How many vowels are pronounced in each word?* (Each word has two syllables.)

C
- Read the instructions. Refer Ss to the examples in 3A and 3B to indicate how they will mark the dropped vowels.
- Tell Ss to listen and cross out the dropped vowels. Then have them compare answers with a partner.
- Call on volunteers to read the conversation. Correct pronunciation as needed.

⊕ **EXTENSION** For additional practice, write the following words on the board: *interesting, laboratory, vegetable, camera, beverage, restaurant, federal, interest, evening.* In pairs, have Ss practice pronouncing the words, dropping the unstressed vowels. Circulate and correct as needed. Then call on volunteers to come to the board and cross out the unstressed vowel.

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the target question.
- Play the audio. Have Ss listen.
- In pairs, have Ss discuss the target question. Go over the answer as a class.
- Clarify the meaning of any new or unfamiliar terms, such as *(something) is upon us* (is going to happen or arrive very soon), *timely* (done or happening at the exactly the right time), *threaten* (to endanger), and *eliminate* (to completely get rid of something).

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for the vocabulary terms from 1B on page 68. Have Ss listen and notice how the words are used. If Ss use the audio script, let them work in pairs to share where the words appear.

B
- Ask Ss to look at the Listening Skill box. Read the title and the skill.
- Then read the first example in the box. Ask Ss to repeat. Do the same for the other examples.
- Read the instructions. Play the audio. Have Ss fill in the blanks with the words they hear.
- Go over the answers as a class.

C
- For the third listening, tell Ss to listen to identify which speakers made which argument and to note the points for and against each argument.
- Play the audio. Have Ss complete the exercise individually. You may need to play the audio additional times. Then let Ss compare answers in pairs.
- Bring the class together and call on Ss for answers.

D
- Read the target question. Then give pairs a few minutes to decide who won the debate. If necessary, let Ss listen one more time and take some notes.
- Bring the class together and have Ss share.

5 TRY IT YOURSELF

A
- Read the target question. Have Ss work individually to list the arguments, ranking them from the strongest to the least strong.

B
- Have pairs compare their lists.
- Bring the class together and have Ss share.

C
- Read the target questions and give Ss time to take notes individually.
- Then have them discuss in groups before giving feedback to the class.

⊙ **OPTION** Say, *Imagine you were selected from the general population to hold office. How do you think you would fulfil this role? Would you be able to perform the duties of a government official? Why or why not? Would you consider taking on such a responsibility?*

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 voting
- ✓ using relative clauses after prepositions and quantity expressions
- ✓ dropping unstressed vowels
- ✓ using expressions to present an argument

EXIT TICKET Have Ss summarize an argument in favor of or against sortition. Tell Ss to use the target vocabulary and use expressions to present an argument. Listen and take notes on areas for review and extra practice in later lessons.

3 PRONUNCIATION

A ▶06-09 Listen. Read the pronunciation note.

B ▶06-10 Listen. Notice the dropped vowels. Then listen and repeat.

1. average
2. family
3. general
4. business
5. favorite
6. different

Dropped vowels

In some words, unstressed vowels are usually dropped. For example, the word *every,* which looks like a three-syllable word, is often pronounced as a two-syllable word because the second vowel is dropped: *every* /ˈɛvri/. The word *comfortable* is often pronounced as a three-syllable word: *comfortable* /ˈkʌmftərbəl/.

C ▶06-11 Listen. Draw a line through the dropped vowels in the underlined words.

A: I think voting is a privilege. I wonder why so many eligible voters don't vote.
B: Probably for many reasons. I agree that we need to do something to boost participation.
A: Let's go to the Youth Center this evening. There's a campaign to register first-time voters.

4 LISTENING

a system that replaces voting with the random selection of representatives

A ▶06-12 Listen. What is sortition?

B ▶06-12 Read the Listening Skill. Listen again and complete the sentences.

1. A: Taking away this right threatens our democracy.
   B: I disagree . In fact , sortition would help to restore democracy.
2. A: It's completely impractical!
   B: On the contrary . We could make laws to protect selected representatives from losing their jobs.

LISTENING SKILL Recognize arguments

Speakers use a variety of words and expressions to present an argument. For example: *You are correct about X. However…; On the contrary…; X is not true. In fact…; Far from doing X, Y does Z.; You can't be serious.; I disagree.*

C ▶06-12 Listen again. Identify who made each argument. Then take notes for both sides.

Argument	Speaker	Notes
1. Sortition is anti-democratic.	Andrew	*May:* Sortition practiced in ancient Greece, birthplace of democracy. Representatives were randomly selected from free adult male population. So, in fact, Sortition would help to restore democracy. *Andrew:* Democracy has evolved since ancient Greece. Voting allows average citizens to have a say in how they are governed. Taking this away threatens democracy.
2. The current system is corrupt.	May	*May:* Money in politics has made it hard for an average citizen to get elected. You need money to run a campaign. Sortition is a way to rid our system of corruption. *Andrew:* Sortition would lead to corruption.
3. A randomly-selected representative would be easy to bribe.	Andrew	*Andrew:* It would be easy for a big lobbyist to bribe a naïve legislator who is not accustomed to power. *May:* It would not be any easier to bribe someone than it is today.
4. Citizens cannot put their lives on hold for years.	Andrew	*Andrew:* Citizens who are selected would need to put their lives on hold for years. No employer would agree to hold a job for years. *May:* We could make laws to protect selected representatives from losing their jobs.
5. Citizens would gain valuable experience after serving.	May	*May:* This experience would make them more employable once their term ended. They would have access to information on the issues. *Andrew:* Most of the representatives would have no experience in government. The average person doesn't understand complex issues such as economic policy.

D PAIRS REACT In your opinion, who won the debate?

5 TRY IT YOURSELF

A THINK Look at the list of arguments in 4C. Which are the strongest? Why?

B DISCUSS Compare lists with a partner. Add to your notes any arguments that you missed.

C EVALUATE Would sortition work in your country? Why or why not? Explain to the class.

☐ I CAN TALK ABOUT A SYSTEM OF GOVERNMENT.

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LESSON 3 DISCUSS POWER IN SOCIETY



ARIYA SUKSUAY
@AriyaS

Remember this quote from *Spider-Man*? "With great power comes great responsibility." I think world leaders today should consider that!

1 BEFORE YOU LISTEN

A PAIRS THINK How would you define power? Explain your idea with examples.

B 06-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

ubiquitous	aspire to (something)	condemnation	diminish
a dynamic	ambivalent	liberating	a barrier
idolize (someone)	adulation	coercion	conformity

>> FOR PRACTICE, PAGE 142 / DEFINITIONS, PAGE 161

2 LANGUAGE CHOICES Reducing relative clauses to phrases

A Relative clauses can be reduced or changed to adjective phrases. Read the example sentences. Then circle the correct answers to complete the chart.

Example sentences		
	Relative clauses	Adjective phrases
1.	I have a brother **who is aspiring to run for office**.	I have a brother **aspiring to run for office**.
2.	There are some politicians **who are known for abusing their powers**.	There are some politicians **known for abusing their powers**.
3.	We often idolize **people who are famous**.	We often idolize **famous people**.
4.	He published a study **that explained power dynamics**.	He published a study **explaining power dynamics**.
5.	People **who lack empathy** are less likely to rise to a position of power.	People **lacking empathy** are less likely to rise to a position of power.

Reducing relative clauses to phrases

- An adjective phrase **has** / **doesn't have** a subject and verb.
- In a relative clause with a single adjective, the adjective is usually moved to **before** / **after** the noun in the adjective phrase.
- If a relative clause contains the verb *be*, **change** / **omit** the subject pronoun and *be* to reduce the clause to a phrase.
- If a relative clause does *not* contain the verb *be*, omit the subject pronoun and change the verb to an ***-ing*** / ***-ed*** form to reduce it to a phrase.

>> FOR PRACTICE, PAGE 142

B A relative clause that modifies an entire sentence can also be reduced to a phrase. This type of phrase is always separated by commas. Change the relative clauses in the following sentences to adjective phrases. Pay attention to the punctuation.

Ava Peng, who is a psychologist and professor, conducted a study on power dynamics.
Min-ki has a new corner office, which probably means he got a promotion.

Ava Peng, a psychologist and professor, conducted a study on power dynamics.
Min-ki has a new corner office, probably meaning he got a promotion.

LESSON 3 DISCUSS POWER IN SOCIETY

- Read the lesson title. Call on a volunteer to read the social media message.
- Write the quote on the board: *With great power comes great responsibility.* Ask, *What does Ariya's post suggest?* (that not all leaders behave responsibly) *Do you agree?* Invite Ss to elaborate. If Ss don't feel comfortable voicing their views, don't press them.

TEACHING TIP Whereas some Ss may be excited to share their thoughts on politics and to debate political views, others may be less eager to participate. Respect Ss' views and have them only share as much as they are comfortable to talk about. Limit the Ss who are more passionate about politics from forcing their views on others. Most importantly, keep any discussions from getting too heated.

CULTURE NOTE The quote *With great power there must also come great responsibility* became popular when it appeared in the *Spiderman* comics in 1962. Today, the quote is frequently used in politics. The saying may have earlier origins with the French Enlightenment writer Voltaire; prominent leaders like Winston Churchill and Teddy Roosevelt have made similar statements.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Write *power* on the board. Tell Ss to work on a definition in pairs. Advise them to first brainstorm around the word and then use the information and examples they come up with to define the word.
- Then bring the class together and call on pairs to share definitions and examples.

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.
- Have Ss listen to the vocabulary. Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 161.
- For more vocabulary practice, refer Ss to page 142.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Read the title and the instructions aloud.
- In pairs, have Ss study the pairs of sentences, analyzing the reduction from relative clause to adjective phrase.
- Then tell Ss to choose the correct answer to complete each rule.
- Have Ss compare answers with a partner. Then bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.
- Tell Ss to close their books. Write each adjective phrase from the right column on the board one by one. Call on volunteers to state the full sentence with a relative clause and write it on the board. Elicit the changes that occurred, referring to the rules. Or, instead of working as a class, Ss can cover up the left column of the chart and write the sentences individually then compare answers in pairs.

EXTENSION Have Ss turn to the example sentences in 2A on page 66. Tell them to reduce each of the relative clauses. (For example, 1. My sister is a detective specializing in fraud cases; 2. She is someone trusted by everyone; 3. What were the results of the audit conducted last spring? 4. The director was involved in a scandal lasting for years; 5. My sister, a detective, specializes in fraud cases; 6. Dan Wong, suspected of bribery, was found not guilty; 7. Embezzlement, a misappropriation of funds, is a serious crime.) Go over the answers as a class. Review any constructions Ss had difficulty with. Note that some adjective phrases, such as *a detective* in sentence 5, are nouns or pronouns, but they act as adjectives because they rename or describe nouns.

B
- Tell Ss to skim the relative clauses in the example sentences in 2A. Ask, *Are they restrictive or non-restrictive?* (restrictive) Then read the instructions aloud.
- Call on a volunteer to read each sentence. Then, in pairs, have Ss reduce them.
- Bring the class together and call on volunteers to answer.

TEACHING TIP Explain to Ss that reducing relative clauses makes writing more concise and to the point. Reducing relative clauses also allows for more sentence variety, enriching writing. When Ss are proofreading an assignment for grammar, encourage them to read it once more to identify relative clauses and decide which ones could be reduced. However, if Ss are not confident that a reduction is correct, it is best to keep the full form.

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3 VIDEO TALK

A
- Have Ss look at the picture. In pairs or small groups, have them read the various headlines. Let them look up words or phrases they don't know.
- Read the target question aloud. Ask, *Do you think the speaker in this video thinks power corrupts? What makes you think so?*
- Play the audio or video. Then return to the target question. Ask, *Was your prediction correct?*
- Go over the answers as a class.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about noting main points. Read it aloud.
- Focus on the outline of main points.
- Play the audio or video again and have Ss fill in the blanks. If necessary, stop the audio or video after each section. Let Ss listen multiple times if necessary.
- Have Ss compare their outlines in pairs.
- Go over the answers as a class.
- Clarify unknown vocabulary, such as *tackle* (to try to deal with a problem), *envy* (the feeling of wanting something that someone else has), *fall from grace* (a situation in which someone stops being respected or loses their position of authority, especially because they have done something wrong), and *emotional intelligence* (the ability to manage one's emotions and manage interpersonal relationships effectively).
- To review comprehension, ask, *How does the speaker contrast social power and coercive power?* (Social power is the amount of influence that a person or organization has, whereas coercive power is the use of force to get someone to follow an order.)

C
- Have Ss focus on answering the target question individually. Read the question aloud.
- If Ss are stuck, prompt them by asking, *Does the speaker try to persuade the audience of something, or inform them?* Encourage Ss to look back at the outline in 3B. Circulate and assist as needed.
- Then bring the class together and have Ss share their ideas.

OPTION Allow Ss to listen to the audio again if they are unable to determine the purpose of the text.

D
- Read the target question. Write *Keltner* and *Smith* on the board. In pairs, have Ss discuss their points of view.
- Bring the class together and have pairs share.

4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud. Make sure Ss understand that the idiom *to play devil's advocate* means to challenge an argument, even if one is in favor of it, for the sake of debate.
- Call on volunteers to read the phrases.
- Invite Ss to recall from Unit 5 that the construction *What if* introduces a hypothetical statement, such as in *What if aliens can communicate in English?*
- Ask which phrases Ss use now and what similar phrases they know. Write these on the board.

5 TRY IT YOURSELF

A
- Read the instructions aloud. If necessary, clarify that *power dynamic* refers to the way different people or groups interact, where one of those sides has more power than the other.
- Have Ss refer to the questions and take notes.
- Circulate as Ss work and assist as needed.

B
- Read the instructions. Have Ss discuss in pairs.
- Invite them to comment if they have observed or experienced similar power dynamics.

C
- Read the instructions. Write *emotional intelligence* and review that it refers to a person's ability to manage emotions and interpersonal relationships effectively.
- In groups, have Ss discuss the roles and how emotional intelligence relates to each. Tell them to summarize ideas into main points to then share with the class.
- Bring the class together and have Ss share.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to power
- ✓ reducing relative clauses to adjective phrases
- ✓ noting the main points
- ✓ using expressions to explore alternative viewpoints

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Give them a few minutes to choose one topic from 5C and create an outline about the power dynamic and emotional intelligence related to the two roles. Then have them speak about the topic for 2 minutes, referring to the outline. Listen and take notes on areas for review and extra practice in later lessons.

3 VIDEO TALK

Possible answer: The speaker neither agrees nor disagrees that power corrupts. The speaker introduces evidence that suggests we can become corrupted by power. However, the conclusion stresses that while some people become less caring as they gain more power, this may be due to their own personality.

A 06-15 Listen or watch. Does the speaker think that power corrupts?

B 06-15 Read the Note-taking Skill. Listen or watch again. Then complete the notes.



NOTE-TAKING SKILL Note the main points

At the beginning of lectures, speakers often outline the main points they plan to discuss. Write down these points first. Use your notes to add details later.

What is power?
- Definition: Power is the ability to ___influence___ (1) people.

How do we feel about it?
- Joe Magee – Power is ___liberating___ (2).

How do we get it?
- Dacher Keltner – We gain power by ___empathizing___ (3) with others.

What happens when we get it? Does power corrupt?
- Dacher Keltner – Once we gain power, our ability to empathize ___diminishes___ (4).
- Pamela Smith – Self-centered people become more ___self-centered / selfish___ (5) as they gain power.

___Pro-social___ (6) people become more concerned with others when they gain power.

C What is the purpose of the talk? How do you know?

Possible answer: The speaker is informing the listener about recent research. He is not sharing his own views, and doesn't invite the listener to do so either.

D PAIRS REACT Do you agree with Keltner that all people in power become less empathetic or with Smith that only some do?

4 DISCUSSION SKILL

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

Explore alternative viewpoints

Some speakers play "devil's advocate" during discussions. They introduce alternative viewpoints because they feel it will help test the strength of their own or others' ideas. For example:

OK, that might be the case, but what if…?
I'm just putting this out there, but what if…?
I'm playing devil's advocate here, but…?
What if it's actually…?

5 TRY IT YOURSELF

A THINK Think about a power dynamic you have observed in society. Who were the participants? What was the type of power in the relationship (e.g., reputational, coercive, social)? How might that power have affected the relationship between participants?

B DISCUSS Share your thoughts from 5A with a partner. Have you observed similar situations?

C EVALUATE In groups, read the list below. Discuss the following: Which role holds the most power in each pair? How might the trait of emotional intelligence relate to each role?
- politicians and voters
- a company and its employees
- a teacher and a student
- a social media company and its users

☐ I CAN DISCUSS POWER IN SOCIETY.

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LESSON 4 READ ABOUT A PUBLIC CRISIS



ARIYA SUKSUAY

@AriyaS

It's clear that the authorities were at fault for this crisis. Cutting corners to save money is never the right option.

1 BEFORE YOU READ

A PAIRS Whose responsibility is it to provide safe water for a city? Why?

B ▶06-16 VOCABULARY Read and listen. Do you know these words?

stunted	armed with (something)	dispel	the tipping point
an isolated occurrence	cognitive impairment	unearth (something)	an accolade
overexposure	fall on deaf ears	afflict	

>> FOR DEFINITIONS, PAGE 161

2 READ

Possible answer: The image suggests that the article is going to discuss the water supply in an area. The headline mentions a water crisis and the people responsible for bringing it to light.

A PREVIEW Read the headline and look at the photo. Predict the content of the article.

B ▶06-17 Read and listen to the article. What was the main impact of Walters's and Edwards's work? *Possible answer:* They increased awareness of Flint water crisis, preventing illnesses and deaths. Also, they have inspired others to question the authorities.

THE WHISTLEBLOWERS WHO EXPOSED A WATER CRISIS



In December 2014, LeeAnne Walters, a stay-at-home mother from Flint, Michigan, noticed something strange about her tap water. It had turned brown. Within a few months, her husband and children developed serious health problems, and her 3-year-old son's growth had become stunted.

Tests by the local water department confirmed that the water supply was contaminated, but the department insisted that the issue was an isolated occurrence. However, at one point, tests showed Walters's tap water included 800 times the legal limit of lead particles. Overexposure to lead can damage the kidneys and nervous system in children and adults and cause cognitive impairment in children.

Armed with these test results, Walters filed a complaint with the local authorities, as did many other Flint residents. Their complaints fell on deaf ears. Over the next few months, authorities refused to fully investigate and continually denied that there were serious issues with the city's water supply. The mayor of Flint, Dayne Walling, even drank Flint water on local television to dispel residents' fears.

Walters began researching the water system in Flint herself. What she found was striking. In an attempt to cut costs, the city government had recently switched its water supply from a nearby lake to the Flint River. The Flint River had been a dumping ground for industrial waste for nearly two centuries, yet the government's desire to clear debts led officials to ignore this fact.

Walters contacted Marc Edwards, a scientist who had experience uncovering water-supply scandals. Ten years earlier, Edwards had investigated claims from the public that the water supply in Washington, D.C., had become contaminated. He discovered rising lead levels in the water systems and unearthed a monumental government cover-up that had resulted in thousands of children being left with lifelong health problems.

Edwards sensed that a similar cover-up might be afflicting Flint. He collaborated with Walters to arm Flint residents with hundreds of water-testing kits. Analysis of samples taken from around the city showed dangerous levels of lead, confirming Edwards's suspicions that this was not a localized, isolated occurrence. >>

LESSON 4 READ ABOUT A PUBLIC CRISIS

- Read the lesson title. Ask, *What is a crisis?* (a situation in which there are a lot of problems that must be dealt with quickly so that the situation does not get worse or more dangerous) *What is an example of a public crisis?* (a natural disaster, a mass shooting) *What is an example of a personal crisis?* (losing your job, a serious illness)
- Call on a volunteer to read the social media message. Ask, *What does it mean to be at fault?* (to be guilty) *To cut corners?* (to do things quickly and not carefully in order to save time, money, or energy)
- Ask, *Based on the information in Ariya's post, what happened?* (Authorities cut corners to save money on something, and a crisis emerged.) *Do you think readers of Ariya's post know what she is referring to?* (Most likely, yes; It's probably a public crisis all over the news.)

1 BEFORE YOU READ

A
- Read the target question aloud. Ask Ss to discuss in pairs. Allow Ss to look up the information online if they don't know.
- Bring the class together and ask Ss to share. If Ss come from different areas of the world, let them compare.

CULTURE NOTE In the United States, the Safe Drinking Water Act is the federal law that ensures the quality of drinking water. Under this act, the Environmental Protection Agency sets standards for drinking water quality and manages the states, cities, suppliers, etc. that implement these standards.

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.
- Have Ss listen to the vocabulary.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 161.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Read the instructions. Ask a volunteer to read the headline of the news article. Elicit or explain the meaning of *whistleblower* (someone working for an organization who reports illegal, dishonest, or wrong actions to superiors, often choosing to go public if no action is taken by the superior).
- Have Ss look at the picture. Ask Ss to predict the content of the article.

LANGUAGE NOTE The word *whistleblower* began to be used by journalists in the 1960s for people who exposed wrongdoing. Before taking on the figurative meaning, the expression *whistle blower* literally meant a person who blows a whistle (a small object that produces a high sound when you blow in to it) to attract attention, for example, a police officer, a sailor, etc.

B
- Read the target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary terms they recognize from 1B.
- Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look them up in a dictionary, such as *contaminated* (having a harmful substance added to it; polluted), *cut costs* (to spend less money), *dumping ground* (a place where garbage and unwanted things are sent), *monumental* (extremely large, bad, good, impressive, etc.), and *pediatrician* (a doctor who deals with children's illnesses).
- In pairs, have Ss answer the target question.
- Then bring the class together and agree on the main impact of Walters's and Edwards's work.
- In pairs, have Ss answer the target question. Review answers as a class.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to take turns paragraph by paragraph.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they may need to refer to their notes to give answers as the questions are specific.
- 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?*

OPTION Have Ss form groups of three. Have each group member answer one question and then present his or her answer to the group.

B
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers. Elicit or review that *to paraphrase* means to restate something that someone else has written or said in a different way.

C
- Direct Ss' attention to the Reading Skill. Call on Ss to read it aloud.
- Write the word *process* on the board. Say, *This word can be a verb or a noun.* Elicit the meaning of the verb *process*. (to examine or analyze) Then ask, *What does* process *mean as a noun?* (a series of actions that are done in order to achieve a particular result) Both forms appear in the Reading Skill box.
- Read the instructions. Tell Ss they will reread the article and follow the steps individually to help them process information. Encourage them to underline parts of the text and take notes about main ideas and supporting ideas alongside the article.
- Then have Ss compare notes with a partner.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information and then go on to make a general statement about the entire article. Encourage them to refer to their notes in in 3C.
- If necessary, help Ss with the introduction. For example, *The article "The Whistleblowers Who Exposed a Water Crisis" is an article about the Flint water crisis.*
- In pairs, have Ss take turns retelling the most important points of the article. Instruct them to use their own words.
- Challenge Ss to complete the summary without looking at the original article. Circulate and assist as needed.

EXTENSION For homework, have Ss write a short summary of the article. Collect summaries and offer individual feedback.

EXTENSION For homework, ask Ss to do online research about Marc Edwards, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the instructions aloud. Review that *to tackle a problem* means to try to deal with a problem.
- Call on a volunteer to read out the list of problems. Elicit additional ones. (For example, violence, access to healthcare, bullying, mental health)
- Encourage Ss to work individually. Circulate and assist as needed.

B
- Read the instructions. In pairs, have Ss share.

C
- Read the instructions. Divide the class into groups. Ask groups to choose two preferred topics. Bring the class together and call on groups to share what they want to discuss. If two groups choose the same topic, ask one group to work on the alternate topic they chose.
- Have Ss collaborate to list ways to address the issue. Write on the board: *Consider the role of citizens, industries, organization, or authorities.* Circulate and remind Ss to consider these various roles. Make sure all group members are participating.
- Bring the class together and have groups present their information. Invite Ss in the audience to ask questions and suggest additional ideas.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *Based on all the presentations you heard in 4C, summarize your views on how governments should tackle problems in local communities. Do leaders do enough? What else could they do?* Encourage Ss to give examples. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. A. *Possible answers:*
1. The authorities said that the water-supply problems were an isolated issue. They refused to address the situation. The mayor even drank the water on TV to prove it was clean.
2. The problems occurred because of changes to the water supply. The new supply source, the Flint River, had long been contaminated.
3. Edwards and Walters encouraged residents to collect samples of local water. Edwards analyzed these and exposed the problem. Mona Hanna-Attisha was a pediatrician. She provided medical evidence from examinations of young people in the area. These confirmed that the children had elevated levels of lead in their blood, likely caused by lead contamination in the local water supply.

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Supporting evidence from local health agencies proved to be the tipping point. A pediatrician based in Flint named Mona Hanna-Attisha released data showing elevated levels of lead in blood samples taken from children in the area. Hanna-Attisha's data clearly correlated with that of Walters and Edwards.

The findings were conclusive, and authorities had no choice but to accept blame for the water-supply crisis.
30 Many government employees were forced out of their jobs after being found complicit in a state-wide cover-up. To date, the state of Michigan has spent $240 million to address the crisis, funding a range of public health programs, and has stopped using the Flint River as a source for drinking water.

LeeAnne Walters and Marc Edwards have received numerous awards and accolades for their efforts, and their work has inspired other communities worldwide to fight for clean water.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.** See answers on page T-73.

1. How did local authorities respond to Walters's initial complaints?
2. Why / How did these problems occur in the first place?
3. How did Walters, Edwards, and Hanna-Attisha work together to address this issue?

B CLOSE READING **Reread lines 29–30. Then circle the correct answers.**

1. Which sentence is the best paraphrase of these lines?
   a. Authorities made excuses, but the evidence proved they were at fault.
   b. Authorities were not given the chance to defend their actions, as the evidence against them was too strong.
   c. The authorities' only real option was to admit fault for the water supply crisis.
2. What is meant by employees being "found complicit"?
   a. Employees directly took part in activities that were illegal and were therefore guilty.
   b. Employees didn't know about the cover-up. However, they should have known.
   c. Employees were aware of illegal activities taking place but may not have been directly involved.

C **Read the Reading Skill. Then reread the article and follow the steps in the box.**

D PAIRS **Summarize the article in 3–5 sentences.**

Find out more about the work of Marc Edwards.

READING SKILL Process information

Pause while you're reading to think about ideas in the text. This can help you to better process the information. Follow these steps:

1. Read the first paragraph. Clarify any information that you have trouble understanding.
2. State the main idea of the paragraph.
3. Summarize the supporting ideas.
4. Predict the content of the next paragraph.

Repeat this process with each paragraph of the text.

4 MAKE IT PERSONAL

A THINK **Do you think that governments around the world are doing enough to tackle problems affecting local communities? If so, give specific examples. If not, what more could they do? You may think about your own ideas or consider the following problems.**

- air pollution
- deforestation
- overfishing
- intensive farming
- water pollution
- endangered species

B PAIRS **Share your ideas. Do you agree?**

C EVALUATE **In groups, choose one problem from 4A that you feel should be addressed urgently. What do you think would be the most effective ways to address it? Consider the role of citizens, industries, organizations, or authorities in your response.**

I CAN READ ABOUT A PUBLIC CRISIS.

LESSON 5 WRITE A LETTER OF ADVICE



ARIYA SUKSUAY

@AriyaS

My company deals with ethical problems, big and small, every day. That's why I love this advice column.

1 BEFORE YOU WRITE

A Read about letters of advice.

Many news sites publish columns offering advice on moral or ethical issues, and sometimes you may need to write an email (or a letter) of advice to a friend or family member. First, analyze the situation and ask questions (or use *if*-statements) if there are aspects you do not fully understand. Then offer solutions or steps that the person could take to resolve the issue. Make sure the language you use throughout is sympathetic and helpful rather than judgmental.

B Read the model. What is the ethical problem? The person asking for advice has a friend who may have copied (plagiarized) an essay.

Home | Discussion Board | Logout

I have a friend who sometimes struggles with the work required for a class we take together. Recently, I learned that he cheated on an essay that was part of our final grade. He found an essay online and copied it, changing only a few sentences. Should I report this to the professor? I feel bad because my friend works so hard, but the class is really difficult, and he just can't keep up. What should I do?—Honest

Dear Honest,

The first question you should ask yourself is, how certain are you about exactly what happened? Plagiarism is a serious accusation, as it seems you are aware. It's understandable that you may not wish to report your friend, as this would get him into a lot of trouble, not to mention possibly ending your friendship. So if you have any doubt about whether he copied or not, then you should not report it without speaking to him first. I suggest that you start by having a conversation with him. Ask him what happened and why.

If your friend did copy the essay, he needs to understand the possible consequences. Plagiarism is a form of stealing, and it is unfair to the other students who have actually put in time to write original essays. Most colleges have strict plagiarism policies, which usually involve failing the class in which the cheating occurred. Also, be aware that colleges usually have a policy requiring students to report plagiarism when they know it has happened. So if your friend did plagiarize and you don't report it, you could be putting yourself at risk, too. You should make sure that your friend understands this.

If your friend made a mistake and simply didn't realize he was cheating, then he needs your help, not your condemnation. There may be a way to deal with the issue discreetly. Speak to your professor about your concerns. Professors are people, too, and it's likely that he or she will want to find a way to help your friend before raising it to the next level of an official report. Perhaps she could give your friend some extra time to submit a new essay. Or perhaps the professor could suggest a makeup project for your friend to complete. Many schools provide services in the form of tutoring or support classes for students who need some extra help. Your professor could point your friend in the right direction.



The bottom line is that cheating and plagiarism often happen because of an emphasis that society places on grades rather than on learning. Sometimes, we learn more by failing than by succeeding. Ultimately, your friend will do better in school—and in life—if he puts his efforts into learning how to do the work by himself, without relying on copying someone else's efforts.

C PAIRS Discuss. Why is "Honest" asking for advice? What do you think you would do in this situation? "Honest" doesn't know what to do because if he reports his friend, he may lose the friendship, and his friend will be in a lot of trouble. But he also doesn't think his friend should be cheating.

- Call on a volunteer to read the social media message. Ask, *What is an advice column?* (part of a newspaper or magazine in which someone gives advice to readers who have written to them about their personal problems) *Does anyone here read any advice columns?* If yes, have Ss share.
- Focus on the first sentence of Ariya's message. Ask, *What are some examples of ethical problems a company like TSW could face?* (selling customer information, questionable use of company technology, discrimination, harassment)

LANGUAGE NOTE Focus on the construction *big and small* in the post. Elicit or explain that it is an adjective phrase. The sentence could just as correctly read: *My company deals with big and small ethical problems…* Write this construction on the board. Then read the construction used in the post. Ask, *Which sentence puts more focus on the varying ethical problems?* (the one in the post) Point out that varying the position of adjective phrases allows a reader to draw attention to information in order to stress it.

1 BEFORE YOU WRITE

A
- Ask a volunteer to read the information about letters of advice.
- Ask, *Has anyone here ever written a letter of advice?* Point out that it could have been a simple email to a friend. Ask for volunteers to share. Then ask, *Does anyone here prefer not to give out advice? If yes, why?* (For example, If advice you give doesn't work out, people can hold you responsible.)

B
- Have Ss look at the advice column. Point out that the problem is described at the top, signed *Honest.* The response follows. Focus on the picture. Ask, *How do you think this picture might relate to a problem needing advice?*
- Have Ss follow along in their books as you read the letter of advice aloud for the class. Clarify any vocabulary as needed, such as *consequence* (something that happens as a result of a particular action), *plagiarism* (using another person's words, ideas, or work and passing it off as one's own), *condemnation* (an expression of very strong disapproval of someone or something), and *the bottom line* (the most important point about something).
- Ask, *Do you understand the picture of the keyboard now?* (It refers to copying an essay online and pasting it into a document that you hand in as your own work.)
- Ask the target question. If Ss answer *plagiarism,* point out that plagiarism is the crime. The ethical problem is whether to report it.

OPTION In small groups, have Ss take turns reading the letter of advice aloud. Ask them to switch with every paragraph.

EXTENSION Focus on the last line of the text about letters of advice in 1A. To demonstrate the importance of tone and word selection, Ss will return to the letter and replace sympathetic and helpful language with more critical negative language. Model an example. For example, start paragraph 2 as follows: *I really hate people like that. Does your friend think he's special? Does he assume the rules don't apply to him?* Ask, *Why would such language not be effective when giving advice?* For example, *It could make the person with the problem more upset about the situation.* Invite Ss to work in groups to replace lines with judgmental and accusative language to understand the importance of tone and word choice.

C
- Read the instructions and target question. Ask, *Why do you think the person didn't sign his or her real name?* (He or she doesn't want to get either himself / herself or the friend in trouble.) *What does the made-up name Honest suggest?* (that the person is truthful and wants to do the right thing)
- Have Ss discuss in pairs.
- Bring the class together and have Ss share.

D
- In pairs, have Ss fill in any answers they remember from the first reading of the letter. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. If necessary, review that the imperative is the form used for commands, such as *come to the meeting, don't send that email.*
- Read the instructions. Have Ss reread the model and find the various examples of the pronoun, imperative forms, and contractions (short forms using apostrophes). Circulate and assist as needed.
- Go over the answers.

TEACHING TIP Tell Ss that the pronoun *you* is not typically used in essays and other formal documents. For example, in an essay about a novel, the writer would refer to *the reader* (*The reader is left wondering what the narrator meant,* not *You are left wondering what the narrator meant*). Alternatively, the writer would use the pronoun *one* instead of *you* (*One is left wondering what the narrator meant*). In an advice piece, however, *you* is not just appropriate, but also necessary to effectively tell someone what you think they should do.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Call on volunteers to read the examples.
- Encourage Ss to think of advice they could give when choosing a topic. Then tell them to write the advice letter.
- Have Ss create their own chart using the model in 1D.
- Circulate as Ss work. Assist as needed.

OPTION Invite Ss to also compose the letter from the advice-seeker outlining the problem, using the letter in 1B as a model. Tell them to choose creative fictitious names that fit with their topic, such as *Confused, Angry, Truth-seeker.*

B
- Call on a volunteer to read the example aloud.
- Then have Ss discuss their ideas in pairs and make additional notes in their charts.

4 WRITE

- Focus on the Writing tip and read it aloud. To confirm Ss understand the main ideas, ask, *If your tone is too authoritarian, what can you do? If your tone is too uncertain, what can you do? What tone should a writer aim for when writing a letter of advice?*
- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their letter.
- Bring Ss' attention to the variety of tenses used in the letter of advice in 1B. Ask Ss to identify some of them. (simple present, simple past, conditionals, imperatives, modals for advice / possibility / speculation) Tell Ss to choose tenses mindfully. For example, rather than write *Go to your supervisor and report the stolen items,* they could write the following: *You could approach your supervisor and bring the missing items to her attention.*
- Tell Ss to use the advice letter in 1B as a model. Encourage Ss to follow a similar structure, where paragraph 1 analyzes the problem, paragraphs 2 and 3 propose solutions, and paragraph 4 makes a concluding comment.
- Circulate and assist as needed.

5 AFTER 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 letter of advice.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's letters.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- When Ss have answered all the questions, ask them to give the letter 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their letters 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 letter.

EXIT TICKET Ask Ss to refer to their letters of advice to briefly retell the problem and advice offered for it. Ss may refer to their written letters, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions to learn more about the ethical problem. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

The problem:
A friend may have ___plagiarized___ .

Concluding comment:
Learning something yourself is more valuable than getting ___a good grade___ .

Solution / Step 2:
Talk to ___the professor___ . Can that person offer solutions like ___extra time to complete the assignment, a make-up project, or tutoring help___ ?

Analysis of the problem:
- Is "Honest" sure that ___his friend plagiarized___ ?
- Plagiarism is serious because ___it's a form of cheating___ .
- If "Honest" reports his friend, ___the friend might get into trouble / it might end the friendship___ .
- If he does *not* report his friend, ___he may get into trouble himself. / he's letting his friend get away with cheating___ .

Solution / Step 1:
Talk to the friend. Find out ___what happened and why___ .
Make sure he understands ___the consequences___ .

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the pronoun *you* and all contractions. Circle the imperative sentences.

WRITING SKILL Speak directly to the reader

A letter of advice is more personal and casual than other writing. You can use the personal pronoun *you*, the imperative form, abbreviations, and other casual constructions.

3 PLAN YOUR WRITING

A Think of an ethical problem. You can use one of the situations below or come up with your own. You will write a letter of advice to someone dealing with this situation. Create a chart like the one in 1D to organize your ideas.

- The advice seeker's co-worker regularly steals small office supplies.
- The advice seeker's friend lied to her partner about an important issue.

B PAIRS Discuss your ideas.

I think I'll write advice to someone whose friend lied to her partner.

4 WRITE

Write a first draft of a letter of advice on the topic you chose in 3A. Remember to speak directly to the reader. Use the letter in 1B as a model.

Writing tip
Strike the right tone. Read your letter out loud after you write a first draft. Does it sound friendly and kind yet instructive? If it sounds too authoritative, change some of your imperatives to suggestions. If it sounds too uncertain, add more confident-sounding imperatives.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's letter.
- Does the letter analyze the situation and ask questions or use *if* statements to clarify unknown information?
- Does the letter offer at least two possible solutions or steps to take to resolve the issue?
- Is the advice clear and helpful?
- Does the writer use sympathetic language and avoid judgmental language?
- Is the letter written in a casual way, using the pronoun *you* and imperatives?

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

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

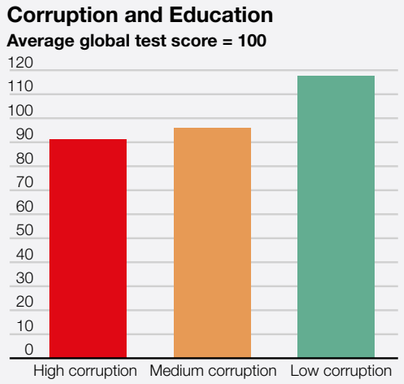
☐ I CAN WRITE A LETTER OF ADVICE.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Corruption usually affects the operations of businesses and governments directly. But the impact of corruption could be felt in other areas. Review the data and circle the correct answers.**



1. Corruption has ____ effect on test scores.
   (a.) an adverse
   b. a positive
   c. no
2. One factor that might affect test scores in high-corruption countries is ____ .
   a. more funding reaching schools
   b. corrupt students
   (c.) less funding reaching schools
3. Countries that have medium levels of corruption are closest in scores to countries with ____ .
   (a.) high corruption
   b. no corruption
   c. low corruption

B THINK CRITICALLY **How does corruption affect other parts of society? Discuss in pairs.**

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

Step 1 Brainstorm Think of specific instances of corruption you are aware of. Brainstorm 3–5 ways individuals and governments might fight this corruption.

Step 2 Evaluate Choose the best solution. Which solution is most likely to be both affordable and effective?

Step 3 Present Explain the best solution to the class.

Possible answer: Corruption could affect all government agencies, from infrastructure, healthcare, education, etc., with higher costs and lower quality services.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about financial crime
- ☐ Talk about a system of government
- ☐ Discuss power in society

Vocabulary
- ☐ Words related to financial crime

Conversation
- ☐ Show interest with interjections

Pronunciation
- ☐ Dropped vowels

Listening
- ☐ Recognize arguments

Note-taking
- ☐ Note the main points

Discussion
- ☐ Explore alternative viewpoints

Reading
- ☐ Process information

Language Choices
- ☐ Restrictive and non-restrictive relative clauses
- ☐ Relative clauses after prepositions and quantity expressions
- ☐ Reducing relative clauses to phrases

Writing
- ☐ Speak directly to the reader

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



PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the graph about the impact of corruption on education. Ask a volunteer to read the title and labels.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with questions.
- Bring the class together and have pairs report ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to think of 3–5 ways individuals might fight corruption. For example, *Cartoons and comics can be used to raise awareness about how to fight corruption.* If appropriate, allow groups to do research online.
- For step 2, have groups evaluate the ideas and agree on the best one.
- For step 3, ask the reporters to present their group's best solution to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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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7 SO YOU THINK WE SHOULD BREAK UP?

PREVIEW THE UNIT

LESSON 1	**Talk about the art of persuasion**	
	Vocabulary	Words related to persuasion
	Language choices	Negative gerunds and infinitives
	Conversation skill	Negotiate
LESSON 2	**Talk about a breakup**	
	Language choices	Perfect gerunds and infinitives
	Pronunciation	Stress in pronouns and auxiliary verbs
	Listening skill	Recognize stress on key words
LESSON 3	**Discuss monopolies**	
	Language choices	Reported speech
	Note-taking skill	Take notes in different colors
	Discussion skill	Signpost
LESSON 4	**Read about the global plastic crisis**	
	Reading skill	Scan for data
LESSON 5	**Write an argumentative essay**	
	Writing skill	Use conjunctions and conjunctive adverbs strategically
	Writing tip	Find a balance between supporting ideas and arguments to refute
PUT IT TOGETHER		
	Problem solving	Consider what types of questions might help couples decide if they are suited to marry each other

GET STARTED

A
- Ask a volunteer to read the unit title. Ask, *In what context would you typically hear this question?* (two people in a relationship breaking up)
- Read the instructions and target question. Have Ss discuss.
- Read the learning goals aloud and answer any questions Ss may have.

B
- Direct Ss' attention to the picture. Ask, *What do the cracked lines on the red heart symbolize?* (a broken heart) Read the instructions and target question.
- In pairs, have Ss answer the target question.

C
- Read Artur's social media message aloud. Write on the board: *rip off the bandage*. Ask, *What do you think the idiom* to rip off the bandage *means and why?* (to get something done quickly in order to lessen the pain; because if you remove an adhesive bandage slowly, it hurts more than if you do so quickly)
- Read the target question. Have Ss discuss in pairs.
- Bring the class together and have groups share ideas.

7 SO YOU THINK WE SHOULD BREAK UP?

LEARNING GOALS

In this unit, you
- talk about the art of persuasion
- talk about a breakup
- discuss monopolies
- read about the global plastic crisis
- write an argumentative essay



GET STARTED

A Read the unit title and learning goals. Breakups are common not only in personal relationships, but also in business. What do both kinds of breakups have in common?

B Look at the photo. It shows a broken heart. Part of falling in love is the risk of a broken heart. Why do some relationships end with broken hearts and others succeed?

C Read Artur's message. Why do you think he feels this way?



ARTUR TAVARES

@ArturT

Thinking of ending a relationship in my life. I'm dreading it, but I think it's better to just rip off the bandage and do it.

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LESSON 1 TALK ABOUT THE ART OF PERSUASION



ARTUR TAVARES

@ArturT

Important meeting with a client today. Wish me luck!

1 VOCABULARY Words related to persuasion

A Look at the article. What is win-win negotiating?

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

THE ART OF PERSUASION: WIN-WIN NEGOTIATING



How good are you at **talking someone into** doing something? How about **dissuading** someone from doing something? A good negotiation is about making both sides feel like winners. Here are some tips about how to engage in *win-win negotiating*.

1. Identify the issues and evaluate how **far apart** you are. If the gap is too wide, you might need to **reconsider** and walk away. If the situation is **out of your counterpart's hands**, you might need to talk to someone with more authority. Don't waste your time trying to **coax** someone to do something that he or she can't.
2. If you do have some **wiggle room**, it's time to plan. **Top-notch** negotiators identify a wide range of options. It makes no sense to **twist someone's arm**. It will only make the person resentful.
3. Keep an open mind. **Assure** your negotiating partner that you are indeed partners. Do not **make up your mind** on every issue before you start the negotiation.
4. Be ready to **sweeten the pot**. Prepare to give something up or give something extra to your partner.

>> FOR PRACTICE, PAGE 143 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Negative gerunds and infinitives

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

Example sentences

1. The sales team complained about **not having** more wiggle room in the negotiations.
2. **Not accepting** this offer would be a mistake.
3. Because the price is nonnegotiable, there will be **no coaxing** the seller.
4. The company lost a major client when it chose **not to sweeten** the pot a little.
5. **Not to dissuade** you from accepting the offer, but I think you should read the fine print first.

Negative gerunds and infinitives

- Use (**not**) / ***no*** + a gerund to give the gerund a negative meaning.
- Use ***not*** / (**no**) + a gerund to mean *not any*.
- A negative gerund (**can**) / **can't** be used as either a subject or an object.
- Use (**not**) / ***no*** + an infinitive to give the infinitive a negative meaning.
- Use *not* + **a gerund** / (**an infinitive**) at the beginning of a sentence to mean *I don't want to*.

A gerund is a verb + *-ing*. An infinitive is *to* + the base form of a verb.

>> FOR PRACTICE, PAGE 143

B Read the first pair of sentences. How does the meaning of the sentence change when the main verb is negative versus when the infinitive is negative? Read the next sentence. What happens to the meaning when both the main verb and the infinitive are negative?

I **wasn't** happy to be there. / I was happy **not to be** there. In the first group of sentences, *I wasn't happy to be there* means I was there, but I didn't like it. *I was happy not to be there* means I was not there, and I was happy about that.

Our manager **didn't tell** us **not to negotiate**. The next example means that our manager did not say we *couldn't* negotiate, but it does not necessarily mean that our manager told us to negotiate. It could mean that our manager didn't tell us one way or the other.

LESSON 1 TALK ABOUT THE ART OF PERSUASION

- Read the lesson title and write it on the board. Ask, *What does it mean to describe an activity as an art?* (It means that the activity requires skill and that it is learned by experience, not just by learning rules.) *Do you agree that persuasion is learned by experience?*
- Call on a volunteer to read the social media message aloud. Ask, *How do you think the idea of persuasion could link to Artur's meeting?* (He's a sales rep, so he will likely be trying to persuade the client to buy a product or service.)

LANGUAGE NOTE The verb *persuade* means to make someone believe something or decide to do something by giving reasons why the person should do it. The noun form is *persuasion* and the adjective form is *persuasive*.

1 VOCABULARY

A
- Read the instructions and target question. Have Ss look at the article and answer the question.
- Ask, *What is win-win negotiating?* (a negotiation where both sides end up happy)

B
- Say, *Listen to the words related to the art of persuasion.*
- Play the audio. Pause after *sweeten the pot.* Tell Ss to follow along as they listen to the information from the article.
- Play the rest of the audio. Clarify the meaning of any new or unfamiliar terms, such as *resentful* (feeling angry and upset about something you think is unfair) and *to give something up* (to surrender something one would prefer to keep).
- In pairs, have Ss read the tips again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 162.
- For more vocabulary practice, refer Ss to page 143.

2 LANGUAGE CHOICES

A
- Write on the board:
  1. *Not taking things personally is important in a business negotiation.*
  2. *It is important not to take things personally during a business negotiation.*

  Call on volunteers to read the two sentences. Ask, *What is the difference?* (Sentence 1 uses the negative gerund *not taking* and sentence 2 uses the negative infinitive *not to take*.) If Ss don't say *negative,* add that to their answer. Ask, *Is the meaning the same?* (yes)
- Read the instructions. Bring Ss' attention to the note and ask a volunteer to read it.
- Tell Ss to first read the example sentences individually.
- Then have them complete the rules in the grammar chart with a partner.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.

EXTENSION To confirm understanding of the various rules, write the sentences below on the board. In pairs, have Ss match the rules in the grammar chart to each sentence. Then bring the class together to go over the answers.

1. *Not responding to the email will cause further friction.* (first rule, third rule)
2. *Gene hopes not to get fired.* (fourth rule)
3. *I suggest not doing anything for now.* (first rule, third rule)
4. *Not to complain, but I really don't want to work on that project.* (fifth rule)
5. *There was no changing his mind.* (second rule)

B
- Ask for a volunteer to read the instructions and target questions.
- In pairs, have Ss analyze the sentences and determine the differences.
- Bring the class together and go over the answers.
- Write another example on the board: *Pat advised me to sell the stock.* Call on a volunteer to rewrite the sentence to make the main verb negative. (Pat didn't advise me to sell the stock.) Then have another volunteer rewrite it to make the infinitive negative. (Pat advised me not to sell the stock.) Ask, *What is the difference?* (In the second sentence, Pat's advice was that I not sell the stock; in the first sentence, Pat didn't advise me to sell the stock, but perhaps someone else did.) Finally, elicit a double negative. (Pat didn't advise me not to sell the stock.) Ask, *Did Pat advise me to sell it?* (maybe)

EXTENSION Write the pairs of statements below on the board. Read the first statement and have Ss choose the option that has the same meaning.

1. *We expected to get the contract.*
   a. *We were surprised to not get the contract.*
   b. *We weren't surprised to get the contract.*
2. *The professor wanted the assignment typed.*
   a. *The professor didn't tell us not to handwrite the assignment.*
   b. *The professor told us not to handwrite the assignment.*

(1. b; 2. b)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Then read the skill box aloud. Model positive intonation for making suggestions and rising and falling intonation for making concessions. Express agreement enthusiastically. Have Ss repeat.
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

B
- Read the instructions. In pairs, have Ss role-play the scenario. Point out that the goal is to reach an agreement. Circulate and remind Ss to use positive intonation for making suggestions, to use rising and falling intonation for making concessions, and to express agreement enthusiastically.
- Bring the class together and call on volunteers to perform role plays for the scenario.

OPTION After having had the opportunity to observe others' role plays, invite Ss to analyze their own negotiating skills. Ask, *Could you have been more positive in your suggestions? Were you too strong in your requests?* Start a dialogue about negotiating skills. Ask, *Who here is good at negotiating? Do you think negotiating is a skill that can be learned and perfected? Or are people inherently good or bad negotiators?*

4 CONVERSATION

A
- Say, *We're going to listen to Artur negotiate.* Have Ss listen.
- Then call on a volunteer to answer the target question.
- Clarify any unknown vocabulary, such as *it's the least I can do* (a polite answer after someone thanks you when you wish you could do more) and *to raise something with someone* (to bring something up for consideration).

EXTENSION For vocabulary review, have Ss listen again or read the audio script for vocabulary terms from the lesson. Write these terms on the board in the order they first appear: *made up your mind, reconsider, out of my hands, sweeten the pot, wiggle room, far apart, top-notch, assured, talk us into, twist your arm.* Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to answer the questions.
- Have Ss go over the answers in pairs. Bring the class together and ask, *Were you surprised about how friendly and polite this conversation was? What could you infer about Amy and Artur?* (that they know each other pretty well and have probably worked together for a long while) *Do you think they are truly sorry to not be working together? Or were they just being polite?*

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

EXTENSION Say, *Imagine that Artur and Amy actually came to an agreement.* In pairs, have Ss change the second part of the conversation that follows Artur's offer to give a 10% reduction. Encourage Ss to use expressions from the conversation skill box. Allow Ss to refer to the audio script if that helps them organize the conversation. Circulate and assist. Invite pairs to share their new endings with the class.

5 TRY IT YOURSELF

A
- Read the target question. Call on Ss to read the situations.
- Circulate as Ss take notes.

B
- In pairs, have Ss use their notes to role-play each scenario. Tell Ss to alternate. For example, for scenario 1 student 1 should do the persuading and for scenario 2 student 2 should do the persuading.
- Remind Ss to use a positive, friendly tone. Tell them to use the conversation in 4C as a model. Indicate that they can reach any conclusion they like.
- Monitor. Listen for negotiating language.
- Have Ss perform their role plays for the class. After each role play, ask, *Did they come to an agreement? How do you know? Did they negotiate effectively? Were they polite?*

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to persuasion
- ✓ using negative gerunds and infinitives
- ✓ using expressions for negotiating

EXIT TICKET Say, *Tell me what you have learned about negotiating in this unit.* Instruct Ss to incorporate the target vocabulary from 1B and to use negative gerunds and infinitives as appropriate. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A ▶07-04 Read the conversation skill. Listen. Notice the words the speakers use to negotiate. Complete the conversation.

A: I'm hoping that we can reach an agreement today.
B: I am, too.
A: Why don't we start with the pricing? Do you have any wiggle room?
B: What do you have in mind?
A: Well, would you be willing to meet me halfway? Say 5% less?
B: How about 4%?
A: OK. That works for me !

Negotiate

When we try to persuade someone, we often use the language of negotiation. These are some common expressions for negotiating:

Make suggestions:
Don't you think that…
Why don't…
I'm hoping that…
I'm wondering if…
How about if…

Make concessions:
Is there anything I can do to change your mind?
I could…
If I X, would you be willing to Y?
Would you be willing to meet me halfway?

Express agreement:
I think you'll agree that…
I couldn't agree more.
Great! So, we agree that…
That works for me!

B ROLE PLAY Student A: You want to go bowling. Student B: You want to go to the movies. Negotiate a solution. Use language from the conversation skill box.

4 CONVERSATION

A ▶07-05 Listen. Who is Amy?

a client of TSW Media

B ▶07-05 Listen again. Answer the questions.

1. her working relationship with Artur; the customer service
2. The main reason is because they're offering her company a 20% discount. They've also promised they will provide personalized service and have assigned an experienced designer to their account.
3. He offers to sweeten the pot by providing a 10% discount on all projects. He reminds her of their strong working relationship, and good customer service. He is polite, and not too pushy. He offers to speak with her again should things not work out with the new company.

1. What does Amy like about working with TSW Media?
2. Why is Amy switching to a new design company?
3. What tactics does Artur use to try and persuade Amy?

C ▶07-06 Listen. Complete the conversation.

Artur: I know you said that you'd made up your mind about going with another design company, but I'm hoping there is some way I can persuade you to reconsider .

Amy: I wish I could say yes, but I'm afraid this is out of my hands . You know I've always enjoyed working with you.

Artur: That's why I was so surprised by your decision. I'm wondering if there is anything we can do to sweeten the pot .



5 TRY IT YOURSELF

A THINK Look at the situations. Think about how you will persuade your partner. Take notes.

Situation 1: Persuade your professor to give you more time to complete an assignment.
Situation 2: Persuade your boss to give you time off from work.

B ROLE PLAY Student A: Try to persuade your partner. Student B: Agree or refuse to do what your partner wants. Use language from the conversation skill box.

I CAN TALK ABOUT THE ART OF PERSUASION.

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LESSON 2 TALK ABOUT A BREAKUP



ARTUR TAVARES

@ArturT

Feeling a little blue today. Broke up with my girlfriend last night. It was a mutual decision, but it still hurts.

1 BEFORE YOU LISTEN

A PAIRS THINK What is the worst breakup story you've ever heard?

B 07-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

let (someone) down easy	go for it	get back at (someone)	hang out with
tons	shoot (someone) a text	hideous	romantic
figure	the perils of	smash	dump

>> FOR PRACTICE, PAGE 144 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Perfect gerunds and infinitives

A Read the example sentences. Underline the perfect gerunds and infinitives. Then read the rules in the chart. Write the number of the example sentence that demonstrates each rule.

Example sentences

1. They are believed to have been dating for the past several months.
2. Tyler regrets having smashed his alarm clock when it went off at 5:00 this morning.
3. It was kind of her to have let him down easy.
4. She was upset about having been told what to do.
5. That package was supposed to have been sent weeks ago.

Perfect gerunds and infinitives use *have* to emphasize that the action occurred or began in the past.

Perfect gerunds and infinitives

2 • A perfect gerund (*having* + past participle) emphasizes the gerund occurred in the past.

3 • A perfect infinitive (*to have* + past participle) emphasizes the infinitive occurred in the past.

1 • A perfect continuous infinitive (*to have been* + verb + *-ing*) shows an action began before the time expressed in the main verb.

5 • A perfect infinitive in the passive (*to have been* + past participle) expresses an action was done to the subject.

4 • A perfect gerund in the passive (*having been* + past participle) expresses an action was done to the subject.

>> FOR PRACTICE, PAGE 144

B PAIRS Sometimes there is a difference between the simple and perfect forms of gerunds and infinitives and sometimes not. Read the following pairs of sentences. Decide if there is a difference in meaning in each pair.

It was a mistake to post that photo online. / It was a mistake to have posted that photo online.

She regrets marrying him too soon. / She regrets having married him too soon.

He's happy to spend time with his friends. / He's happy to have spent time with his friends.

She denied being in a relationship with her colleague. / She denied having been in a relationship with her colleague.

Possible answers: In the first two pairs of sentences, there is no significant difference in meaning. In the third pair, the action of spending time occurs in the present or future, but in the second sentence, it occurred in the past. In the fourth pair, the first sentence means that she denied being in the relationship at the time of the denial. The second sentence means she denied that she had been in a relationship before the time of the denial.

LESSON 2 TALK ABOUT A BREAKUP

- Read the lesson title. Write *break up* and *breakup* on the board. Ask, *Which is the verb form and which is the noun?* (The first one is the verb and the second is the noun.) Add *to* to *break up* and *a* to *breakup*.
- Ask a volunteer to read the social media message aloud. Confirm that Ss know that *to feel blue* means to feel sad. Ask, *What is a mutual decision?* (a decision both people make together) *Why does Artur say* but it still hurts? (because there are feelings attached to breaking up with someone, even if decided mutually and rationally)

LANGUAGE NOTE *To break up* is a phrasal verb. It can refer to the ending of relationships or to the separation of groups of people: *Jack broke up with Amy. / The band broke up after the drummer quit.* There are other uses for *break up* as a phrasal verb: *to break up a fight* means to stop a fight; *to break up a company* means to separate it into smaller parts; if a meeting *breaks up,* this means it ends.

1 BEFORE YOU LISTEN

A
- Read the target question aloud, and give Ss a few minutes to discuss. Tell Ss they can refer to their own lives, as well as to movies they have seen or stories they have heard in the news.
- Then bring the class together and have Ss share.

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.
- Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 162.
- For more vocabulary practice, refer Ss to page 144.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Read the title and the instructions aloud.
- In pairs, have Ss read the example sentences to identify the perfect gerunds and infinitives.
- Bring the class together and ask a volunteer to read the note. Then ask volunteers to read each example sentence aloud. After each one, ask, *Did the action occur in the past?* (yes, in all of them)
- Then tell Ss to work individually to match the rules in the grammar chart to the examples.
- Have them compare answers with a partner. Bring the class together and go over the answers.

EXTENSION On the board, list each use: *perfect gerund, perfect infinitive, perfect continuous infinitive, perfect infinitive in the passive, perfect gerund in the passive.* In pairs, have Ss think up a sentence for each one. Let them refer to the example sentences if they get stuck. Circulate and assist as needed.

B
- Ask for a volunteer to read the instructions.
- Do the first one as a class. Write each sentence on the board and underline the infinitives. Ask, *Do you think there is a difference in meaning?* Hint to Ss to pay attention to the main verb in each sentence as well as to simple and perfect gerunds and infinitives.
- In pairs, have Ss analyze the pairs of sentences and determine if there is a difference in meaning.
- Bring the class together and go over the answers.

OPTION To confirm understanding, write another set of sentences on the board:

1. *He is worried about losing his job.*
2. *He is worried about having lost his job.*

Ask, *Is there a difference in meaning?* (yes) Invite Ss to write a follow-up sentence to each one on the board to indicate this difference. (For example: 1. He is worried about losing his job. He thinks he's the next one who will be laid off. 2. He is worried about having lost his job. Being unemployed is very stressful.)

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note. Read the title and ask, *What are some examples of auxiliary verbs?* (am, did, shall, would) Explain that *auxiliary* means helping; auxiliary verbs help main verbs function.
• Play the audio for the note. Have Ss notice the stress on the pronouns and auxiliary verbs.

⊕ **EXTENSION** Write on the board: *I am going to help him.* Read the sentence neutrally. Have Ss repeat. Then draw a large dot over *I,* then *am,* then *him* and elicit differences in meaning. (stress on *I* indicates that *I* not anybody else is going to help him; stress on *am* suggests that you want to stress that you will indeed help him; stress on *him* suggests that there was uncertainty about whom you are going to help) Summarize that such minor shifts in stress can change the meaning of a sentence.

B • Have Ss read the sentences and notice the stressed words in bold.
• Play the audio. Have Ss listen, then have them listen and repeat.

C • Read the instructions. Refer Ss to the pronunciation note to indicate how they should mark the stressed words.
• Play the audio. Have Ss compare answers with a partner.
• Call on volunteers to read the sentences, emphasizing the words with heavy stress.

4 LISTENING

A • Tell Ss they are going to listen to a podcast. Read the target question. Ask a volunteer to read the three possible title options.
• Play the audio. Have Ss listen, thinking about the best title.
• Clarify any unknown words in the audio, such as *a jerk* (a name for a person who does things that annoy or hurt other people).
• In pairs, have Ss discuss the best title for the podcast episode. Review ideas as a class.

B • Read the instructions and target question.
• Have Ss listen again, identify the person from each pair, and take notes.
• Then bring the class together and have pairs share.

C • Ask Ss to look at the Listening Skill box. Read the title and the skill. Point out the link with the pronunciation work from this lesson.
• Read the instructions. In pairs, have Ss first read the conversation to each other, marking with a pencil any key words they think should be stressed.
• Play the audio. Have Ss identify any additional words and make corrections.
• Go over the answers as a class.

D • Read the target question. Then give pairs a few minutes to discuss which story they found most surprising and which one they liked best.
• Bring the class together and have Ss share.

5 TRY IT YOURSELF

A • Read the instructions.
• Have Ss take notes. Encourage them to write phrases and words, not full sentences.

B • Read the instructions. Have Ss work in pairs. Clarify that student A tells the story, stressing key words, and student B takes notes.
• Circulate as Ss work. Listen for correct stress.

TEACHING TIP During pair work, it can be disruptive for the teacher to interrupt a pair to offer corrections. An effective technique is for the teacher to walk around listening and taking notes. Once the activity ends, the teacher can highlight a couple of key problems observed, not singling out which Ss made the mistakes. This way, everyone benefits from the correction.

C • Read the instructions. In pairs, have Ss evaluate each other's stories, giving feedback about anything that wasn't clear. Then have them discuss how each situation could have been handled differently.
• Time permitting, bring the class together and call on a couple of volunteers to share a partner's story, along with suggestions for handling the situation differently.

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 breakups
✓ using perfect gerunds and infinitives
✓ using stress in pronouns and auxiliary verbs
✓ recognizing stress on key words

EXIT TICKET Have Ss choose one of the stories from the podcast and retell it. Tell Ss to use the target vocabulary and perfect gerunds and infinitives if appropriate. Remind Ss to put stress on key words. Listen and take notes on areas for review.

3 PRONUNCIATION

Stress in pronouns and auxiliary verbs

Pronouns and auxiliary verbs, which are normally unstressed, can be emphasized when they are used as key words or are used to contrast or correct information. Emphasize the pronoun or auxiliary verb by using heavy stress, different pitch, and more length.

*This time, I **am** going to break up with him.*
***She** broke up with **me**, not the other way around.*

A ▶07-09 **Listen. Read the pronunciation note.**

B ▶07-10 **Listen. Notice how the bold words are pronounced. Then listen and repeat.**

A: How **did** you break up with Ahmed?
B: I called Mona and asked **her** to tell him.
A: His sister Mona? You asked **his** sister to tell him **you** wanted to break up?
B: I know. I **shouldn't** have! I'm feeling pretty miserable about it.

C ▶07-11 **Listen. Mark the stressed words with a dot.**

A: Have you told Rob the bad news yet? He does deserve to know.
B: I did tell him. I sent him a text.
A: Hmm. You should have talked to him in person, let him down more easily.
B: You're right. I thought I was letting him down easily, but I guess he didn't agree.

4 LISTENING

LISTENING SKILL Recognize stress on key words

Speakers place more emphasis, or stress, on key words in a story. Key words are often content words, such as nouns, verbs, and adjectives. New information or contrasting information is also stressed, and those words might include non-content words, such as pronouns. Stressed words have a higher or lower pitch, and the vowel in the stressed syllable is lengthened.

A ▶07-12 **Listen. Circle the best title for the episode.**

a. Angry Breakups
b. Breaking Up Is Hard to Do
c. The Problem with Relationships

Lena met Lucas on an online dating service. She wanted to end the relationship but wanted to let him down easy. She took her friend's advice and wrote to him, "I don't think I'm the right person for you." He responded with an angry text so she replied, "I'm sorry that I wasn't clear. In fact, I am sure that YOU are not the right person for ME."

B ▶07-12 **Listen again. Circle the person who initiated the breakup. Then take notes.**

	Notes
1. Lena / Lucas	
2. Max / Sara	Max's ex-girlfriend Sara was really into pottery and he had a lot of it in his apartment. She broke up with him for another man, and he got angry and tried to break the pottery on his patio. But the pottery stayed intact.
3. Trudy / Dan	Trudy had a friend named Dan who she hung out with occasionally. He called her out of the blue and asked to go for a walk, where he proceeded to break up with her. Even though they were only friends, he somehow assumed they had been dating.

C ▶07-13 **Read the Listening Skill. Listen. Mark the stressed words with a dot.**

Lena: Almost immediately, Lucas shot me an angry text, asking me how I could possibly know what was best for him!
Host: So, what did you do?
Lena: I wrote him back saying, "I'm sorry that I wasn't clear. In fact, I am sure that you are not the right person for me."

D PAIRS REACT **Which of the three stories did you find the most surprising? Why?**

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a breakup that you or a friend has experienced. Think of who was involved, where and when it happened, and why it happened. Take notes.

B DISCUSS Student A: Tell your story. Stress the key words. Student B: Take notes.

C EVALUATE Retell your partner's story. Then discuss how your partner might have handled the situation differently.

☐ I CAN TALK ABOUT A BREAKUP.

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LESSON 3 DISCUSS MONOPOLIES



ARTUR TAVARES

@ArturT

I don't think large tech firms can be trusted with our data. There have been some big scandals in recent years.

1 BEFORE YOU LISTEN

A PAIRS THINK Which companies do you think of as big tech firms? What do you know about these companies?

B ▶07-14 VOCABULARY Read the words and listen to the sentences. Do you know these words?

an innovation	monopolize	a start-up	clout	exert	harvest
distribute	stifle	deter	a patent	manipulative	breach

>> FOR PRACTICE, PAGE 145 / DEFINITIONS, PAGE 162

2 LANGUAGE CHOICES Reported speech

A Read the example sentences. Underline the changes from direct speech to reported speech. Then circle the correct answers to complete the chart.

Example sentences		
	Direct speech	Reported speech
1.	"Large companies have too much power."	He complained (that) large companies had too much power.
2.	"Some tech companies are breaching your privacy."	He told us (that) some tech companies were breaching our privacy.
3.	"Why does competition matter?"	She asked why competition mattered.
4.	"I'll file a patent tomorrow."	She said (that) she would file a patent the next day.
5.	"You should have attended the meeting yesterday."	She said (that) I should have attended the meeting the day before / the previous day.
6.	"I can't be here this week."	He told me (that) he couldn't be there that week.
7.	"I listened to a podcast about monopolies."	He said (that) he had listened to a podcast about monopolies.

Reported speech

When changing a direct quote to reported speech:

- present verbs often change to the **simple past** / **present perfect**.
- the simple past often becomes the **present perfect** / **past perfect**.
- *you* becomes ***she*** / ***I***.
- the word order changes when the direct speech is a **statement** / **question**.
- *this* becomes ***these*** / ***that*** and *here* becomes ***there*** / ***then***.
- *tomorrow* becomes ***today*** / ***the next day*** and *yesterday* becomes **that day** / **the previous day**.

>> FOR PRACTICE, PAGE 145

B PAIRS In some cases, we don't change the verbs or pronouns in reported speech. Read the sentences. Discuss why the speaker chose *not* to change the verb tense or *this* to *that*.

Allen just called to tell me that he **is running** a little late **this** afternoon.

Mr. Wang told us that **this** building **is** over 100 years old.

In the first sentence, the verb and *this* didn't change because the speaker is reporting something that someone said very recently. In the second sentence, there is no change because the information is still true now.

LESSON 3 DISCUSS MONOPOLIES

- Read the lesson title. Review that monopolies are companies that face no competition, since they are the only seller of a good or service, and as a result, they can set whatever prices they want. Ask, *What examples of monopolies can you think of?*
- Call on a volunteer to read the social media message aloud. Ask, *Do you agree that large tech firms cannot be trusted with data? Why or why not? Can you think of any recent scandals about this issue?* Call on Ss to share.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Write *big tech firms* on the board. Have Ss come to the board and write examples.
- Then ask, *What products and services do you buy from big tech firms? Does anyone work for a large tech firm? Would anyone like to? Why or why not?*

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.
- Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 162.
- For more vocabulary practice, refer Ss to page 145.

2 LANGUAGE CHOICES

A
- Tell Ss to close their books. Write on the board:
  1. *Ben: "We found a way to save this deal."*
  2. *Ben said that they had found a way to save that deal.*

  Ask, *Which sentence is reported speech?* (2) *Which sentence is a direct statement?* (1) Then focus just on sentence 2. Circle *Ben said* and explain that this is the reporting clause; then underline the *that* clause and tell Ss that this is the information that is being reported.
- Have Ss open their books. Read the title. Call on a volunteer to read the instructions. Return to the sentences on the board. Ask, *Do you see any structural changes from direct speech to reported speech?* (quotations removed; reporting verb *said* added; pronoun *we* changes to *they;* verb *found* shifts back to *had found; this* changes to *that*)
- Have Ss study the examples in the book and underline the changes from direct to reported speech.
- Then, in pairs, have them choose the correct word to complete each rule in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

OPTION Bring Ss' attention to the reporting verbs *say* and *tell.* Write these verbs on the board. Tell Ss to find instances of each in the reported speech example sentences. Ask, *How does the grammar structure differ in the sentences with* say *compared to the sentences with* tell? (*Said* is followed by the *that* clause; *told* is followed by an indirect object and the *that* clause.) Write on the board: *Olivia _____ that we should come early.* Call on Ss to fill in the gap. (said) Ask, *Could we put* told *in the gap?* (no) *What would we need to add to use* told *here?* (an indirect object: *Olivia told me that*)

EXTENSION Write the following examples of reported speech on the board. Call on Ss to make the direct speech statements:

1. *She said she didn't love me anymore.* (I don't love you anymore.)
2. *They said they were taking a few days off.* (We are taking a few days off.)
3. *Andy asked where I fell down.* (Where did you fall down?)
4. *He agreed that he would help us the following day.* (I will help you tomorrow.)
5. *He said that the students should all sign the card.* (The students should all sign the card.)
6. *The doctor informed me that I can't eat nuts.* (You can't eat nuts.)

EXTENSION Have SS brainstorm different reporting verbs. Encourage Ss to think of more colorful ones that could describe the manner in which different things were said, such as *mumbled, shouted, argued.* Point out that the verb they choose can help recreate the context of the original message. Write on the board: *Georgia whispered that Anthony would get a promotion.* Ask, *What does the word* whisper *suggest here?* (The information may have been a secret.)

B
- Read the instructions aloud. In pairs, have Ss study the sentences and discuss.
- Then bring the class together and call on Ss to share their answers.

EXTENSION Invite Ss to suggest similar examples where changes don't occur. (For example, Evelyn said that this math problem is wrong! Chris just told me that I have beautiful eyes.) Discuss as a class.

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3 VIDEO TALK

A
- Have Ss look at the picture. Ask, *What do you see?* (a gavel and a law book) Elicit or explain that these two items symbolize the justice system.
- Read the target question aloud. Ask a volunteer to read the title of the video talk. Have Ss predict the main idea.
- Play the audio or video. Clarify any unknown words, such as *fortunes* (the good or bad things that happen), *halve* (to reduce something by a half), *dictate* (to tell someone exactly what they must do), and *immense* (extremely large, enormous).
- Then have Ss find the main idea.
- Discuss as a class. Ask, *Were your predictions correct?*

CULTURE NOTE The gavel is used in the United States in legislatures and courts of law. It is a small wooden hammer that the presiding judge bangs to call for order. It is also struck to mark the beginning and closing of a meeting.

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for the vocabulary terms from 1B on page 82. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about taking notes in different colors.
- Read it aloud. Ask, *Does anyone use colors for taking notes? Do you have a specific system?* Invite Ss to share.
- Let Ss preview the chart. Play the audio or video again and have Ss fill in the chart with information, using different color pens if possible. If necessary, stop the audio or video or let Ss listen multiple times.
- Have Ss compare their notes in pairs.
- Go over the answers as a class.

C
- Have Ss first read the target questions and then discuss in pairs. If Ss get stuck, prompt with questions. Ask, *Does the speaker try to persuade the audience of something, or inform them?* You can list the following techniques on the board to hint that the talk is persuasive: *rule of three, rhetorical questions, direct address.* Have Ss recall examples of each to demonstrate that the speaker is trying to persuade the audience. You may need to play the audio or video again or let Ss refer to the script.
- Then bring the class together and discuss answers in detail.

D
- Read the target questions. Have Ss discuss in pairs.
- Bring the class together and have Ss share.

⊕ **EXTENSION** For homework, ask Ss to write a response to the video talk. Write these questions on the board for Ss to follow: *Do you agree with the speaker's views that fair and healthy competition benefits everyone? Which argument do you think was the strongest? Did she succeed in persuading you?* Collect the work and offer feedback.

4 DISCUSSION SKILL

- Read the instructions and target question.
- Focus on the title *Signpost.* Say, *A signpost is a sign at the side of a road showing direction and distances. Similarly, in discussions, signpost phrases help you work through the points you need to cover in a logical order.*
- Read the discussion skill aloud. Have Ss repeat the examples. Model correct intonation. Elicit or explain that *to get sidetracked* means to get distracted and *to recap* means to repeat the main points of something that has just been said.

5 TRY IT YOURSELF

A
- Read the instructions. Call on volunteers to read the topics to think about.
- Have Ss take notes on possible solutions individually.

B
- Read the instructions.
- In pairs, have Ss discuss possible solutions. Encourage them to add to their notes.

C
- Read the instructions. Have Ss discuss the issues and possible solutions in small groups. Encourage Ss to refer to the signpost phrases in the discussion skill box to help keep the discussion flowing. Then have them agree on the best solutions.
- Come together as a class and have groups share. Then create a class list with the top solutions for each issue.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to monopolies
- ✓ using reported speech
- ✓ using different colors when taking notes
- ✓ using signpost phrases

EXIT TICKET Tell Ss to present one of the issues from 5A and discuss two possible solutions, using signpost phrases from the discussion skill box. Have them speak for 2–3 minutes. Listen and take notes on areas for review and extra practice in later lessons.

3 VIDEO TALK

Possible answer: It's time to break up the world's largest tech companies. They're killing growth, stifling innovation, affecting the global job market, lowering wages, and breaching our privacy.



A ▶07-16 Listen or watch. What is the speaker's main idea?

B ▶07-16 Read the Note-taking Skill. Listen or watch again. Take notes on the impact of big tech firms in the chart.

NOTE-TAKING SKILL Take notes in different colors

Colors can be used to show main ideas, important or emphasized material, or movement from one topic to another. Also, when reviewing notes, you can use several colors of highlighters.

Topic	Notes
Monopolies are powerful enough to stifle competition.	- The average number of startups created a year has almost halved since 1980, while the average size of tech businesses has increased. - The lack of new companies also affects salaries. When labor markets aren't competitive, people earn less and are deterred from switching jobs. - Big companies use their economic clout to buy out their potential competitors. One of the world's largest internet firms has acquired more than 200 tech startups since it was founded. - Consequently, large tech firms own the patents to most innovations in the industry.
Big tech companies don't play by the rules.	- Big firms have control over these laws. When governments try to pull them into line with regulations, they exert their power by lobbying. - Last year, tech firms spent $64 million lobbying the government, fighting against regulations which would not work in their favor. - These firms are manipulative and controlling, and at times they act unethically.
The behavior of big tech companies is unethical and affects us all.	- Big tech corporations gather an immense amount of data from users but they don't act responsibly with it. - A company harvested the data of nearly 80 million social media users and targeted them with political ads. - Policymakers are working on regulations to prevent private data being harvested and sold, but tech firms will lobby against this.

The speaker is arguing against monopolization in the technology industry. Techniques used to make the argument persuasive include: Rule of three—The speaker gives three clear examples to emphasize her argument. These are explained in detail and listed concisely in the concluding paragraph. Rhetoric—The speaker uses rhetorical questions, such as "Guess who'll be lobbying against those bills?", to provoke an emotional response from the listener. Direct address—The speaker uses inclusive pronouns, as in "…and perhaps the one that affects all of us the most in our day-to-day lives." This makes the listener feel involved and personally affected by the issue. →

C What is the aim of the talk? What language does the speaker use that makes this clear?

D PAIRS REACT Do you agree with the speaker's views? What is her strongest argument?

4 DISCUSSION SKILL

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

Signpost

Signposting helps a discussion stay on track. Use language like this to signpost more formal discussions:
Begin a discussion: *OK, let's start by discussing…*
Continue to the next topic: *OK, moving on…*; *OK, next up we have…*
Summarize a point: *Let's just recap.*
Bring a point to a close: *Are we (all) agreed then?*
Keep to the point: *I think we're getting sidetracked.*

5 TRY IT YOURSELF

A THINK Look at the following issues. How can big tech firms be held accountable for their actions? What are some possible solutions? Take notes.
- The dominance of tech giants deters innovators from creating start-up companies.
- Large companies allow third parties to access our personal data.

B DISCUSS Share your ideas with a partner. Offer feedback on your partner's ideas.

C EVALUATE In small groups, discuss your ideas from 5A. Decide on the best solution for each issue listed. Share your ideas with the class.

☐ I CAN DISCUSS MONOPOLIES.

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LESSON 4 READ ABOUT THE GLOBAL PLASTIC CRISIS



ARTUR TAVARES

@ArturT

I can't believe the scale of the plastic pollution crisis. People around the world should commit to addressing this issue.

1 BEFORE YOU READ

A PAIRS How much plastic do you use and discard in your everyday life? Is your use of plastic minimal, reasonable, or excessive? Discuss.

B ▶07-17 VOCABULARY Read and listen. Do you know these words?

outweigh	profound	mitigate	a raw material
debris	viable	derive	dispose of

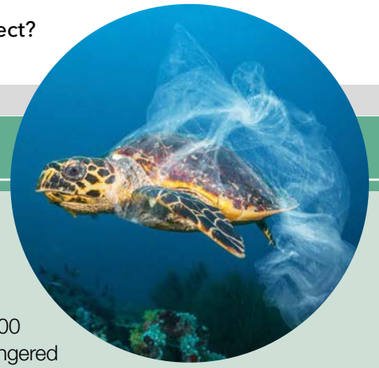
>> FOR DEFINITIONS, PAGE 163

2 READ

Possible answer: It might be an article from a charity website. It might explain what the plastic crisis is, and perhaps what the charity is doing to deal with the crisis. I expect to read statistics about how bad the plastic waste crisis is.

A PREVIEW Read the title and look at the photo. What information do you expect this text to include?

B ▶07-18 Read and listen to the article. Was your prediction correct?



PLASTIC POLLUTION EMERGENCY

The global plastic waste crisis is much worse than you think. Imagine 700 plastic bags being produced every year for every single person on the planet. Imagine the amount of plastic outweighing the number of fish in the ocean by the year 2050. It's almost unimaginable, but it's happening.

Around 9 million tons of plastic finds its way into the ocean every year. Nearly 700 species of plants and animals have been affected by this, including some endangered species. The Great Pacific Garbage patch, a spiral of floating marine debris full of plastic waste and trash, is currently estimated to cover over 1,550,000 square kilometers of ocean. That is three times the size of Thailand. The damage is profound. This is not a problem that will go away on its own. But we do have some viable options to combat this threat to our oceans.

Collecting plastics is one option, and cleanups are happening daily. However, this doesn't prevent plastic from entering the world's oceans in the first place. Another complication is that collecting plastics can increase the need for landfills. Experts highlight that the environmental impact of landfills, such as air pollution, makes them unsuitable in the long term.

Recycling plastics is another option. Institutions, governments, and organizations are already working together to introduce initiatives that promote public recycling. These range from small-scale changes like creating green office spaces to creating policies that ensure companies mitigate any environmental harm they cause due to plastic waste.

But perhaps a better approach to dealing with the crisis involves rethinking our attitude towards plastic overall. If people opt to use biodegradable and reusable plastics, then the global plastic crisis may become manageable, with only minimal changes to our own lifestyles.

Various companies have produced plant-based plastics, or bioplastics, for use around the world. Avani Eco, a company based in Bali, has received publicity for its production of plant-based bioplastic bags, which are fully biodegradable. Minima, Asia's leading provider of bioplastics, produces a whole range of goods, such as cups, bowls, and straws, using only naturally derived polymers. The Thai-owned company NatureWorks™ uses greenhouse gases as the raw material for plastic production.

When it comes to dealing with the plastic crisis, any action is better than none. However, it may be that the long-term solution lies in the production of bioplastics as an alternative to single-use plastics that cannot be disposed of easily.

LESSON 4 READ ABOUT THE GLOBAL PLASTIC CRISIS

- Read the lesson title. Ask, *Why is the plastic crisis global?* (It affects the whole world.) *Do you think all people contribute to the crisis?*
- Call on a volunteer to read the social media message aloud. Clarify unknown vocabulary, such as *the scale of* (the size or level of something; the amount that something is happening) and *commit to something* (to fully dedicate yourself to something).
- Ask, *What do you personally do to address the global plastic crisis?* If Ss get stuck, tell them it could be small actions like recycling plastic water bottles or using glass or metal water bottles instead of buying and throwing out plastic bottles.

1 BEFORE YOU READ

A
- Read the target questions aloud. Elicit or explain *minimal* (very little), *reasonable* (not too much), and *excessive* (more than is reasonable) if needed. Ask, *Which is the ideal in this case?* (minimal)
- Ask Ss to 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.
- Have Ss listen to the vocabulary once.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 163.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article aloud. Write it on the board: *Plastic Pollution Emergency.*
- Have Ss look at the picture. Ask, *What do you see?* (a turtle caught up in a piece of plastic) *How does this picture make you feel?* (For example, furious, sad, worried, stressed)
- Read the target questions. Call on Ss to make predictions about the type of information.

OPTION Have Ss focus on the picture. Ask, *Why do environmental campaigners use pictures such as this?* (For example, to inform people about the harm plastic is doing; to touch on their emotions so that they care about the issue; to collect money for cleanup causes) Have Ss discuss in pairs. Then bring the class together and share.

B
- Read the target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B.
- Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look the words up in a dictionary, such as *on its own* (by itself), *combat* (to try to stop something bad from happening or getting worse), and *opt* (to choose one thing or do one thing instead of another).
- In pairs, have Ss answer the target question.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they may need to refer to their notes to give answers as the questions are specific.
- 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 the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on a volunteer to read it aloud.
- Remind Ss that they have already practiced scanning in Unit 5, Lesson 4, where they looked quickly through a text to find specific synonyms.
- Read the instructions. Reread the bulleted steps. Have Ss look at the chart to understand that they will scan for a figure and write down the information. Ask, *Where in the article can you first see the number 700?* (in the second sentence of the first paragraph) Have a volunteer read the information that follows the number 700 in the article (*plastic bags being produced every year for every single person on the planet*). Tell Ss they can shorten the information when they add it to the chart.
- Have Ss work individually. Then have them compare answers with a partner.

⊕ **EXTENSION** Tell Ss to close their books. Write each of the figures from the chart on the board in random order. Then read the information listed next to the figures in the chart, and have Ss write down the figure that matches the information. If Ss are not sure, tell them to use common sense for some items and then make educated guesses for others. Bring the class together and have pairs compare. Discuss any issues Ss may have.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information from each section and then go on to make a general statement about the entire article. Elicit the introductory sentence. (For example, In the article "Plastic Pollution Emergency" the author discusses the scale of the global plastic crisis.)
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words. Circulate and assist as needed.

⊕ **EXTENSION** For homework, ask Ss to do online research about the Pacific Garbage Patch, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the target questions and instructions aloud. Ask, *What are bioplastics?* (biodegradable plastic made from biological materials) *Where have you seen bioplastics?* (For example, trays, containers for fruit, vegetables, eggs, and meat)
- Call on volunteers to read the bullet points that will help elicit ideas for promoting bioplastics. Have Ss work individually and take notes.
- Circulate and assist as needed.

B
- Read the instructions.
- Have pairs share ideas and compare if they came up with similar ideas.

C
- Read the instructions. Write on the board: *Advertising campaign for bioplastics company.* Elicit ideas for possible formats or media, such as social media, video-sharing websites, TV, print media, billboards, radio, movies, etc. Write Ss' ideas on the board.
- Divide the class into groups and have them choose a format and medium, then plan the campaign.
- Combine groups and have them share campaigns with each other. Tell groups to ask each other questions and justify the choices they made.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask Ss to list three options to combat the plastic global crisis as outlined in the article. Encourage them to do so without looking back at the article. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

1. One of the major causes is plastic produced for packaging, such as plastic bags.
2. The environmental impacts of landfills, such as air pollution, makes them unsuitable for disposing of plastics in the long term. In addition, they don't prevent plastics from entering the oceans in the first place.
3. cups, bowls, straws, packaging
4. carry a water bottle; use reusable bags for shopping; avoid using disposable utensils and kitchenware; avoid any single-use products (i.e., disposable pens)

A **Answer the questions, according to the article.**

1. What is one of the major causes of the global plastic crisis?
2. Why aren't landfill sites a good solution to the crisis?
3. What are some examples of uses for bioplastics that have been produced?
4. What are some changes you could make in your own life?

B CLOSE READING **Reread lines 17–19 and 25–26. Then circle the correct answers.**

1. To summarize lines 17–19, changing how we view plastics ____ .
   a. won't solve the crisis, because plastic isn't always harmful
   b. will help solve the crisis, but it will require major changes to our lifestyles
   (c.) may help the crisis, and it may be easier than we think
2. In lines 25–26, the author encourages consumers to shun single-use plastics because ____ .
   a. any action is better than no action
   (b.) we cannot get rid of these plastics easily
   c. bioplastics are easy to produce

C **Read the Reading Skill. Then follow the steps in the box to complete the chart.**

Figure	Information
700	number of plastic bags produced for every person on the planet
2050	the year by which the amount of plastic will outweigh the number of fish in the ocean
9	9 million tons of plastic finds its way into the ocean every year.
700	species of plants and animals have been affected by plastic finding its way into the oceans
1,550,000	The Pacific Garbage Patch is estimated to cover 600,000 square miles of ocean.
3	The Pacific Garbage Patch is estimated to be 3 times the size of Thailand.

READING SKILL **Scan for data**

Scientific articles or articles about global issues often include numerical data to support their findings. To scan an article for data, follow these steps:

1. Move your eyes quickly over the article, looking only for figures. Remember that these figures may be in written or numerical form.
2. Find the unit that the figure is referring to. Note if it's a percentage, currency, or amount.

D PAIRS **Summarize the article in 3–5 sentences.**

4 MAKE IT PERSONAL

Find out more about the Pacific Garbage Patch.

A THINK **Imagine that you work for a bioplastics company. What do you think would be an effective way to promote bioplastics? Think about the following ideas.**

- What kinds of products might you sell (e.g., cups, plates, bags)?
- Where and how might you promote them (e.g., social media, newspapers, TV, ads)?
- Who might your target audience be and why?
- What might help your promotion have maximum impact?

B PAIRS **Share your ideas. Were they similar?**

C EVALUATE **Work in small groups. Prepare an advertising campaign for your bioplastics company to promote your products. Choose the format and medium that you feel is most appropriate. Share your campaign with another group. Justify the choices you made.**

☐ I CAN READ ABOUT THE GLOBAL PLASTIC CRISIS.

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LESSON 5 WRITE AN ARGUMENTATIVE ESSAY



ARTUR TAVARES

@ArturT

My ex-girlfriend told me that I never apologized for anything. She was right. And it looks like I'm not the only one.

1 BEFORE YOU WRITE

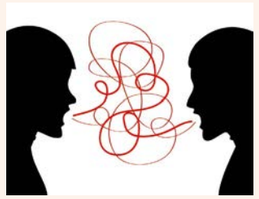
A Read about argumentative essays.

Argumentative essays seek to persuade the reader about a particular point of view. The introductory paragraph states the writer's point of view on the topic. Body paragraphs one and two present arguments to support this point of view. In the third body paragraph, opposing arguments are presented, refuted, and dismissed. The concluding paragraph re-affirms the writer's point of view.

B Read the model. What benefits of apologizing does the writer point out for both of the people involved in an argument?

The person receiving the apology can let go of anger and heal; they see the wrongdoer as an empathetic person. They may realize they also need to apologize. The person giving the apology can let go of feelings of guilt. They can strengthen the relationship by showing that they value the other person's feelings.

Why should I apologize?



Are you one of those people who never apologizes? Is it difficult for you to admit to ever being wrong? Perhaps this describes not only the arguments you have about big issues but also the small ones—like being late to meet someone, for example. If this sounds like you, then you should consider changing your ways. Rather than weakening us, apologizing actually offers many benefits to everyone involved.

It is, of course, easy to see how apologizing benefits the person receiving the apology. That person is likely to be holding on to a lot of anger and hurt. When an apology is offered, the receiver can move past the anger and experience emotional healing. Moreover, he or she can once again see the wrongdoer as an empathetic person; this allows for reciprocal feelings of empathy. In cases of a two-sided argument, the hurt person may even realize that he or she also needs to apologize.

However, it is not only the receiver of an apology who benefits. When you have hurt another person (intentionally or not), feelings of guilt can eat away at you. By apologizing, you can relieve yourself of these harmful feelings. Furthermore, you can repair and even strengthen your relationship with the other person. This is true even if you do not feel that you we were in the wrong. Psychological studies show that by acknowledging that you have hurt another person, you communicate that the person is more important to you than any one particular issue. Needless to say, this prioritizing of the relationship allows the other person to feel valued, and then that person is likely to value you more highly, too.

Many people believe that offering an apology makes them look weak. However, this is simply not true. In fact, it is the opposite: We see people who are able to humble themselves and take responsibility as strong and confident. Consider public apologies. When a political leader makes a mistake and says something offensive, we are more likely to view him or her as a strong person and a good leader if the person offers an apology for his or her behavior. By not apologizing, the person risks being seen as stubborn, small-minded, and insecure. This is also true in everyday work situations. Although some people might think that apologizing makes them lose authority, it actually helps co-workers trust and respect them more.

When you consider all of the benefits of apologizing, it becomes clear that accepting responsibility for wrongdoing should be the norm. If it is hard for you to admit that you were wrong, you can perhaps start by acknowledging that the other person is hurting. Opening yourself up to empathy is the first step in setting things right and repairing the relationships in your life.

C PAIRS Do you apologize often, sometimes, or never? Do you think your friends would agree with your answer? Can you think of situations where an apology shouldn't be given?

LESSON 5 WRITE AN ARGUMENTATIVE ESSAY

- To warm up, ask, *What is an argument?* (a set of reasons that show that something is true or untrue, right or wrong) If necessary, contrast *making or building* an argument with *having* an argument, the latter referring to people disagreeing. Say, *In this lesson, we will be practicing building arguments in an argumentative essay, to persuade someone to our point of view.*
- Ask, *Do you know how we build an argument?* Call on Ss for ideas, such as present the problem, state your position, discuss the reasons for your position, offer evidence, and acknowledge opposing arguments and disprove them. Write Ss' answers on the board.
- Call on a volunteer to read the social media message aloud. Invite Ss to glance at the article title (*Why should I apologize?*). Ask, *Based on Artur's comment, what might the article suggest?* (that there are other people out there who also don't apologize) Say, *The article is likely an argumentative essay. What might it be arguing?* (why apologizing is important)

1 BEFORE YOU WRITE

A
- Call on a volunteer to read the text about argumentative essays for the class. Clarify any unknown vocabulary, such as *refute* (to prove that a statement or idea is not correct) and *dismiss* (to refuse to consider someone's idea or opinion).
- Ask, *Why is it a good idea to include opposing arguments in the essay?* (to further strengthen one's argument, demonstrating that all sides were considered)
- Then ask, *Have you ever written an argumentative essay? If yes, what did you argue?* Call on Ss to share. Ask, *Were you successful in persuading the reader?*

B
- Read the instructions and target question. Invite Ss to predict some benefits of apologizing. Write these on the board. (For example, By admitting wrongdoing, the person clears the air with the other person.)
- Have Ss look at the picture. Ask, *What does this picture evoke for you?* (For example, noise, anger, yelling, frustration, stress) Ask, *What do the tangled lines symbolize?* (arguments coming out of the people's mouths)
- Have Ss follow along in their books as you read the essay aloud for the class. Clarify vocabulary as needed, such as *reciprocal* (referring to a situation in which two people or groups do or give the same things to each other) and *humble oneself* (to act or express oneself in a way that shows that one knows one has done something wrong or has behaved too arrogantly).
- Return to the ideas on the board. Ask, *Are any of these benefits of apologizing mentioned in the article?*

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

EXTENSION Present an additional scenario on the board: *What if a person apologizes and the other person does not accept the apology?* Point to the illustration and say, *This scenario could be depicted with the two people turned back to back, with arms crossed.* In pairs, have Ss discuss situations they've been in or observed where one person apologized, but the other person did not want to forgive him or her. Have them discuss how this affects people's ability to move on from an argument.

C
- Read the instructions and target questions. Write on the board: *often / sometimes / never.* Poll the class by asking, *How often do you apologize?* In pairs, have Ss discuss.
- Then bring the class together and have Ss discuss situations when an apology shouldn't be given. Invite Ss to share opinions, agreeing or disagreeing. Invite them to share examples to make their point.

EXTENSION Point to *often / sometimes / never* on the board. Ask, *Do you usually accept apologies and forgive?* Poll the class. Ask, *Is it difficult for you to forgive? Why or why not? Do you feel powerful holding a grudge? Does forgiving clear the air and make you feel better?* Invite all Ss to share ideas.

D
- Before Ss read the essay again, have them look at the chart. Ask, *Are there more benefits or drawbacks to apologizing in this essay?* (benefits) *To successfully argue a point, should there be more supporting arguments or opposing arguments?* (supporting, as there are here)
- Have Ss fill in any answers they remember from the first reading. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Write the following paragraph on the board and call on Ss to identify which conjunctions and conjunctive adverbs support the point of view and which refute opposing views: *Forgiving releases us from the feeling of resentment toward a person who has wronged us. Moreover, it allows us to move on without anger. Although it may seem that forgiveness only helps the wrongdoer to feel better, it also provides many benefits to the forgiver.* (support: moreover; refute: although)
- Read the instructions. Have Ss reread the model and find the various examples of conjunctions and conjunctive adverbs, indicating if they support the writer's point of view or refute opposing arguments.
- Have Ss compare in pairs. Then go over any questions with the class.

⊕ **EXTENSION** Refer Ss to the essay on page 26 in Unit 2. Tell them to scan it for conjunctions and conjunctive adverbs that support and refute arguments.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Call on volunteers to each read one of the possible topics, starting the information in each bullet with *Which is preferable….*
- In pairs, have Ss discuss the topics to elicit ideas.
- Then, individually, have Ss choose a topic.
- Focus on the Writing tip and read it aloud. Make sure Ss know that *far more* means many more. Return to the chart in 1D. Ask, *How many supporting ideas are there?* (3) *How many arguments to refute are there?* (2) *Does this seem like a good balance?* (yes)
- Tell Ss to use the chart in 1D as a model for their ideas. Circulate and assist as needed.

B
- Call on a volunteer to read the example aloud.
- Then have Ss discuss their ideas in pairs and make additional notes in their charts.

4 WRITE

- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their essay.
- Remind Ss to use the essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 states the writer's point of view, paragraphs 2 and 3 present arguments to support this point of view, paragraph 4 presents opposing arguments that are then refuted or dismissed, and paragraph 5 reaffirms the writer's point of view.
- Circulate and assist as needed. Ask Ss if they have followed the instructions and used conjunctive adverbs to support their argument.

5 AFTER 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 essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's texts.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their texts 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 refer to their essay to briefly retell a partner the supporting ideas and the opposing arguments. Ss may refer to their written essay, but challenge them not to look at the text too much while talking to their partner. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

Benefits of apologizing	Possible drawbacks of apologizing
The receiver of the apology can move past ___anger___ and feel ___empathy___ for the wrongdoer.	Some people think it makes them look ___weak___ .
The receiver may realize that he / she also ___needs to apologize___ .	Some people think apologizing might make them ___lose authority___ .
The person apologizing can let go of ___guilt___ and ___repair / strengthen___ the relationship.	

Paragraph 2: Moreover; support the writer's point of view.
Paragraph 3: Furthermore, Needless to say; both support the writer's point of view.
Paragraph 4: However, In fact, Although; all refute opposing arguments

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the conjunctions and conjunctive adverbs. Are they being used to support the writer's point of view or to refute opposing arguments?

WRITING SKILL Use conjunctions and conjunctive adverbs strategically

In an argumentative essay, you can use subordinating conjunctions and conjunctive adverbs strategically to support your own point of view and to refute opposing arguments. Subordinating conjunctions like *however, in fact,* and *although* can be used to refute an argument. Conjunctive adverbs like *moreover* and *furthermore* add weight to your argument. Phrases like *needless to say* make your statements sound unarguable.

3 PLAN YOUR WRITING

A **Choose one of the topics below. You will write an argumentative essay explaining and supporting your point of view on the topic. Create a chart like the one in 1D to organize your ideas.**
- Which is preferable: being an empathetic leader who listens to employees' ideas, or being an authoritative leader who sets clear goals and guidelines for workers?
- Which is preferable: breaking up with someone while the person is going through a difficult time, or waiting until things are better for that person?

B PAIRS Discuss your ideas. I prefer leaders who are authoritative.

4 WRITE

Write a first draft of an argumentative essay on the topic you described in 3A. Remember to use conjunctions and conjunctive adverbs strategically. Use the essay in 1B as a model.

Writing tip
Find the right balance between supporting ideas and arguments to refute. If you have far more supporting ideas than arguments to refute, then you may not have much of an argument to make. If the balance is too equal, you might have a difficult time persuading others of your point of view.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.
- Does the introductory paragraph clearly state the topic and the writer's point of view?
- Do the first two body paragraphs provide sufficient supporting ideas?
- Does the third body paragraph successfully explain and refute opposing arguments?
- Are conjunctions and conjunctive adverbs used strategically throughout?
- Is there an appropriate balance of supporting ideas and opposing arguments?
- Does the concluding paragraph reaffirm the writer's point of view?

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 again for overall sense.

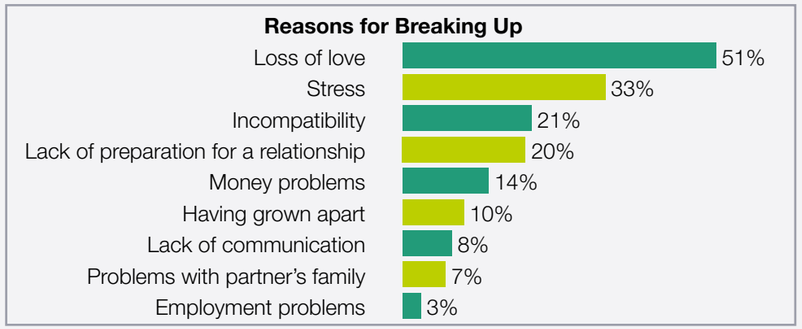
☐ I CAN WRITE AN ARGUMENTATIVE ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Couples break up for many different reasons. Review the data and answer the questions.**



1. Which reason for breaking up means that the couple is not well matched? incompatibility
2. How many reasons for breaking up deal with finances? two
3. Which reason for breaking up is similar in meaning to "loss of love"? having grown apart

B THINK CRITICALLY **Should couples attend training sessions for marriage? Consider arguments for and against marriage training. Talk about them with a partner.**

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

Step 1 **Brainstorm** Think of a list of questions that would help couples decide if they are suited to marry each other.

Step 2 **Evaluate** Choose the best 3–5 questions. Consider questions that help identify each partner's most important issues and concerns.

Step 3 **Present** Explain your list of questions to the class.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about the art of persuasion
- ☐ Talk about a breakup
- ☐ Discuss monopolies

Vocabulary
- ☐ Words related to persuasion

Conversation
- ☐ Negotiate

Pronunciation
- ☐ Stress in pronouns and auxiliary verbs

Listening
- ☐ Recognize stress on key words

Note-taking
- ☐ Take notes in different colors

Discussion
- ☐ Signpost

Reading
- ☐ Scan for data

Language Choices
- ☐ Negative gerunds and infinitives
- ☐ Perfect gerunds and infinitives
- ☐ Reported speech

Writing
- ☐ Use conjunctions and conjunctive adverbs strategically

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



Possible answers: For: Yes, better training would likely lower the rates of divorce and lead to the better care of children. Against: People should be allowed to make their own decisions and no training will make people better at getting married; despite most people taking driving tests, there are still high rates of accidents on the road.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the bar chart. Call on volunteers to read the labels.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. Ask, *Why might it be beneficial to learn about marriage before getting into it?* OR *Do you really think marriage is something that can be taught in a course?*
- Bring the class together and have pairs report their ideas.

⊕ EXTENSION Create two debate teams: one in favor of training sessions for marriage (affirmative group) and one against (negative group). Instruct Ss to compile their arguments. Bring the class together and give the affirmative group 2 minutes to present their case. Then allow 2 minutes for the negative group. Next give both teams 2 minutes to prepare rebuttals or counter-arguments. Invite the negative side to present their rebuttal first. Then let the affirmative side speak. Encourage Ss to respond to specific points made by the opposing team. Judge which team has made the stronger argument and declare a winner of the debate.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to think up a list of questions for couples to answer to determine their suitability for each other.
- For step 2, have groups evaluate the questions and agree on 3–5 of the best ones.
- For step 3, ask the reporters to present their group's best questions to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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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8 GET IT?

PREVIEW THE UNIT

LESSON 1	**Talk about humor**	
	Vocabulary	Words related to humor
	Language choices	Reduced adverb time clauses
	Conversation skill	Express concern
LESSON 2	**Talk about laughter**	
	Language choices	Cause and effect in participial phrases
	Pronunciation	Pausing with participial phrases
	Listening skill	Recognize pauses
LESSON 3	**Discuss the art of joke telling**	
	Language choices	Participial adjectives and nouns as adjectives
	Note-taking skill	Make lists
	Discussion skill	Take feedback well
LESSON 4	**Read about the funniest jokes**	
	Reading skill	Use a KWL chart
LESSON 5	**Write an opinion essay**	
	Writing skill	Use parallel structure with paired conjunctions
	Writing tip	Plan timed writing tasks
PUT IT TOGETHER		
	Problem solving	Consider ways in which consumers could make more intelligent choices about the advertising they encounter

GET STARTED

A
- Call on a volunteer to read the unit title. Read it again using rising intonation. Have Ss repeat. Ask, *What is this short for?* (Do you get it?) Ask, *In what context would you typically hear this question?* (when you want to make sure someone understands something, like a joke) Write the following on the board: *What is the tallest building in the world?* Consider Ss' answers. Then say the correct response: *The library, because it has so many stories. Get it? Stories?* Explain that a story can refer to an account of something that has happened as well as to the floor or level of a building.
- Read the instructions and target question. Have Ss discuss.
- Read the learning goals aloud and answer any questions Ss may have.

B
- Direct Ss' attention to the picture. Ask, *What is this?* (a sunflower field) *What do you see in the center of the foremost sunflower?* (a smiley face) Read the instructions and target question.
- In pairs, have Ss answer the target question.

C
- Read Edgar's social media message aloud. Then write *Get it?* on the board. Read the target questions. Call on a volunteer to break down the double meaning of *atmosphere.* (the mixture of gasses that surrounds a planet and the feeling a place gives you) Poll Ss to find out who thinks the joke is funny.

8 GET IT?

LEARNING GOALS

In this unit, you
- talk about humor
- talk about laughter
- discuss the art of joke telling
- read about the funniest jokes
- write an opinion essay



GET STARTED

A Read the unit title and learning goals. Almost everyone enjoys humor. What kind of humor do you enjoy most? Why?

B Look at the photo. It is an example of *anthropomorphizing*, which means giving human qualities to a nonhuman thing. Why does this make the photo humorous?

C Read Edgar's message. Do you think this joke is funny? What type of audience might find this funny?



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LESSON 1 TALK ABOUT HUMOR



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@EdgarV
Looking forward to my presentation today!

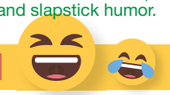
1 VOCABULARY Words related to humor

A Look at the blog. What types of humor are mentioned?

Possible answer: It includes four different kinds of humor: humor with cultural references, sarcastic humor, one-liners, and slapstick humor.

B ▶08-01 Read and listen. Do you know the words in bold?

THE LAUGHING BLOGGER Using Humor to **Break the Ice**



When giving a presentation, humor can be a great way to get even the most difficult audience member to relax and **crack a smile**. But humor doesn't always translate very well; jokes can **fall flat** if they contain **sarcastic** remarks that your audience may not understand. So if you don't want to **bomb**, try one of these easy-to-use joke types.

One-liners A one-liner is a short, humorous remark, usually not more than one sentence. One-liners are easier to understand than jokes since they don't have a story and a **punchline**. If you can **pull off** the perfect one-liner, your audience will **crack up**. Then the rest of what you say will go much more smoothly.

Slapstick Slapstick humor is generally well-understood by people from many cultures, so if you can pull it off, it's a fairly safe form of humor to use with multicultural groups. For example, falling down or tripping over something at the right moment can be **hilarious**. If you're a good clown, you will have the whole audience **in hysterics**.

>> FOR PRACTICE, PAGE 146 / DEFINITIONS, PAGE 163

2 LANGUAGE CHOICES Reduced adverb time clauses

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

Example sentences		
	Adverb clauses	Adverb phrases
1.	Before you use humor in a presentation, make sure you know your audience.	Before using humor in a presentation, make sure you know your audience.
2.	We worked until we were exhausted.	We worked until exhausted.
3.	I got a lot of ideas as I listened to a podcast.	I got a lot of ideas while listening to a podcast.
4.	She feels embarrassed when she is chosen to participate.	She feels embarrassed when chosen to participate.
5.	When they heard the joke, they cracked up.	Upon / On hearing the joke, they cracked up.

Reduced adverb time clauses

F • Adverb phrases can go ~~only~~ at the beginning or end of the sentence.
F • To reduce a clause to a phrase, omit the subject and change the verb to the ~~-ed~~ -ing form.
T • If the clause contains the verb *be,* omit the subject and *be*. Don't change anything else.
T • Change *as* to *while* in an adverb phrase.
T • Change *when* to *upon* or *on* if the phrase happened in the past. If the phrase is in the present, do not change *when*.

>> FOR PRACTICE, PAGE 146

B Read the sentence. Why is it not possible to reduce the adverb clause to a phrase?

Some speakers have a hard time recovering when a joke falls flat.

The subject of the first clause is *some speakers*. The subject of the second clause is *a joke*. It's possible to reduce an adverb clause to a phrase only when both clauses have the same subject.

LESSON 1 TALK ABOUT HUMOR

- Read the lesson title. Write *Humor* on the board. Say, *Let's brainstorm around the word.* Invite Ss to write words or ideas on the board. (For example, funny, laugh, jokes)
- Call on a volunteer to read the social media message aloud.

1 VOCABULARY

A
- Read the instructions and target question. Have Ss look at the website and answer the question.
- Ask, *What other forms of humor do you know?* (For example, word play, dark humor, exaggeration, irony, parody, satire)

B
- Say, *Listen to the words related to humor.*
- Play the audio. Pause after *in hysterics.* Tell Ss to follow along as they listen to the information from the article.
- Play the rest of the audio. Clarify the meaning of any new or unfamiliar terms, such as *safe* (not involving any risk; likely to be successful) and *clown* (a person who uses exaggerated physical activity to create humor).
- In pairs, have Ss discuss the meanings of the words and phrases in bold. Go over the definitions. You can also refer Ss to the definitions in the glossary on page 163.
- For vocabulary practice, refer Ss to page 146.

2 LANGUAGE CHOICES

A
- Write on the board:
  1. *Before he said the punchline, Louis paused dramatically.*
  2. *Before saying the punchline, Louis paused dramatically.*

  Ask, *Do these sentences have the same meaning?* (yes) *What structure difference do you see?* (*before he said* changed to *before saying*)
- Read the title. Elicit that *reduce* means to make smaller in size or amount. Review that in Unit 6, Lesson 3, Ss reduced relative clauses to phrases. Write an example on the board: *I have a friend who is struggling to become a comedian.* Ask, *What is the reduced form?* (I have a friend struggling to become a comedian.)
- Read the instructions. Tell Ss to first read the example sentences and underline the adverb phrases individually.
- Then have pairs decide whether the rules in the grammar chart are true or false and correct the false rules. If Ss get stuck on rule 2, guide them to understand that example sentences 2 and 4 use the verb *be* and require a different structure than the other examples.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.

OPTION Tell Ss to cover up the right side of the chart and focus on the sentences on the left. Say, *Underline the adverb clause of time in each sentence.* If necessary, remind them that a time clause is a dependent clause starting with a time word like *before, after, as, when, while, until, as soon as, since.* Then, in pairs, have Ss find the corresponding adverb phrase in the sentence on the right.

EXTENSION Offer Ss additional sentences with adverb clauses for them to reduce to phrases. Write the sentences on the board:
1. *Before Adam talks to you, he should check the schedule.* (Before talking to you, Adam should check the schedule.)
2. *Clara revised the presentation until she was completely happy with it.* (Clara revised the presentation until completely happy with it.)

B
- Call on a volunteer to write the sentence on the board. Ask, *What is the adverb clause?* (when a joke falls flat)
- In pairs, have Ss analyze the sentence and answer the question.
- Bring the class together and discuss. Ask a volunteer to underline the subject in the main clause (*some speakers*) and in the adverb clause (*a joke*) to demonstrate why the clause cannot be reduced.

OPTION Challenge Ss to change the sentence so that it can be reduced. Assist if Ss have difficulty. Hint to them to keep *some speakers* as the subject and use *they* in the adverb clause. For example, *Some speakers have a hard time recovering when they fail to tell a joke well.* Then have Ss reduce the time clause (*upon failing to tell a joke well*).

EXTENSION Write the following sentences on the board. In pairs, have Ss decide which one can be reduced and which one cannot. Have Ss identify the different subjects in the sentence that can't be reduced. Then call on Ss to orally reduce the sentence that can be reduced.
1. *The comedian worked on his routine until he was satisfied.* (The comedian worked on his routine until satisfied.)
2. *The teacher was shocked when Ted told his joke.* (different subjects: the teacher / Ted)

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Then read the skill box aloud. Model a worried tone with falling intonation for expressions of concern. Have Ss repeat. Clarify expressions as needed, such as *beat yourself up* (to blame or criticize yourself in a way that is not necessary) and *be hard on yourself* (to be too critical of yourself).
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

B
- Read the instructions. In pairs, have Ss role-play the scenarios. Point out that the goal is to express concern. Circulate and remind Ss to use falling intonation with each expression.
- Bring the class together and call on volunteers to perform role plays for the different situations.

4 CONVERSATION

A
- Say, *We're going to listen to Edgar talk about a presentation he gave today.* Have Ss listen.
- Then call on a volunteer to answer the target question.
- Clarify any unknown vocabulary, such as *You're telling me* (an expression of agreement indicating that a person is fully aware of something) and *bring out one's inner clown* (to use exaggerated physical activity to create humor).

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for vocabulary terms from the lesson. Write these terms on the board in the order they first appear: *bomb, break the ice, hilarious, crack a smile, fall flat, crack up, a punchline, in hysterics, a one-liner, sarcastic, pull off, slapstick.* Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

⊕ **EXTENSION** Say, *Artur uses three expressions of concern in his conversation with Edgar. Listen and raise your hand each time you hear one of these expressions.* Stop the audio when Ss raise their hand and write the expression on the board. Model how Artur said it and have Ss repeat (*Oh, no. That's too bad; Well, don't beat yourself up; I wouldn't worry about it too much*).

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to answer the questions.
- Have Ss go over the answers in pairs.

⊕ **EXTENSION** Bring the class together and ask, *Do you use humor in your work or school life? What forms of humor do you practice most? Do you think you handle humor well? Do people understand your jokes?*

C
- Focus on the picture. Ask, *What do you think the sad faces and one happy face on these sticky notes symbolize?* (It's good to stay positive even when things aren't going well.)
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Go over the answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.

⊕ **EXTENSION** Read Edgar's response aloud: *Yeah, that's happened to me, too. I usually just pretend I get it and laugh along, hoping that no one asks me a question about it.* Tell Ss to work in small groups and share if they ever pretend to get a joke. Then bring the class together and have Ss share. Ask, *What are the drawbacks of pretending to get a joke when you actually don't?*

5 TRY IT YOURSELF

A
- Read the instructions and target question.
- Tell Ss to take notes individually. Circulate as Ss work.

B
- In pairs, have Ss use their notes to share situations.
- Remind Ss to use a caring tone. Tell them to use the conversation in 4C as a model. Indicate that they can reach any conclusion they like.
- Monitor. Listen for expressing concern.
- Have Ss perform their role plays for the class. After each role play, ask, *Did the listener show concern effectively?*

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the words related to humor
- ✓ using reduced adverb clauses
- ✓ using expressions to express concern

EXIT TICKET Say, *With a partner, role-play the conversation between Edgar and Artur.* Instruct Ss to incorporate the target vocabulary from 1B and to use reduced adverb clauses and expressions for concern. Monitor. Listen and take notes on areas for review.

3 CONVERSATION SKILL

A ▶08-04 **Read the conversation skill. Listen. Notice the words the speakers use to express concern. Compete the sentences that you hear.**

1. A: It's going to cost $1,000 to get my car fixed.
   B: Ouch. I'm sorry to hear that . That's expensive.
2. A: I'm really upset. I only got a B on the exam.
   B: Don't be so hard on yourself . That's still a pretty good grade.
3. A: I just found out I didn't get that job I applied for.
   B: What a shame ! But I wouldn't worry about it too much . You'll find something soon.

Express concern

Use these expressions to express concern for someone who is having a bad day:
I'm sorry to hear that.
What a shame!
Don't beat yourself up.
Take it easy.
I wouldn't worry about it too much.
Don't be so hard on yourself.

B ROLE PLAY **Read the following situations and act them out. Use language from the conversation skill box to express concern.**

1. Your friend is upset because he lost his wallet.
2. Your co-worker didn't get the raise that she was expecting.

4 CONVERSATION

His presentation didn't go well. He told some jokes and they fell flat.

A ▶08-05 **Listen. What is Edgar upset about?**

B ▶08-05 **Listen again. Answer the questions.**

1. Why is Artur surprised? because Edgar's presentation did not go well
2. Why didn't the audience laugh at Edgar's humor? *Possible answers:* They found the different jokes to be offensive, or they just didn't understand them.
3. How many types of humor did Edgar use during his presentation? What were they? three; a standard joke, a one-liner, and sarcasm
4. What is Edgar likely to change during his next presentation? *Possible answers:* He'll avoid jokes that don't translate well across cultures; he'll pay more attention to the audience; he'll avoid sarcasm; he may use slapstick humor

C ▶08-06 **Listen. Complete the conversation.**

Artur: Well, don't beat yourself up. Even now, after working with people from different cultures all these years, I'll sometimes hear a joke and think I'm understanding everything. Then they get to the punchline and everyone else is in hysterics , but I just don't get it.

Edgar: Yeah, that's happened to me, too. I usually just pretend I get it and laugh along, hoping that no one asks me a question about it. But today no one was pretending. They just stared at me. And to make matters worse, I tried again a little bit later with a one-liner and they stared at me again.



5 TRY IT YOURSELF

A THINK **Think of an embarrassing or difficult situation that you found yourself in because of a misunderstanding involving humor. Where were you, who was there, and what happened? Take notes.**

B PAIRS **Student A: Tell your partner about the situation from 5A.**
Student B: Express concern. Use expressions from the conversation skill box.

I CAN TALK ABOUT HUMOR.

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LESSON 2 TALK ABOUT LAUGHTER



EDGAR VELA

@EdgarV

I was playing with my dog this morning and had the strangest feeling that he was laughing at me! Am I nuts? Do pets laugh?

1 BEFORE YOU LISTEN

A PAIRS THINK Do you think laughter is important? Why?

B 08-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

evolutionary	bonding	exclude	dominate	a mammal
a species	a territory	alleviate	tickle	

>> FOR PRACTICE, PAGE 147 / DEFINITIONS, PAGE 163

2 LANGUAGE CHOICES Cause and effect in participial phrases

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

Example sentences		
	Adverb clauses	Participial phrases
1.	Because Frida tends to dominate the conversation, she should present last.	Given that Frida tends to dominate the conversation, she should present last.
2.	Because we didn't want to exclude Mario, we invited him to lunch.	Not wanting to exclude Mario, we invited him to lunch.
3.	Because laughter alleviates stress and tension, it makes us feel better.	Alleviating stress and tension, laughter makes us feel better.
4.	Since we were finished with our work, we went home.	Finished with our work, we went home.
5.	Because we were unable to keep up with our workload, we hired an assistant.	(Being) unable to keep up with our workload, we hired an assistant.
6.	Because I had heard that joke a million times, I didn't laugh.	Having heard that joke a million times, I didn't laugh.

Cause and effect in participial phrases

- *Because* or *since* **is** / **is not** included in the participial phrase.
- For active clauses, change the verb to ***-ed*** / ***-ing*** in the participial phrase.
- For passive clauses, omit ***be*** / ***-ing*** and keep the past participle verb.
- ***Being*** / ***Given that*** means "because we understand this."
- To make a participial phrase negative, add ***no*** / ***not*** before the verb.
- To emphasize past time, use ***being*** / ***having*** + past participle.

>> FOR PRACTICE, PAGE 147

B Participial phrases expressing cause usually go at the beginning of a sentence, but sometimes it's possible to reverse the order. Look at example sentences 1 and 2 in 2A. Then read the sentences below. What do you notice about the sentences below?

Frida should present last, given that she tends to dominate the conversation.

We invited Mario to lunch, not wanting to exclude him.

Possible answers: In the new sentences, the names of the subjects (Frida and Mario) are used in the first clause. We keep the comma after the main clause. The phrase has less emphasis or focus when it comes last in the sentence.

LESSON 2 TALK ABOUT LAUGHTER

- Read the lesson title. Ask a volunteer to read the social media message aloud. Ask, *What does it mean to be nuts?* (crazy)
- Ask, *Has anyone ever had a similar experience with a pet? Do you think pets laugh?* Invite Ss to share opinions and personal experiences.

1 BEFORE YOU LISTEN

A
- Read the target question aloud, and give Ss a few minutes to discuss.
- Then bring the class together and have Ss share.

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.
- Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 163.
- For more vocabulary practice, refer Ss to page 147.

⊕ **EXTENSION** Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Read the title and write *Cause and effect* on the board. Then write the following sentences: *Because Vicky has a great comedy routine, she is popular at comedy clubs.* Ask, *Which clause is the cause?* (Because Vicky…) *Which is the effect?* (she is popular…) *Which is the dependent clause?* (Because Vicky…) *Which is the main clause?* (she is popular…)
- Read the instructions. Tell Ss to first read the example sentences and underline the participial phrases individually. Review from the vocabulary that *alleviate* means to make something less painful or difficult to deal with.
- Then have Ss complete the rules in the grammar chart with a partner.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.

⊕ **EXTENSION** Have Ss work in pairs. Assign each pair one of the sentences from the example sentences. Tell them to make up a similar sentence with an adverb clause and then a corresponding sentence with a participial phrase. Circulate and assist as needed. Then call on each pair to write their sentence with an adverb clause on the board and elicit the reduction from the class. If there are more than six pairs in the class, assign some of the original example sentences more than once.

⋯ **OPTION** Tell Ss to cover up the right side of the chart. Say, *Underline the adverb clause in each sentence.* If necessary, remind them that the adverb clause is the dependent clause and starts with *because* or *since*. (1. Because Frida tends to dominate the conversation; 2. Because we didn't want to exclude Mario; 3. Because laughter alleviates stress and tension; 4. Since we were finished with our work; 5. Because we were unable to keep up with our workload; 6. Because I had heard that joke a million times) Then, in pairs, have Ss read the adverb clause in each sentence on the left of the chart and its corresponding participial phrase in the sentence on the right. (For example, 1. Because Frida tends to dominate → Given that Frida tends to dominate.)

B
- Read the instructions.
- Call on volunteers to read the first two reduced sentences with participial phrases in 2A.
- In pairs, have Ss focus on the alternate versions in 2B where the phrases come at the end of the sentences, and ask them to note the similarities and differences.
- Bring the class together and have Ss share observations.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note.
- Play the audio for the note. Have Ss pay attention to the pause. Then ask them to repeat.

B
- Read the instructions. Have Ss read the sentences and notice the underlined phrases.
- Play the audio. Have Ss listen, and notice if there are pauses around each phrase.
- Then have them listen and repeat.

⊕ **EXTENSION** Write the following two sentences on the board. Ask, *Which one needs a pause?* (2) Call on a volunteer to read sentence 2.

1. *Where is the data needed for the report?*
2. *Given that the data is not in yet, we'll need to postpone the meeting.*

C
- Read the instructions.
- Play the audio. Instruct Ss to add commas individually.
- Then have Ss compare answers with a partner.
- Call on volunteers to read the sentences, pausing where they added commas.

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the target question. Ask a volunteer to read the three possible choices.
- Play the audio. Have Ss listen, crossing out each question that is answered when they hear it mentioned in the podcast.
- Clarify any unknown words in the audio, such as *domination* (control or power over someone or something) and *back up* (to show that what someone is saying is true). You can point out that *domination* is the noun form of the verb *dominate,* which is a vocabulary word in the lesson.

TEACHING TIP Review regularly how to use context to figure out the meaning of words. For example, write the following excerpt from the podcast: *Laughter can also be used to mark group territory–to create an in-group and exclude those who do not belong in the group.* Have Ss determine from the context what *in-group* might mean (a group of people who have something in common and don't want other people to join them).

B
- Read the instructions and target questions.
- Have Ss listen again and answer each question.
- Then bring the class together and have pairs share.

C
- Ask Ss to look at the Listening Skill box. Read the title and the skill.
- Read the instructions. First, have Ss read the paragraph to themselves, marking with a pencil any pauses they think are necessary.
- Play the audio. Have Ss add any pauses and make corrections. Tell Ss to focus on pauses for introducing important information.
- Go over the answers as a class.

D
- Read the target question. Then give pairs a few minutes to discuss what was the most interesting and surprising information for them.
- Bring the class together and have Ss share.

5 TRY IT YOURSELF

A
- Read the instructions. Call on a volunteer to read the examples. Ss can either keep notes about the number of times each type of thing made them laugh over a day, or they can estimate the number of times each one made them laugh on a recent day.

B
- Read the instructions. Have Ss compare notes in pairs.
- Circulate as Ss work. Bring the class together and have Ss share if they had similar data to their partner.

C
- Read the instructions. To help Ss apply information from the podcast, tell Ss to recall what it said about laughing and social bonds. (Laughter is mainly important for social interactions; people rarely laugh when alone.)
- In small groups, have Ss evaluate the laughter recorded in their notes, noting if it agrees with the arguments in the podcast. Review as a 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 laughter
- ✓ using cause and effect in participial phrases
- ✓ using pauses with participial phrases
- ✓ recognizing pauses

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write this question on the board: *Is laughter more related to social interactions for you or is it more of a private experience?* Tell Ss to write a paragraph answering this question. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 PRONUNCIATION

Pausing with participial phrases

Speakers do not usually pause between a noun and a restrictive participial phrase: *My dog is the one rolling on the grass.* Speakers do use pauses to separate a non-restrictive participial phrase from a noun: *Having regularly gone to the comedy club, I know who the best comedians are.*

A ▶08-09 Listen. Read the pronunciation note.

B ▶08-10 Listen. Notice whether the speaker pauses around the underlined phrases. Then listen and repeat.

1. Given that laughter is relaxing, it's not surprising that psychologists study it.
2. Scientists studying laughter conclude that it's socially and emotionally beneficial.

C ▶08-11 Listen. Add commas where you hear pauses.

A: I just participated in a laughter study that was sponsored by the psychology department.
B: That's interesting. What was it about?
A: Computer-generated laughter. Because laughter can be contagious, spreading from one person to the next, television producers often add recorded laughter to soundtracks.

4 LISTENING

Possible answers:
1. laughter leads to social bonding; laughter marks group territory; laughter is good for our health
2. when we agree with or understand someone; when we are in the same group as someone; when we are speaking; when we are with other people, not alone
3. We're not 100% sure but we believe so. We believe this to be true because certain animals made sounds when tickled, when normally they do not make these kinds of sounds otherwise.

A ▶08-12 Listen. Which of the questions is *not* answered in the podcast?

a. Which animals laugh? b. Why do humans laugh? c. Why do only mammals laugh?

B ▶08-12 Listen again. Answer the questions.

1. Why do we laugh? 2. When do we laugh? 3. Do animals laugh? How do we know?

C ▶08-13 Read the Listening Skill. Listen. Draw a / where you hear long pauses.

So, let's get started with the most basic question:/ Why do we laugh?/Evolutionary biologists are always interested in why certain behaviors evolve. How did it benefit the survival of our species?/After much study, scientists believe that laughter serves several important purposes./First, it leads to social bonding. Given that our species is highly social and we rely on each other for survival, it seems that laughter gives us an evolutionary advantage by bringing us together./Laughter can also be used to mark group territory–to create an in-group and exclude those who do not belong in the group.

LISTENING SKILL Recognize pauses

Speakers often pause before introducing a new topic or important information. They will often also use signal words such as *first*, *next*, *now*, or *another* to introduce important information or a change in topic, but this is not always the case.

D PAIRS REACT What part of the podcast did you find most interesting? The most surprising?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Keep a record for a day of the things that make you laugh. Note the number of times each type of thing made you laugh. For example, you may laugh when you: hear a joke, read a cartoon, watch a video, feel nervous, listen to a story, or do something stupid.

B DISCUSS Compare notes. What made you laugh? Did you and your partner laugh at the same things?

C EVALUATE How does your experience support or refute what you heard in the podcast? Discuss in groups. Then explain your experience to the class.

☐ I CAN TALK ABOUT LAUGHTER.

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LESSON 3 DISCUSS THE ART OF JOKE TELLING



EDGAR VELA

@EdgarV

Sometimes I get halfway through telling a joke and then realize I've forgotten the punchline!

1 BEFORE YOU LISTEN

A PAIRS THINK What makes a good joke? Brainstorm ideas. Think about the audience, content, and delivery.

B 08-14 VOCABULARY Read the words and listen to the sentences. Do you know these words?

wish the ground would swallow (you) up	antiquated	a hook
a fit	current affairs	an anecdote
vice-versa	personalize	signpost
tailor		

>> FOR PRACTICE, PAGE 148 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Participial adjectives and nouns as adjectives

A Read the example sentences. Underline the modified noun and circle the adjective that modifies it. Then circle the correct answers in the chart.

Use	Example sentences
Participial adjectives	1. a. Yu-jin is experienced at speaking. b. She's an experienced speaker. 2. a. The audience was not impressed. b. It's intimidating to deliver a presentation to an unimpressed audience. 3. a. The story was extremely entertaining. b. It was an extremely entertaining story. It was extremely entertaining.
Nouns as adjectives	4. Telling jokes is an art form. 5. We appreciated all the audience participation. 6. The comedian told a lot of politician jokes.

Participial adjectives and nouns as adjectives

- Nouns as adjectives **usually** / **never** take a plural *-s* ending.
- Nouns as adjectives go **before** / **after** the noun that they are modifying.
- We can modify **participial adjectives** / **nouns as adjectives** with intensifiers such as *very, extremely, more*, and *less*.
- When the noun performs an action or causes a feeling, use a **present (*-ing*)** / **past (*-ed*)** participial adjective.
- When the noun receives the action or feeling, use a **present (*-ing*)** / **past (*-ed*)** participial adjective.
- A participial adjective can go before a noun or after the verb ***have*** / ***be***.

>> FOR PRACTICE, PAGE 148

B PAIRS Some participial adjectives are composed of a noun + a participle. Examples include *storytelling (skills)*, *time-consuming (project)*, and *decision-making (power)*. These adjectives are usually separated with a hyphen (-). Make a list of other examples.

Possible answers: student-led, student-run, world renowned, fact-based, mind-numbing, snow-covered, energy-saving, drug-induced.

LESSON 3 DISCUSS THE ART OF JOKE TELLING

- Read the lesson title and write it on the board. Underline *the art of*. Review from Unit 7 that when you describe an activity as an art, it means that the activity requires skill and that it is learned by experience. Ask, *Do you agree that joke telling is learned by experience? Who here is good at telling jokes?* Invite Ss to share some short jokes.
- Call on a volunteer to read the social media message aloud. Confirm that Ss understand that *to get halfway through telling a joke* means to have told half the joke. Ask, *Has this happened to anyone here–forgetting the punchline?* Invite Ss to share.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Write *audience, content, delivery* on the board. Focus on the word *delivery*. Elicit that in the context of public speaking, delivery refers to the way in which someone speaks in front of other people. In pairs, have Ss discuss what makes a good joke, referring to these concepts.
- Bring the class together and have pairs share.

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.
- Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 164.
- For more vocabulary practice, refer Ss to page 148.

2 LANGUAGE CHOICES

A
- Tell Ss to close their books. Write on the board: *Mr. Hunt is my math professor. I find math confusing. I'm always confused. But Mr. Hunt is very dedicated. Actually, I've never had such a dedicated professor in my life.* Call on Ss to come to the board and underline each word that is functioning as an adjective. (math, confusing, confused, dedicated, dedicated)
- Have Ss open their books. Read the title. Tell Ss that a participial adjective is an adjective that has the same form as a participle. Many adjectives are participial adjectives.
- Return to the sentences on the board. Ask, *Which word used as an adjective is also a noun?* (math) *Which adjectives are past participial adjectives?* (confused, dedicated x 2) *Which adjective is a present participial adjective?* (confusing)
- Call on a volunteer to read the instructions. Have Ss study the examples in the book and underline the nouns and circle the adjectives that modify them.
- Then in pairs have them choose the correct word to complete each rule in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

OPTION Tell Ss to focus on the fourth and fifth rules in the grammar chart. Write the following pairs of participial adjectives on the board: *boring / bored; depressing / depressed; fascinating / fascinated; interesting / interested.* In pairs, have Ss create sentences using the different adjectives. Tell them they can place the participial adjectives before nouns or after a form of the verb *be*. Circulate as Ss work. Then bring the class together and have pairs share.

EXTENSION Write the following statements on the board. Tell Ss each one has a mistake. Call on Ss to make corrections on the board:

1. *They seemed really exciting to go on the hike.* (excited)
2. *She had an experience frustrating at the car dealership.* (a frustrating experience)
3. *Their public argument was shocked.* (shocking)
4. *There were three words problems on the math test.* (word problems)
5. *Traffic jams are so annoyed.* (annoying)

Refer Ss to sentence 1 to point out that participial adjectives can go after other verbs used as linking verbs, not just *be*, such as *seem, get, become*.

B
- Ask a volunteer to read the instructions aloud. Write the examples of adjectives provided on the board: *storytelling (skills), time-consuming (project), decision-making (power).*
- Have Ss brainstorm similar compound adjectives. Remind them that past participle examples are also possible, such as *drug-induced (state)*. Then bring the class together and ask volunteers to write examples on the board. Correct as necessary and add examples from the answer key.

EXTENSION In pairs, have Ss practice making sentences using the participial adjectives listed on the board. Let Ss refer to a dictionary to check if a hyphen is necessary. Circulate and assist as needed. Then bring the class together and have Ss share sentences.

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3 VIDEO TALK

A
- Read the target question aloud. Have Ss return to 1A to recall that they had brainstormed what makes a good joke. Tell Ss to listen for whether the video mentions any of their ideas.
- Play the audio or video. Clarify any unknown words, such as *light up a room* (used figuratively to mean brighten the mood in a room), *steer clear of* (to avoid), *fly through* (to rush through something), *golden rule* (an important principle; a way of behaving that should be remembered), *wannabe* (informal from *want to be;* someone who tries to look or behave like someone else because they *want to be* like that person), *sure-fire* (certain to succeed), and *belly laughing* (deep loud laughing).
- Discuss as a class. Ask, *Were any of your ideas from 1A mentioned?*

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for the vocabulary terms from 1B on page 94. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about making lists.
- Read it aloud. Ask, *Does anyone make lists when taking notes? Do you have a specific system?* Invite Ss to share.
- Let Ss preview the chart. Point out how the three columns are organized as three lists. Point out the three headings and the items under each one.
- Play the audio or video again and have Ss fill in the chart with information. If necessary, stop the audio or video or let Ss listen multiple times.
- Have Ss compare their notes in pairs.
- Go over the answers as a class.

C
- Have Ss answer the target question individually.
- If Ss are stuck, prompt them: *Does the speaker try to persuade the audience of something, or inform them?* Encourage Ss to look back at the outline in 3B. Circulate and assist as needed.
- Then bring the class together and have Ss share their ideas.

D
- Read the instructions. Call on Ss to read the prompts. Ask, *What word will follow each prompt?* (I heard that…; I thought that…; I wonder if / whether / wh- word…)
- Have Ss make statements in pairs.
- Then bring the class together and have Ss share.

4 DISCUSSION SKILL

- Read the instructions and target question.
- Focus on the title. Ask, *Who here takes feedback well? Do you have any friends or family members who get angry or defensive when given feedback?* Invite Ss to share.
- Read the discussion skill aloud. Have Ss repeat the different ways to thank someone. Model correct intonation.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Have Ss read the jokes individually and add one of their own to the list. Then let them choose the one they like best.
- Write *delivery* on the board and review that one of the tips in the video was about how a joke is told. Tell Ss to practice reading their chosen jokes and consider the pauses, speed, and volume that would be appropriate. Encourage Ss to take notes.

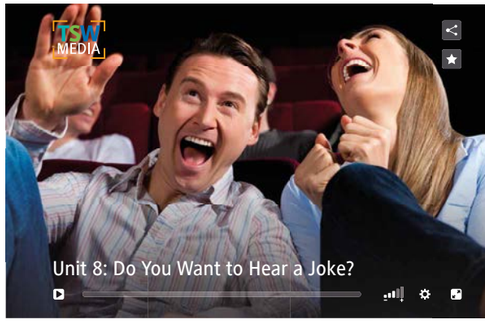
B
- Read the instructions.
- In pairs, have Ss tell their favorite jokes from 5A, and get feedback from their partners.
- Circulate as Ss work and take notes as well. Then bring the class together and offer feedback.

C
- Combine pairs into groups of four. Read the instructions.
- Have Ss share jokes in groups and choose the best one.
- Come together as a class and have a member of every group retell a joke. Invite Ss to give feedback.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to the art of joke telling
- ✓ using participial adjectives and nouns as adjectives
- ✓ making lists
- ✓ taking feedback well

EXIT TICKET Tell Ss to summarize the three tips presented in the video in 3A. Encourage them to give a couple of examples for each tip. Have them speak for 2–3 minutes. Listen and take notes on areas for review and extra practice in later lessons.

3 VIDEO TALK



A 08-16 Listen or watch. Did the speaker mention any of your ideas from 1A?

B 08-16 Read the Note-taking Skill. Listen or watch again. Complete the chart.

NOTE-TAKING SKILL **Make lists**

As you listen, try to identify categories of information. Then make lists under the appropriate headings. Arrange the lists vertically so they are easy to read when you review your notes.

Tip 1: Know your audience.	Tip 2: Get the material right.	Tip 3: It's all in the delivery.
___Tailor___ (1) your joke to your audience. Stick to broader, ___everyday___ (2) contexts. Avoid jokes that play on ___negative stereotypes___ (3).	Joke about ___current affairs___ (4), celebrities or everyday situations. Use your ___own life___ (5) as inspiration. ___Personalize___ (6) a joke to hook your audience. Use ___storytelling___ (7) elements, such as characters, setting, plot, conflict, and an element of ___surprise___ (8).	Joke telling requires ___rhythm___ (9). ___Emphasize___ (10) words in a punchline, or pause before the punchline. Liven up a joke with ___sound effects___ (11). Be confident. But don't ___laugh___ (12) at your own jokes!

C What is the speaker's goal? to help people tell better jokes

D PAIRS REACT Share two sentences about the video for each of the prompts.
I heard… I thought… I wonder…

4 DISCUSSION SKILL

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

Take feedback well

When someone offers feedback, the person usually has a positive intention. Focus on the message the person is sharing, not your feelings about it. Consider how you could apply the comments and make useful changes. Remember to thank the person for his or her contribution. For example: *That's useful feedback.*; *Those points are worth considering.*; *Thank you. I appreciate your feedback.*

5 TRY IT YOURSELF

A THINK Read each joke. Then think of a joke you know. Decide which one is the funniest and why. Imagine how a speaker might deliver that joke. Which words might they stress, or when might they pause? Take notes.
- I've decided to go on a seafood diet. So I see food, and I eat it.
- I don't really know if I enjoy riding elevators. I mean, they have their ups and downs.

B DISCUSS Tell a partner your favorite joke from 5A. Take feedback from your partner.

C EVALUATE In small groups, choose the best joke from 5A. Choose one person to deliver the joke to the class. As a class, vote on which joke has the best content and delivery.

☐ I CAN DISCUSS THE ART OF JOKE TELLING.

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LESSON 4 READ ABOUT THE FUNNIEST JOKES



EDGAR VELA

@EdgarV

I think I have a pretty good sense of humor but I found none of the jokes in this article funny. Does anyone else agree?

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 is about what makes a joke funny. Write at least three things you know about this topic in column *K* in your chart.

C ▶08-17 VOCABULARY Read and listen. Do you know these words?

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 learned.

set out (to do something)	glazed (over)	a respondent	yield
cast a vote	incongruity	offbeat	dying to know

>> FOR DEFINITIONS, PAGE 164

2 READ

A PREVIEW What do you want to know about this topic? Write three questions in column *W* in your chart.

B ▶08-18 Read and listen to the article. Did the article answer your questions from 2A?

WHAT KINDS OF JOKES MAKE PEOPLE LAUGH? THE ANSWER IS QUACKERS!

Is it possible to identify the funniest joke in the world? A few decades ago, a research project called the LaughLab project set out to do just that. The findings were, as you'd expect, very amusing!

Participants from around the world were invited to submit their favorite jokes online. They were also asked to rate other peoples' jokes on a 5-point scale of funniness. The 40,000 English jokes submitted were rated by around 350,000 participants from seventy different countries. The data collected allowed researchers to explore which types of jokes had universal appeal, which humor was popular in certain countries, and crucially, what was the world's greatest gag.

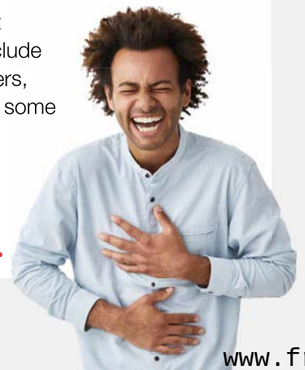
After all votes were cast, this joke submitted by UK psychiatrist Gurpal Gosall topped the ratings:

Two hunters are out in the woods when one of them collapses. He doesn't seem to be breathing and his eyes are glazed. The other guy whips out his phone and calls emergency services. He gasps, "My friend is dead! What can I do?" The operator says "Calm down. I can help. First, let's make sure he's dead." There is silence, then a shot is heard. Back on the phone, the guy says "OK, now what?"

The project also shed some light on why this joke is considered so hilarious. Dr. Robert Wiseman, the LaughLab project leader, noted that jokes with universal appeal often include certain similar elements. He explained, "Sometimes [they] make us feel superior to others, reduce the emotional impact of anxiety-provoking situations, or surprise us because of some kind of incongruity. The hunters joke contained all three elements."

Further findings revealed that people from different countries have different senses of humor. For example, respondents from France and Denmark preferred more offbeat,

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LESSON 4 READ ABOUT THE FUNNIEST JOKES

- Call on a volunteer to read the social media message aloud. Clarify unknown vocabulary, such as *sense of humor* (a person's ability to understand and appreciate a joke and recognize humor in general) and *literally* (actually, with no exaggeration).
- Write *sense of humor* on the board. Ask, *Do you know someone who has a good sense of humor? Do you have a good sense of humor? Share some examples.* Discuss as a class.

LANGUAGE NOTE Point out that the term *literally* is also often incorrectly used to emphasize something the speaker is feeling. For example, if someone says *I literally died laughing at what he said,* that person is using *literally* to exaggerate, because he or she is not actually dead.

1 BEFORE YOU READ

A
- Read the target questions aloud. Then read the Reading Skill.
- Draw the following chart on the board:

K (know)	W (want to know)	L (learned)

B
- Read the instructions. Write on the board: *What makes jokes funny?* In pairs, have Ss fill in things they know about the topic in the K column. Tell them to think of jokes that make them and the people they know laugh.
- Bring Ss together to share ideas.

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.
- Have Ss listen to the vocabulary once.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 164.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article aloud. Write *quackers* on the board. Elicit or explain that *quackers* is a play on the word *crackers.* When something is *crackers* it is crazy or insane. Then ask, *What animal makes a quacking sound?* (a duck) Point out that there may be something in the article about ducks.
- Have Ss look at the picture. Ask, *What do you see?* (a man laughing really hard at something) Ask, *When's the last time you laughed this hard at something?* Invite Ss to share.
- Read the target questions. Tell Ss to write three questions for the W column. Circulate and assist as needed.

B
- Read the instructions and target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B.
- Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look the words up in a dictionary, such as *to top* (to be in the highest position), *surreal* (very strange and difficult to understand, like something from a dream), and *word play* (making jokes by using words in a clever way).
- Ask, *What is an example of word play in the last sentence of the article?* (quack up = crack up)
- In pairs, have Ss answer the target question. Bring the class together and have Ss share what they listed in the W column in the chart in 2A and which questions were answered.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

EXTENSION Have Ss return to Edgar's social media message. Ask a volunteer to read it. Tell Ss to write a response to Edgar's message. Then, in pairs, have Ss discuss. Bring the class together and ask, *Does anyone agree with Edgar that none of the jokes in the article are funny?* Call on Ss to read their responses to Edgar.

3 CHECK YOUR UNDERSTANDING

A
- Refer Ss to the still blank L column in their chart from 1A. Have them read through the article again and underline things they didn't know before and learned. Then tell them to add this information in the chart.
- Have Ss compare charts in pairs. Then bring the class together and have Ss share what they learned.

B
- Ask Ss to answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they may need to refer to their notes to give answers as the questions are specific.
- 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?*

C
- Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information from each section and then go on to make a general statement about the entire article.
- Ask, *Is the author's name listed in the article?* (yes) Remind Ss to include it. Elicit the introductory sentence. (For example, In the article "What Kinds of Jokes Make People Laugh? The Answer Is Quackers!" Ana T. Dee analyzes different types of jokes and what makes people laugh.)
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words. Circulate and assist as needed.

⊕ **EXTENSION** The author mentions a 5-point scale used to rate different jokes submitted to the LaughLab project. Have Ss return to the four jokes in the article and rate them, with 1 being the lowest score and 5 being the highest. Give names to the jokes and list them on the board: *Two Hunters, Moo, Fly, Brown and Sticky.* Have Ss share their rating with a partner. Then bring the class together and list the jokes according to their rating.

⊕ **EXTENSION** Return to the Two Hunters joke. Ask Ss to notice the tense of the joke. (simple present) Elicit or explain to Ss that the simple present is often used to bring the content of a joke alive for the listener and pull him or her in. Tell Ss to practice retelling the Two Hunters joke, incorporating all the tips about delivery from the previous lesson, including pausing, adjusting volume, and pace.

⊕ **EXTENSION** For homework, ask Ss to do online research about the LaughLab project and read the top ten jokes, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the target questions and instructions aloud. Have Ss work individually to write down some jokes and analyze what makes them funny. Tell Ss to use the questions to help them, referring to the video talk in Lesson 3, which talks about three tips of joke telling, and the article in Lesson 4, which discusses what makes people laugh.
- Circulate and assist as needed.

B
- Read the instructions.
- Have pairs share jokes and discuss what they like about them.

C
- Read the instructions.
- In groups, have Ss share jokes and vote on the funniest one.
- Bring the class together and have Ss share with the whole class.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask Ss to write down what the study revealed about animal jokes. Encourage Ss to do so without looking back at the article. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

>

surreal humor, such as the cow joke (see below, left). British and Australian respondents showed a preference for word play, such as the fly joke (see below, right). Americans and Canadians tended to prefer jokes that made others look foolish, like the hunter joke. Germans, on the other hand, tended to find every type of humor funny.

Two cows are in a field. One says "moo." The other says, "I was going to say that!"

Q: What do you call a fly with no wings?
A: A walk.

The project yielded plenty more curious findings. Results revealed that the funniest animal jokes usually include a duck and jokes including around 100 words were rated funnier than others. Furthermore, researchers learned that the least funny joke in the world was actually one of the most frequently submitted! The childhood classic, "What's brown and sticky? A stick," was submitted over 300 times, yet it failed to receive any positive ratings.

The LaughLab project taught us a lot about what's considered funny and by whom. Its findings can't be taken as scientific fact, but the project did offer a fun insight into humor around the globe. Most importantly, it revealed something we've all been dying to know. For the best chance of having a successful stand-up comedy show, you should pack your material with duck jokes, because they quack people up!

3 CHECK YOUR UNDERSTANDING

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

B **Answer the questions, according to the article.**

1. What were the goals of the LaughLab project and how were they achieved?
2. Why was the winning joke considered so funny?
3. What were the key findings of the LaughLab project?
4. What, if any, was the overall impact of the LaughLab project?

C CLOSE READING **Reread lines 5–7. Then circle the correct answers.**

1. Which area of research does the writer consider the most important?
   a. which types of jokes had universal appeal
   b. which humor was popular in certain countries
   c. what was the world's greatest gag
2. What does it mean for a joke to have "universal appeal"?
   a. It includes all the elements of a perfect joke.
   b. Most people will be able to relate to and understand it.
   c. It is funny in general, but not to people from specific countries.

Possible answers:
1. The LaughLab project set out to discover the world's funniest joke. People submitted jokes online. They also rated other jokes on a funniness scale.
2. The winning joke had the three elements of universal appeal: it gave the audience a feeling of superiority, reduced the emotional impact of an anxiety-provoking situation, and it was incongruous.
3. The final paragraph states that the LaughLab findings were not scientific fact. However, the project gave an insight into: the world's funniest joke in English, people's senses of humor around the world, and what content makes a good joke.
4. Although the author mentions various findings from the study, she concludes by stating that the results of the project aren't scientific fact. This suggests that the LaughLab study was just for fun.

D PAIRS **Summarize the article in 3–5 sentences.**

Read the top ten jokes from the LaughLab project.

4 MAKE IT PERSONAL

A THINK **Write down some jokes you like, either in English or in your native language. Think about what makes the jokes funny. Use these questions to help you:**
- Do the jokes relate to the criteria of universal appeal outlined by Dr. Robert Wiseman?
- Are the jokes similar to any sample jokes in the reading? If so, how?

B PAIRS **Discuss your jokes. Explain what you like about them and see if your partner agrees.**

C EVALUATE **Share your jokes in small groups. Then decide together which joke is the funniest and why. Share your ideas with the class.**

☐ I CAN READ ABOUT THE FUNNIEST JOKES.

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LESSON 5 WRITE AN OPINION ESSAY



EDGAR VELA

@EdgarV

I've learned the hard way that there's a time and place for humor. Knowing your audience is key!

1 BEFORE YOU WRITE

A Read about opinion essays.

An opinion essay is a five-paragraph essay that states your opinion on a topic and gives reasons to support that opinion. These essays are often written in response to a question prompt—in the essay section of a standardized test, for example. An opinion essay usually has a standard organization, starting with an introduction, continuing with three supporting body paragraphs, and ending with a conclusion that restates the thesis.

B Read the model. In one or two sentences, summarize the writer's opinion about the question prompt. The writer feels that humor is best used only when you know another person very well. Humor can be confusing or hurtful, give a bad first impression, and have negative cross-cultural implications.

Question prompt:

Humor is often a way to connect with other people, but it can also sometimes push people away. Do you believe that teasing or using humor is a good way to connect with people or something best avoided unless you know a person very well?



Humor can be a wonderful way to connect with other people. Joking and lighthearted teasing with a friend can communicate that you have a strong friendship and that you accept the other person as they are. However, in the absence of a close relationship, humor is best avoided because it can be confusing or even hurtful, it can give people a bad first impression of you, and it can have serious cross-cultural implications.

Consider the following scenario: Two people meet at a conference. Person A, noticing that Person B is very assertive, teases her about it, saying, "You sure are the boss around here." How might Person B respond? Because she doesn't know Person A well, she might be confused about what Person A means. Does the joke mask a more serious criticism? Maybe Person A really thinks she is being too bossy. She can't know for sure, and it would be awkward to ask. So either Person B keeps her feelings to herself and feels bad, or she voices her feelings and risks making Person A feel bad, too. Neither outcome is desirable.

Furthermore, in the above scenario, Person A has run the risk of making a very bad first impression. He has been neither forthright nor sincere. Person B probably finds Person A rude, at best. It is possible that she considers him not only unflattering, but also presumptuous to make such a joke upon first meeting her. Any bond of trust, so crucial to business relationships, will be lacking between them at the outset.

The problem is magnified if the two people involved are from different cultures. In this case, the risk of offending each other is even greater. A joke that is perfectly acceptable in one culture may be rude in another culture. Making jokes when you don't know someone from another culture well both risks making that person feel bad, and also communicates an insensitivity on the part of one's own culture. This makes the cultural divide even wider, and in a business situation, it can have serious negative consequences for any discussion that is to take place.

Used wisely, humor can bring people closer together. People who know each other well can use humor to connect and have a good time. But people who do not know each other well would do better to avoid using humor, as it can be not only confusing or even hurtful, but it can also create a bad first impression of one's self or one's culture.

C PAIRS Discuss. Do you agree with the writer's opinion? Why or why not?

LESSON 5 WRITE AN OPINION ESSAY

- To warm up, ask, *What is an opinion?* (your ideas or beliefs about something)
- Call on a volunteer to read the social media message aloud. Ask, *What does Edgar mean when he says that there's a time and place for humor?* (In some situations it is appropriate to use humor, but in other situations it is not appropriate.) *What does he mean when he says that knowing your audience is key?* (If you don't know your audience well, it is best to avoid using humor.)

LANGUAGE NOTE The saying *There's a time and place (for everything)* is often used when someone is doing something that is not appropriate to the situation.

1 BEFORE YOU WRITE

A
- Call on a volunteer to read the text about opinion essays for the class. Say, *The text indicates that the conclusion restates the thesis. Where is the thesis originally stated?* (in the introduction) To review, you can ask, *What does a thesis do?* (states the main argument of an essay)
- Then ask, *Have you ever written an opinion essay? What topic did you have to write about?* Call on Ss to share.

B
- Read the instructions and target question. Call on a volunteer to read the question prompt. Have Ss suggest different answers to the question. (For example, Using humor is a great way to get to know people; Using humor can get you in trouble if you don't know a person's sense of humor; Humor should be used carefully as a way to connect with new people.) Point out that these various answers could function as thesis statements.
- Have Ss look at the picture. Ask, *Do the two women look like they know each other well?* (yes) Ask, *How can humor play a healthy role in a friendship?* Elicit ideas.
- Have Ss follow along in their books as you read the opinion essay aloud for the class. Clarify vocabulary as needed, such as *lighthearted* (not intended to be serious), *assertive* (behaving in a confident and forceful way), *forthright* (direct and honest), *sincere* (meaning what you are saying), *unflattering* (making someone look bad), *presumptuous* (doing something that you have no right to do and that seems rude), *at the outset* (from the beginning), and *cultural divide* (cultural differences that disrupt friendly exchanges between people of different cultures).
- Ask, *Which phrase in the last paragraph is used to give an opinion about what people should rather not do?* (would do better to avoid)
- Give Ss a few minutes to summarize the writer's opinion.

LANGUAGE NOTE Point out the variations of the word *boss. Boss* is the noun form and refers to the person in charge. *Bossy,* the adjective form, means telling other people what to do in a way that is annoying. You can also introduce the idiom *to boss around,* which is used informally when someone who is not your boss tells you what to do.

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

C
- Read the instructions and target questions. In pairs, have Ss compare their opinions to the writer's. Invite Ss to personalize. Write on the board: *Do you use humor to connect with people? Do you know someone who does this? Does it work?*
- Bring the class together and have Ss share. Ask, *Do you think some people are better at using humor to connect with people than others? Why or why not? Do you think using humor is something inherent or something that can be studied and learned?*

D
- Before Ss read the essay again, have them look at the chart. *Are there more reasons listed in favor of using humor or against?* (against) *Does this reveal the writer's opinion about the topic?* (yes)
- Have Ss fill in any answers they remember from the first reading. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Write some sentences with the paired conjunctions on the board. Have Ss underline the paired conjunctions:
  1. *Both my son and my grandmother found the joke funny.*
  2. *That anecdote was neither funny nor appropriate.*
  3. *The student was not only reprimanded for the remark, but he was also suspended from school.*

  To consolidate, invite Ss to identify the parallel structure in each sentence. (1. my son / my grandmother; 2. funny / appropriate; 3. reprimanded / suspended) Point out that in 1, the two parallel items are nouns; in 2, they are adjectives; and in 3, they are verbs.
- Read the instructions. Have Ss reread the model and find the various examples of parallel structure with paired conjunctions.
- Have Ss compare in pairs. Then go over any questions with the class.

⊕ **EXTENSION** In pairs, have Ss write sentences to practice using parallel structures with paired conjunctions. Tell them to use different parts of speech with the paired conjunctions. (For example, Angie neither smiled nor laughed. The behavior was not only disrespectful but also offensive.)

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Call on volunteers to read the prompts. Clarify vocabulary as needed, such as *defuse* (to make a bad situation less serious) and *get out of* (to avoid or escape something).
- Have Ss read the prompts again and choose a topic.
- Tell Ss to use the chart in 1D as a model for their ideas. Circulate and assist as needed.
- Focus on the Writing tip and read it aloud. Invite Ss to share their experiences. Ask, *Have you ever not been able to finish a timed essay on time? What was the problem? Do you have any advice for people who need to take timed writing tests?*

B
- Call on a volunteer to read the example aloud.
- Then have Ss discuss their ideas in pairs and make additional notes in their charts.

4 WRITE

- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft.
- Remind Ss to use the opinion essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the topic and has a thesis, paragraphs 2, 3, and 4 present supporting ideas, and paragraph 5 concludes the topic and restates the thesis.
- Circulate and assist as needed. Ask Ss if they have followed the instructions and used paired conjunctions to support their argument.

⋯ **OPTION** You may opt for this essay to be a timed writing task. Tell Ss to imagine they are taking an important standardized test. Once the topics have been chosen, give Ss 45 minutes to complete all aspects of the planning and writing process. When the writing task is completed, have Ss share essays with a partner and compare the experience, noting where they had difficulties. Then bring the class together and lead a discussion about how timed writing is different from regular writing. Ask, *Was anyone better at the timed writing task than regular writing?*

5 AFTER 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 opinion essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's texts.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- When Ss have answered all the questions, ask them to give the essay back to its author.

B
- Have Ss give each other feedback.
- Give Ss time to go over their partner's feedback.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their texts 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 share the thesis of their essay and briefly retell a partner the supporting ideas. Ss may refer to their written essay, but challenge them not to look at the text too much while talking to their partner. Monitor. Listen and take notes on areas for review.

D PAIRS Read the opinion essay again. Complete the chart.

Reasons to use humor	**Reasons not to use humor**
It can help you to ___connect___ to other people. If you know someone well, teasing communicates ___that you have a strong friendship and accept the other person as they are___.	If you don't know someone well, teasing might ___be confusing or hurtful___. The person who is teased might think that the joke masks ___serious criticism___. It can create a bad ___first impression___. The person might think you are being ___rude, unflattering, or presumptuous___. There will be a lack of ___trust___. ___Cultural___ divide: A joke that is acceptable in one culture may be rude in another. This conveys ___insensitivity___ and can have ___serious consequences___.
Conclusion / Thesis: Humor is ___best avoided___ when first meeting someone.	

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the sentences with paired conjunctions.

WRITING SKILL Use parallel structure with paired conjunctions

Parallel structure makes writing clearer and more fluent. It also adds emphasis to your argument and makes your points sound stronger. One way of creating parallel structure is to use paired conjunctions:

Either…or… *Not only…but also…*
Neither…nor… *Both…and…*

3 PLAN YOUR WRITING

A **Choose one of the following prompts. You will write an opinion essay with your answer to the question prompt. Create a chart like the one in 1D to organize your ideas.**

- **Prompt 1:** There is an expression that says, "Laughter is the world's best medicine." Do you think that laughter can cure most of a person's problems? Why or why not?
- **Prompt 2:** Sometimes laughter can defuse a tense situation, but sometimes it can make the situation worse. Do you think humor is a good strategy to use to get out of a tense situation?

B PAIRS **Discuss your ideas.** *I'm choosing prompt 2. Sometimes when I do something really embarrassing, like forgetting someone's name, if I laugh at myself, it's really helpful.*

4 WRITE

Write a first draft of an opinion essay with your notes from 3A. Remember to use parallel structure with paired conjunctions. Use the essay in 1B as a model.

Writing tip

If you're working on a timed writing task for an exam, structure your time rigorously. Take a few minutes to plan what you want to say. Then move on quickly to writing the essay. It doesn't matter if you agree with what you're saying; what matters is your ability to effectively argue one side of a topic. Leave yourself ten minutes at the end to read over what you have written and to make changes.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW **Read your partner's essay.**

- Does the introduction have a clear thesis statement that answers the prompt?
- Do the body paragraphs provide clear supporting arguments?
- Are there examples of parallel construction with paired conjunctions?
- Does the conclusion restate the thesis in a new way?

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 again for overall sense.**

☐ I CAN WRITE AN OPINION ESSAY.

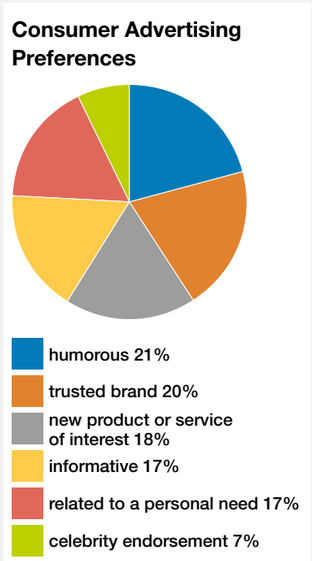
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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **Humor is a very persuasive sales method and is prevalent in advertising today. Review the data and circle the correct answers.**

1. One reason people might feel better about buying a product based on a humorous advertisement is that they _____ .
   a. don't worry about its quality
   b. associate it with happiness
   c. find such products cheaper
2. People's purchase of trusted brands is based on _____ .
   a. having confidence in the quality
   b. not caring about the quality
   c. being part of a group
3. Celebrities may have a minor impact on people's buying decisions because their endorsements are usually _____ .
   a. based on expertise
   b. about money
   c. only good for personal products



B THINK CRITICALLY **What are the pros and cons of using humor to sell a product? 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 ways consumers could be encouraged to think more critically about the advertising they encounter.

Step 2 **Evaluate** Choose the best idea. Think of an ad you're familiar with and discuss how your idea might help consumers better evaluate the product being sold.

Step 3 **Present** Explain your idea to the class. Use the ad you chose to provide an example of how your idea could work.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about humor
- ☐ Talk about laughter
- ☐ Discuss the art of joke telling

Vocabulary
- ☐ Words related to humor

Conversation
- ☐ Express concern

Pronunciation
- ☐ Pausing with participial phrases

Listening
- ☐ Recognize pauses

Note-taking
- ☐ Make lists

Discussion
- ☐ Take feedback well

Reading
- ☐ Use a KWL chart

Language Choices
- ☐ Reduced adverb time clauses
- ☐ Cause and effect in participial phrases
- ☐ Participial adjectives and nouns as adjectives

Writing
- ☐ Use parallel structure with paired conjunctions

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



Possible answer: Pros: According to the data, consumers prefer humorous advertising even over a trusted brand. It's a way to connect with consumers and hold their attention. It is entertaining and memorable. Cons: Is it effective? Is there data to prove that sales go up? Different things are funny to different people. After seeing the advertisement or commercial a few times, it's no longer funny. It becomes tired.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the pie chart. Call on volunteers to read the labels. Ask, *Are you surprised by the chart's ranking of consumer preferences for ads? For example, that humorous was only 21% preferred, or that informative came in fourth place?*
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. Ask, *When is humor appropriate? When can it cause trouble?*
- Bring the class together and have pairs report their ideas.

⊕ EXTENSION In groups, have Ss discuss their own ad preferences. Tell them to return to the chart in 1A and comment on what percentages they would individually give to the various categories. Then bring the class together and have Ss share.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to think up ways consumers can be more critical of ads they encounter. If Ss get stuck, hint that they can compile a list of tips for consumers, such as *Don't automatically believe what the ad promises.*
- For step 2, have groups evaluate the ideas from step 1 and choose the best solution for making intelligent choices.
- For step 3, ask the reporters to present the group's best solution to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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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9 CAN WE TALK ABOUT THIS?

PREVIEW THE UNIT

LESSON 1	**Talk about conflict**	
	Vocabulary	Words related to conflict
	Language choices	Implied conditionals
	Conversation skill	Repair communication breakdowns
LESSON 2	**Talk about how to deal with conflict**	
	Language choices	Inverted conditionals
	Pronunciation	Intonation in parenthetical expressions
	Listening skill	Listen for signal words
LESSON 3	**Discuss conflict in narratives**	
	Language choices	*Hope* and *wish*
	Note-taking skill	Prioritize important information
	Discussion skill	Invite others to participate
LESSON 4	**Read about action movies**	
	Reading skill	Use informal tones
LESSON 5	**Write a process essay**	
	Writing skill	Determine your audience
	Writing tip	Keep your goal in mind
PUT IT TOGETHER		
	Problem solving	Consider different ways of responding to conflicts

GET STARTED

A
- Ask a volunteer to read the unit title. Then write on the board:
  A: *I'm not happy with the way you are managing the project. I think Maria should do it.*
  B: _____.
  Call on a volunteer to read the first line. Then point to the unit title and fill in the blank with *Can we talk about this?*
- Read the instructions and target question. Have Ss discuss. Ask, *Do you think talking usually helps to resolve conflict? Is it ever a better solution not to talk about something during a conflict?* For example, you could make the argument worse by mentioning sensitive topics, such as previous failures. Invite Ss to share ideas, with examples.
- Read the learning goals aloud and answer any questions Ss may have.

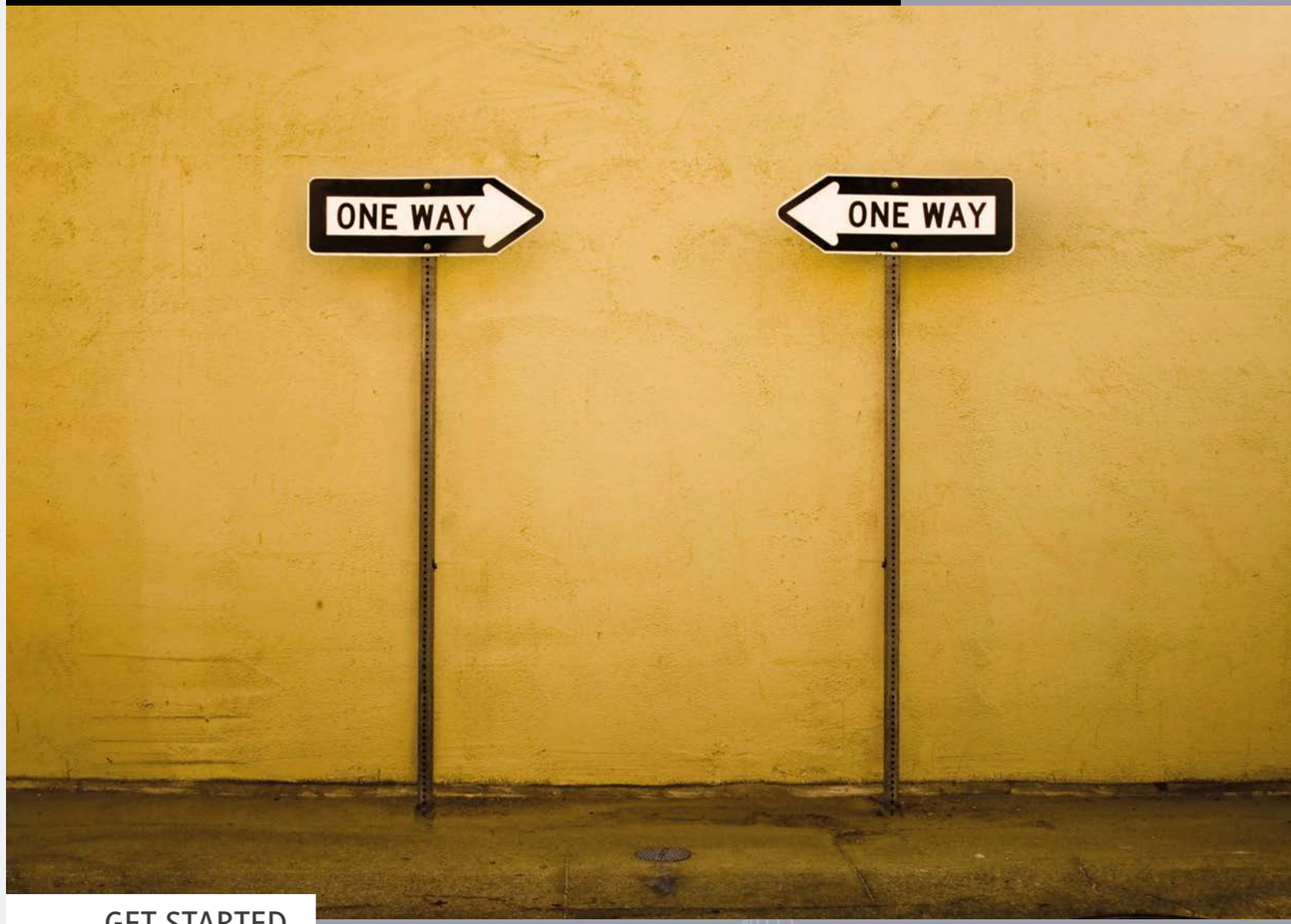
B
- Read the instructions and target question. Direct Ss' attention to the picture. Ask, *What do the one-way signs symbolize?* (a conflict: both sides see their way as the only way)
- In pairs, have Ss answer the target question.

C
- Read Camila's social media message aloud. Write on the board: *cost, speed, quality.* Elicit or explain that this refers to clients wanting things done inexpensively, quickly, and well. She points out that all three cannot be achieved.
- Read the target question. Have Ss discuss in pairs. Bring the class together and have groups share ideas.

9 CAN WE TALK ABOUT THIS?

LEARNING GOALS

In this unit, you
- talk about conflict
- talk about how to deal with conflict
- discuss conflict in narratives
- read about action movies
- write a process essay

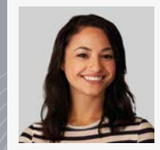


GET STARTED

A Read the unit title and learning goals. Conflict is everywhere in our lives. What is at the root of most conflicts? Explain.

B Look at the photo. It shows two contradictory signs. You are given no good choice. How is this typical of some conflicts? Explain with an example.

C Read Camila's message. What does her message suggest about her clients?



CAMILA RIVAS

@CamilaR

The hardest part of my job is making clients understand that they need to choose two of three things: cost, speed, or quality. They can't have all three.

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LESSON 1 TALK ABOUT CONFLICT



CAMILA RIVAS

@CamilaR

I don't like conflict, but I've found that if I talk to the other person honestly and openly, things usually work out.

1 VOCABULARY Words related to conflict

A How do you usually deal with conflict? Do you confront the person or try to ignore it?

B ▶09-01 Complete the phrases with the words from the box. Then listen and check your answers.

with	wrong	bygones	at	out	on
into	a disservice	up	odds	amends	

1. come down ___on___
2. single someone ___out___
3. lay ___into___
4. be at ___odds___
5. be short ___with___
6. point the finger ___at___
7. be in the ___wrong___
8. patch ___up___
9. make ___amends / up___
10. do someone ___a disservice___
11. let bygones be ___bygones___

>> FOR PRACTICE, PAGE 149 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Implied conditionals

A Read the example sentences. Then check (✓) the rules in the chart that apply to implied conditionals.

In a conditional sentence, the condition may be implied or introduced by *if*. The result clause expresses what would happen if the condition were true.

Example sentences

1. I wouldn't have said anything, but you kept bringing it up.
2. He was very rude. Otherwise, there wouldn't have been a problem.
3. Why didn't you tell me you needed help? I would have been there for you.
4. We couldn't have figured out the problem without your insight.
5. She probably said something rude, or else he wouldn't have been so upset.
6. I wish they'd patched things up. He would be a lot happier now.

Implied conditionals

- ☐ The result clause is implied, not stated.
- ☑ The result clause uses conditional verbs (*would / could + have* + verb, or *would / could + have* + past participle).
- ☐ The condition is always in the past perfect.
- ☑ The condition can be introduced in a variety of ways, such as with *otherwise, but, or else, I wish,* or a question.
- ☐ *If* is always used in the condition.

>> FOR PRACTICE, PAGE 149

B Reread the example sentences in 2A. Identify the implied conditions by stating the full *if*-clause.

1. I wouldn't have said anything if you hadn't kept bringing it up.
2. If he hadn't been rude, there wouldn't have been a problem.
3. If you had told me you needed help, I would have been there for you.
4. We couldn't have figured out the problem if it hadn't been for your insight.
5. If she hadn't said something rude, he wouldn't have been so upset.
6. If they had patched things up, he would be a lot happier now.

LESSON 1 TALK ABOUT CONFLICT

- Read the lesson title and write the word *conflict* on the board. Invite Ss to brainstorm around this word. Have Ss come up to the board to write words. (For example, argument, tension, disagreement, anger)
- Call on a volunteer to read the social media message aloud. Ask, *What kind of experience does Camila appear to have with conflict?* (Positive: Conflict usually gets resolved.) *Do you think successful resolution depends on the conflict or the person resolving it? Or both? Are you good at resolving conflict?*

1 VOCABULARY

A
- Read the instructions and target questions. Elicit or explain that *confront* means to face a difficult situation and deal with it.
- Have Ss discuss in pairs. Then bring the class together and have Ss share.

B
- Read the instructions. Have Ss work individually. Play the audio to review the answers.
- Then say each phrase again and have Ss repeat.
- In pairs or small groups, have Ss define the phrases. Tell them they can use a dictionary.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 164.
- For more vocabulary practice, refer Ss to page 149.

2 LANGUAGE CHOICES

A
- Write on the board: *Oh no, you're all wet! Why didn't you call me? I would have picked you up at the bus stop.* Ask a volunteer to read it. Focus on the last sentence. Ask, *Do you recognize the form of this sentence?* (the result clause of a conditional statement) *What would the condition for this sentence be?* (If you had called me) Write the condition on the board before the result clause and put parentheses around it. Point to it and say, *This condition is implied.* If necessary, explain that *implied* means not stated directly, but understood to be true.
- Read the instructions. Tell Ss to first read the example sentences, then work in pairs to check the rules in the grammar chart.
- Point out that each example sentence talks about a possible result in the past that did not happen; this is the unreal conditional in the past.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer. Offer feedback as needed.
- Focus on the fourth rule. Tell Ss to notice the structures used with the phrases that create the implied conditional. Write a list on the board: *but, I wish, without, a question.* Say, *These structures function as part of the condition.* Call on Ss to read example sentences 1, 3, 4, and 6. Then write *otherwise* and *or else* in another list. Say, *These structures come at the beginning of the result clause.* Call on a volunteer to read example sentences 2 and 5.

⊕ **EXTENSION** Write these examples on the board. Have Ss fill in the blanks with different ways to introduce the condition from a list: *I wish, or else, otherwise, but, why didn't, without.*

1. *We would have the party outside, _____ it's supposed to rain.* (but)
2. *I am a very bad artist. _____ I'd help you with the poster.* (Otherwise)
3. *_____ your help, we wouldn't have sold so many tickets.* (Without)
4. *_____ Monica had more confidence. She would make a brilliant lawyer.* (I wish)
5. *Jen doesn't live close to work, _____ she would walk there.* (or else)
6. *_____ he go to the hospital? He would have gotten help.* (Why didn't)

Leave the sentences on the board for more practice after 2B.

B
- Ask a volunteer to read the instructions. Direct Ss to example sentence 1 in 2A and ask a volunteer to read it. Then have another volunteer read the example answer in 2B.
- In pairs, have Ss state the full *if*-clauses for each implied conditional in the example sentences in 2A.
- Bring the class together and go over the answers.

⊕ **EXTENSION** Have Ss return to the sentences on the board and change them to full conditional statements. They can do this orally or in writing.

1. If it weren't supposed to rain, we would have the party outside.
2. If I weren't a bad artist, I'd help you with the poster.
3. If it weren't for your help / If you hadn't helped us, we wouldn't have sold so many tickets.
4. If she had more confidence, she would make a brilliant lawyer.
5. If Jen lived close to work, she would walk there.
6. If he had gone to the hospital, he would have gotten help.

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. If necessary, clarify further that the word *breakdown* can refer to a number of things that stop working: a car, a marriage, the economy, etc. Ask, *What do you think happens when communication breaks down?* (There's a conflict.)
- Then read the skill box aloud. Read the expressions. Model the intonation and a puzzled facial expression for expressing confusion. Have Ss repeat. Then model the intonation for clarifying confusion, speaking slowly and patiently. Have Ss repeat.
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

TEACHING TIP Encourage Ss to actively practice using this skill during class meetings. Saying *I'm not following* to a teacher could alert him or her to slow down and explain the material in a different way. When during groupwork a classmate shows or expresses confusion, the response could be *I'm sorry I wasn't being clear* or *Let me try again.*

B
- Read the instructions. In pairs, have Ss role-play the scenario, using 3A as a model. Point out that the goal is to effectively use expressions to express confusion and clarify something. Circulate and correct intonation as needed.
- Bring the class together and call on volunteers to perform their role plays. Ask, *Was the conflict resolved? Did the employee express confusion correctly? Did the boss clarify effectively?*

4 CONVERSATION

A
- Say, *We're going to listen to Camila and Iris talk about a breakdown in communication.* Have Ss listen. Clarify any unknown vocabulary, such as *fall behind* (fail to finish a piece of work on time) and *be on track* (be likely to achieve the result you want).
- Then call on a volunteer to answer the target question.

B
- Read the instructions. Give Ss time to preview the questions. Tell them to write any answers they remember from the first listening.
- Play the audio again. Tell Ss to answer the questions.
- Have Ss go over the answers in pairs. Ask, *Are you good at smoothing out conflict? How would you have responded to Camila if you were Iris?*

C
- Bring Ss' attention to the picture. Say, *Describe the picture.* (Two fingers with faces painted on them are arguing.) Ask, *Does one finger character seem more upset than the other? How do you know?* (the one on the right; his eyebrow seems angry)
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Go over the answers.
- In pairs, have Ss practice the conversation. Then have them swap roles and practice again.

5 TRY IT YOURSELF

A
- Read the instructions. Model a description of a misunderstanding, writing notes on the board: *My misunderstanding was about who was supposed to pick up a friend at the airport. My spouse thought that I would pick up the friend, and I thought that he would pick up the friend. In the end, the friend had to take a cab to our flat. My spouse and I discussed how the communication breakdown had happened: He had received a text with the flight and time information, but he thought it was informing him of the friend's arrival, not instructing him to pick up the friend.*
- Circulate as Ss take notes individually about their misunderstandings. Indicate that the misunderstanding need not be about work. It can be with a family member, friend, professor, or even a stranger.

B
- In pairs, have Ss use their notes to role-play each scenario. Tell Ss to alternate. First, student A explains the misunderstanding and the two Ss role-play. Then they do the same for student B's misunderstanding.
- Remind Ss to use expressions of confusion and clarification. Tell them to use the conversation in 4C as a model.
- Monitor. Listen for negotiating language and correct intonation.
- Have Ss perform their role plays for the class. After each role play, ask, *Did they repair the communication breakdown? How do you know?*

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to conflict
- ✓ using implied conditionals
- ✓ using expressions to repair communication breakdowns

EXIT TICKET Say, *Tell me what you have learned about conflict in this unit.* Instruct Ss to incorporate the target vocabulary from 1B and to use implied conditionals as appropriate. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A ▶09-04 Read the conversation skill. Listen. Notice the words the speakers use to repair breakdowns in communication. Complete the conversations that you hear.

1. A: Can we just let bygones be bygones?
   B: I'm not sure ___what you're getting at___ .
   A: I'm sorry. ___I wasn't being clear___ . I know I was short with you, and I apologize. Can you forgive me?
   B: Oh, of course! It was no big deal.
2. A: Hiro and I are really at odds over this deal.
   B: I'm sorry. ___I'm afraid I'm not following___ . What deal?
   A: Oh, I thought you knew about it. ___Let me clarify___ . Hiro wants to sign a new lease, but I don't.

Repair communication breakdowns

Sometimes misunderstandings occur during a conversation. These are called *breakdowns in communication*. Use these expressions to fix these breakdowns:

Expressing confusion:
I'm afraid I'm not following.
I'm not sure what you're getting at.
I'm not with you.

Clarifying:
I'm sorry. Let me try again.
Let me put it another way.
Let me clarify.
I'm sorry. I wasn't being clear. What I meant was…

B ROLE PLAY Student A: You're the boss. Give your employee negative feedback on a project he or she was involved in. Student B: You're the employee. You don't understand your boss's feedback very well. Ask for clarification. Resolve the conflict.

4 CONVERSATION

A ▶09-05 Listen. What is the conflict? Camila thinks that Iris treated her unfairly.

B ▶09-05 Listen again. Write *C* for Camila, *I* for Iris, or *B* for both.

I 1. At first, she was confused.
I 2. She thinks the meeting was a success.
C 3. She was blamed for not meeting the deadline.
I 4. She came down on someone during the meeting.
C 5. It was not completely her fault.
B 6. She apologized.
B 7. She accepted the apology.

C ▶09-06 Listen. Complete the conversation.

Iris: I'm not sure what you're ___getting at___ . Whose fault was it?
Camila: The art department was late with their designs, and that slowed us all down. I ___would have said___ something, but I didn't want to point ___the finger___ anyone.
Iris: Oh, I see. I'm sorry if I was ___short with___ you. I didn't mean to ___single you out___ , but I guess I can see how you might have felt that way.



5 TRY IT YOURSELF

A THINK Think of a misunderstanding you had with someone, or invent one. What was it about? What were both of your perspectives? How was it resolved? Take notes.

B ROLE PLAY Explain the misunderstanding to a partner. Then role-play the situation together. Use language from the conversation skill box.

I CAN TALK ABOUT CONFLICT.

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LESSON 2 TALK ABOUT HOW TO DEAL WITH CONFLICT



CAMILA RIVAS

@CamilaR

I'm getting better at dealing with conflicts at work, but I find it harder to do in my personal life. Any tips?

1 BEFORE YOU LISTEN

A PAIRS THINK When was the last time you got into a conflict with someone? What happened?

B 09-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

an intervention	cool off	trivial
down-to-earth	at hand	self-talk
de-escalate	minimize	food for thought
absorb		

>> FOR PRACTICE, PAGE 150 / DEFINITIONS, PAGE 165



2 LANGUAGE CHOICES Inverted conditionals

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

Use	Example sentences
Real conditionals	1. Should you need help next week, just call or text me. 2. Consider taking a walk to cool off, should you find you're unable to calm down.
Unreal conditionals in the present or future	3. Were I you, I would try to de-escalate the situation. 4. We wouldn't be having these problems were he not on our team.
Unreal conditionals in the past	5. Had we not intervened, they'd still be arguing. 6. I could've made a better decision, had I been given time to absorb the information.

The usual order of words in a sentence is subject + verb. In an inverted structure, the word order is verb + subject.

Inverted conditionals

- To invert a real conditional, replace *if* with ***were*** / ***should***.
- Use *were* for all subjects to indicate the conditional is in the **past** / **present**.
- Inverted conditionals in the past begin with ***had*** / ***were***.
- The inverted conditional can occur in **only the first** / **the first or second** clause.
- To form a negative inverted conditional, place *not* **before** / **after** the subject.

>> FOR PRACTICE, PAGE 150

B Rewrite the example sentences from 2A. Change the inverted clauses to *if*-clauses.

1. If you need help next week, just call or text me.
2. Consider taking a walk to cool off if you find you're unable to calm down.
3. If I were you, I would try to de-escalate the situation.
4. We wouldn't be having these problems if he weren't on our team.
5. If we hadn't intervened, they'd still be arguing.
6. I could've made a better decision if I had been given time to absorb the information.

LESSON 2 TALK ABOUT HOW TO DEAL WITH CONFLICT

- Read the lesson title. Elicit or explain that *to deal with something* means to take necessary action, especially in order to solve a problem.
- Write on the board: *Conflicts at work* and *conflicts in personal life.* Ask, *What are some examples of each type?* (at work: manager-subordinate conflicts, different work styles, personality clash; in personal life: argument with family member, gossip, relationship breakup) Then study the categories and see which conflicts can apply both at work and in one's personal life, such as a personality clash.

1 BEFORE YOU LISTEN

A
- Read the target question aloud, and give pairs a few minutes to discuss. Have them specify if it was a conflict at work or school or in their personal life.
- Then bring the class together and have Ss share.

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.
- Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 165.
- For more vocabulary practice, refer Ss to page 150.

⊕ **EXTENSION** Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Ask Ss to close their books. Write on the board: *Had Will not gotten so angry, the conflict could have been resolved.* Ask, *What is the condition in this sentence?* (Had Will not gotten so angry) *What is the result?* (the conflict could have been resolved) *What is unusual about the conditional clause?* (There is no *if* and *had* comes before the subject.) Say, *This is called an inverted conditional.* Write the term on the board. Elicit or explain that *to invert something* means to put it in the opposite order to the usual order. Point to the sentence again. Say, *In this statement, we dropped* if, *and inverted the subject and auxiliary verb* had.
- Ask a volunteer to read the note in the book.
- In pairs, have Ss read the example sentences in the book and underline the inverted conditional clause in each. Have Ss focus on the real conditionals. Ask, *What is different about them?* (*Should* is used.) *What structure follows* should? (subject + the base form of the verb)
- Then tell Ss to work individually to circle the correct answers in the chart.
- Have them compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.
- Bring to Ss' attention that inverted conditionals are considered a more formal structure used in formal writing and speaking.

⊕ **EXTENSION** Tell Ss that you will read regular conditional statements and they have to write the inverted form.

1. *If Max were older, he could join us.* (Were Max older, he could join us.)
2. *The experiment won't work if the water cools.* (Should the water cool, the experiment won't work.)
3. *I would have greeted you if I had seen you.* (Had I seen you, I would have greeted you.)
4. *If you need Wi Fi, I can give you the password.* (Should you need Wi Fi, I can give you the password.)
5. *I would not tolerate it if he weren't my boss.* (Were he not my boss, I wouldn't tolerate it.)

B
- Ask for a volunteer to read the instructions. Direct Ss to example sentence 1 in 2A and ask a volunteer to read it. Then have another volunteer read the example answer in 2B.
- In pairs, have Ss complete the activity.
- Bring the class together and go over the answers.

⊕ **EXTENSION** For more practice, have Ss work in pairs to invert the following conditional statements:

1. *If you need a ride, call Tom.* (Should you need a ride, call Tom.)
2. *I would have failed, if Tom hadn't been my tutor.* (I would have failed, had Tom not been my tutor.)
3. *If you hadn't called the police, there would have been big trouble.* (Had you not called the police, there would have been big trouble.)

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3 PRONUNCIATION

A • Bring Ss' attention to the pronunciation note. Read the title. Then play the audio for the note. Write the example categories as the audio plays: *comments, direct address, reporting expressions, signal words.*

B • Have Ss read the sentences and notice the parentheticals. Tell them to identify them according to the categories in the pronunciation note. (1. signal, comment; 2. comment)
• Play the audio. Have Ss listen, then have them listen and repeat.

⊕ **EXTENSION** Challenge Ss to think up sentences with other parentheticals. Model one with a reporting expression, such as *Conflict, the speaker stated, is a key factor of job stress.*

C • Read the instructions. Refer Ss to the pronunciation note to review intonation for parentheticals.
• Play the audio. Have Ss compare answers in pairs. Call on volunteers to read the sentences, using correct intonation.

4 LISTENING

A • Tell Ss they are going to listen to a podcast. Read the target question. Ask a volunteer to read the three possible title options. Review from 1B that *de-escalate* in answer choice *c* means to reduce the intensity.
• Play the audio. Have Ss listen, thinking about the best title.
• Clarify any unknown words in the audio, such as *dirty word* (something people believe to be bad even if they don't know much about it) and *potential* (the possibility that something will develop in a particular way or have a particular effect).
• In pairs, have Ss discuss the best title for the podcast episode. Go over the answers as a class.

B • Ask Ss to look at the Listening Skill box. Read the title and the skill.
• Read the instructions. Have Ss preview the seven pieces of advice that they need to order.
• Play the audio. Identify the first piece of advice as a class. (1. Pay attention to the entire person.) Call on a volunteer. Ask, *What signal word is used?* (One of the most…) Have Ss complete the exercise individually. Pause and replay as needed.
• Go over the answers as a class.

⊕ **EXTENSION** Have Ss listen again. Next to each piece of advice, have them write the signal word used (1. One of the most…; 2. At the same time; 3. My third piece of advice; 4. Next; 5. My fifth piece of advice; 6. And next; 7. And, finally).

C • Read the instructions. In pairs, have Ss listen again and check the statements.
• Then bring the class together and have pairs share.

D • Read the target questions. Then give pairs a few minutes to discuss which piece of advice seems the most useful.
• Bring the class together and have Ss share.

5 TRY IT YOURSELF

A • Read the instructions. Write on the board: *already use / how effective / most difficult to apply.*
• Have Ss study the techniques in 4B and check the ones that they use when in a conflict. Encourage them to take notes about their experience with using the techniques and about which of the untried techniques would be most difficult to apply.

B • Read the instructions and questions. Have Ss work in pairs.
• Bring the class together and ask, *Are there any techniques you don't use, but would like to try?* Have Ss elaborate.

C • Read the instructions. Model an example about a disagreement with a friend about where to go for dinner: *So, here's what happened: Barb suggested a salad place; but I was starving and really wanted a burger. She said she's on a diet. She always says that and I get annoyed because she is really skinny and doesn't need to be on a diet. But this time I decided not to judge. We agreed on a grill place that has great salads.*
• Have Ss apply the techniques to future conflict and report back 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 dealing with conflict
✓ using inverted conditionals
✓ using correct intonation in parenthetical expressions
✓ listening for signal words

EXIT TICKET Have Ss choose one of the pieces of advice from Dr. Phipps's list. Ask Ss to report in more detail what Dr. Phipps says about it and add their opinion. Tell them to use correct intonation in parenthetical expressions. Also instruct Ss to use the target vocabulary and inverted conditionals if appropriate. Listen and take notes on areas for review.

3 PRONUNCIATION

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

B ▶09-10 Listen. Notice the intonation in the parenthetical expressions. Then listen and repeat.

1. First, I want to thank Carla Rojas, the head of the department, for inviting me here.
2. I used to work here, as some of you may know, and it's a pleasure to be back.

C ▶09-11 Listen. Complete the sentences. Then practice the conversation.

A: ___You know___ , this confrontation with my boss has done some damage, ___I'm afraid___ .
B: ___To be honest___ , I think you should talk to him about what happened and apologize.
A: You're right, ___of course___ . But I feel he needs to apologize, too, ___in this case___ .

Intonation in parenthetical expressions

Parentheticals are expressions that are set apart from the main sentence. Examples include comments (*I think*), direct address (*Mr. Chen*), reporting expressions (*he said*), and signal words (*finally*). Parentheticals are pronounced as a thought group and can occur at the beginning, middle, or end of a sentence. In beginning parentheticals, intonation usually starts high on the stressed word and then falls. Middle and final parentheticals are usually pronounced with lower pitch and volume.

4 LISTENING

A ▶09-12 Listen. Circle the best title for the podcast.

a. How to Avoid Conflict
b. How to Communicate More Effectively
c. How to De-escalate Difficult Situations

LISTENING SKILL Listen for signal words

Speakers often use signal words to help listeners follow their main points. For example: *First, Second, Another…, And…, At the same time, One of the most…, Next, Finally.*

B ▶09-12 Read the Listening Skill. Listen again. Pay attention to the signal words and put the main points in order. Write *1* next to the first main point.

5 Don't respond to challenges.
6 Don't judge.
3 Give the other person space.
4 Don't fill the silence.
7 Don't overreact.
1 Pay attention to the entire person.
2 Keep your nonverbal communication neutral.

C ▶09-12 Listen again. Check (✓) the statements that Dr. Phipps would probably agree with.

- [ ] It is best to avoid conflict.
- [x] Conflict is a normal part of everyday life.
- [ ] It is extremely difficult to learn how to deal with conflict.
- [x] We communicate a lot of information through our body language.
- [ ] Words do not matter very much in a conflict situation.
- [x] Challenging another person's ideas can escalate a conflict.

D PAIRS REACT Which of the pieces of advice in the podcast seemed the most useful to you? Why?

5 TRY IT YOURSELF

A THINK Look at the techniques in 4B. Do you use these techniques when you're in a conflict? If so, how effective are they? If not, which would be the most difficult to apply? Take notes.

B DISCUSS Discuss your answers to 5A. Which new techniques would you like to try?

C EVALUATE Over the next week, use at least one of the techniques when you are in a conflict, even a minor one. Share your experience with the class. Was the technique helpful?

☐ I CAN TALK ABOUT HOW TO DEAL WITH CONFLICT.

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LESSON 3 DISCUSS CONFLICT IN NARRATIVES



CAMILA RIVAS

@CamilaR

I wonder if it's possible to write a book or movie that doesn't involve conflict. I'm sure these books and films exist, right?

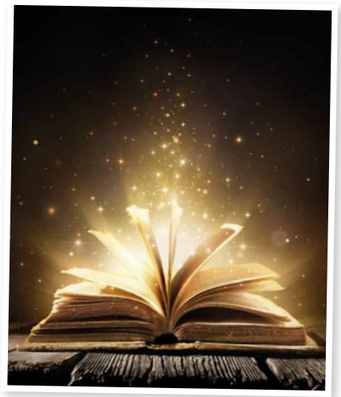
1 BEFORE YOU LISTEN

A PAIRS Think about the plot of your favorite book or movie. What is it about?

B 09-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

captivate	a confrontation	escapism
a resolution	a premise	woes
fundamental	a triumph	insurmountable
a circumstance	literary heritage	

>> FOR PRACTICE, PAGE 151 / DEFINITIONS, PAGE 165



2 LANGUAGE CHOICES *Hope* and *wish*

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

Example sentences		
	Hope	*Wish*
1.	I **hope** the plot of this film isn't too predictable. Do you think it will be?	I **wish** Hollywood movies weren't so predictable.
2.	I **hope** we can watch a movie this weekend. Do you have time?	I **wish** I could watch a movie, but I'm too busy.
3.	I **hope** you haven't read that book yet. I don't recommend it.	I **wish** I hadn't wasted my time on that book. It was awful!
4.	I **hope** Tim won't be confrontational during our meeting tomorrow.	I **wish** he wouldn't be so confrontational. I wonder why he's like that?
5.	It's been raining all day. I **hope** it stops soon.	I want to take a walk. I **wish** it would stop raining.

Hope* and *wish

- *Hope* indicates a situation is **possible** / **not possible**.
- *Wish* indicates a situation is **true** / **not true**.
- In a clause with *wish*, use the **present perfect** / **past**.
- Use ***can*** / ***could*** after *hope*. Use ***can*** / ***could*** after *wish*.
- In a clause with *wish*, change ***will to would*** / ***would to will***.
- Use *wish* + *would stop* to express the desire for a current situation to **continue** / **change**.

>> FOR PRACTICE, PAGE 151

B *Wish* is often expressed with *if only*. Rewrite the example sentences from 2A. Replace *wish* with *if only*.

1. If only Hollywood movies weren't so predictable.
2. If only I could watch a movie.
3. If only I hadn't wasted my time on that book.
4. If only he wouldn't be so confrontational.
5. If only it would stop raining.

LESSON 3 DISCUSS CONFLICT IN NARRATIVES

- Read the lesson title. Review that a narrative is a piece of writing that tells a story. Elicit that a narrative can take the form of an essay, a poem, a novel, a movie, a joke, etc.
- Call on a volunteer to read the social media message aloud. Ask, *Do you think it's possible to write a book or movie that doesn't involve conflict?* Call on Ss to share.

LANGUAGE NOTE An effective narrative requires several common elements: characters, plot, conflict, setting, and point of view. Conflict in narrative refers to the challenge that the main characters need to solve to achieve a certain goal. Conflict is usually an important literary element of narrative.

1 BEFORE YOU LISTEN

A
- Read the target questions aloud. Write *plot* on the board. Elicit or explain that plot refers to the events that form the main story of a book, film, or play.
- In pairs, have Ss share plots of movies or books. Then bring the class together and have Ss share which movie or book they spoke about. Note if any Ss chose the same ones. Then ask, *Did each movie or book have a conflict?*

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.
- Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 165.
- For more vocabulary practice, refer Ss to page 151.

2 LANGUAGE CHOICES

A
- Write on the board:
  1. *I hope I have enough money for a bike.*
  2. *I wish I had enough money for a bike.*

  Ask, *In which sentence is it possible for the speaker to get what they want?* (1) *In which sentence is it impossible for the speaker to get what they want?* (2) *What is another way to state sentence 2?* (If I had enough money, I would buy a bike.)
- Read the title. Call on a volunteer to read the instructions. Have Ss study the examples in the book and underline the verb that follows *hope / wish* in each one. Model item 1 on the board: *I hope the plot of this film isn't too predictable. / I wish Hollywood movies weren't so predictable.* Invite Ss to make observations about the sentence pairs. (For example, With *wish* the following verb is a past tense verb but with *hope* the following verb is a present or future tense verb.)
- Draw Ss' attention to the fact that we often use present verb forms after *hope* even when there is reference to the future.
- Then, in pairs, have them choose the correct word to complete each rule in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

EXTENSION Tell Ss you will read statements and they will have to choose the best response with *hope* or *wish*.

1. *Too bad you didn't win the contest.*
   a. *I wish I had won.*
   b. *I hope I win.*
2. *We invited the Jeffers to the party, but they can't make it.*
   a. *They wish they could come*
   b. *They hope they can come.*
3. *My interview is tomorrow!*
   a. *I hope it goes well.*
   b. *I wish it had gone well.*
4. *My chemistry class is really difficult.*
   a. *Yeah, I wish it weren't so hard.*
   b. *Yeah, I hope it won't be so hard.*

(1. a; 2. a; 3. a; 4. a)

B
- Read the instructions aloud. In pairs, have Ss restate the *wish* sentences using *if only*.
- Then bring the class together and call on Ss to state each one.

LANGUAGE NOTE Point out to Ss that *if only* is used to express a strong wish that things could be different than they are. For example, *If only I had more money.* It is also used to express regret. For example, *If only I hadn't lost my credit card.*

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3 VIDEO TALK

A
- Have Ss look at the series of figures in the picture. Invite Ss to analyze the body language and choose the figure that best reflects what they look like in an argument. Then have them assign figures to other people they know. (For example, The first figure is my cousin Lana. She always gets excited and starts yelling and waving her arms when there's a conflict.)
- Read the target question aloud. Play the audio or video. Clarify any unknown words.
- Then have Ss find the main idea.
- Discuss as a class.

⊕ **EXTENSION** For vocabulary review, have Ss listen again or read the audio script for the vocabulary terms from 1B on page 106. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about prioritizing important information.
- Read it aloud. Draw an asterisk (*) on the board. Ask, *Which of these techniques do you use? How else do you prioritize important information when taking notes?* Invite Ss to share.
- Let Ss preview the chart and copy it on a piece of paper. Play the audio or video again and have Ss fill in the chart, prioritizing information. If appropriate, pause the audio or video or let Ss listen multiple times.
- Have Ss compare their notes in pairs.
- Go over the answers as a class.

C
- Have Ss first read the target question and then discuss in pairs. If Ss get stuck, prompt with questions. Ask, *Does the speaker try to persuade the audience of something, or explain something?*
- You may need to play the audio or video again or let Ss refer to the script.
- Then bring the class together and discuss answers in detail.

D
- Read the target question. Have Ss discuss in pairs.
- Bring the class together and have Ss share.

4 DISCUSSION SKILL

- Read the instructions and target question.
- Focus on the title of the discussion skill. Ask, *Do you make an effort to invite others to participate in a discussion?*
- Read the discussion skill aloud. Have Ss repeat the expressions. Model correct intonation. Use falling intonation for *Wh-* questions and rising intonation for *Yes / No* questions.

5 TRY IT YOURSELF

A
- Read the instructions aloud. Review the types of conflict as discussed in the video talk and write them on the board: *main character against a person, against himself / herself, against society, against a machine, against the supernatural, against circumstance, against nature.*
- Have Ss fill in the chart.

⋯ **OPTION** Invite Ss to also share if the main character resolves the conflict.

B
- Read the instructions. In pairs, have Ss share. Tell them to note similarities.

C
- Read the instructions.
- Have Ss work in groups to share ideas and determine the most common conflict, referring to the list on the board. Invite Ss to speculate about why it is the most common.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to conflict in narratives
- ✓ using *hope* and *wish*
- ✓ using asterisks, circles, or boxes to prioritize information
- ✓ using expressions to invite others to participate during a discussion

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write this statement from the talk on the board: *Whether we're looking for escapism, insight into our own lives, or just entertainment, conflict is key to creating an engaging story.* Tell Ss to share what creates an engaging story for them. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 VIDEO TALK

Conflict is everywhere in fiction, and it's what makes a story great.



A 09-15 Listen or watch. What is the main idea of the talk?

B 09-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Prioritize important information

Prioritize important information by using asterisks, circles, or boxes around the things you want to review later. You can also indent or underline important items. If you are unsure of something, mark the information with a circled question mark.

What conflict is: The struggles that characters encounter; conflict versus resolution is a fundamental feature of fiction books and films.	How conflict is structured: Three-part narrative structure; an introduction or setup of conflict, a worsening of that conflict through something like confrontation, and finally a resolution.
Types of conflict: Main character against a person, against him or herself, against society, against a machine, against the supernatural, against circumstance, or against nature. In most works of fiction, the main character will face some kind of social, physical, or psychological conflict.	Why we like conflict: Escapism; insight into our own lives; purely for entertainment

C What is the purpose of the talk? to explain how conflict features in fiction narratives, and to promote this as a good thing

D PAIRS REACT Which reason for "why we like conflict" can you relate to the most?

4 DISCUSSION SKILL

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

Invite others to participate

During a discussion, it's important to invite others to participate. Use expressions like these:
What do you think about…?
Do you have any thoughts on this?
Do you want to add anything?
What is your opinion?

5 TRY IT YOURSELF

A THINK Think about the book or movie you discussed in 1A. What type of conflict does it feature? What do you enjoy most about this part of the storyline? Take notes.

Book or movie	Type of conflict	What I enjoy most

B DISCUSS Share your thoughts with a partner. Were your answers similar?

C EVALUATE In small groups, evaluate which type of conflict is the most common and discuss why you think it's the most common. Share your ideas with the class.

☐ I CAN DISCUSS CONFLICT IN NARRATIVES.

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LESSON 4 READ ABOUT ACTION MOVIES



CAMILA RIVAS

@CamilaR

I knew there had to be a reason why I don't like action movies. They're all the same!

1 BEFORE YOU READ

A PAIRS Have you ever seen an action movie?
If so, describe the plot. If not, what do you think the plot of an action movie would be about?

B 09-16 VOCABULARY Read and listen. Do you know these words?

a genre	a hijacking	cheesy	retaliation	a conspiracy	emotive
a guise	a franchise	hard-hitting	substance	vast	oppression

>> FOR DEFINITIONS, PAGE 165

2 READ

Possible answer: This is a clickbait article, which would be shared across social media. Its primary audience would be those interested in films, specifically action movies, but its readership would extend to anyone generally interested in the topic, as the heading draws readers in.

A PREVIEW Look at the headings. Are any of them like the plots you described in 1A?

B 09-17 Read and listen to the article. Who do you think is the intended audience of this article?



Top 5 themes used in action movies

Do action movies all seem the same? That's because there are five basic plot devices all action movies recycle. It doesn't matter which subgenre you're watching; they all feature a variation on one of these five themes.

1. Kidnapping

The kidnapping plot device appears in many different guises, such as hostage situations, like *Speed* (1994), and hijackings, like *Captain Phillips* (2013). Standout movies featuring kidnapping or abduction include *Ransom* (1996), *Montage* (2013), and *Prisoners* (2013). The movie *Taken* (2008), which focused on a former government officer's attempts to find his abducted daughter, was a huge commercial success.

2. Revenge

There are thousands of action movies where characters seek revenge against those who have wronged them. The *Kill Bill* movies are perhaps the best examples, although the long-running *Death Wish* franchise managed to single-handedly do this plot line to, well, death. The cheesy *Desperado* (1995), the hard-hitting *Sleepers* (1996), the intense *The Fury of a Patient Man* (2016), and one of the best-ever martial arts movies, *Enter the Dragon* (1973) are some other highlights. Revenge can be about personal retaliation, but this theme also includes getting justice for others (insert cop movie here).

3. Assassination

Action movies based on politics or war often feature an assassination attempt. Some of these films are based on factual events, such as *JFK* (1991) and *Hero* (2002), while others are fictional—*Apocalypse Now* (1979) and *13 Assassins* (2011) being two of the most famous. As with any plot line, there are some movies that add substance to the theme, like the complex conspiracy *The Bourne Identity* (2002) and others that realize the theme is a winner and repeat it at every opportunity—see the *James Bond* franchise.

>>

LESSON 4 READ ABOUT ACTION MOVIES

- Read the lesson title. Poll the class. Ask, *Who here likes actions movies?* Write the number on the board. Invite Ss to share why they like or do not like them.

1 BEFORE YOU READ

A
- Read the target questions aloud. Ask Ss to share their ideas in pairs.
- Bring the class together and have Ss share. Have Ss note if, indeed, action movies seem to be all the same.

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.
- Have Ss listen to the vocabulary once.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 165.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences about action movies using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Ask a volunteer to read the title of the article. Elicit or explain that a theme is the main subject or idea of a film or book.
- Read the instructions and target question.
- Call on a volunteer to read the headings aloud. Then have Ss answer the target question. If Ss are unfamiliar with the vocabulary of some of the headings, offer clarification: *kidnapping* (taking someone somewhere illegally by force, often in order to get money for returning them), *revenge* (retaliation), and *assassination* (the act of murdering an important person).
- In pairs, have Ss answer the target question. If Ss say *a general audience,* elicit more specifically where similar articles might be found, such as on social media, film websites, etc. Call on Ss to share if they are part of this audience. Then ask, *Do you think the intended audience could be of any age group?* If Ss don't comment, bring to their attention the varied historical examples of movies spanning from 1963 to 2017. Finally, you can ask, *Taking into account the many film references, do you think someone who hasn't seen any of the movies would be interested in the article?*

OPTION Have Ss look at the picture. Ask, *What do you see?* (a race car, a bridge, a helicopter landing) *Does this image seem like a good representation of an action movie?* Invite Ss to recall if this reminds them of any action movie they have seen.

B
- Read the target question. Have Ss listen to the article and read along silently.
- As they listen, ask them to underline the vocabulary words they recognize from 1B. Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look the words up in a dictionary, such as *subgenre* (a subcategory of a particular genre), *single-handedly* (without help from anyone else), and *POW* (prisoner of war).

- Call on a volunteer to read the social media message aloud. Ask, *What do you think Camila means when she says all action movies are the same?* (They all feature fighting, stunts, car chases, explosions, etc.) *Do you agree with Camila that all action movies are the same?*

OPTION Invite Ss to comment on the image, layout, and organization of the article. Ask, *Would you be interested in reading this article if you came across it on the internet?* Point out that *Top 5* or *Top 10* are popular headings for internet articles that outline advice or information.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

EXTENSION Say, *The article mentions many movie titles. Circle the movies you have seen. Then underline the ones you'd be curious to see.* Bring the class together and have Ss share.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they may need to refer to their notes to give answers as the questions are specific.
- 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 the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on a volunteer to read it aloud. Elicit or explain that *tone* refers to the general feeling or attitude expressed in a piece of writing.
- Read the instructions. Have Ss return to the article individually and find examples of an informal tone.
- Have Ss work individually. Then have them compare answers with a partner.

⊕ **EXTENSION** Invite Ss to consider why an informal tone was used for this article.

D
- Read the instructions. Tell Ss that since the summary needs to be only 3–5 sentences, they will first have to pull out the most important information from each section and then go on to make a general statement about the entire article. Elicit the introductory sentence. (For example, In the article "Top 5 Themes Used in Action Movies," the author discusses the five basic plot devices recycled in all action movies.)
- In pairs, have Ss take turns retelling the most important point about each section. Instruct them to use their own words. Circulate and assist as needed.

⊕ **EXTENSION** For homework, ask Ss to do online research about other popular themes in actions movies, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the instructions aloud. Elicit that *coming of age* could apply to romantic comedies, and *war* and *good versus evil* to science fiction.
- If Ss have difficulty producing themes, let them research online. (For example, in romantic comedies the following themes may be considered common: the couple typically meets in an unusual way; the two people in the couple are usually very different from one another; the couple has friends or family that help or obstruct the relationship; the couple splits up due to a conflict or misunderstanding; there is a happy ending.)
- Circulate and assist as needed.

B
- Read the instructions. In pairs, have Ss share and discuss.

C
- Read the instructions.
- Divide the class into groups who worked on the same genres. Tell them to agree on a list of the five most common plot themes. Encourage Ss to incorporate expressions they learned in the discussion skill on page 107 to invite others to participate. Circulate and offer feedback as needed.
- Bring the class together and have Ss share. Remind them to use signal words such as *first, second, then, next.* Suggest that they use informal language.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Ask them to write a paragraph arguing for or against the statement *Action movies are all the same.* Encourage them to do so without looking back at the article. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. A. *Possible answers:*
1. The writer mentions abduction, hostage situations, and hijacking.
2. The writer uses more neutral or positive adjectives to describe *Kill Bill, Sleepers, The Fury of a Patient Man,* and *Enter the Dragon.* He refers to *Desperado* as cheesy and suggests the plot of *Death Wish* has been overdone.
3. He is fairly neutral overall, but suggests that the *James Bond* franchise is repetitive and formulaic.
4. It could be inferred that soldiers escaping from a prisoner of war camp are being oppressed or controlled by their captors. The overall notion of freedom could suggest freedom from an oppressive force in general.

3. C. Key:
1 – personal tone (*you're watching*)
2 – chatty tone (use of *well*); humorous tone (play on words with the phrase *done to death*)
3 – exaggerated tone (suggesting all cop movies are the same); humorous tone
4 – humorous tone
5 – humorous tone; chatty tone (*OK…*)
6 – personal tone (use of *you*); exaggerated tone (the author doesn't know the information for certain but is exaggerating the point)
Note: there are general examples of a chatty, or more informal, tone throughout with the use of contractions (e.g. *OK, that one's a lie*)

>

4. Escape

The list of places and things that actors have tried to escape from is pretty vast. It includes *Planet of the Apes* (1968), *Escape from Alcatraz* (1979), *Train to Busan* (2016), and "repetitive movies." OK, that one's a lie. A struggle for freedom is emotive, and eventual success is heartwarming, hence Hollywood revisits this theme so often. *The Great Escape* (1963), which tells the story of soldiers tunneling out of a POW camp during World War II, is genre defining. Interestingly, one of the most popular escape-themed movies of all time is the animated action-adventure *Chicken Run* (2000). This just shows how this theme really does reach every subgenre you can imagine.

5. Oppression

This common plot device in action movies calls for a change in tone. Most oppression-themed movies deal with serious or important topics. Films like *I, Robot* (2004) and *Django Unchained* (2012) address slavery. *Mississippi Burning* (1988) and *American History X* (1998) address racism. *The Frontier* (1991) addresses military oppression, *V for Vendetta* (2005) addresses political oppression, *Seven Samurai* (1954) addresses social oppression, and so on. Power struggles between oppressors and the oppressed are certainly a common theme in action movies.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.** See answers on page T-109.

1. What specific examples does the writer give of kidnapping being used as a plot device?
2. Which of the revenge movies listed does the writer like? How do you know?
3. Is the writer critical of any movies featuring assassination? If so, how?
4. How are the examples of escape and oppression connected?

B CLOSE READING **Reread lines 19–20 and 22–23. Then circle the correct answers.**

1. In line 20, the word *well* is used to ___ .
   a. highlight that the word that follows is obvious, because the phrase *done to death* is common
   b. show that the word that follows is meant to be humorous in some way
   c. show that he is thinking while he is writing
2. In line 23, the writer uses the phrase in parentheses to ___ .
   a. say that he can't think of a good example of a cop movie
   b. encourage readers to think of their own cop movie
   c. suggest that all cop movies are the same

See answers on page T-109.

C **Read the Reading Skill. Reread the article and underline the informal language.**

D PAIRS **Summarize the article in 3–5 sentences.**

Find other themes that are popular in action movies.

READING SKILL **Use informal tones**

Writers use a variety of tones to express informality, such as the following:
a personal tone: addresses the reader directly (*you*)
a chatty tone: includes features of spoken language (*Um…; You know…; Well…*)
a humorous tone: includes jokes or sarcastic asides
an exaggerated tone: includes hyperbole or grand statements

4 MAKE IT PERSONAL

A THINK **Think of another genre, such as romantic comedy or science fiction. List five common plot themes that appear in this genre, such as war, coming of age, or good versus evil. Add examples of movies or books that fit with each theme.**

B PAIRS **Share your ideas. Offer advice and suggestions on your partner's ideas.**

C EVALUATE **Work with a group who chose the same genre as you. Make a list of the five most common plot themes that appear in that genre. Rank your ideas in order of importance and present your ideas to the class.**

☐ I CAN READ ABOUT ACTION MOVIES.

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LESSON 5 WRITE A PROCESS ESSAY



CAMILA RIVAS

@CamilaR

Just read this piece by a colleague of mine. Sometimes the hardest conflicts to resolve are our own internal ones!

1 BEFORE YOU WRITE

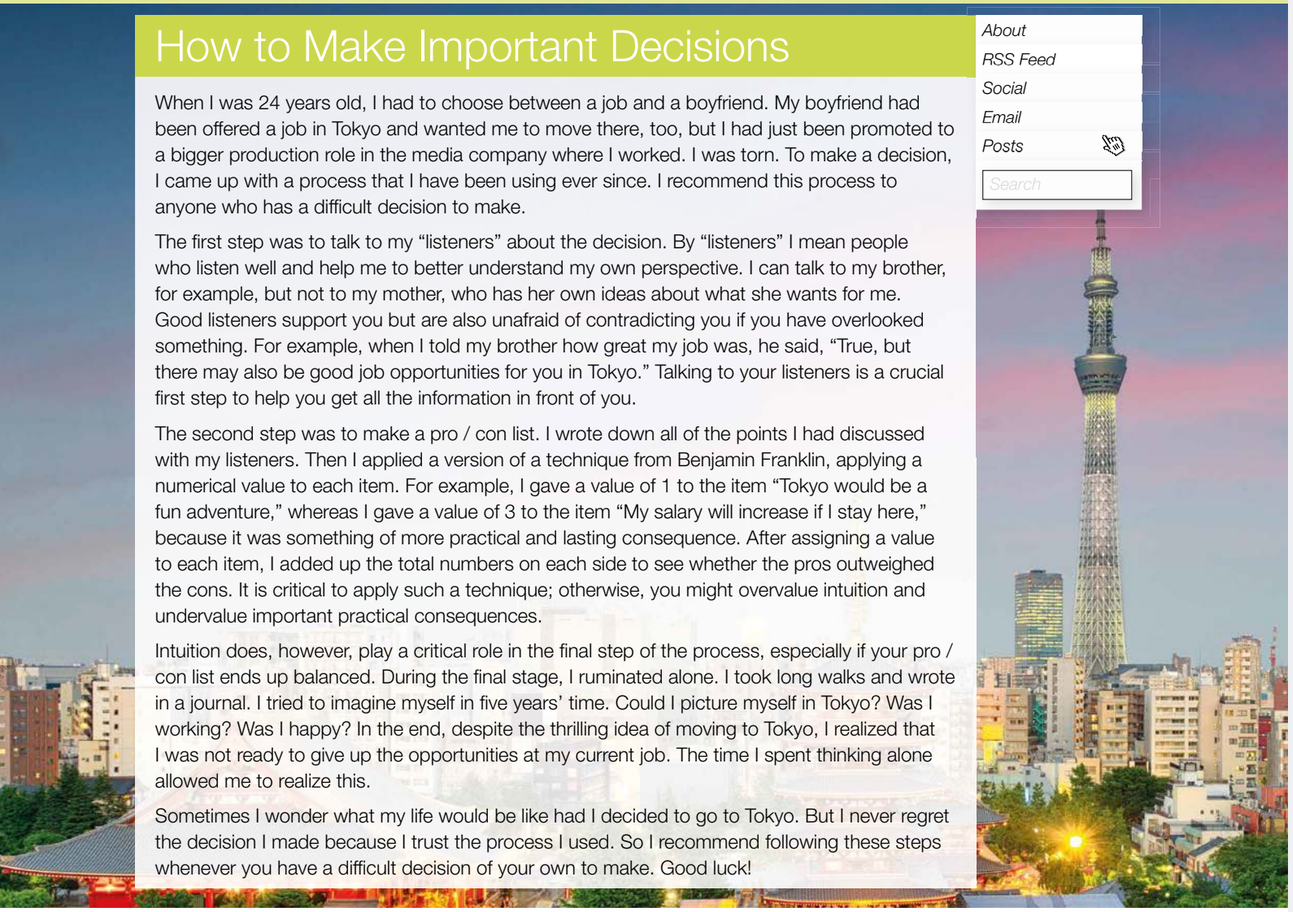
A Read about process essays.

Process essays describe the process of doing something, with the goal of having readers understand and be able to follow the process on their own. They are structured in a step-by-step way, with each paragraph describing and explaining one step in the overall process. Some process essays are educational in nature, such as "How to Apply for a Job"; others are written about more personal topics, for example, "The Secrets to Looking Fashionable with Limited Money."

Step 1: talk to good listeners;
Step 2: make a pro / con list;
Step 3: ruminate alone

B Read the model. What are the three main steps in the process that the writer describes?

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How to Make Important Decisions

When I was 24 years old, I had to choose between a job and a boyfriend. My boyfriend had been offered a job in Tokyo and wanted me to move there, too, but I had just been promoted to a bigger production role in the media company where I worked. I was torn. To make a decision, I came up with a process that I have been using ever since. I recommend this process to anyone who has a difficult decision to make.

The first step was to talk to my "listeners" about the decision. By "listeners" I mean people who listen well and help me to better understand my own perspective. I can talk to my brother, for example, but not to my mother, who has her own ideas about what she wants for me. Good listeners support you but are also unafraid of contradicting you if you have overlooked something. For example, when I told my brother how great my job was, he said, "True, but there may also be good job opportunities for you in Tokyo." Talking to your listeners is a crucial first step to help you get all the information in front of you.

The second step was to make a pro / con list. I wrote down all of the points I had discussed with my listeners. Then I applied a version of a technique from Benjamin Franklin, applying a numerical value to each item. For example, I gave a value of 1 to the item "Tokyo would be a fun adventure," whereas I gave a value of 3 to the item "My salary will increase if I stay here," because it was something of more practical and lasting consequence. After assigning a value to each item, I added up the total numbers on each side to see whether the pros outweighed the cons. It is critical to apply such a technique; otherwise, you might overvalue intuition and undervalue important practical consequences.

Intuition does, however, play a critical role in the final step of the process, especially if your pro / con list ends up balanced. During the final stage, I ruminated alone. I took long walks and wrote in a journal. I tried to imagine myself in five years' time. Could I picture myself in Tokyo? Was I working? Was I happy? In the end, despite the thrilling idea of moving to Tokyo, I realized that I was not ready to give up the opportunities at my current job. The time I spent thinking alone allowed me to realize this.

Sometimes I wonder what my life would be like had I decided to go to Tokyo. But I never regret the decision I made because I trust the process I used. So I recommend following these steps whenever you have a difficult decision of your own to make. Good luck!

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C PAIRS Discuss. Do you think the writer's process is a useful one? Can you think of other techniques that she could have used in coming to her decision?

LESSON 5 WRITE A PROCESS ESSAY

- Read the title. Elicit or explain that *process* means a series of actions that are done in order to achieve a particular result.
- Call on a volunteer to read the social media message aloud. Invite Ss to glance at the article title: "How to Make Important Decisions." Ask, *What does Camila's comment suggest the article is about?* (the difficulty of making decisions) *What is an internal conflict?* (a conflict with yourself) *Do you have difficulty making decisions?*

1 BEFORE YOU WRITE

A
- Call on a volunteer to read the text about process essays for the class.
- Write *educational process essays* and *personal process essays* on the board. Reread the titles of process essays mentioned in the article. Elicit additional ones for each category. (For example, "How to Train Your Dog" or "How to Get Along with Work Colleagues")
- Then ask, *Have you ever written a process essay? If yes, what process did you describe?* Call on Ss to share.

B
- Read the instructions and target question. Invite Ss to predict some steps to making important decisions. Write these on the board. (For example, Weigh the drawbacks and benefits.)
- Have Ss to look at the picture. Ask, *Do you know where this is?* (Tokyo) Tell Ss to follow along in their books as you read the essay aloud for the class. Clarify vocabulary as needed, such as *intuition* (the ability to understand or know something because of a feeling rather than by considering the facts) and *ruminate* (to think carefully and deeply about something).
- Return to the ideas on the board. Ask, *Did you predict any similar steps to making important decisions?*

⊕ **OPTION** In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

⊕ **EXTENSION** Write these questions on the board for Ss to discuss in pairs or small groups: *Do you also have a go-to person to discuss important decisions? Is there a person you specifically avoid speaking to? Why? What are the dangers of relying too much on other people for decision making?* (You need to trust yourself; if down the line you are unhappy with a decision, you might blame the person you turned to for advice, which isn't fair.)

C
- Read the instructions and target questions. In pairs, have Ss discuss.
- Then bring the class together and have Ss share other techniques that could have helped the writer.

⊕ **EXTENSION** Focus on the sentence *But I never regret the decision I made because I trust the process I used.* Write it on the board. Tell Ss to discuss the concept of regret with a partner. Write these questions to help stimulate conversation: *Do you tend to question your own decisions? Do you ever regret decisions? Is there any value to regretting?*

D
- Before Ss read the process essay again, have them look at the chart. Ask, *How many steps are outlined in the chart?* (3)
- Have Ss fill in any answers they remember from the first reading. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud. Review from the Reading Skill on page 109 that another common informal feature is a personal tone that addresses the speaker directly (*you*).
- Read the instructions. Have Ss circle the informal sentences.
- In pairs, have Ss compare answers. To consolidate, ask Ss to identify the specific features of informal language used in the sentences. Refer them to the Writing Skill.
- Go over the answers as a class.

OPTION Focus on item 2. Ask, *Who might be the audience for this statement?* (medical professionals)

EXTENSION To further clarify the concept of audience, say, *Imagine your audience was sixth grade schoolchildren and you had to write a process essay about making decisions. Would an essay like the one in 1B be appropriate?* (no) *What would need to be different?* (simpler examples that relate more to younger kids' lives–for example, choosing a birthday gift) *Could the process be the same?* (probably, but with simplified language fitting to the simple example) Then ask, *If the audience were scientists, what changes would need to be made?* (The tone would need to be more formal, and the examples would change to fit the audience.)

3 PLAN YOUR WRITING

A
- Read the instructions aloud.
- Give Ss time to choose a topic. Let Ss brainstorm ideas in pairs. Circulate and assist as needed. Offer Ss ideas, such as *How to plan a vacation, How to find a job.*
- Then, individually, have Ss create a chart to organize their ideas. Tell them to refer to 1D for a model.

B
- Call on a volunteer to read the example.
- Have Ss discuss their ideas in pairs and make additional notes in their charts.

4 WRITE

- Focus Ss' attention on the Writing tip. Read it aloud. Focus on the last line. Call on volunteers to read the last sentence of each body paragraph to see how it generalizes the step. Ask, *According to this note, what kind of personal anecdotes are appropriate in a process essay?* (those which help illustrate a clear process) *How is this different from a narrative essay?* (Narrative essays simply tell a personal story.)
- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their process essay.
- Remind Ss to use the process essay in 1B as a model. Encourage them to follow a similar structure, where paragraph 1 introduces the topic; paragraphs 2, 3, and 4 break down the steps of the process; and paragraph 5 concludes the topic.
- Elicit the elements of an informal tone from the Reading Skill on page 109. Write these on the board: *using personal pronouns such as* you, *chattiness, humor / sarcasm, exaggeration.* Encourage Ss to incorporate some these elements to keep the tone casual. Also refer Ss to the Writing Skill in 2A about the intended audience.
- Circulate and assist as needed.

5 AFTER 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 process essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's texts.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their texts 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 refer to their process essay to briefly retell a partner the process they wrote about. Challenge Ss not to look at the text too much while talking to their partner. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

PROCESS: HOW TO MAKE A DECISION
Decision: whether to move to Tokyo

Step 1: Talk to people who listen well and offer neutral feedback which helps you clarify your own perspective. Good listeners support you but can also contradict you to point out things you overlooked.

Step 2: Make a(n) pro / con list and apply a technique of assigning a value to each item on the list.

Step 3: Think by yourself; take long walks, write in a journal, imagine yourself in five years' time.

2 FOCUS ON WRITING

Read the Writing Skill. Then read the following sentences, taken from different process essays. Circle the sentences written for an informal audience.

1. The first thing you need to do is gather the ingredients.
2. The correct area to administer the injection is 1–2 inches below the acromion process.
3. When my friend told me, "There's a better way to do it," I was very curious.
4. If you have flipped the sandwich too soon, don't worry! You can flip it back over.

WRITING SKILL Determine your audience

Process essays are written for a variety of audiences, depending on the topic and on where the essay is published. The model essay is intended for an informal audience, so it's based on a personal anecdote and includes common vocabulary, direct quotations, and frequent use of the word *I*. If you're writing a process essay for a formal audience, you should write in a formal style.

3 PLAN YOUR WRITING

A Think of a time when you had to go through a process, for example, how you chose a university. What were the steps? Create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas.

I'm going to write about choosing a degree in school.

4 WRITE

Write a first draft of a process essay about the process you chose in 3A. Remember to use language appropriate for an informal audience. Use the essay in 1B as a model.

Writing tip
Keep your goal in mind. A process essay seeks to outline a clear, easy-to-follow process, and uses personal anecdotes in pursuit of that goal. Notice that the final sentence of each paragraph generalizes the step being discussed and emphasizes the importance of the process for the reader.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.

- Does the introduction explain what process will be described? Is the personal example introduced?
- Do the body paragraphs follow a step-by-step order in the process?
- Is the essay written for an informal audience? Are personal anecdotes used?
- Does the final sentence of each paragraph generalize the step being described?
- Does the conclusion reemphasize how the process can benefit the reader?
- After reading the essay, would you be able to follow this process?

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 again for overall sense.

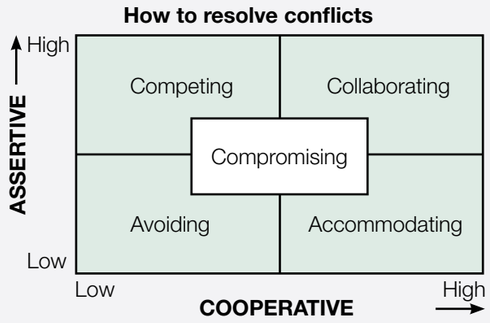
☐ I CAN WRITE A PROCESS ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM **We all experience conflicts in many aspects of our lives, including among loved ones, at school, and in the workplace. There are many ways of resolving large and small conflicts. Look at the graphic and circle the correct answers.**



1. Being assertive means being confident or forceful. Avoiding conflict is a low-assertive strategy. It's also a low-cooperative strategy because there's no search for ____ .
   a. an argument b. an issue (c.) a solution
2. Compromising is one way of settling a conflict but it may lead to ____ .
   a. both sides being happy (b.) neither side being happy c. both a and b
3. When you collaborate, you work to understand and meet others' needs. When you ____ , each person's needs are only partially fulfilled.
   (a.) compromise b. avoid c. compete

B THINK CRITICALLY **Are all compromises fair? Discuss with a partner.**

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

Step 1 **Brainstorm** Create a conflict scenario. Think of 3–4 responses to the situation that illustrate some of the strategies in the graphic.

Step 2 **Evaluate** Choose the best solution to the conflict. Ensure that it is something that both sides will consider fair.

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

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about conflict
- ☐ Talk about how to deal with conflict
- ☐ Discuss conflict in narratives

Vocabulary
- ☐ Words related to conflict

Conversation
- ☐ Repair communication breakdowns

Pronunciation
- ☐ Intonation in parenthetical expressions

Listening
- ☐ Listen for signal words

Note-taking
- ☐ Prioritize important information

Language Choices
- ☐ Implied conditionals
- ☐ Inverted conditionals
- ☐ *Hope* and *wish*

Discussion
- ☐ Invite others to participate

Reading
- ☐ Use informal tones

Writing
- ☐ Determine your audience

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



Possible answers: For: Compromising doesn't need to be a 50 / 50 split; it may mean each side giving up something it values. Against: If an antiques dealer wants $1,000 for something only worth $5, it's not a fair compromise to agree to $500. Compromise must only be when the value of each side's arguments are understood.

PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud. Direct Ss' attention to the graphic showing different ways of approaching conflict. Call on volunteers to read the labels.
- Ask, *What is the most positive strategy?* (collaboration) *Why?* (Both people's needs are fully met.) *What is the next best strategy?* (compromise) *Why?* (Both sides agree to accept less than what they wanted at first.)
- Tell Ss to use the information in the graphic to answer the questions. Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. Point out that a compromise means that agreement has been reached, so in theory a compromise is fair, even if neither side is completely happy.
- Bring the class together and have pairs share ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to think up a conflict scenario and analyze it in relation to some of the strategies shown in the graphic. Model an example: *My conflict happened at work. I was due for a substantial raise, but it wasn't happening due to budget cuts. Avoiding: My supervisor was doing this effectively by not mentioning my raise. Accommodating: I was doing this by sticking around, even though I was not happy. Compromising: I eventually asked for a meeting and we agreed on a compromise. I would only get a small raise, but I would be promoted and could work from home two days a week.*
- For step 2, have groups evaluate the conflict and agree on a strategy to manage the conflict.
- For step 3, ask the reporters to present the best solution to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 HOW DO YOU FEEL?

PREVIEW THE UNIT

LESSON 1	**Talk about emotions**	
	Vocabulary	Words related to emotions
	Language choices	Articles
	Conversation skill	Show empathy
LESSON 2	**Talk about sadness**	
	Language choices	*Too* and *enough*
	Pronunciation	Intensifiers and emphatic stress
	Listening skill	Listen for questions
LESSON 3	**Discuss happiness**	
	Language choices	Adverbs
	Note-taking skill	Use charts for organization
	Discussion skill	Tell an anecdote
LESSON 4	**Read about the pursuit of happiness**	
	Reading skill	Visualize a story
LESSON 5	**Write an analytical essay**	
	Writing skill	Use a formal style
	Writing tip	Create nuanced arguments
PUT IT TOGETHER		
	Problem solving	Consider how you might convince people with fixed mindset traits to adopt growth mindset traits

GET STARTED

A
- Ask a volunteer to read the unit title. Write the word *feelings* on the board and have Ss brainstorm words that come to mind. (For example, fear, anger, sadness, joy, disgust, surprise, anticipation, trust, guilt) Leave these on the board to refer to at the start of Lesson 1.
- Read the instructions and target questions. In pairs, have Ss discuss the questions.
- Read the learning goals aloud and answer any questions Ss may have. Elicit or explain that *pursuit* means trying to achieve or find something in a determined way.

B
- Direct Ss' attention to the picture. Read the instructions and the target question. Call on Ss to respond.
- Write on the board: *She has her head in the clouds.* Ask, *What does this idiom mean?* (She is not paying attention to what is happening around her.) *What else might clouds suggest?* (being sad or depressed)

C
- Read Sam's social media message aloud. Ask, *What do you think he means by* a perfect stranger? (someone he doesn't know at all) Invite Ss to speculate about the scenario that led to a stranger buying him coffee. (For example, The stranger had a coupon and used it to get Sam a coffee.)
- Read the target question. Call on Ss to share things that they have experienced that have made them happy.

10 HOW DO YOU FEEL?

LEARNING GOALS

In this unit, you
- talk about emotions
- talk about sadness
- discuss happiness
- read about the pursuit of happiness
- write an analytical essay



GET STARTED

A Read the unit title and learning goals. Psychologists have identified dozens of emotions. What emotions do you think children experience the most? Teens? Adults?

B Look at the photo. It shows a woman sitting with her head in a cloud. What emotion is this meant to reflect?

C Read Sam's message. What kinds of "little things" have you experienced that have made you happy?



SAM BENNETT
@SamB

A perfect stranger bought me a coffee this morning. It made my day! Sometimes it's the little things that make the biggest difference.

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LESSON 1 TALK ABOUT EMOTIONS



SAM BENNETT
@SamB
Missing my grandma, but I treasure the memories I have of her.

1 VOCABULARY Words related to emotions

A Look at the pamphlet. Do you know of any ways to deal with grief?

B ▶10-01 Read and listen. Do you know the words in bold?

Dealing with **grief**

If you've recently suffered a loss, it's perfectly normal to feel **heartbroken**—even **devastated**. But know that you are not alone. There are many people and organizations ready to offer their **compassion** and **condolences**. Here are some things to remember.

1. Try not to isolate yourself. It's OK to spend time alone, but being around people who can **console** you is very important. Even if you don't talk at first, knowing that someone else cares can be **uplifting** during this dark time.
2. Sharing memories of your loved one can be deeply **gratifying**, particularly if you share them with someone who is also grieving. **Savoring** your good memories can be very healing.
3. While you cannot expect to get over your loss quickly, if you **are** still **down in the dumps** after a few months, it might be a good idea to seek professional help. Contact our office for information on local grief counselors.

>> FOR PRACTICE, PAGE 152 / DEFINITIONS, PAGE 165

2 LANGUAGE CHOICES Articles

A Read the example sentences. Underline all the nouns and noun phrases. Circle the articles. Then complete the chart with *indefinite article, definite article,* or *no article*.

Example sentences

1. Miriam had a nice trip, but she's been down in the dumps ever since she returned from Toronto.
2. Caleb has an upbeat attitude and really seems to savor the small things in life.
3. Offering condolences is hard. Just remember the goal of expressing sympathy is to show compassion for the bereaved.
4. I'm reading the book you recommended. It's an uplifting story.

Indefinite articles = *a, an*
Definite article = *the*

Articles

- singular count nouns that are *not* specific — indefinite article
- most proper nouns, such as the names of countries or people — no article
- previously mentioned nouns — definite article
- specific nouns known to the listener or reader — definite article
- noncount nouns and plural nouns that are *not* specific — no article

>> FOR PRACTICE, PAGE 152

B Articles are difficult because there are exceptions to the rules. The sentence below has exceptions to the rule that proper nouns do *not* take articles. Write two rules for these exceptions.

The Taylors lived in **the Dominican Republic** before they moved to **the Netherlands**.

Use a definite article when adding a plural *-s* to a family name to indicate a whole family, as in *the Taylors*. Use a definite article with the names of countries that contain an adjective, as in *the Dominican Republic*, or end with a plural *-s*, as in *the Netherlands*.

LESSON 1 TALK ABOUT EMOTIONS

- Read the lesson title and write it on the board. Point to the words brainstormed on the board in Get Started. Say, *Another word for* feelings *is* emotions. *All these are emotions.*
- Call on a volunteer to read the social media message aloud. Ask, *Why do you think Sam is mentioning his grandmother in the post?* (She passed away and he is sharing his feelings.) *What does it mean* to treasure? (cherish or hold dear) *Do you share feelings openly like this on social media? Why or why not?*

1 VOCABULARY

A
- Focus Ss' attention on the title of the pamphlet. Write *grief* and elicit the meaning. (extreme sadness, usually because someone you love has died) Invite Ss to think of words related to grief. (For example, sadness, tears, depression, exhaustion)
- Read the target question. Have Ss discuss the question in pairs.

B
- Say, *Listen to the words related to emotions.*
- Play the audio. Pause after *down in the dumps.* Tell Ss to follow along as they listen to the information from the article.
- Play the rest of the audio. Clarify the meaning of any new or unfamiliar terms, such as *to isolate oneself* (to separate oneself from others).
- In pairs, have Ss read the tips again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 165.
- For more vocabulary practice, refer Ss to page 152.

⊕ **EXTENSION** Ask, *Which pieces of advice is Sam practicing in the social media post?* (He is not isolating himself and he is savoring good memories of his grandmother.) Say, *The pamphlet states "being around people who can console you is very important." Do you think friends on social media can offer this support?* Invite different Ss to weigh in.

2 LANGUAGE CHOICES

A
- Read the instructions. Bring Ss' attention to the note and ask a volunteer to read it.
- Tell Ss to first read the example sentences and underline the nouns and noun phrases and circle the articles.
- Then have them complete the rules in the grammar chart with a partner.
- Review the answers. Ask Ss which example sentence helped them choose the correct answer.

⊕ **EXTENSION** Write the following sentences on the board. *That's Dana. She works at the supermarket on Main Street. She has a job as a sales assistant. The job has really flexible hours, which works well for her.* Have Ss underline all the nouns and noun phrases and match them to rules 1–5.

That's Dana. She works at the supermarket on Main Street. She has a job as a sales assistant. The job has really flexible hours, which works well for her.

Rule 1: a job, a sales assistant
Rule 2: Dana, Main Street
Rule 3: the job
Rule 4: the supermarket
Rule 5: hours

⊕ **EXTENSION** Alternatively or in addition to the Extension above, have Ss write a statement or statements to reflect these rules. (For example, Rule 1: I have a cool phone. Rule 2: I used to live in France. Rule 3: I live in a cute house. The house has three bedrooms. Rule 4: I forgot to do the assignment last night. Rule 5: We are reading about emotions this week.)

B
- Ask for a volunteer to read the instructions and target questions.
- In pairs, have Ss analyze the sentences and make up rules.
- Bring the class together and go over the answers.

⊕ **EXTENSION** Elicit the plural forms of Ss' surnames. Invite them to come to the board and write their surnames with the article *the.* (For example, The Brunos, The Tanakas, The Cruzes) Then have Ss make up sentences about the families. Model an example using one of the surnames: *The Chens have a family business in China.* Ask the student whose name it is to say *True* or *False.* Continue until each name has been mentioned.

⊕ **EXTENSION** Challenge Ss to think up additional countries that have *the* in the name. (For example, the United States, the Philippines, the Bahamas) Have them work in pairs. Then bring the class together and compile a list on the board.

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3 CONVERSATION SKILL

A
- Read the title of the conversation skill. Review that *empathy* refers to the ability to understand how someone feels. Then read the skill box aloud. Model a soft tone and falling intonation for reacting to sadness. Model an upbeat tone and rising intonation for reacting to happiness. Have Ss repeat. Ask, *Do you use any of these expressions?*
- Direct Ss' attention to the exercise. Play the audio. Have Ss complete the exercise individually.
- Bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Have Ss return to Sam's social media message. Ask a volunteer to read it. Tell Ss to write a response to Sam's message using expressions for showing empathy. In pairs, have Ss share and discuss.

B
- Read the instructions. In pairs, have Ss role-play conversations. Encourage them to use expressions not used in 3A. Circulate and remind Ss to use falling intonation for reacting to sadness and rising intonation for reacting to happiness.
- Bring the class together and call on volunteers to perform role plays for the different scenarios.

4 CONVERSATION

A
- Say, *We're going to listen to Ariya express empathy with Sam.* Read the instructions. Have Ss preview the answer options. Play the audio.
- Clarify any unknown vocabulary, such as *live up to* (to do as well as one was expected to do, or do as one had promised) and *a dark situation* (an unhappy time with no hope).
- Have Ss choose the correct answer. Review the answer as a class.

B
- Read the instructions. Give Ss time to preview the questions. Tell Ss to write down any answers they remember from the first listening.
- Play the audio again. Tell Ss to answer the questions.
- Have Ss go over the answers in pairs. Bring the class together and ask, *What do you admire most about Sam's grandmother? Do you know anyone like Sam's grandmother?*

C
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Go over the answers.
- Focus Ss' attention on the use of articles with the word *life*. Say, *Circle three uses of* life *in Sam's part of the dialogue.* In pairs, have Ss discuss the reasons for using no article, *the,* and *a.* (In the first use of *life,* there is no article because it is a non-count noun that is not specific; in the second use (*the life she had*), *the* is used because it is a specific noun followed by a restrictive relative clause; in the third use, *life* is treated as a singular count noun that is not specific.)
- In pairs, have Ss practice the conversation, and then swap roles and practice again.

⊕ **EXTENSION** Say, *Listen to the conversation again. Every time Ariya shows empathy, raise your hand.* You can hint that there are six instances. (Oh, Sam, that's terrible. I'm so sorry for your loss; Still, it must be hard. It sounds like you were really close; She sounds like a really special person; She sounds like a wonderful person; It must be really hard for you, losing her; Well, please accept my condolences, and be sure to let me know if there's anything I can do.)

5 TRY IT YOURSELF

A
- Read the target question. Call on Ss to read the situations.
- Circulate as Ss take notes on two of the situations.

B
- In pairs, have one S use his or her notes to role-play the scenarios each of them chose, with the other S playing the empathizer.
- Remind Ss to use a sympathetic tone for the sad situations and a sincere, happy tone when responding to positive experiences. Tell them to use the conversation in 4C as a model.
- Have Ss perform their role plays for the class. After each role play, ask, *Was the person empathizing sincere?*

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to emotions
- ✓ using articles
- ✓ using expressions for showing empathy

EXIT TICKET Present a short scenario, such as *My friend has just been diagnosed with a serious illness* OR *My speech at the conference went really well!* Have Ss show empathy appropriately. Instruct Ss to incorporate the target vocabulary from 1B and expressions from the conversation skill box. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

3 CONVERSATION SKILL

A ▶10-04 **Read the conversation skill. Listen. Notice the words the speakers use to show empathy. Complete the sentences that you hear.**

1. A: I got the job!
   B: Good for you! You must be so happy .
2. A: Both of my kids caught the flu and my husband is out of town.
   B: That must be hard. Please let me know if there's anything I can do .

B ROLE PLAY **Choose four expressions from the conversation skill box. Make short conversations, using one expression in each conversation.**

Show empathy

Use these expressions to show empathy when someone shares emotional news:

Reacting to sadness:
That's terrible. I'm so sorry you're going through this.
That must be hard.
I can imagine (how you must be feeling).
I'm here for you.
Please let me know if there's anything I can do.

Reacting to happiness:
That's great! Congratulations!
Good for you! You must be so happy.
You've worked hard. You deserve it.
Good job! I'm really proud of you.

4 CONVERSATION

A ▶10-05 **Listen. Circle the statement that Sam's grandmother would agree with.**

a. Don't waste time on the small things in life.
b. Human beings are often cruel.
c. Spend your life traveling.
(d.) Focus on the good things in your life.

B ▶10-05 **Listen again. Answer the questions.**

1. What was unusual about Sam's grandmother's attitude toward life?
2. What did his grandmother never lose?
3. What advice from his grandmother is Sam likely to use in the future?

1. She saw a lot of death and destruction, but she maintained a positive attitude toward life.
2. her compassion and her belief in the goodness of others
3. be grateful for every day of your life, follow your dreams, keep a positive attitude, savor the small things in life, look for something uplifting in every situation, have compassion for others

C ▶10-06 **Listen. Complete the conversation.**

Sam: She had such a great attitude toward life . Even when she knew she was dying, she never felt sorry for herself. She was grateful for the life she had led and was always encouraging me to follow my dreams.

Ariya: This must be so hard. She sounds like a really special person.

Sam: She was. She always said that the secret to a happy life was living each day as if it were your last. And she really lived up to that philosophy. Even at the end when she was in pain, she maintained a positive attitude.



5 TRY IT YOURSELF

A THINK **Choose two of the situations below: one happy and one sad. Take notes about how you will share the news with your partner.**

- Your best friend is moving away.
- Your partner just broke up with you.
- You got into your first-choice university.
- You just got engaged to be married.

B ROLE PLAY **Student A: Explain what has happened to you. Student B: Respond empathically to your partner. Use the language from the conversation skill box.**

■ I CAN TALK ABOUT EMOTIONS.

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LESSON 2 TALK ABOUT SADNESS



SAM BENNETT

@SamB

Still missing my grandma a lot. I've been down in the dumps for a couple of weeks. Any suggestions for cheering me up?

1 BEFORE YOU LISTEN

A PAIRS THINK Do you like sad movies? Why or why not?

B 10-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

intriguing	a documentary	subjective	a boost	preliminary
dull	suppress	fellow	enhance	illuminating

>> FOR PRACTICE, PAGE 153 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES *Too* and *enough*

A Read the example sentences. Then complete the chart with *too* and *enough*.

Example sentences

1. I can't watch this documentary. It's **too** depressing.
2. Mike just broke up with his girlfriend. It's **too** soon for him to date someone new.
3. There are **too** many people in here. There's **too** much noise to concentrate.
4. I decided to apologize. The guilt was **too** overwhelming.
5. There haven't been **enough** good movies this year.
6. If you suppress your feelings long **enough**, you could develop health problems.
7. I hate going to the dentist. My appointment can't end quickly **enough**!
8. The review was vague and subjective **enough** to avoid a lawsuit.
9. I don't have **enough** time to listen to him complain all day.
10. We don't have to talk about this right now. There'll be time **enough** to talk when we get together next week.

Too* and *enough

- ___Enough___ means *sufficient*.
- ___Too___ means *very* or *a lot*. It usually has a negative meaning, as in *more than what is wanted or needed*.
- Use ___enough___ + a noun.
- Use ___too___ + *much* / *many* + a noun.
- Use ___too___ + an adjective or an adverb.
- Use an adjective or an adverb + ___enough___ .
- In some cases, we can use a noun + ___enough___ .

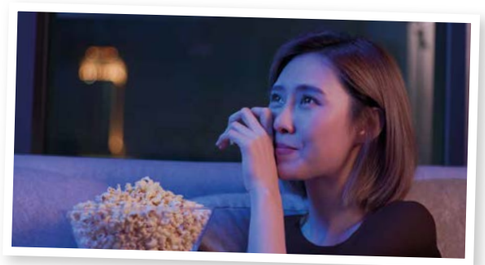
>> FOR PRACTICE, PAGE 153

B Read the sentences. What does each sentence suggest about the listener?

Was the movie sad enough for you?

Was the movie too sad for you?

The first sentence suggests the listener likes sad movies, while the second sentence suggests the listener does not like sad movies.



LESSON 2 TALK ABOUT SADNESS

- Read the lesson title. Ask, *Do you prefer to talk when you are sad? Or do you keep it to yourself?* Call on volunteers to answer.
- Ask a volunteer to read the social media message aloud. Ask, *Are you surprised by Sam's openness? What advice might you give him?* In pairs, have Ss write short responses to the post. Then bring the class together and have Ss share. Finally ask, *If someone you knew were posting about their feelings on social media like Sam, would you typically respond? Why or why not?*

TEACHING TIP Remember to deal sensitively with Ss who may not want to share too much about themselves or about their private experiences. Always offer alternatives to talk about friends, relatives, co-workers, etc.

1 BEFORE YOU LISTEN

A
- Read the target question aloud, and give Ss a few minutes to discuss. Tell Ss to name titles of sad movies they particularly liked or didn't like.
- Then bring the class together and have Ss share.

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.
- Then say each word again and have them repeat.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 166.
- For more vocabulary practice, refer Ss to page 153.

⊕ **EXTENSION** Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 LANGUAGE CHOICES

A
- Write on the board: *1. We have enough food for the party. 2. We have too much food for the party.* Ask, *Which sentence suggests that there will be leftovers after the party?* (2) *What does* enough *suggest?* (that they have the amount that is necessary)
- In pairs, have Ss read the example sentences. Tell Ss to circle any negative forms connected to *enough* or *too*. (5, 7, and 9 with *enough*)
- Draw Ss' attention to sentence 10, where *enough* comes after the noun. Point out that this is an idiomatic use only used with certain nouns, such as *reason enough, time enough, money enough*.
- Then tell Ss to work individually to complete the chart.
- Have them compare answers with a partner. Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.

⊕ **EXTENSION** Write the following sentences on the board. Have Ss work in pairs to choose the correct words to complete each one. Then bring the class together and go over the answers.

1. *I don't want to go out. I am (too tired / tired enough) to do anything.* (too tired)
2. *I wrote (enough / too many) pages. I need to edit down my paper.* (too many)
3. *The teacher didn't give us (enough / too much) time on the test. No one finished it.* (enough)
4. *You're talking (too quickly / quickly enough). I can't understand you!* (too quickly)
5. *That printer is (small enough / too small). It will fit on the shelf.* (small enough)

⊕ **EXTENSION** Write the following statements on the board (without the answers):

1. *The team only accepts older players.* (F)
2. *I need to learn more coding to program computers.* (T)
3. *They need more ideas.* (F)
4. *He wants to spend more on a jacket.* (F)
5. *I didn't miss my stop.* (T)

Read these statements and have Ss mark the statements on the board as True or False. Tell Ss they don't need to copy the sentences; they can just number a piece of paper 1–5. Read the statements as many times as necessary.

1. *He is too old to join the basketball team.*
2. *I haven't learnt enough coding to program computers.*
3. *They have too many ideas.*
4. *Woah, that jacket costs too much!*
5. *I got off the train quickly enough.*

B
- Ask for a volunteer to read the instructions and target question.
- In pairs, have Ss analyze the pair of sentences and answer the question.
- Bring the class together and go over the answers.

⊕ **EXTENSION** In pairs, have Ss create pairs of sentences using the following prompts:
old enough / too old; quickly enough / too quickly; enough problems / too many problems; early enough / too early.

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3 PRONUNCIATION

A
- Bring Ss' attention to the pronunciation note. Read the title.
- Play the audio for the note. Write the list of intensifiers on the board: *really, too, so, definitely.* Read the example sentence in the note aloud and have Ss repeat the sentence with the emphasis on the stressed vowel of *definitely.*

B
- Have Ss read the sentences and notice the stressed words in bold. Add to the list on the board: *at all, enough, incredibly.*
- Play the audio. Have Ss listen, then listen and repeat.

C
- Read the instructions. Refer Ss to 3B to indicate how they should mark the stressed words.
- Play the audio. Have Ss compare answers with a partner.
- Call on volunteers to read the sentences. Model corrections as needed.
- Ask Ss to call out any intensifiers from the exercise not yet on the board, and add them to the list. (extraordinarily, such, completely, very, nothing, totally, without a doubt)

4 LISTENING

A
- Tell Ss they are going to listen to a podcast. Read the instructions. Ask a volunteer to read the three possible questions answered in the podcast.
- Play the audio. Have Ss listen, thinking about the question the podcast answers.
- Clarify any unknown words in the audio, such as *tolerance* (the degree to which someone can suffer pain, difficulty, etc. without being harmed or damaged) and *hypothesis* (an idea that is suggested as an explanation for something, but that has not yet been proved to be true).
- In pairs, have Ss choose the best answer. Go over the answers as a class.

B
- Ask Ss to look at the Listening Skill box. Read the title and the skill.
- Read the instructions. Play the audio and have Ss fill in the blanks.
- Go over the answers as a class.

C
- Read the instructions. Call on Ss to write the questions from 4B on the board. Encourage them to change any embedded questions into direct questions:
  1. *Why do we seem to enjoy sad movies so much?*
  2. *Why did they (scientists) measure their pain tolerance in the first place? What does that have to do with the reasons we enjoy sad movies?*
  3. *If participants reported a negative mood after watching the sad movie, doesn't that mean that they felt unhappy, not happy?*
  4. *Could this (watching a sad movie) be related in some way to how we feel after a good cry?*
- Have Ss listen again and take notes to answer each question.
- Then bring the class together and have Ss share.

D
- Read the target question. Then give pairs a few minutes to discuss what they found most surprising.
- Bring the class together and have Ss share.

5 TRY IT YOURSELF

A
- Read the instructions. In pairs, Ss summarize the main points.
- Remind them to start the summary by naming what they are summarizing. (For example, In the podcast *Exploring the Brain,* the host has an interesting interview with neurologist Dr. Henry Davis, who studies human emotions.)
- Circulate and assist as needed. If necessary, remind Ss that a summary should only include what the original person said, with no personal opinions.

B
- Read the instructions. Have Ss work in pairs. Encourage them to apply ideas from the podcast to their sad experience. Model: *Well, my dog died, and I was so sad. And then I talked to my classmate, who was incredibly empathetic. Actually, her dog had died the year before and she was able to relate to all my emotions. I guess this is what Dr. Davis meant about bonding and having a boost in positive feelings…*
- Circulate as Ss work. Listen for the use of intensifiers and emphatic stress.

C
- Read the instructions and target questions. In pairs, have Ss evaluate if the article has influenced their ideas about sadness.
- Bring the class together and poll if Ss agree that sadness can sometimes be a positive thing.

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 sadness
- ✓ using *too* and *enough*
- ✓ using intensifiers and emphatic stress
- ✓ listening for questions

EXIT TICKET Have Ss write their names on a blank card. Write this question on the board: *Do you think that Sam's sharing about his grandmother's death on social media will help increase his feelings of social connectedness?* Tell Ss to write an answer, referring to information they learned from the podcast. Read the cards to identify areas for review.

3 PRONUNCIATION

Intensifiers and emphatic stress

Intensifiers like *really, too, so,* and *definitely* add emphasis to other words. Intensifiers are often pronounced with emphatic stress. The stressed vowel of the intensifier is longer, louder, and usually higher-pitched: *I'm* ***definitely*** *intrigued.*

A 10-09 **Listen. Read the pronunciation note.**

B 10-10 **Listen. Notice the stress on the words in bold. Then listen again and repeat.**

1. I don't want to watch a sad movie at **all**. I've had **enough** sadness lately.
2. My mother felt **so** heartbroken when her father died. She was **really** close to him.
3. I woke up feeling **incredibly** good this morning.

C 10-11 **Listen. Complete the sentences. Listen again and mark the stressed syllables in the intensifiers with a dot.**

A: That documentary on climate change was ___extraordinarily___ dull. It was ___such___ a disappointment.
B: Oh, no. I ___completely___ disagree. I thought it was ___very___ intriguing.
A: But there was ___nothing___ that wasn't ___totally___ familiar.
B: Yeah, but the narrator's passion ___without a doubt___ made the familiar information powerful.

4 LISTENING

A 10-12 **Listen. Which of the questions is answered in the podcast?**

a. Why do different people have different reactions to pain?
b. Why is *Titanic* one of the saddest movies ever made?
c. What is the connection between sadness and social bonding?

B 10-12 **Read the Listening Skill. Listen again. Complete the questions that you hear.**

1. **Host:** So, Dr. Davis, one question I've had for a long time is ___why we seem to enjoy sad movies so much___ .
2. **Host:** That's interesting, but ___why did they measure their pain___ tolerance in the first place? ___What does that have to do with___ the reasons we enjoy sad movies?
3. **Host:** Wait a minute—if participants reported a negative mood after watching the sad movie, ___doesn't that mean they felt unhappy, not happy___ ?
4. **Host:** Could this be related in some way ___to how we feel after a good cry___ ?

LISTENING SKILL Listen for questions

During a talk such as a podcast or lecture, speakers often use questions to highlight main ideas or important points. Writing down these questions will help you remember the answers, even if you're not able to catch every word.

C 10-12 **Listen again. Answer the questions in 4B.**

D PAIRS REACT **What was most surprising to you in the podcast?**

Possible answers:
1. Sadness appears to trigger the release of endorphins in the brain, which make us feel happy. It also increases our feelings of social connection, which is a positive feeling.
2. Because our brains release the same chemicals when we are happy and when we are in pain, measuring pain tolerance is an indirect way of measuring how happy someone is.
3. They might have felt bad temporarily, but the end result was a boost in positive feelings.
4. Yes, it is likely related to the same phenomenon that we experience when watching a sad movie.

5 TRY IT YOURSELF

A THINK **Summarize the main points of the podcast. Use your answers from 4C to help you.**

B DISCUSS **Talk about a time in your life when you were sad. Was the experience valuable in the way that the speaker in the podcast describes?**

C EVALUATE **After listening to the podcast, have you changed your ideas about sadness? Do you agree that sadness can sometimes be a positive thing?**

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LESSON 3 DISCUSS HAPPINESS



SAM BENNETT
@SamB

I hate memes with quotes about happiness. Happiness isn't something you can easily define—it means different things to different people.

1 BEFORE YOU LISTEN

A PAIRS **Which of these events would make you feel happiest? Why?**

- winning the lottery
- hearing your child's first words
- finishing your PhD
- surviving a plane crash
- meeting the love of your life
- beating an illness

B ▶10-13 VOCABULARY **Read the words and listen to the sentences. Do you know these words?**

a trauma	synthetic	a coping mechanism	overestimate	relative	be confined to
an obstacle	an immune system	miscalculate	a paraplegic	tedious	a contribution

>> FOR PRACTICE, PAGE 154 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES Adverbs

1. a.-c. *Fundamentally* modifies the whole sentence
2. *even* modifies *speak*
3. *Even* modifies *Adrian*
4. *Only* modifies *Maya*
5. *only* modifies *attended*
6. *Never* modifies *have made*
7. *Rarely* modifies *eliminate*

A **Read the example sentences. Look at the adverbs in bold. What do they modify? Then circle the correct answers in the chart.**

Use	Example sentences
Sentence adverbs	1. a. **Fundamentally,** we all need coping strategies. b. We all need coping strategies, **fundamentally**. c. We all **fundamentally** need coping strategies.
Focus adverbs	2. We were so happy, we couldn't **even** speak. 3. **Even** Adrian was excited, and he's normally very serious. 4. **Only** Maya was in a bad mood. Everyone else was happy. 5. Runa **only** attended the meeting. She didn't participate.
Negative adverbs	6. **Never** have I made such a terrible miscalculation. 7. **Rarely** does the immune system fully eliminate a virus.

Adverbs

- If a sentence adverb comes **first or last in** / **in the middle of** a sentence, it is usually separated with a comma.
- **Sentence** / **Focus** adverbs express a viewpoint about the whole idea or sentence.
- **Sentence** / **Focus** adverbs draw attention to a specific word or phrase.
- **Focus** / **Negative** adverbs are often used at the beginning of a sentence with an inverted subject and verb.

>> FOR PRACTICE, PAGE 154

B PAIRS **You can place adverbs in various places in a sentence. Discuss how shifting the adverb changes the focus or meaning of the following sentences.**

Remarkably, Isabel seems to have recovered from the trauma.
Isabel seems to have remarkably recovered from the trauma.
Isabel seems to have recovered from the trauma remarkably.

In the first sentence, the adverb modifies the entire sentence. Sentence 2 focuses on the verb *recover* and seems almost sarcastic or dubious, as though the speaker does not believe Isabel really experienced trauma. Sentence 3 focuses on the result and suggests Isabel had a good recovery.

LESSON 3 DISCUSS HAPPINESS

- Read the lesson title. Invite Ss to try to define happiness. (the state of having feelings of pleasure because something good has happened to you or because you are very satisfied with your life) Write the definition on the board. Then invite Ss to share when they feel happy. (For example, I feel happy when my work day is over and I can sit in a quiet room and not think about anything. / I feel happy when I am home with my family.)
- Call on a volunteer to read the social media message aloud. Ask, *Can you think of any memes about happiness that you have seen?* (For example, Happiness is listening to your favorite song.) Invite Ss to draw or write out on the board similar memes they've seen. If Ss have phones, tell them they can pull up some memes on their phones.

1 BEFORE YOU LISTEN

A
- Read the target question aloud. Ask a volunteer to read the list of events.
- Then have them discuss in pairs.
- Bring the class together and have Ss share. Ask Ss to suggest other items to add to the list of events that would make them happiest. Invite other Ss to respond if the same events would make them happy.

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.
- Then say each word again and have them repeat.
- 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.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 166.
- For more vocabulary practice, refer Ss to page 154.

2 LANGUAGE CHOICES

A
- Tell Ss to close their books. Say, *We have seen adverbs used throughout the unit. For example,* too *and* enough *from the previous lesson are adverbs.* Write the following sentence on the board: *They worked too vigorously.* Ask, *What does* too *modify?* (the adverb vigorously) *What does the phrase* too vigorously *modify?* (the verb worked) Say, *Adverbs modify or add to the meaning of a verb, an adjective, another adverb, or an entire sentence. We will look at three types of adverbs in this lesson.*
- Have Ss open their books. Call on a volunteer to read the instructions.
- Have Ss study the bold adverbs and underline the words they modify.
- Then, in pairs, have them choose the correct word to complete each rule in the grammar chart.
- Bring the class together and go over the answers. Ask Ss which example sentence helped them choose the correct answer.
- Point out that we usually only use sentence adverbs at the end of a sentence in informal speaking or writing.

⊕ EXTENSION Write on the board: *No one in my family likes pasta. Actually, even I rarely eat it.* Say, *Find three adverbs in the second sentence. Identify and label each one.* (actually: sentence adverb; even: focus adverb; rarely: negative adverb)

B
- Read the instructions.
- In pairs, have Ss read the sentences and discuss the differences.
- Bring the class together. Read each sentence aloud with pauses and intonation. Have Ss repeat. Then call on volunteers to explain the differences in meaning they observed.

⊕ EXTENSION Write this scrambled sentence on the board: *examined / curiously / reading / before / it / the document / he.* Have Ss work in pairs to unscramble the sentence in three different ways, putting the adverb in various positions. Then have them discuss the shift in meaning. Bring the class together and call on volunteers to write the three sentences and comment on how the meaning changes.

1. Curiously, he examined the document before reading it. (It is curious that he examined the document before reading it.)
2. He examined the document curiously before reading it. (He examined the document with curiosity.)
3. He examined the document before reading it curiously. (He read the document with curiosity.)

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3 VIDEO TALK

A
- Have Ss look at the picture. Tell Ss to imagine pressing the play button on the video. Ask Ss to share what they think the secret to happiness is.
- Read the target question aloud.
- Play the audio or video. Clarify any unknown words, such as *piles of (something)* (large amounts of something), *to kid oneself* (to let oneself believe something that is untrue or unlikely), *money is no object* (an expression which means that someone can spend as much money as they want on something), *restrictions* (limits), and *paradigm* (a model or example that shows how something works or is produced).
- Then have Ss answer the question. If Ss get stuck, replay the last paragraph of the video starting with *Gilbert's contribution…* Hint to Ss to follow the signal words *First, Second,* and *Finally.* Review answers as a class.

LANGUAGE NOTE Write the following sentence from the video on the board: *That last one sounds like a weird example, huh?* Ask, *What does* huh *mean here?* (doesn't it?) *What does the use of* huh *indicate about the tone of this video?* (It is very informal.)

EXTENSION For vocabulary review, have Ss listen again or read the audio script for the vocabulary terms from 1B on page 118. Have Ss listen and notice how the words are used. If Ss use the audio script, have them work in pairs to share where the words appear.

B
- For the second listening or viewing, tell Ss they will listen for specific details.
- Bring Ss' attention to the Note-taking Skill about using charts.
- Read it aloud. Ask, *Does anyone use charts for taking notes? Do you have a specific system?* Invite Ss to share.
- Let Ss preview the chart. Play the audio or video again and have Ss fill in the chart with information. If necessary, stop the audio or video or let Ss listen multiple times.
- Have Ss compare their notes in pairs.
- Go over the answers as a class.

C
- Have Ss first read the target question and then discuss in pairs. If Ss get stuck, prompt with questions. Ask, *Does the speaker try to persuade the audience of something, or inform them?* Refer Ss to the target question they answered in 3A to hint that the piece informs about scientific research.
- Then bring the class together and discuss answers in detail.

D
- Read the target questions. Have Ss discuss in pairs.
- Bring the class together and have Ss share.

4 DISCUSSION SKILL

- Read the instructions and target question.
- Focus on the title *Tell an Anecdote.* Review the meaning of *anecdote* as it appeared in Unit 8 (a short story that you tell people, based on your personal experience).
- Read the discussion skill aloud. Have Ss repeat the examples. Model correct intonation. Elicit or explain that *back in the day* means a long time ago when a person was much younger. Ask, *In the phrase* Here's a good one, *what does* one *refer to?* (a story, anecdote, or joke)

5 TRY IT YOURSELF

A
- Read the instructions and target questions. To review natural and synthetic happiness, refer Ss to the chart in 3B.
- Have Ss take notes individually about happy times in their lives.

B
- Read the instructions and target questions.
- Divide the class into groups. Have Ss discuss what was similar and what was different between the various happy experiences. Tell Ss to take notes.

C
- Read the instructions. Have Ss work in the same groups to create a list of things that define happiness.
- Come together as a class and have groups share.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary related to happiness
- ✓ using adverbs
- ✓ using charts for organization
- ✓ telling an anecdote

EXIT TICKET Tell Ss to refer back to Sam's post at the beginning of the lesson. Invite Ss to explain what happiness means to them. Have them speak for 2–3 minutes. Listen and take notes on areas for review and extra practice in later lessons. Alternately, Ss can write a short paragraph describing what happiness means to them.

3 VIDEO TALK

Possible answer: The final section summarizes three take-home points from the talk: happiness is what you make it (i.e., you manufacture your own happiness); synthetic happiness is very real (we are programmed to manufacture our own happiness); although most of us prefer freedom of choice, we can be equally happy when our freedom is limited.



A ▶10-15 Listen or watch. What have we learned from Daniel Gilbert's research?

B ▶10-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Use charts for organization

The charting note-taking method uses columns to organize information. Label each column by category. Then add details below. This method is useful for organization and helps you group your ideas in a way that makes them easy to review.

Natural happiness	Synthetic happiness
what we get when we get what we want, e.g., win the lottery, become rich we miscalculate the effects of positive events and overestimate how happy we'll be	what we get when we *don't* get what we want, e.g., when we get a rejection letter and are OK with it we have psychological immune system, acts as coping mechanism; we manufacture own happiness in response to difficulties free-choice paradigm: people rank items and are allowed to take their 3rd place choice home; they rank them again and often rank their 3rd place choice higher than they originally did

C What is the purpose of the talk? *Possible answer:* The purpose of the talk is to inform about a recent piece of research in psychology.

D PAIRS REACT Gilbert explains that we have a psychological immune system that can manufacture happiness in response to negative experiences. Do you think there are any downsides to having this system? If so, what?

4 DISCUSSION SKILL

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

Tell an anecdote

An anecdote is a brief story that illustrates a point. You can begin an anecdote with phrases like these:

Back in the day, I…
I'll never forget the time I…
Listen to this story.
Here's a good one.

5 TRY IT YOURSELF

A THINK Think about different times in your life when you felt happy. What was happening in your life, and why did you feel happy? Do you think it was natural happiness or synthetic happiness? Take notes.

B DISCUSS Share your experiences with a group. What was similar? What was different?

C EVALUATE In the same groups, create a final list of things that define happiness based on the similarities from 5B. Prepare to justify your views to the class.

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LESSON 4 READ ABOUT THE PURSUIT OF HAPPINESS



SAM BENNETT

@SamB

I really admire Elizabeth Gilbert. She had the courage to drop everything and pursue her dreams.

1 BEFORE YOU READ

A PAIRS What kinds of things do you think make people happy?

Possible answers: finding a good job, having a family, finding love, doing the things they enjoy, etc.

B ▶10-16 VOCABULARY Read and listen. Do you know these words?

tremendous	sheer	a turning point	spirituality	relentlessly
death-defying	a memoir	throw caution to the wind	strive	rags-to-riches

>> FOR DEFINITIONS, PAGE 166

2 READ

Possible answers:
Reaching for happiness: This story might involve a person who's found happiness through the sport of climbing or hiking.
Traveling for happiness: This story might involve a person who's found happiness by traveling around the world.
Working for happiness: This story might involve a person who's found happiness through building a successful car business.

A PREVIEW You are going to read some personal stories about finding happiness. Read each heading and look at the photos. What do you think each person's story is about?

B ▶10-17 Read and listen to the article. Were your predictions in 2A correct?

THE PURSUIT OF HAPPINESS

What does happiness mean to you? Is it having new experiences, finding true love, being successful, or something different? Here are three stories about how people found happiness.

Reaching for happiness



In 2017, Alex Honnold achieved the greatest feat ever accomplished in free-soloing, a kind of climbing. He completed the first ever rope-free ascent of the famous El Capitan rock in Yosemite National Park. El Capitan is over 2,300 meters tall from its base and has sections that require almost vertical climbing. Honnold reached the peak in just under four hours without safety gear, using only his bare hands and tremendous willpower.

Most of us would panic at the thought of being stuck 450 meters up on a rockface, knowing that one slip could prove deadly. But not Honnold, who seeks out death-defying challenges like El Capitan for sheer happiness. Why? Honnold says that climbing gives him the most joy out of anything in life. These days, he's pretty famous for it, too, after the story of his climb was made into an Oscar-winning documentary.

Traveling for happiness



Elizabeth Gilbert's story of searching for happiness is also well-known. She is the author of the best-selling memoir *Eat, Pray, Love*, which documents a year of her life spent traveling the world in search of fulfilment. Prior to setting off on her travels, Gilbert had a home, a husband, and a successful writing career. However, she was unhappy in her marriage and decided to get a divorce. Facing a turning point in her life, she threw caution to the wind and headed out to see the world. She spent time eating delicious food in Italy, exploring spirituality in India, and eventually finding love again while in Bali, Indonesia.

Reflecting on her travels and search for happiness, Gilbert says finding joy isn't about luck but it is a result of personal effort. "You fight for it, strive for it, insist upon it, and sometimes even travel around the world looking for it. You have to participate relentlessly."

>>

LESSON 4 READ ABOUT THE PURSUIT OF HAPPINESS

- Read the lesson title. Write on the board: *The pursuit of happiness.* Invite Ss to discuss what this means. (For example, going after what gives a person joy and lets them live a full life.) Ask, *Do you think most people actively pursue happiness? Do you?*
- Call on a volunteer to read the social media message aloud. Ask, *What do you think* to drop everything *means?* (to immediately stop doing what you are doing to do something else) Ask, *Have you ever dropped everything in order to pursue something different?*

CULTURE NOTE *Life, liberty, and the pursuit of happiness* is a fundamental right mentioned in the Declaration of Independence of the United States. It supports all citizens freely pursuing joy and living life in a way that makes them happy, providing no one does anything illegal or violates the rights of other citizens.

1 BEFORE YOU READ

A
- Read the target question. As Ss work in pairs, tell them to suggest ideas other than the events discussed in 1A in Lesson 3.
- Bring the class together and have Ss share.

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.
- Have Ss listen to the vocabulary once.
- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 166.

OPTION After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

EXTENSION Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

2 READ

A
- Read the instructions and target question aloud. Have Ss study the headings and images and make connections.
- Bring the class together and have Ss share predictions.

B
- Read the target question. Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B.
- Tell Ss to circle other words they don't know. Clarify other vocabulary or have Ss look the words up in a dictionary, such as *willpower* (the ability to control your mind and body in order to achieve something that you want to do). Write *free-soloing* on the board and have Ss skim the paragraph for a definition of the sport (rock climbing without safety gear, where a climber only uses his or her body and willpower).
- In pairs, have Ss reflect on whether their predictions were correct.

EXTENSION Tell Ss to look up video clips of Alex Honnold climbing. Then have them discuss their impressions and reactions to such a sport.

LANGUAGE NOTE Write the following phrases on the board: *rope-free ascent, rags-to-riches story.* Underline the hyphenated adjectives and say, *These are compound adjectives. When a compound adjective modifies a noun, a hyphen should be used to avoid confusion.* Point out, however, that when compound adjectives appear after the noun, a hyphen is not used. For example, *His ascent was rope free.* Tell Ss that the adjective *rags-to-riches* only appears before a noun; thus, it is always hyphenated.

OPTION In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles paragraph by paragraph.

EXTENSION Write on the board: *Have you ever _____ for happiness?* Under the blank, write *reached out, traveled, worked.* Read the question three times, filling it in with a different option each time. Invite Ss to share experiences. Then ask, *Is there another verb you could use to fill in the blank that would reflect a journey you have had to happiness?* (For example, danced, run, painted)

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the questions in small groups. Suggest they skim or even read the article again if necessary, underlining and circling information or taking notes. Tell Ss that they may need to refer to their notes to give answers as the questions are specific.
- 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 the lines aloud.
- In pairs, have Ss read the questions and the answer choices aloud and choose the answers. If necessary, review that *infer* means to form a conclusion based on available information.
- Go over the answers as a class.

C
- Direct Ss' attention to the Reading Skill. Call on a volunteer to read it aloud.
- Model a mock storyboard on the board, drawing three large frames and stick figures with speech bubbles and thought bubbles. Don't reflect stories from the article; Ss will do this themselves.
- Have Ss work individually. Then have them compare with a partner.
- Bring the class together and invite Ss to share.

LANGUAGE NOTE A *storyboard* is a set of drawings that is done before a film is made in order to show what will happen in it; this word is a noun. *Storyboarding* is the gerund form and refers to the process of drawing these pictures.

D
- Read the instructions. Tell Ss that since the article consists of three different stories, they will have to summarize each story in one sentence as well as make a general statement about the entire article. Elicit the introductory sentence. (For example, In the article "The Pursuit of Happiness" the author illustrates how three people pursued happiness in different ways.)
- In pairs, have Ss take turns summarizing the article. Circulate and assist as needed.

EXTENSION For homework, ask Ss to do online research about what has happened in Elizabeth Gilbert's life since writing *Eat, Pray, Love,* as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information.

4 MAKE IT PERSONAL

A
- Read the target questions and instructions aloud. Call on a few Ss to answer.
- Have Ss work individually to take notes. Encourage them to think of two or three ideas.
- Circulate and assist as needed.

B
- Read the instructions. In pairs, have Ss discuss. Tell them to take more notes if more ideas emerge from the discussion.

C
- Read the instructions. Model a three-columned chart on the board: *I really want to try / I might try / I would never try.* Tell Ss to copy the chart in their notebooks. Instruct them to discuss their activities in groups, then fill in the chart.
- Bring the class together and have Ss share.

EXIT TICKET Have Ss write their names on a blank card. Write the following prompt on the board: *Which would you be most likely to do for happiness: participate in a risky activity, drop everything and try something new, or work hard?* Encourage Ss to use the vocabulary from 1B. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3. A. *Possible answers:*
1. Honnold's feat was a world first. It was extremely challenging, involving some vertical climbing. It became an Oscar-winning documentary.
2. Through effort. We need to actively seek out happiness, strive for it, insist upon it, travel the world for it, etc.
3. His bicycle engine was successful so he felt encouraged to try something bigger.

Working for happiness



A different type of journey to happiness involves one of the most famous businesses in the world. It is the rags-to-riches story of Soichiro Honda. Honda was born in the small village of Kyomo, Japan. He spent his early childhood helping his father with his bicycle repair business. At an early age, Honda developed a strong interest in cars.

Honda left home at age 15 and headed to Tokyo. He found work at a garage, where he was a mechanic for six years, before returning home. His first attempt at the personal motor business came in the mid-1940s when he invented a small bicycle engine. Encouraged by his success, he organized the Honda Motor Company™ in 1948. The company has since grown into one of the world's largest automobile businesses.

Honda once stated, "My biggest thrill is when I plan something and it fails. My mind is then filled with ideas on how I can improve it." He believed that "real happiness lies in the completion of work using your own brains and skills." Honda died in 1991, having seen the Honda Motor Company grow into a multi-billion-dollar business.

3 CHECK YOUR UNDERSTANDING

A **Answer the questions, according to the article.** See answers on page T-121.

1. Why was Honnold's feat so impressive, and how has it become so well-known?
2. How does Gilbert believe we can find happiness?
3. How did inventing the bicycle engine help Honda start his company?

B CLOSE READING **Reread lines 9–11 and 35–37. Then circle the correct answers.**

1. Which option is the best paraphrase of lines 9–11?
   a. Free-soloing would be very frightening for most people, but Honnold isn't scared because he doesn't fear death.
   b. Free-soloing is too scary for most people, but Honnold does it for pleasure.
   c. Free-soloing is dangerous, so most people don't do it. However, Honnold loves danger.
2. What can we infer from Honda's views in lines 35–37? More than one answer may be correct.
   a. We must take risks if we want to be happy.
   b. Happiness comes from hard work.
   c. Failure is a part of success.

C **Read the Reading Skill. Choose one of the stories from the article. Divide a page of your notebook into three boxes. Storyboard the story in three frames.**

D PAIRS **Summarize the article in 3–5 sentences.**

Find out what has happened in Elizabeth Gilbert's life since writing *Eat, Pray, Love*.

READING SKILL **Visualize a story**

Visualizing a story helps you to understand both the storyline and the emotions of the characters.

Storyboarding is a good technique for visualization. To practice this technique, draw pictures of each scene in a story, like it is a movie. You can use thought bubbles or speech bubbles to help explain the emotions of each character.

4 MAKE IT PERSONAL

A THINK **What kinds of things make you happy? How do you feel when you're doing these things? Take notes.**

B PAIRS **Share your thoughts with a partner. Ask questions about his or her activities.**

C EVALUATE **Share your thoughts in a group. What do you have in common? Which activities would you like to try? Organize these activities into three categories: *I really want to try…*, *I might try…*, *I would never try….* Present your ideas to the class.**

☐ I CAN READ ABOUT THE PURSUIT OF HAPPINESS.

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LESSON 5 WRITE AN ANALYTICAL ESSAY



SAM BENNETT

@SamB

There are so many famous quotes about happiness. Some of them I agree with, but others, not so much.

1 BEFORE YOU WRITE

A Read about analytical essays.

An analytical essay is used to analyze something, often a speech, a quote, or a piece of literature. It looks at several different aspects and may offer a point of view. The introductory paragraph introduces the piece to be analyzed and makes a thesis statement about the point of view that will be taken. The body paragraphs then offer an in-depth analysis, looking at several different angles in order to make critical judgments about the piece. The conclusion summarizes these points and restates the thesis.

The writer feels that the quotation may be true in certain circumstances but is too simplistic and overlooks many important factors.

B Read the model. What conclusion does the writer come to about the quotation?



Question: *Abraham Lincoln said, "Folks are usually about as happy as they make their minds up to be." Explain what the quote means. Do you agree or disagree? Why?*

The quote "Folks are usually about as happy as they make up their minds to be" indicates that people have a choice in how happy they are. The assumption is that if a person wants to be happy, he or she can be happy. By contrast, then, the quote also assumes that people who are unhappy have chosen to be unhappy. They are choosing to look only at the negative side of things. There may be some truth to the idea, but, fundamentally, the statement is overgeneralized and cannot work as a blanket concept covering all situations.

It seems likely that Lincoln was considering the ways in which people react to the small challenges that arise in daily life—for example, sickness. Some people who catch a cold or flu might complain and see only the negative side of it, worrying that they have to change their plans for the day. "Bad things always happen to me," they may think, ignoring the fact that everyone gets sick sometimes. Other people can maintain a positive outlook in the face of such challenges. They see sickness as just a part of life, and they understand that it will pass shortly. They might even see the bright side: "Well, I guess my body is telling me that I need a break."

However, this perspective neglects to look at the reality of how a challenge can affect people in different ways. For people who work at hourly wage jobs, the loss of money when they are sick may indeed be a significant hardship. People who live in poverty, people who have poor health, people who are discriminated against—these people all have genuine reasons to bemoan their situations. And indeed, revolutions throughout history may never have happened if everyone had simply decided to be happy with their situation.

Another important point that the quote overlooks is the role of mental illness. While in Lincoln's time, this was not something much discussed or understood, today it is a known fact that illnesses like depression and anxiety can affect how people experience their lives. It can no longer be considered acceptable to tell people that they just need to cheer up. Many people simply do not have the brain wiring to do this. They may need the help of medication or a therapist.

Perhaps these were the reasons that Lincoln added the word "usually." In circumstances where all else is equal, a positive outlook can certainly help people create the happiness they want. Nevertheless, it is important to keep in mind that usually not everything is equal. Taking these inequalities into consideration, the quotation simply does not hold true.

C PAIRS Discuss. Do you agree with the conclusion the writer comes to? Why or why not?

LESSON 5 WRITE AN ANALYTICAL ESSAY

- To warm up, write on the board: *analytical.* Ask, *What is the verb form of this adjective?* (analyze) *The noun form?* (analysis) Then point to the lesson title. Ask, *What do you do in an analytical essay?* (analyze something)
- Call on a volunteer to read the social media message aloud. Focus on *not so much* and elicit or explain that this informal expression is used to make negatives. Ask, *What would be a more formal way of saying* Some of them I agree with, but others, not so much*?* (I agree with some of them but not with others.)

1 BEFORE YOU WRITE

A
- Call on a volunteer to read the text about analytical essays for the class.
- Then ask, *Have you ever written an analytical essay? If yes, what did you analyze?* Call on Ss to share.

B
- Have Ss look at the picture. Ask, *Do you know who this is?* (Abraham Lincoln, the president of the United States between 1861 and 1865)
- Read the instructions and target question.
- Ask a volunteer to read the question at the start of the essay. Then write the quotation on the board: *Folks are usually about as happy as they make their minds up to be.* Elicit the meaning of *folks.* (people) Then focus on the construction *as happy as they make their minds up to be.* Give an example: *If I decide to be slightly happy, that's how happy I will be. If I decide to be very happy, I will be very happy.* Finally ask, *Where might you see a question prompt like the one at the beginning of the essay?* (on an exam paper)
- Have Ss follow along in their books as you read the analytical essay aloud for the class. Clarify vocabulary as needed, such as *make up one's mind* (to decide), *discriminate against* (to treat differently from others in an unfair way), and *bemoan* (to complain or say that you are disappointed about something).
- Have Ss answer the target question. Ask, *Where in the essay can we look to answer the question?* (the conclusion)

LANGUAGE NOTE The word *folks* (singular *folk*) is a term used for people in general. It can also be used with an adjective to identify a certain group of people, such as *old folks, country folk. Folks* in the plural is also used to refer to someone's parents: *My folks live outside the city.*

OPTION In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.

C
- Read the instructions and target question. Have Ss discuss in pairs.
- Then bring the class together and ask, *Does anyone disagree with the conclusion?* If yes, invite Ss to share their point of view.

EXTENSION Invite Ss to search online for a famous quote that best expresses their view of happiness. Ss can do this for homework and then bring the quote to class to share. Alternatively, Ss can search online with a partner and examine quotes together to compare points of view.

D
- Before Ss read the analytical essay again, have them look at the chart.
- Have Ss fill in any answers they remember from the first reading. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class, or Ss can check answers in pairs.

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2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read the title. Before reading the information, say, *In the previous unit, the focus was on an informal style.* Review the elements of an informal style by asking Ss to look back at the Reading Skill on page 109.
- Read the Writing Skill aloud. Ask, *What are the elements of formal style?* (avoid the personal pronouns *I, you, we;* use neutral words like *one* or *people;* use the passive voice; express confident opinions; avoid phrases like *I think;* use academic vocabulary)
- Read the instructions. Call on Ss to read the statements. Then have them find the formal versions in the essay. Tell Ss to underline the sentences and write the number of the corresponding informal sentence.
- Have Ss compare in pairs. Then go over any questions with the class.

OPTION For a more in-depth analysis, assign each pair one sentence from the exercise. Have them write the informal and formal versions on a piece of paper, and note the specific differences in formality. Tell Ss to refer to the Writing Skill. Then have each pair write the two sentences on the board and point out the differences in formality.

3 PLAN YOUR WRITING

A
- Read the instructions aloud. Call on volunteers to each read one of the quotes. Clarify vocabulary as needed, such as *in harmony* (in agreement), *to flit* (to move lightly or quickly and not stay in one place for very long), and *inevitable* (certain to happen and impossible to avoid).
- Individually, have Ss choose a quote. Tell them to think about its meaning and if they agree or disagree with it or a little of both.
- Focus on the Writing tip and read it aloud. To clarify, write *black and white* on the board and elicit the meaning. (when something is clearly defined as one or the other–for example, good or bad; there is no room for confusion) Then write *nuanced* on the board and say, *When something isn't black or white, it's nuanced. A nuanced argument explores subtle differences.* Point to the list of quotes and say, *If you agree with some aspects of your chosen quote, but don't agree with others, you would present a nuanced argument.*
- Tell Ss to use the chart in 1D as a model for their ideas. Circulate and assist as needed.

B
- Have Ss discuss their ideas in pairs and make additional notes in their charts. Circulate and assist Ss to aim for nuanced arguments.

4 WRITE

- Read the instructions aloud. Tell Ss they will use the notes in their chart from 3A to write the first draft of their analytical essay.
- Remind Ss to use the analytical essay in 1B as a model. Encourage them to follow a similar structure. Paragraph 1 cites the quote and its author, gives an explanation of it, and makes a thesis statement. Paragraphs 2, 3, and 4 present supporting ideas from different angles, addressing some problematic aspects. Paragraph 5 summarizes the points of analysis and restates the thesis.
- Circulate and assist as needed. Remind Ss to be mindful of formal style as outlined in the Writing Skill.

5 AFTER 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 analytical essay.*
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's texts.
- Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
- Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
- 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 go over their partner's feedback and make corrections and revisions.
- Invite volunteers to share with the class any suggestions that were particularly useful.

C
- Have Ss read their texts 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 refer to their essay to briefly retell a partner the quote they chose and their analysis of it. Ss may refer to their written essay, but challenge them not to look at the text too much while talking to their partner. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

D PAIRS Read the model again. Complete the chart.

Some people have a positive outlook when they face challenges, e.g. sickness.

What the quote means: People can make themselves happy by choosing to see the positive in everything.

People are affected differently based on their circumstances; for example, hourly wage workers suffer hardship if they lose money by being sick.

Role of mental illness; e.g., depression or anxiety. People might need medication or therapy.

Revolutions only happen because people choose not to just be happy.

2 FOCUS ON WRITING

Read the Writing Skill. Then read the following informal sentences. Find sentences in the model that mean the same thing.

1. We have to consider how a challenge can affect each of us in different ways.
2. If you work at an hourly wage job, the loss of money when you are sick may be a hardship.
3. You can't just tell people to cheer up.

WRITING SKILL Use a formal style

Most analytical essays are written in a formal style. You can write more formally by avoiding personal pronouns like *I*, *you*, or *we* and instead use neutral words or structures like *one*, *people*, or the passive voice. Make your opinions strong and confident-sounding by eliminating phrases like *I believe* or *I feel*. Choose more academic vocabulary rather than common terms.

3 PLAN YOUR WRITING

A **Choose one of the following quotes. What do you think the quote means? Do you agree or disagree with it? Create a chart like the one in 1D to organize your ideas.**

- "Happiness is when what you think, what you say, and what you do are in harmony." –Mahatma Gandhi
- "Happiness is like a butterfly which appears and delights us for one brief moment, but soon flits away." –Anna Pavlova
- "Pain is inevitable. Suffering is optional." –Haruki Murakami

Writing tip
Create nuanced arguments. Analytical essays look at many different angles. You may agree with the quote in general but find some aspects of it problematic. The best essays are often not black and white but somewhere in between.

B PAIRS **Discuss your ideas.** *I'm going to use the Gandhi quote for my essay.*

4 WRITE

Write a first draft of an analytical essay about the quote you chose in 3A. Remember to use a formal style. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW **Read your partner's essay.**

- Does the introductory paragraph explain the quote and provide a thesis statement?
- Do the body paragraphs analyze the quote from different angles?
- Is it written in a formal way, avoiding personal pronouns and using academic vocabulary?
- Does the conclusion summarize the points of analysis and restate the thesis?

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 again for overall sense.**

☐ I CAN WRITE AN ANALYTICAL ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM Carol Dweck, a professor of psychology, describes two mindsets that determine the ability to learn and deal with change: a *growth mindset* and a *fixed mindset*. Most people exhibit a combination of both. Review the chart and circle the correct answers.

Growth mindset traits	Fixed mindset traits
• recognize that abilities develop	• think people have talent or never will
• embrace challenges	• avoid challenges
• accept criticism and learn from it	• reject criticism as hurtful
• equate rewards with effort	• expect rewards without effort
• persist despite setbacks	• give up after setbacks
• never give up	• give up easily
• learn from failure	• see failing once as failing completely
• look to see what more can be done	• avoid doing more than necessary





1. **A growth / A fixed / Neither** mindset shows a belief that setbacks mean failure.
2. **A growth / A fixed / Neither** mindset shows a belief that people change.
3. Some people may not want to bother exerting more effort if it is not justified by **the costs / failure / the rewards**.

B THINK CRITICALLY Do you think people are born with or learn a particular mindset? Discuss with a partner.

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

Step 1 **Brainstorm** Think of an important new project for which a team needs to work together. Choose 3–5 of the growth mindset traits and explain how you would convince a fixed mindset team to adopt them.

Step 2 **Evaluate** Choose the best approaches. Consider how each trait is important to the project and the team.

Step 3 **Present** Explain the best approach to the class.

2 REFLECT AND PLAN

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

Speaking Objectives
- ☐ Talk about emotions
- ☐ Talk about sadness
- ☐ Discuss happiness

Vocabulary
- ☐ Words related to emotions

Conversation
- ☐ Show empathy

Pronunciation
- ☐ Intensifiers and emphatic stress

Listening
- ☐ Listen for questions

Note-taking
- ☐ Use charts for organization

Language Choices
- ☐ Articles
- ☐ *Too* and *enough*
- ☐ Adverbs

Discussion
- ☐ Tell an anecdote

Reading
- ☐ Visualize a story

Writing
- ☐ Use formal style

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



PUT IT TOGETHER

1 PROBLEM SOLVING

A
- Read the problem aloud.
- Direct Ss' attention to the chart. Call on volunteers to read the headings and content.
- Tell Ss to use the information in the chart to answer the questions.
- Go over the answers as a class.

B
- Read the target question. Then have pairs discuss.
- Circulate and assist as needed. Prompt with ideas if Ss get stuck. Hint that in 1A it says that most people exhibit a combination of the two mindsets.
- Bring the class together and have pairs report their ideas.

C
- Divide the class into groups. Have each group choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to study the growth mindset traits in the chart and focus on 3–5 of them in relation to a project that requires team collaboration. Model an example: *Our team needs to come up with a new slogan for a product. The growth mindset traits that apply are: 1. accepting criticism, 2. persisting, 3. looking to see what more can be done. For people with a fixed mindset, the following would be necessary…*
- For step 2, have groups evaluate the approaches and choose the best ones.
- For step 3, ask the reporters to present their group's project and best approaches to the class. Remind groups to be specific. Leave 2–3 minutes for questions and comments after each presentation.

2 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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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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 answers in pairs.
- Say, *Listen to the conversations about work situations and employees' qualities. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to write in the answer.
- Have Ss compare answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

NOUN CLAUSES AS SUBJECTS, OBJECTS, AND COMPLEMENTS

GRAMMAR TO REVIEW
The terms *subject, object, complement*
The structure of noun clauses
OPTIONAL GRAMMAR TO REVIEW
Relative pronouns
Dependent clauses and main clauses

⚠ **COMMON ERRORS**
Using incorrect word order in a noun clause
Using a plural verb instead of a singular verb with a noun clause as subject

A
- Read the instructions aloud. Give Ss time to preview the questions before listening.
- Ask Ss to underline the noun clause in each item. (1. that Lucas doesn't have enough goals; 2. What is worrying Lena; 3. that he should have gotten a higher rating on his review; 4. why he won't get a promotion; 5. what the other speaker is saying; 6. what his manager expects of him)
- Do number 1 as a class. Play the audio. Read the question aloud. *Is the manager concerned that Lucas doesn't have enough goals?* (no) Ask, *What is the manager's concern?* (that he has too many goals)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Bring the class together and call on volunteers to make the other false statement true. (5. Trudy doesn't have time to talk now, but she says she wants to hear more.)

⊕ **EXTENSION** In pairs, have Ss identify the use of each noun clause. (1. adjective complement; 2. subject complement; 3. object of sentence; 4. subject complement; 5. object of preposition; 6. object of sentence)

B
- Read the instructions. Remind Ss that there is flexibility with the positioning of some noun clauses. Review that putting a noun clause in the subject position puts emphasis on it.
- Read the example sentence aloud. Elicit the function of the noun clause in the answer. (object)
- Have Ss complete the rest of the exercise individually and then compare answers in pairs.
- Circulate as Ss work. Assist as needed. Discuss different positioning Ss propose and make corrections as necessary.

⊕ **EXTENSION** In pairs, have Ss tell each other something about their work qualities. (For example, I actually come to work late a lot. But I have a good track record for getting stuff done on time, so my boss likes me.) Then have Ss write statements about their partner using noun clauses. (For example, I was surprised that Matt comes to work late often! But it is clear that getting his work done on time is what matters.) Bring the class together and have Ss share.

⊕ **EXTENSION** Have Ss return to the infographic *Qualities Employers Want* on page 6. Tell them to reread it individually and write a short paragraph responding to the information. Write some prompts on the board to help elicit noun clauses: *I don't think that…; The problem with…is that; What employers should look for is…; I'm surprised that…*

VOCABULARY PRACTICE ▶01-02 Listen. Complete the sentences with the correct form of the words from the box.

dependable	acknowledge	initiative	upbeat
brainstorming	~~skill set~~	collaboration	trait

1. Ana doesn't have the ___skill set___ for the position in the São Paulo office. She is honest enough to ___acknowledge___ that she did not read the job description closely. Although she did not get the position, she was ___upbeat___ .
2. Fatma is a(n) ___dependable___ employee, and she takes ___initiative___ when it comes to problem solving. Commitment to the company is Fatma's strongest ___trait___ .
3. The managers are in a(n) ___brainstorming___ meeting for a new project. They know ___collaboration___ is important for successful production of their training videos.

NOUN CLAUSES AS SUBJECTS, OBJECTS, AND COMPLEMENTS

A ▶01-03 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. The manager is concerned that Lucas doesn't have enough goals.	☐	☑	☐
2. What is worrying Lena is her upcoming performance review.	☑	☐	☐
3. Omar thinks that he should have gotten a higher rating on his review.	☑	☐	☐
4. Ryan's poor track record is the reason why he won't get the promotion.	☐	☐	☑
5. Trudy isn't interested in what the other speaker is saying.	☐	☑	☐
6. Jamal always does what his manager expects of him.	☐	☐	☑

B Rewrite each pair of sentences as a single sentence with a noun clause. There may be more than one correct answer.

1. This challenge will be difficult. I realize that.
   I realize that this challenge will be difficult.
2. You're a high achiever. We recognize that.
   We recognize that you're a high achiever.
3. He was promoted to manager. I'm happy about that.
   I'm happy that he was promoted to manager.
4. What did she say? It wasn't clear.
   What she said wasn't clear. / It wasn't clear what she said.
5. How can we improve? We're thinking about that.
   What we're thinking about is how we can improve. / We're thinking about how we can improve.
6. We don't have enough time to finish. That's the issue we're facing.
   The issue we're facing is that we don't have enough time to finish.

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UNIT 1, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

the end is in sight	setback	build momentum
for one reason or another	not go (one's) way	temptation
~~take the plunge~~	map out	raise the bar

1. Always be willing to try something new. Go ahead and take the plunge .
2. Don't give up when things aren't going your way / don't go your way . Remember that tomorrow is another day!
3. For one reason or another, you may be unable to meet your goals. If you have a(n) setback , don't give up.
4. The first week of a 30-day challenge will be hard. But eventually, you'll start to build momentum .
5. Once you finish a basic challenge, you should raise the bar and try something more difficult.
6. It's always important to plan. Be sure to map out each challenge carefully.
7. With a 30-day challenge, the end is in sight . It doesn't require a lifetime commitment.
8. Don't eat that candy bar. Resist the temptation .

MORE WAYS TO EXPRESS FUTURE TIME

A ▶01-08 Listen. Circle the correct answers.

1. They're on the verge of **completing a project** / **going out to dinner**.
2. He is **about to** / **not about to** start a new 30-day challenge.
3. Her team is bound to **win** / **lose** the competition.
4. His gym membership is **due to** / **bound to** end soon.
5. She is not to **run twice a week** / **eat fast food**.
6. He is **on the brink of ending** / **due to end** the challenge early.
7. She is to **read** / **get outside** more.
8. She is **about to** / **not about to** face some new challenges.

B Rewrite the sentences. Use the verb form or expression in parentheses.

1. You'll see positive results soon.
   (bound to) You're bound to see positive results soon.
2. I'm going to live caffeine-free for the next 30 days.
   (about to) I'm about to live caffeine-free for the next 30 days.
3. He'll finish his challenge very soon.
   (on the verge of) He's on the verge of finishing his challenge.
4. We have to submit our reports by the end of the week.
   (be to) We are to submit our reports by the end of the week.
5. The new gym equipment arrives this afternoon.
   (due to) The new gym equipment is due to arrive this afternoon.
6. We're not going to finish this project anytime soon.
   (bound to) We're not bound to finish this project anytime soon.
7. There's no way I'm giving up chocolate.
   (about to) I'm not about to give up chocolate.
8. The system updates will not happen for another two weeks.
   (due to) The system updates are not due for another two weeks.

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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

MORE WAYS TO EXPRESS FUTURE TIME

GRAMMAR TO REVIEW
Future forms: *will, be going to, present continuous, simple present with time reference*

⚠ **COMMON ERRORS**
Using incorrect gerund or infinitive forms with the future expressions

A
- Read the instructions. Do number 1 as a class. Play the audio and pause. Ask, *What will happen in the very near future?* (They will complete the project.)
- 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 answers in pairs.
- Then bring the class together and call on Ss to read the sentences with the correct answer choice.

⊕ **EXTENSION** Provide additional examples of sentences with future time on the board. Have Ss explain the meanings, referring to the chart on page 8 if they need help. Alternatively, blank out the underlined words and have Ss complete the sentences.

1. *They are bound to arrive any minute. They were supposed to be here already.* (likely to)
2. *I've never lived in a large city. I'm not about to start now.* (not willing)
3. *She was on the verge of crying after the performance review. I don't think it went well.* (very close to crying)
4. *The plane is due to land at 3:50. It says so on the board.* (expected)
5. *You are to complete the test in 30 minutes. The computer monitors the time.* (official instructions)
6. *You are not to check social media at work. It's strictly forbidden.* (prohibited)

B
- Read the instructions. Tell Ss to pay attention to affirmative and negative forms when rewriting the sentences.
- Have Ss complete the exercise individually. Circulate as Ss work.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud. Ask the class, *Do you agree?* Correct if necessary.

⊕ **EXTENSION** Have Ss write their own sentences using the different future expressions. Then ask them to share with a partner.

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

PREPARATORY SUBJECTS: *IT, HERE, AND THERE*

GRAMMAR TO REVIEW
Count / non-count nouns

COMMON ERRORS
Using incorrect subject-verb agreement with preparatory subjects

A
- Read the instructions. Do number 1 as a class. Play the audio and pause after the first sentence. Then write the full statement on the board: *There have been some recent breakthroughs in cancer research.* Ask, *What is the preparatory subject?* (there) *What is the real subject?* (breakthroughs)
- 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 answers in pairs.
- Bring the class together. Read aloud the statement from the audio script and elicit answers. Replay the audio as needed.

B
- Read the instructions. Tell Ss they will have to decide which preparatory subject to use when rewriting the sentences: *it, there,* or *here.*
- Have Ss complete the exercise in pairs but rewrite the sentences individually.
- Call on Ss to read the completed sentences aloud. Elicit corrections as needed.

⊕ **EXTENSION** Write the following prompts on the board:
1. *It takes…*
2. *It will be difficult…*
3. *Here are…*
4. *There is….*
5. *It turns out…*

Have Ss work individually or in pairs to complete each statement. Tell them to underline the real subject in each sentence. Finally, have Ss restate each sentence without a preparatory subject. (For example, It takes an hour to get to work. → Getting to work takes an hour.)

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

specialist expertise	norm	crowdsourcing	monumental effort
galvanize	small-scale initiative	innovation	renewable energy
vulnerable	tangible	breakthrough	~~spin-off~~

1. When it comes to sitcoms, ___spin-offs___ are never as good as the originals.
2. It's going to take a(n) ___monumental effort___ to protect all of the endangered animals.
3. Her ___crowdsourcing___ campaign worked great. She was able to fund her entire project.
4. There should be more ___small-scale initiatives___ to help local communities deal with plastic waste.
5. There will one day be a ___breakthrough___ in finding a cure for cancer.
6. Teachers require more ___specialist expertise___ than police officers.
7. Protests too often fail to ___galvanize___ people; they tend to divide people even more.
8. ___Renewable energy___ is important for our future. Natural resources are becoming scarce.
9. ___Innovation___ in artificial intelligence is dangerous for the human race.
10. The government should do more to protect ___vulnerable___ people in society.
11. Children must follow certain behavioral ___norms___ in school.
12. Scientists have discovered ___tangible___ evidence that proves climate change is real.

PREPARATORY SUBJECTS: *IT*, *HERE*, AND *THERE*

A ▶01-14 Listen. Write the preparatory subject you hear. Then circle the real subject of the sentence.

	Preparatory subject	Real subject	
1.	there	(a.) breakthroughs	b. cancer research
2.	it	a. clear	(b.) that we must take action
3.	here	(a.) example	b. crowdsourcing platform
4.	there	(a.) firetruck	b. parking lot
5.	it	(a.) much time	b. funds
6.	there	(a.) new developments	b. challenge

B Rewrite the sentences using a preparatory subject.

1. Solving that problem would require a monumental effort.
   It would require/take a monumental effort to solve that problem.
2. More volunteer opportunities should exist in our community.
   There should be more volunteer opportunities in our community.
3. I have your application here.
   Here is your application.
4. Bringing attention to the issue is important.
   It is important to bring attention to the issue.
5. The weather has been hot and humid this week.
   It's been hot and humid this week.
6. Finding a specialist was a good idea.
   It was a good idea to find a specialist.

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VOCABULARY PRACTICE ▶02-02 Listen. Complete the sentences with the correct form of the words from the box.

objectively	drastic	commonplace	misconception	perpetuate
sensationalize	preconceived	generalization	~~absurd~~	

1. Debra and Mateo agree that the stereotype about women is ___absurd___ . Debra claims it is ___commonplace___ for a stereotype to be the result of a(n) ___misconception___ .
2. Taka thinks that Gaby should not ___sensationalize___ the recklessness of teen drivers. He says that she is making an unfair ___generalization___ about teens as distracted drivers. He thinks Gaby should look at the situation ___objectively___ .
3. Sara and Nazir's students come to school with ___preconceived___ ideas about their classmates. They're worried that their students will ___perpetuate___ stereotypes they've seen in movies. They plan to make ___drastic___ changes to help their students.

PASSIVE VOICE: AGENT VERSUS NO AGENT

A ▶02-03 Listen. Write the agent. When the agent is not clear, write *unknown*.

1. Facebook
2. unknown
3. unknown
4. scientists
5. a young person
6. blogs
7. the media
8. unknown

B Change the sentences from active to passive. Use the same verb tense and modal from the original sentence. Omit the *by*-phrase when possible.

1. Someone should have finished the report last week.
   The report should have been finished last week.
2. Peter Merholz first coined the word *blog*.
   The word *blog* was first coined by Peter Merholz.
3. The police have arrested the suspect.
   The suspect has been arrested.
4. People often characterize cats as less friendly than dogs.
   Cats are often characterized as less friendly than dogs.
5. People have sensationalized that story for the purposes of entertainment.
   That story has been sensationalized for the purposes of entertainment.
6. Why didn't anyone tell me about the meeting?
   Why wasn't I told about the meeting?
7. Dan gave me flowers for my birthday.
   I was given flowers by Dan on my birthday.
8. The media sometimes negatively portrays Millennials.
   Millenials are sometimes negatively portrayed by the media.

VOCABULARY PRACTICE

- Focus Ss' attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations about stereotypes. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to write in the answer.
- Clarify any unfamiliar vocabulary, such as *STEM fields* (the areas of science, technology, engineering, and mathematics), *reckless* (not caring or worrying about the possible bad or dangerous results of your actions), *open-minded* (willing to accept new ideas), and *address an issue* (try to solve a problem).
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

PASSIVE VOICE: AGENT VERSUS NO AGENT

GRAMMAR TO REVIEW
Subject + verb + object sentence structure
Transferring different verb tenses from active to passive
OPTIONAL GRAMMAR TO REVIEW
Past participle forms
Regular and irregular verbs

⚠ **COMMON ERRORS**
Using the wrong form of *be* in the passive or omitting it altogether
Omitting *-ed* from past participles of regular verbs; using incorrect past participles of irregular verbs

A
- Read the instructions aloud. Ask, *What word will indicate that a sentence has an agent?* (by)
- Do number 1 as a class. Play the audio. For easy reference, write the sentence on the board: *Instagram was purchased for $1 billion by Facebook on April 9, 2012.* Then ask, *Who performed the action of purchasing?* (Facebook) Say, *Facebook is the agent.* Ask, *Could we eliminate the agent here?* (no) *Why not?* (because the sentence would be incomplete—the buyer is important to the meaning of the sentence)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Bring the class together and call on volunteers to consider if the sentences with agents could eliminate the agent. (4. could eliminate the agent; in 5. and 6, the agents are important) Then have Ss speculate about why the sentences without agents don't need them. (2. unknown / unimportant; 3. to blame for a situation / unimportant ; 8. to blame for a situation)

B
- Read the instructions. Call on a volunteer to read the example sentence aloud. Ask, *What tense is this?* (modal present perfect) *Why is the agent omitted in the passive?* (because it's unknown)
- Have Ss preview the exercise items and underline the verb or verb phrase in each item. (1. should have finished; 2. coined; 3. have arrested; 4. characterize; 5. have sensationalized; 6. didn't tell; 7. gave; 8. portrays) Tell Ss to change each structure to passive. For item 6, tell Ss to think about the meaning and not just directly transfer active to passive.
- Have Ss rewrite the sentences individually. Circulate and assist as needed.
- Ask Ss to compare answers in pairs. Then bring the class together. Discuss which sentences need an agent. (2, 7, and 8) Then elicit why the other sentences don't need agents. (1. to blame; 3. obvious; 4. obvious; 5. obvious; 6. unknown)

⊕ **EXTENSION** In pairs, Ss make up four passive sentences using different tenses. Two should have agents, and two should not. Then pairs swap papers with another pair and change the sentences to the active voice.

⊕ **EXTENSION** Have Ss return to the blog comments in 1B on page 18. Read them again and notice any passive sentences. (sentence 1: Stereotypes are inherently dangerous and are often debunked) *Is there an agent?* (no) *Why not?* (obvious / unimportant)

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

CAUSATIVE VERBS

GRAMMAR TO REVIEW
The base form of a verb versus the infinitive form

COMMON ERRORS
Confusing the pattern of verb + object + infinitive with verb + object + base form
Confusing the subtle differences in meaning of different causative verbs

A
- Read the instructions. Do number 1 as a class. Play the audio and pause. Ask, *Which word in the audio indicates that the answer is* let? (*allow*) Then ask Ss to interpret the meaning of the sentence if one of the other causative verbs was used. (*Make* would mean that the stadium doesn't force people to bring food to the games; *require* would mean that the stadium doesn't make people bring food to the games.)
- 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 answers in pairs and analyze the meaning if the alternate choices were applied to the sentence. Monitor and offer feedback.
- Then bring the class together and call on Ss to read the sentences with the correct answer choice.

⊕ **EXTENSION** To illustrate the meanings of the sentences with causative verbs, tell Ss to work in pairs to make imperative or interrogative statements. Model sentence 1: *Don't bring food into the stadium.* Circulate and assist as needed. Bring the class together and have pairs share. Make corrections as needed.

B
- Read the instructions. Tell Ss to pay attention to whether the causative verb follows the verb + object + infinitive form or the verb + object + base form.
- Have Ss complete the exercise individually. Circulate as Ss work.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** List the causative verbs on the board: *allow / let, get, make / require, help, have.* In pairs, have Ss make up five sentences with their own situations without using a causative verb. Pairs then swap papers with another pair and rewrite the sentences using causative verbs. Write an example on the board: *An accountant does our taxes.* → *We have an accountant do our taxes.* Circulate and assist as needed. Then have pairs swap papers and rewrite the sentences referring to the list of causative verbs on the board.

VOCABULARY PRACTICE Circle the correct answers.

1. When you have high self-esteem, you feel **ignored** / **successful** / **nervous**.
2. **Camaraderie** / **Alienation** / **Competition** is the result of the bond that people feel toward each other.
3. An example of a cathartic experience is **sleeping** / **studying** / **crying**.
4. Avid fans **are hooked on** / **sometimes like** / **usually avoid** watching their favorite athletes, musicians, or actors perform.
5. The cause of a visceral reaction is **scientific research** / **careful analysis** / **strong emotion**.
6. Scientists have found a correlation between being a fan and being in love. The **similarity** / **difference** / **comparison** is quite amazing.
7. Sports fans often live vicariously. Their excitement comes from their **own experiences** / **favorite athletes** / **love of sports**.
8. Research that provides telling information is **difficult** / **useful** / **time consuming**.
9. After years of **camaraderie** / **alienation** / **competition** from her family, the woman finally reconciled with them.
10. He wanted to get some exercise, so his inclination was to **walk** / **drive** / **take the bus**.

CAUSATIVE VERBS

A ▶02-08 Listen. Circle the correct answers.

1. The stadium doesn't **make** / **let** / **require** people bring food to the games.
2. Her roommate **helped** / **made** / **let** her watch the soccer games.
3. They can **help** / **have** / **let** their neighbor record the game for them.
4. Their manager **lets** / **makes** / **helps** them participate in team-building exercises.
5. The doctor is **helping** / **allowing** / **requiring** Caleb to follow a diet.
6. Amir **had** / **made** / **let** his favorite baseball player sign his ticket.
7. Pete may be able to **get** / **help** / **allow** them in the stadium.
8. The swim team is **required** / **getting** / **allowed** in the pool.

B Write new sentences with the causative verbs in parentheses.

1. The team's social media site is great. It gives fans an opportunity to bond.
   (allow) The team's social media site allows fans the opportunity to bond.
2. The coach is very tough on the players. They even practice on weekends.
   (make) The coach makes the players practice on weekends.
3. I don't have time to write the report. I'll ask Hao to do it.
   (get) I'll get Hao to write the report.
4. You can't bring your dog inside that restaurant. They won't allow it.
   (let) That restaurant won't let you bring your dog inside.
5. Identifying with a team is a good way for people to build self-esteem.
   (help) Identifying with a team helps people build self-esteem.
6. Artur doesn't cut the grass. He pays a lawn service to do it.
   (have) Artur has a lawn service cut the grass.
7. You can't go on the court right now. There's a practice going on.
   (allow) You're not allowed on the court right now.
8. My boss couldn't finish the report. He asked me to finish it for him.
   (require) My boss required me to finish the report. / My boss required me to finish the report for him.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

pay attention to	swayed into believing	prioritize	misinformation	tendency	filter
evolutionary trait	~~plagued with~~	ignorance	exploited by	reinforce	

1. Gross! This house is ___plagued with___ cockroaches! Look, there's another one!
2. Not all ___evolutionary traits___, like having red hair, for example, are necessary for survival.
3. The mayor's ___ignorance___ about what's causing the rise in crime rates surprises me.
4. I think it's fair to say that politicians have a(n) ___tendency___ to lie.
5. ___Pay attention to___ how he keeps his head still. That's the key to a good golf swing.
6. The masses are being ___exploited by___ the wealthy classes. It's time to rise up.
7. His success at diplomacy will ___reinforce___ his reputation as a great politician.
8. You should ___prioritize___ your work better. That project isn't due until next week.
9. I usually ___filter___ the comments made on my blog to check that they are not spam.
10. I was ___swayed into believing___ her lies about how she'd been hurt in the past. She made it all up.
11. This article says climate change is all a lie. It's filled with ___misinformation___.

ACTIVE VERSUS PASSIVE REPORTING

A ▶02-14 **Listen. Circle the sentence that correctly reports the information you hear.**

1. a. Specific populations have been reported by scientists to evolve.
   b. Some evolutionary traits have been reported to evolve only within certain populations.
2. a. Politicians are said to have a tendency to use social media.
   b. Social media users in the UK are reported to have a tendency to follow politicians.
3. a. It has been claimed that social media sites are being exploited to spread misinformation.
   b. Social media groups are claimed to be exploiting misinformation.
4. a. Fake news and swaying public opinion have been blamed by social media sites.
   b. Social media sites have been blamed for swaying public opinion with fake news.
5. a. Studies are shown to reinforce people's own beliefs.
   b. Many people are said to consume news that reinforces their beliefs.
6. a. It is expected that officials will plague the project with challenges and delays.
   b. The project is expected to be plagued with challenges and delays.

B **Rewrite the sentences using both passive reporting structures: *It* + passive reporting verb + (*that*) clause and subject + passive reporting verb + infinitive.**

1. People say that actor has been plagued with bad luck.
   a. It is said that actor has been plagued with bad luck.
   b. That actor is said to have been plagued with bad luck.
2. Experts report that negative news stories are shared most often.
   a. It is reported that negative news stories are shared most often.
   b. Negative news stories are reported to be shared most often.
3. They say that young people read most of their news on their phones.
   a. It is said that young people read most of their news on their phones.
   b. Young people are said to read most of their news on their phones.
4. Doctors know that fake health news can spread like a virus.
   a. It is known that fake health news can spread like a virus.
   b. Fake health news is known to spread like a virus.

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 answers in pairs. If necessary, clarify that *spam* refers to unsolicited email or postings that are sent massively, usually to advertise something.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

ACTIVE VERSUS PASSIVE REPORTING

GRAMMAR TO REVIEW
Active versus passive voice
OPTIONAL GRAMMAR TO REVIEW
Reporting verbs

⚠ **COMMON ERRORS**
Using incorrect word order in passive reporting sentences
Confusing meaning in a passive reporting sentence

A
- Read the instructions. Do number 1 as a class. Ask a volunteer to read the answer choices. Then play the audio and pause after the first sentence. Ask, *What has been reported to evolve?* (some evolutionary traits) If necessary, write the sentence from the audio on the board: *Scientists have reported that some evolutionary traits have evolved only within specific populations.*
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to choose an answer.
- Then have Ss compare answers in pairs.
- Bring the class together. Replay the audio as needed. Write out any statements from the audio as needed.

⊕ **EXTENSION** For each correct answer, elicit if there is an alternative way to report the statement with the passive. (For example, 1. It has been reported that some evolutionary traits have evolved only within specific populations. 2. It has been reported that social media users in the UK have a tendency to follow politicians. 3. There is no alternative. 4. There is no alternative. 5. It is said that many people consume news that reinforces their beliefs. 6. It is expected that the project will be plagued with challenges and delays.)

B
- Read the instructions. Call on volunteers to read the active sentence and the two passive sentences. Write the two structures on the board for reference:
  it + *passive reporting verb* + that-*clause*
  subject + *passive reporting verb* + *infinitive*
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board if needed.

⊕ **EXTENSION** For additional practice, have Ss work in pairs to change passive sentences to the active voice. On the board write:

1. *It is believed that therapy dogs can provide affection, comfort, and love to people in need.* (People believe that therapy dogs can provide affection, comfort, and love to people.)
2. *You are considered to be the best candidate for this position.* (The employer considers that you are the best candidate for the position.)
3. *It has been confirmed that the man in custody is from our town.* (The police confirmed that the man in custody is from our town.)
4. *Meditation is known to be an effective solution for anxiety.* (Everyone knows that meditation is an effective solution for anxiety.)

Elicit or offer corrections as needed. Bring the class together and call on volunteers for the answers.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations about mysteries. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to write in the answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

MODALS FOR SPECULATION ABOUT THE PAST

GRAMMAR TO REVIEW
Modals of certainty
Modals in the present and past
OPTIONAL GRAMMAR TO REVIEW
Past participle forms of regular and irregular verbs

⚠ **COMMON ERRORS**
Using the wrong form of *have* or omitting it altogether
Leaving off *-ed* with regular verbs; using incorrect past participle with irregular verbs

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Then ask, *How certain is the statement?* (50%)
- Play the rest of the audio. Pause or replay as needed. Have Ss complete the exercise individually and then compare answers in pairs.

⊕ **EXTENSION** Tell Ss to imagine the scenario that the teacher didn't arrive in class today. Invite students to speculate about why the teacher isn't there. (For example, The teacher may have had car trouble. / She couldn't have had car trouble because she doesn't drive to work. / She must have overslept. / She might not have gotten to the bus stop on time.) Invite Ss to write their sentences on the board. Make corrections as a class.

B
- Read the instructions. Call on a volunteer to read the example sentence aloud. Ask, *What is the level of certainty?* (very high; 90% or more) Ask a volunteer to read the example answer.
- Have Ss preview the sentences and think about the meaning in each. Then have them rewrite the sentences. Tell them to refer to the chart in 2A on page 30. Circulate and assist as needed. Encourage Ss to provide all possible answers.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out all possible answers.

⊕ **EXTENSION** Tell Ss you will make statements. They will indicate if the level of certainty is high or low.
1. *It had to have been difficult to move away from home.* (high)
2. *I may have read that book in college. I don't remember.* (low)
3. *The doctor couldn't have lied. That's impossible.* (high)
4. *She must not have seen me. Otherwise she would have said hello.* (high)
5. *It may have snowed last night, but if so, the snow has melted.* (low)

⊕ **EXTENSION** To challenge Ss, tell them to write the numbers 1–5 on a piece of paper. Explain that you will make statements and they have to respond by speculating about what happened. Tell them to use a different modal for each sentence.
1. *Look at this big puddle in the room!* (Something must have spilled.)
2. *Where is my car? I'm sure I parked it right here last night.* (You couldn't have parked it here, because your car is in the shop, remember?)
3. *I wonder where Nick is. I've been calling him all morning.* (He may have shut off his phone.)
4. *Wow, look! There's so much snow.* (It must have snowed all night!)
5. *Why did George ignore me?* (He might not have seen you.)

VOCABULARY PRACTICE ▶03-02 Listen. Complete the sentences with the correct form of the words from the box.

hunch	~~gargantuan~~	fascination	baffling
evidence	enigma	conclusive	trivia

1. Hank says the Great Pyramid is ___gargantuan___ . Al says it's ___baffling___ to him how Hank knows so much ___trivia___ about the ancient pyramid.
2. Jean talks about her ___fascination___ with Khufu, the driving force behind the Great Pyramid. Khufu is a(n) ___enigma___ to her. Alicia has a(n) ___hunch___ that Jean is going to start reading more about Khufu.
3. The students say there was no ___conclusive___ information to solve the mysteries of the Great Pyramid for centuries. The first breakthrough occurred with the introduction of a scientific approach to archaeology and the ___evidence___ it supplied.

MODALS FOR SPECULATION ABOUT THE PAST

A ▶03-03 Listen. Write the modal and verb you hear. How certain is the speaker? Check (✓) the correct answers.

		50% certain	> 90% certain
1.	might not have ever been	✓	
2.	couldn't have known		✓
3.	could have been	✓	
4.	must have had		✓
5.	might have been	✓	
6.	can't have existed		✓

B Rewrite the sentences using a modal for speculation. More than one answer may be possible.

1. According to experts, it's impossible that the Easter Island statues came from a different island.
   According to experts, the Easter Island statues couldn't have come from a different island.
2. Researchers are almost certain that the stones had a religious meaning.
   Researchers think the stones must have / had to have had a religious meaning.
3. It's possible that the stones were a monument to a tribal leader.
   The stones may / might / could have been a monument to a tribal leader.
4. It is almost certain that construction of the pyramids took decades.
   Construction of the pyramids must have taken decades.
5. Some people believe it's possible that aliens built Stonehenge.
   Some people believe that aliens might / may / could have built Stonehenge.
6. I don't think it's possible that aliens built Stonehenge.
   I think aliens couldn't / can't have built Stonehenge.

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UNIT 3, LESSON 2

VOCABULARY PRACTICE Complete the conversations with the correct form of the words from the box.

a sinking feeling	take (someone's) word for it	mind-blowing	~~skeptical~~	spitting image
the odds	not buy (something)	swear	gag	bogus

1. **Liz:** I'm a(n) skeptical person. I want cold hard facts to back up the information I get. I refuse to take someone's word for it.
   Sue: I'll keep that in mind!
2. **Dimas:** You should see the new Earth exhibit at the Space Museum. It is mind-blowing.
   Eva: I saw that exhibit in California just last month. What are the odds?
3. **Hossam:** Some people believe in the existence of UFOs, but others will simply not buy it.
   Bella: I'm one those people. I think reports of UFO sightings are totally bogus.
4. **Pablo:** I always have a sinking feeling as soon as a professor announces a test.
   Camila: Professor Thompson's exams aren't difficult, so you can relax. I swear.
5. **Mom:** OK, you and Jon are twins. You're the spitting image of each other. But I'm your mother. Did you really think you could fool me with this prank?
   Joe: Ha ha. I guess not. But it was a funny gag, right?

MODALS FOR EXPECTATION

A ▶ 03-08 Listen. Circle the correct statement based on what you hear.

1. a. Ana's sister should have felt a pain in her leg.
   b. Ana's sister wasn't supposed to have known about the accident.
2. a. The man ought to have been in the picture.
   b. The man was supposed to be at the neighbor's house.
3. a. Diego was supposed to go kayaking that day.
   b. The tree should have been hit by lightning.
4. a. Our cat was supposed to have been lost.
   b. Our cat ought to have found its way back to our house.
5. a. Kate is supposed to love ghost towns.
   b. Kate is supposed to be a skeptical person.
6. a. A meteor ought to hit her hometown soon.
   b. A meteor wasn't supposed to fall over her hometown.

B Rewrite the sentences using the words in parentheses.

1. I wasn't expecting anyone to be in the building.
   (supposed to) There wasn't supposed to be anyone in the building.
2. It almost never snows in the summer.
   (should) It shouldn't snow in the summer.
3. I was expecting the ghost story to be a lot scarier.
   (ought to) The ghost story ought to have been a lot scarier.
4. Please don't touch anything in the museum.
   (supposed to) You aren't supposed to touch anything in the museum.
5. They say that my grandmother was the spitting image of her cousin.
   (supposed to) My grandmother was supposed to have been the spitting image of her cousin.

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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

MODALS FOR EXPECTATION

GRAMMAR TO REVIEW
Should, ought to, be supposed to
Modals in the present and past
OPTIONAL GRAMMAR TO REVIEW
Past participle forms of regular and irregular verbs

⚠ **COMMON ERRORS**
Omitting *to* in *ought to* in past modal forms
Confusing the meaning of *was / were + supposed to* with *is / are supposed to*

A
- Read the instructions. Do number 1 as a class. Play the audio and pause. Then ask Ss to interpret the meaning of the sentence choices. Ask, *Should Ana's sister have felt a pain?* (no) *Is it true that Ana's sister wasn't supposed to have known about the accident?* (yes)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to choose an answer.
- Clarify any new vocabulary, such as *meteor* (a piece of rock or metal that travels through space, and makes a bright line in the night sky when it falls down toward the Earth).
- Have Ss compare answers in pairs and analyze the difference in meaning. Monitor and offer feedback.
- Then bring the class together and call on Ss to read the correct statements.

⊕ **EXTENSION** Invite Ss to reread the different stories in the audio script. Have them discuss with a partner if they have had or heard of similar experiences. Then tell them to write up another scenario, including a statement with a modal of expectation.

⊕ **EXTENSION** Choose one of the scenarios from the audio, for example, number 4 about the cat, and play it to the class one more time. Tell Ss that they will make statements about the scenario using as many modals of expectation as they can. Remind Ss that the statements can be about the present or the past. (For example, It shouldn't be hard to recognize your own cat. The cat shouldn't have been able to find its way home! Cats are supposed to be very smart!) If Ss make statements with modals speculating about the past, don't correct them—just identify those sentences and list them separately. (For example, It couldn't have been their original cat.)

B
- Read the instructions. Tell Ss to pay attention to the meaning conveyed and use the correct form.
- Have Ss complete the exercise individually. Circulate as Ss work.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

PASSIVE MODALS

GRAMMAR TO REVIEW
Modal auxiliaries
Modals in the present and past
OPTIONAL GRAMMAR TO REVIEW
Passive voice
Past participle forms of regular and irregular verbs

⚠ **COMMON ERRORS**
Misinterpreting meaning in past passive modals

A
- Read the instructions. Do number 1 as a class. Play the audio and write it out: *I heard Eric might be leaving our company soon. He had an interview with a new social media company a few weeks ago. I think he might have been offered a much better position than the one he has here. We'll see.*
- Call on a volunteer to underline the passive modal *might have been offered.* Elicit the agent by asking, *Who might have offered him the new position?* (a social media company) Then point to *might be leaving* in the first sentence. Ask, *Is this an example of a passive modal?* (No, it's modal + continuous.) Alert Ss to listen carefully for passive modals.
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to write the passive modal verb. Replay the audio as needed.
- Then have Ss compare answers in pairs.
- Bring the class together. Write out any statements from the audio if needed.

⊕ **EXTENSION** Challenge Ss to restate each passive modal statement as active voice. Have Ss work in pairs. Then bring the class together and have Ss write the answers on the board. (1. A new social media company might have offered Eric a much better position. 2. No one can confirm the story. 3. Anyone can circulate urban legends quickly and easily on social media platforms. 4. The car manufacturer should have warned consumers about the problem. 5. People must have perceived the story as true. 6. The health department could have shut the movie theater down.)

B
- Read the instructions. Do number 1 as a class. Tell Ss to think carefully about whether active or passive voice is appropriate. In sentence 1, point out that the first blank is followed by the *by*-phrase, so the passive is needed; the receiver of the action is *that story.* In the second sentence, subject-verb-object order is used, so you need the active voice.
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board if needed.

VOCABULARY PRACTICE Complete the quotes with the correct form of the words from the box.

armed with	worst-case scenario	reflection	cautionary tale
play up	sanitation	roam the streets	dissolve
thrive	plant	~~perceive~~	

1. "Because there is no sunlight at this depth, it is often ___perceived___ as inhospitable to life, but in fact, the angler fish ___thrives___ here."
2. "The substance completely ___dissolves___ in the liquid after only a few seconds."
3. "The recent rise in crime is a(n) ___reflection___ of how violent our society has become."
4. As far as I'm concerned, we have bigger issues than poor ___sanitation___ . The media tends to ___play up___ this issue just to get higher ratings."
5. "The drama, starring Hana Lee, is a(n) ___cautionary tale___ about the dangers of plastic surgery."
6. "He has a three-shot lead going into the final hole. The ___worst-case scenario___ now is that he'll enter a play-off, but surely he can't lose."
7. "All units, all units: We've received reports of two individuals ___roaming the streets___ in the Westlake area. It is not clear whether the individuals are ___armed with___ weapons. Over."
8. "In the news tonight, Simone Davies claims her innocence, suggesting that the letters were ___planted___ as a diversion."

PASSIVE MODALS

A ▶03-15 Listen. Write the passive modal that you hear. Circle the agent of the passive modal.

	Passive modal	Agent		
1.	might have been offered	a. Eric	(b.) a social media company	c. unknown
2.	can't be confirmed	a. the records	b. a fire	(c.) unknown
3.	can be circulated	a. urban legends	(b.) anyone	c. unknown
4.	should have been warned	a. consumers	(b.) car manufacturer	c. unknown
5.	must have been perceived	a. Rina	b. a crocodile	(c.) unknown
6.	could have been shut down	a. rats	(b.) the health department	c. unknown

B Complete the sentences with the active or passive form of the words in parentheses.

1. That story sounds like it ___could have been invented___ (could + invent) by some teenagers. You ___should check___ (should + check) the source.
2. The origins of urban legends ___should be explored___ (should + explore) . By studying urban legends, we ___can gain___ (can + gain) insight into our own fears.
3. We ___may have made___ (may + make) some big mistakes on our project last week, but I don't think it ___could have been done___ (could + do) any differently.
4. The monster story ___shouldn't have been taken___ (should + not + take) seriously, but a lot of people actually believed it. It ___was supposed to be / was supposed to have been___ (supposed to + be) just a gag.

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VOCABULARY PRACTICE

▶04-02 Listen. Complete the sentences with the correct form of the words from the box.

commercial value	~~tagging~~	covert	commentary
provoke	vandalism	phenomenal	

1. Rina tells Ben that ___tagging___ is a graffiti signature. She says it doesn't have the same level of social ___commentary___ as a mural might.
2. Diego says there's ___commercial value___ to graffiti these days. However, it's still considered ___vandalism___ in many places, and as a result, this style of street art is ___covert___ .
3. Elena and Liz talk about various forms of street art. For example, flash mobs had ___phenomenal___ popularity several years ago. People were able to capture the public's attention and ___provoke___ discussion.

SUBSTITUTION WITH *SO* AND *NOT*

A ▶04-03 Listen. Which clause or phrase is substituted? Circle the correct answers.

1. *if not* =
   (a.) if you haven't seen the mural
   b. if the kids hadn't painted the building
2. *if so* =
   a. if you have other plans
   (b.) if you like street art
3. *by doing so* =
   a. attracting tourists and making the area beautiful
   (b.) working in cooperation with street artists to create murals
4. *did so* =
   (a.) had his own work shredded
   b. turned the auction into a work of art
5. *says so* =
   (a.) says that it's art
   b. says that it's a room full of balloons
6. *hope not* =
   a. hope the kids didn't say that
   (b.) hope the school wasn't vandalized

B **Part I. Rewrite the conditional sentence. Substitute the repeated information with *so, not,* or *do so*.**

1. Does Jack like art? If he likes art, he should go to the auction with us.
   If so, he should go to the auction with us.
2. Do we still need these documents? If we don't need these documents, could you shred them?
   If not, could you shred them?
3. Please let me know if I can help you out. I'm happy to help out.
   I'm happy to do so.

Part II. Combine the sentences using *but*. In the second clause, substitute the repeated information with *so* or *not*.

4. I'm not sure everyone will attend the meeting. I expect they will attend the meeting.
   I'm not sure everyone will attend the meeting, but I expect so.
5. They might paint over the mural. I hope they don't paint over the mural.
   They might paint over the mural, but I hope not.
6. People think his mural is a great work of art. I don't think it's a great work of art.
   People think his mural is a great work of art, but I don't think so.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations about street art. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to write the answer. Clarify any new or confusing words or phrases in the conversation, such as *high-end* (the most expensive in a particular market) and *outlawed* (made illegal).
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

SUBSTITUTION WITH *SO* AND *NOT*

GRAMMAR TO REVIEW
Conditionals
Phrases and clauses

⚠ **COMMON ERRORS**
Using *so* + object clauses together
Using *I think* or *I don't think* without *so* in short answers

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Then ask, *Which clause or phrase is substituted?* (a)
- Play the rest of the audio, pausing or replaying item by item as needed. Have Ss complete the exercise individually and then compare answers in pairs.

⊕ **EXTENSION** Write these sentences on the board. Have Ss fill in the blanks with *so* or *not*.

1. *Do you need a ride to work? If _____, I can pick you up at 7:50.* (so)
2. *A: Have they finished the race yet?*
   B: I don't think _____. (so)
3. *A: Was your bike stolen?*
   B: I hope _____! (not)
4. *A: Did Rob really get fired?*
   B: Yes, I'm afraid _____. (so)
5. *A: Did the mailman bring a package?*
   B: I'm afraid _____. He only brought the phone bill. (not)
6. *Have you eaten yet? If _____, I can cook something for you.* (not)

B
- Read the instructions for part 1. Call on a volunteer to read the example aloud.
- Have Ss preview the sentences, noting if the rewritten sentences will use *if so, if not,* or *do so*. Then have them write the sentences individually.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers.
- Read the instructions for part 2. Call on a volunteer to read the example aloud.
- Have Ss preview the sentences, noting if the rewritten sentences will substitute with *so* or *not*. Then have them write the sentences individually. Circulate and assist as needed.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers.

⊕ **EXTENSION** In pairs, have Ss rewrite each of the statements below to repeat the original object clause. Model the first item:

1. *He should have completed his degree by now. If not, he will be done by next year.* (If he has not completed his degree by now, he will be done by next year.)
2. *Cut the cost of the second design. Doing so will keep the customer happy.* (Cutting the cost of the second design will keep the customer happy.)
3. *Mom asked if Jack is doing OK. I suppose so, but I haven't seen him in a while.* (I suppose Jack is doing OK, but I haven't seen him in a while.)
4. *I'm not sure if they are coming for lunch. If so, we will need more food.* (If they are coming for lunch, we will need more food.)
5. *The police say the intruder could repeat the crime. I hope not!* (I hope he doesn't repeat the crime!)

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases in the conversations, such as *pull over* (to drive to the side of a road and stop your car) and *I'm all ears* (I am ready and eager to listen to something).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

PHRASAL VERBS

GRAMMAR TO REVIEW
Objects
Separable and inseparable verbs
OPTIONAL GRAMMAR TO REVIEW
Passive voice
Verbs, adverbs, prepositions

⚠ **COMMON ERRORS**
Separating inseparable verbs
Not positioning object pronouns between the verb and the particle

A
- Read the instructions. Do number 1 as a class. Play the audio and pause. Ask, *What is the phrasal verb?* (catch on) *Does it have a direct object?* (no)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to write the phrasal verb and check the correct columns. Circulate and clarify meanings as needed: *catch on* (become popular), *carry on* (continue), *run something by someone* (tell someone about an idea or plan, usually so a person can give you his or her opinion), *work around something* (manage to work while avoiding someone or something), *pass out* (become unconscious), and *brush something off* (refuse to listen to someone's ideas).
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

B
- Read the instructions. Look at the example sentence. Ask, *What is the direct object in the original sentence?* (the new art exhibit) Ask a volunteer to read the sample answer.
- Have Ss underline the direct object in each sentence. (2. this issue; 3. these reports; 4. these applications; 5. the algorithm; 6. the art world) Have them work with a partner if they need help. If Ss get stuck on item 2, hint that the sentence is passive.
- Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Write the phrasal verbs from exercise B on the board:
- *check out* (look at something because you are interested in it)
- *bring up* (mention something or start talking about something)
- *crank out* (produce a lot of something quickly)
- *weed out* (get rid of things that are not very good)
- *write down* (write something on a piece of paper)
- *take over* (take control of something)

Elicit meanings. Then have Ss practice making up new sentences with a partner.

⊕ **EXTENSION** Write a list of phrasal verbs on the board: *back out of; break down; call off; catch on; come across; do over; fall through; figure out; get by; let down; look into; pass out; put off; put up with; take after.* Then tell Ss to work in groups to sort them into separable, inseparable, and no object. Model a three-columned chart on the board. Tell Ss to try using the phrasal words in sentences if they are not sure. Circulate and assist with meaning if Ss are unfamiliar with the phrasal verb, or let them look it up in a dictionary. Possible answers:
- *Separable: call off* (cancel), *do over* (do something again), *figure out* (find a solution), *let down* (disappoint someone), *put off* (postpone)
- *Inseparable: back out of* (fail to keep a commitment), *come across* (find accidentally), *look into* (investigate), *put up with* (tolerate), *take after* (resemble)
- *No object: break down* (stop working), *catch on* (become popular), *fall through* (fail, used for plans), *get by* (survive with little money), *pass out* (lose consciousness).

VOCABULARY PRACTICE Complete the conversations with the correct form of the words from the box.

endeavor	concept	blur	evoke	utilize
~~algorithm~~	depiction	emulate	compile	

1. A: What is a(n) ___algorithm___ ?
   B: It's what computer programmers ___utilize___ as the basis of artificial intelligence.
2. A: Robots are not human, but they can learn to ___emulate___ certain human behavior.
   B: That's a(n) ___concept___ that I can't begin to understand.
3. A: I have to stop driving. My vision is beginning to ___blur___ .
   B: Pull over in this rest area. I can drive.
4. A: Listen to this book review. The ___depiction___ of family relationships in the novel is perfect. The storyline ___evokes___ true feelings of warmth and tenderness.
   B: Can you lend me that book when you finish reading it?
5. A: An important medical discovery was announced today. It was an expensive ___endeavor___ , and it took years for researchers to ___compile___ all the data.
   B: I'm all ears. Can you tell me more?

PHRASAL VERBS

A ▶04-08 Listen. Write the phrasal verb you hear. Does it have a direct object? If so, is it separated or not separated? Check (✓) the correct answers.

	Phrasal verb	No object	Separated by object	Not separated by object
1.	catch on	✓		
2.	carry on			✓
3.	run by		✓	
4.	work around			✓
5.	pass out	✓		
6.	brush off		✓	

B Rewrite the sentences. Change the direct object to a pronoun (*it* or *them*).

1. Flavio is going to check out the new art exhibit.
   Flavio is going to check it out.
2. Why hasn't this issue been brought up yet?
   Why hasn't it been brought up?
3. We have to crank these reports out before 5:00.
   We have to crank them out before 5:00.
4. Can you weed out some of these applications?
   Can you weed some of them out?
5. Is the algorithm written down somewhere?
   Is it written down somewhere?
6. Do you think machines will take over the art world?
   Do you think machines will take it over?

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

out of (your) comfort zone	empathy	mindset	checks all the boxes	conscious effort
~~daunting experience~~	on the spot	impartial	face (your) fears	

1. Presenting in front of so many people at the conference was a really daunting experience .
2. What are you so afraid of? It's only bungee jumping. It's time to face your fears .
3. She's the perfect partner. She's caring, funny, and independent. She checks all the boxes .
4. You need to change your mindset if you want to succeed in this role.
5. I couldn't connect with the characters in the book. I had no empathy for them.
6. We shouldn't judge Fiona's new boyfriend until we get to know him. Let's stay impartial .
7. She was late again! She needs to make a(n) conscious effort to get to work on time.
8. It's time for a challenge. I'm going to step out of my comfort zone and move into management.
9. I can't give you a decision on the spot . I'll have to think about it.

PAST PERFECT AND PAST PERFECT CONTINUOUS WITH THE SIMPLE PAST

A ▶04-14 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. They had been looking for a way to improve team-building when Jackson suggested an improv class.	✓		
2. Kara had been drinking coffee when Sam called her.			✓
3. Gavin hadn't taught improv classes until he started working in sales.		✓	
4. Amira had been studying French because she was planning a trip to Africa.	✓		
5. Chris lost his job because he hadn't taken it seriously.	✓		
6. The speaker had lost his favorite jacket years before he finally found it.	✓		

B Complete the sentences with the simple past, past perfect, or past perfect continuous form of the verbs in parentheses.

1. We had been waiting (wait) for Ahmed for hours, so we were relieved when he finally showed up (show up).
2. By the time we made (make) it to the show, it had already begun (already, begin).
3. Vinod had been working (work) on a documentary film when he first met (meet) his wife.
4. Everyone had gone (go) home by the time we arrived (arrive).
5. The improv show was (be) a lot more fun than I had expected / had been expecting (expect).
6. I hadn't heard (not, hear) of that comedy group until you told (tell) me about them.

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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

PAST PERFECT AND PAST PERFECT CONTINUOUS WITH THE SIMPLE PAST

GRAMMAR TO REVIEW
Simple past, past perfect, past perfect continuous
OPTIONAL GRAMMAR TO REVIEW
Past participle forms of regular and irregular verbs

⚠ **COMMON ERRORS**
Confusing the order of past actions
Using the past perfect to talk about a single past action
Using only the simple past to show the sequence of past actions

A
- Read the instructions aloud. Give Ss time to preview the statements in the chart before listening.
- For review ask, *Which tense is used for actions further in the past?* (past perfect / past perfect continuous) Ask Ss to identify the first past action in each statement. (1. had been looking; 2. had been drinking; 3. hadn't taught; 4. had been studying; 5. hadn't taken it seriously; 6. had lost)
- Do number 1 as a class. Play the audio. Read the statement aloud. Ask, *Did looking for a good way to improve team building indeed happen first?* (yes)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.

⋯ **OPTION** Bring the class together and tell Ss to listen to the audio for item 3 again and correct the false statement in the chart. (Gavin had taught improv classes before he started working in sales.) Then ask, *Which two items show cause and effect?* (4 and 5)

⊕ **EXTENSION** Have Ss listen to each audio item again. Tell Ss to list all the actions in the correct order. Model item 1:
- *we were trying to think of a good team-building activity*
- *Jackson suggested an improv class*
- *we had never tried anything like an improv class*
- *we were all nervous*
- *it turned out great*
- *everyone had a lot of fun*

Then let Ss experiment with using different pairs of past actions in sentences, paying attention to what happened first. (For example, We had never tried anything like an improv class, so we were nervous. Jackson had suggested an improv class, and in the end, it turned out great.) Point out that many options are possible.

B
- Read the instructions. Give Ss a few minutes to read the sentences. Go over number 1 as a class. Tell Ss to think carefully about the order of past events. Ask, *Why is the past perfect continuous used?* (because *waiting for hours* is a first action that was in progress when the second action began)
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board.

⊕ **EXTENSION** Have Ss work in pairs to write four sentences using past perfect or past perfect continuous and simple past to show a sequence of two actions. Tell Ss that two sentences should describe cause and effect, and two should simply show one past action happening before another past action. Then, in groups, have Ss read each other's sentences and number the actions 1 and 2. If Ss notice any errors in each other's sentences, have them call you over to confirm necessary corrections.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations. Choose the correct answer.*
- Play the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to read and choose an answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

THE SUBJUNCTIVE

GRAMMAR TO REVIEW
Main clause + *that* clause
OPTIONAL GRAMMAR TO REVIEW
Passive voice

⚠ **COMMON ERRORS**
Not using the base form in the subjunctive clause
Incorrectly positioning *not* when creating negation

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Then ask, *Which statement restates the information you just heard?* (a) Clarify the meaning of *keynote speaker* (a person who delivers a speech that sets out the central theme of a conference).
- Play the rest of the audio, pausing or replaying items as needed. Have Ss complete the exercise individually and then compare answers in pairs.

⊕ **EXTENSION** Tell Ss they will work in pairs. Student A will make a suggestion, and student B will report it using the subjunctive. Say to a S, *You should use a dictionary to learn more words.* Then write the prompt *The teacher suggests…* and elicit the rest of the sentence. (that we use a dictionary) Encourage Ss to make the suggestions with varying degrees of urgency to elicit different verbs and adjectives.

B
- Read the instructions. Call on a volunteer to read the example aloud, starting with the two sentences and then the combined statement.
- Have Ss preview the sentences. Tell them to be careful forming negative statements. Then have them write the sentences individually. Circulate and assist as needed.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers. For item 4, if Ss included negation in both the main clause and in the subjunctive clause, point out that two negatives form a positive, and this would be incorrect. Then discuss how in this particular example, two answers are possible—either with negation in the main clause or in the subjunctive clause.

⊕ **EXTENSION** Ss will orally practice the subjunctive in pairs. One S will state a problem, and the partner will give suggestions and advice using various degrees of urgency. Model an example with a volunteer. T: *I'm so tired lately.* S: *I advise you stop watching so much TV at night!* OR *It's crucial that you not work so hard!*

VOCABULARY PRACTICE ▶05-02 Listen. Complete the sentences with the correct form of the words from the box.

diplomatic	~~harsh~~	word	ultimatum
wording	wishy-washy	jargon	ambiguous

1. Peter's tone is a little too ___harsh___ . His co-worker suggests that he be more ___diplomatic___ . He is worried that he will sound ___wishy-washy___ , but his co-worker assures him that his ___wording___ is completely clear. It is not at all ___ambiguous___ .
2. The email sounds like a(n) ___ultimatum___ .
3. The instructions are difficult to understand because they are full of ___jargon___ . The customer wishes they would ___word___ things in plain English.

THE SUBJUNCTIVE

A ▶05-03 Listen. Circle the sentence that correctly restates the information you hear.

1. (a.) I recommend you arrive on time to hear the keynote speaker.
   b. I recommend you attend the conference tomorrow.
2. a. Margo requested that she work next door.
   (b.) Margo asked that we not make so much noise.
3. (a.) It's important that you not park in that lot.
   b. It's not necessary that you park in that lot.
4. a. I suggest that you submit this report to our manager.
   (b.) Our manager insists we not submit reports before she reviews them.
5. a. Do you advise the article be sent to the editor?
   (b.) Is it important that the article be sent today?
6. (a.) How often do you recommend I change the password?
   b. Is it urgent that the password be changed right away?

B Combine the sentences using the subjunctive.

1. We need to finish this project on time. It's critical.
   It's critical that we finish this project on time.
2. You must wear your ID badge at all times. It's essential.
   It's essential that you wear your ID badge at all times.
3. Please don't share this information with anyone. That's my request.
   I request that you not share this information with anyone.
4. It's not a good idea to use a lot of jargon in your message. I don't recommend it.
   I don't recommend (that) you use a lot of jargon in your message. / I recommend (that) you not use a lot of jargon in your message.
5. You shouldn't be wishy-washy about your decisions. That's my suggestion.
   I suggest you not be wishy-washy about your decisions.
6. He needs to tell the truth. It's crucial.
   It's crucial (that) he tell the truth.
7. We need to schedule a meeting for next week. It's important.
   It's important (that) we schedule a meeting for next week.
8. Why are you rewriting the report? Did your manager insist on it?
   Did your manager insist (that) you rewrite the report?

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

neglected	reflective	cultural gap	fill the silence
explicit	utterance	~~unsettled~~	counterpart

1. I am ___unsettled___ by conflict of any kind.
2. We don't understand each other very well because of the ___cultural gap___ between us.
3. He is the director for the Middle East. His ___counterpart___ for North America is Joe Smith.
4. When Americans talk, there is usually only a second between ___utterances___ .
5. I don't like being alone. I usually turn on the TV or listen to music to ___fill the silence___ .
6. He is usually ___reflective___ rather than reactive. He thinks carefully before he does something.
7. ___Neglected___ children whose parents don't pay enough attention to them sometimes grow up to be criminals.
8. Please be ___explicit___ . If you don't tell me exactly what you need, I can't help you.

EMBEDDED *YES/NO* QUESTIONS

A ▶ 05-08 Listen. Circle the best response to the question you hear.

1. I'm not sure if **that's enough time or not** / **the deadline is in two weeks**.
2. I have no idea if **he seems unsettled** / **he's upset**.
3. I'm not 100% sure if **it's a holiday** / **the bank is closed**.
4. I've never met your audience, so I can't tell if **the instructions are clear enough** / **these are the instructions**.
5. I can't decide whether **I like it** / **it's culturally sensitive** or not. Let's ask our counterparts.
6. It's hard to say whether or not **we're merging with another company** / **there will be cultural gaps**.

B Rewrite the sentences as embedded *yes/no* questions. There is more than one correct answer.

Part I. Begin each sentence with *I don't know…*

1. Did they ever get our message?
   I don't know if they ever got our message.
2. Is the latest report ready?
   I don't know if / whether the latest report is ready (or not). / I don't know whether (or not) the latest report is ready.
3. Has the meeting started?
   I don't know if / whether the meeting has started (or not). / I don't know whether (or not) the meeting has started.
4. Will we be meeting our North American counterparts?
   I don't know if / whether we'll be meeting our North American counterparts. / I don't know whether (or not) we'll be meeting our North American counterparts.

Part II. End each sentence with *is another question.*

5. Can we solve this problem?
   Whether or not we can solve this problem is another question.
6. Is it possible to translate silence?
   Whether (or not) it's possible to translate silence is another question.
7. Could this report cause cultural misunderstandings?
   Whether (or not) this report could cause cultural misunderstandings is another question.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases in the conversation, such as *reactive* (acting in response to a situation).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

⊕ **EXTENSION** Write the list of words on the board, numbered 1–8. Have Ss close their books. Then read the definitions from page 159 and have Ss write the corresponding words. Alternately, you can read the definitions and Ss raise their hands to say the corresponding words.

EMBEDDED *YES/NO* QUESTIONS

GRAMMAR TO REVIEW
Question word order versus statement word order
Differentiating *if* for conditionals and *if* in embedded *yes/no* questions

⚠ **COMMON ERRORS**
Using question word order in embedded questions
Omitting *if* or *whether* from embedded questions

A
- Read the instructions. Do number 1 as a class. Have Ss read the answer choices. Then play the audio and pause. Ask, *Why is* that's enough time or not *the right answer?* (The speaker asks the question *Is that enough time?* There is no uncertainty about the date of the deadline.)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to think about meaning. Clarify any unknown words, such as *merge* (to combine things together to form one thing).
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

⊕ **EXTENSION** Invite Ss to extract the *yes/no* question embedded in each statement. (1. Is that enough time? 2. Is he upset? 3. Is it a holiday? 4. Are the instructions clear enough? 5. Is it culturally sensitive? 6. Will there be cultural gaps?)

B
- Read the instructions for part 1. Look at the example sentence. Ask, *What is the verb in the question?* (did get) *Why is* got *used in the answer?* (because *did get* in the question is simple past)
- Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.
- Read the instructions for part 2. Read the example aloud. Ask, *Is it possible to start the answer with* If? (no)
- Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** On the board, write: *I don't know if…, Whether or not…, I'm not sure if…, I have no idea if…, I can't tell if…, I can't decide whether…, It's hard to say whether or not…, The question is…* In pairs, have Ss practice creating embedded questions. Have pairs write them down. Then have pairs swap questions with another pair and extract the *yes/no* question embedded in each question. Model an example if needed: *I'm not sure if I should make pasta for dinner.* → *Should I make pasta for dinner?*

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

EMBEDDED *WH*- QUESTIONS

GRAMMAR TO REVIEW
Question word order versus statement word order
Wh- word as subject versus object

COMMON ERRORS
Using the wrong word order

A
- Read the instructions aloud. Tell Ss to preview the questions.
- Do number 1 as a class. Play the audio. Ask, *Which direct question has the same meaning as the embedded question?* (b) Replay the audio and say, *Does the embedded question talk about why people use emojis?* (no) *What does it talk about?* (It talks about why so many people use emojis.)
- Play the audio. Ask Ss to complete the exercise individually. Tell them to listen carefully.
- Have Ss compare answers with a partner.
- Then bring the class together to go over any answers Ss don't agree on. Play the audio again if needed.

⊕ **EXTENSION** Write on the board: *What, Who, Where, When, How, Why, Which*. In pairs, have Ss write direct questions with these words. Then tell them to write embedded questions using a variety of introductions. If Ss need ideas, write these on the board: *I have no idea…, I'm not sure…, I never know…, Do you understand…, I've always wondered…, It's unclear…, Do you know…, I can't tell….* Model an example if needed: *What do they need?* → *I have no idea what they need.* Circulate and assist as needed.

B
- Read the instructions. Give Ss a few minutes to read the sentences. Go over sentence 1 as a class. Ask a volunteer to read the embedded question. Tell Ss to notice that the verb *is* goes at the end of the sentence.
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board.

⊕ **EXTENSION** Write on the board: *I have no idea…, I'm not sure…, I never know…, Do you understand…, I've always wondered…, It's unclear…, Do you know…, I can't tell….* In pairs, have Ss practice creating embedded questions. For written practice, pairs can write them down. Then have pairs swap questions with another pair and extract the question embedded in each. Model an example if needed: *I have no idea where we should go on vacation.* → *Where should we go on vacation?* Remind Ss to be mindful of word order.

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

cringeworthy	phenomenon	~~abbreviation~~	emoji	rebel	the status quo
no hard and fast rules	concise	downside	vulgar	hinder	solidarity

1. English addresses can be so confusing. They're full of ___abbreviations___ .
2. I thought her talk was really well-delivered. It was ___concise___ and to the point.
3. One ___downside___ to living in the city is the high pollution levels.
4. The students wore their own clothes to school today to ___rebel___ against the new school uniform policy.
5. Some of the singers on this TV talent show are terrible. Their performances are so ___cringeworthy___ !
6. There are ___no hard and fast rules___ about the dress code, but most people dress business-casual.
7. Members of the public joined the miners in ___solidarity___ on their march for better working conditions.
8. The engine problems really ___hindered___ his progress, but he still finished in the top three.
9. It's crazy that the idea of equal pay for women in sports is only a recent ___phenomenon___ .
10. I hate it when someone sends a text message with lots of abbreviations and ___emojis___ .
11. I can't believe how she talks to her parents. She must have picked up some of that ___vulgar___ language at school.
12. I don't think real change can occur in this country because the current government is only interested in maintaining ___the status quo___ .

EMBEDDED *WH*- QUESTIONS

A ▶05-14 Listen. Circle the direct question equivalent of the embedded question you hear.

1. a. Why do we have so many emojis? (b.) Why do people use emojis?
2. (a.) What does this word mean? b. How do you know this word?
3. a. Are you sure about this expression? (b.) How can I use this expression correctly?
4. a. How do you know about slang at work? (b.) When should I use slang in messages?
5. a. What do you know about this word? (b.) Why do people think that word is humorous?
6. a. Why is this phrase confusing? (b.) How can I reword this phrase?

B Combine the sentences using an embedded *Wh*- question. Use an infinitive clause if the question contains *can* or *should*.

1. What's the downside? I'm not sure.
   I'm not sure what the downside is.
2. Why do so many new words emerge on the internet? I've always wondered.
   I've always wondered why so many words emerge on the internet.
3. What does this emoji mean? It's anyone's guess.
   It's unclear what this emoji means. / What this emoji means is anyone's guess.
4. How can we make this paragraph more concise? I have no idea.
   I have no idea how to make the paragraph more concise.
5. When should I begin the next project? I'm not sure.
   I'm not sure when to begin the next project.
6. Why did you change the wording in this document? I don't understand.
   I don't understand why you changed the wording in this document.

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VOCABULARY PRACTICE ▶06-02 Listen. Complete the sentences with the correct form of the words from the box.

~~charge~~	misappropriation of funds	scandal	internal audit
bribe	trace	inexcusable	

1. They're going to _____charge_____ the mayor with bribery. They say he tried to _____bribe_____ a police officer. He was also involved in another _____scandal_____ earlier in the year.
2. The director has been charged with _____misappropriation of funds_____ . He promised to get rid of corruption at the museum, but a(n) _____internal audit_____ showed that he is most likely guilty of the crime. They were able to _____trace_____ the money back to him. His behavior is _____inexcusable_____ .

RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

A ▶06-03 Listen. Circle the relative clause you hear. Is it restrictive or non-restrictive? Check (✓) the correct answers.

	Relative clause	Restrictive	Non-restrictive
1.	a. that is an intentional misappropriation of funds (b.) that a person has been trusted to handle appropriately	✓	
2.	(a.) that get brought to court b. that involve the theft of government funds	✓	
3.	a. which tipped off law enforcement (b.) which led to a full investigation		✓
4.	(a.) who finally solved the crime b. who is the detective	✓	
5.	(a.) who was the lead investigator b. who traced over ten years of financial transactions		✓
6.	a. which is caught up in a corruption scandal (b.) which has slowed down progress on all projects		✓

B Combine the two sentences using the second sentence as a relative clause. Separate non-restrictive relative clauses with commas.

1. An executive resigned yesterday. He was involved in the corruption scandal.
   An executive who was involved in the corruption scandal resigned yesterday.
2. Investigators combed through the company's financial records. It held clues to the crime.
   Investigators combed through the company's financial records, which held clues to the crime.
3. Asep is the one. He'll conduct our internal audit.
   Asep is the one who / that will conduct our internal audit.
4. The scandal destroyed the company's reputation. That was unfortunate.
   The scandal destroyed the company's reputation, which was unfortunate.
5. He was accused of bribery. Bribery is a serious crime.
   He was accused of bribery, which is a serious crime.
6. Mateo's wife wrote a book about corporate crime. She is a psychologist.
   Mateo's wife, who is a psychologist, wrote a book about corporate crime.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations about financial crime. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to write the answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary on page 160.

⊕ **EXTENSION** Ask Ss to write their own short paragraphs, blanking out 3–4 target words, using the exercise items as a model. Have Ss swap with a partner and fill in the gaps. Circulate and assist as needed.

RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

GRAMMAR TO REVIEW
Relative pronouns *who, whom, whose, which, that*
Relative pronoun as subject or object of relative clause

⚠ **COMMON ERRORS**
Setting off restrictive relative clauses with commas
Using *that* in non-restrictive relative clauses
Using another object in the relative clause when a relative pronoun is the object

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Ask, *Which clause did you hear?* (b) Then play it again. Ask, *Is it restrictive?* (yes) *What does the clause do?* (includes necessary information)
- Say, *Look at all the items. Can you predict without listening which clauses in the chart must be restrictive clauses?* (number 2) *Why?* (because *that* is not used in non-restrictive clauses)
- Play the rest of the audio, pausing or replaying item by item as needed. Have Ss complete the exercise individually and then ask them to compare answers in pairs.

⊕ **EXTENSION** Challenge Ss to work in pairs to create sentences to include the clause not selected in each exercise item. Circulate and assist as needed. If Ss get stuck on content, refer them to their vocabulary lists or let them look online for ideas. Once pairs write all their sentences, tell them to swap papers with another pair and identify the clauses as restrictive or non-restrictive.

B
- Read the instructions. Model number 1. Ask, *Which sentence will we transform into a relative clause?* (He was involved in the corruption scandal.) *What will it modify?* (an executive) Call on a volunteer to read the example answer. Ask, *Is the clause restrictive or non-restrictive?* (restrictive)
- Have Ss complete the rest of the sentences in pairs. Suggest that they ask themselves, *What will the clause modify?* Remind them that non-restrictive relative clauses can modify the entire sentence.

⊕ **EXTENSION** Have Ss take these basic sentences and develop them to include restrictive or non-restrictive relative clauses.

1. *The woman was found guilty of tax evasion.* (The woman we saw on the news was found guilty of tax evasion.)
2. *The company had to file for bankruptcy.* (The company which my brother works for had to file for bankruptcy.)
3. *John Sloan is a financial crime lawyer.* (John Sloan, who comes from Boston, is a financial crime lawyer.)
4. *Can you believe that my roommate is now also guilty of identity theft?* (Can you believe that my former roommate, who already has had problems with the law, is now also guilty of identity theft?)
5. *The hackers stole billions of dollars.* (The hackers that got into the World Bank stole millions of dollars.)

In pairs, have Ss share answers and analyze which sentences are restrictive and which are not.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases in the conversations, such as *publicity* (the attention that someone or something gets from the media).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

RELATIVE CLAUSES AFTER PREPOSITIONS AND QUANTITY EXPRESSIONS

GRAMMAR TO REVIEW
Prepositions
Quantity expressions
OPTIONAL GRAMMAR TO REVIEW
Restrictive and non-restrictive relative clauses

⚠ **COMMON ERRORS**
Using a preposition both at the beginning and at the end of a relative clause
Forgetting to use *of* with a quantifier

A
- Read the instructions. Do number 1 as a class. Play the audio and pause. Say, *Think about the meaning of the statement you just heard:* The campaign will attract voters for whom diversity is an important issue. *Does this mean the campaign highlights or doesn't highlight diversity issues?* (highlights)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to think carefully about meaning.
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers. If necessary, for number 5, explain that the phrase *the likes of which* in this context means *similar kinds* and refers here to *diversity statements.* The sentence could read as follows: *The job posting included a statement about diversity; similar kinds of statements have become common in job advertisements these days.*

⊕ **EXTENSION** Tell Ss they will listen to each sentence again and identify if the clause is restrictive or non-restrictive. (1. restrictive; 2. non-restrictive; 3. non-restrictive; 4. non-restrictive; 5. non-restrictive; 6. restrictive) Then play each restrictive statement again and have Ss rewrite it. (1. The campaign will attract voters that / who diversity is an important issue for; 6. The presenter discussed ways that / (that) political corruption and its effects might be reduced)

B
- Read the instructions. Focus on number 1. Read the two statements. Call on a volunteer to read the example answer. Ask, *Is the clause restrictive or non-restrictive?* (non-restrictive) Remind Ss that in quantity expressions the preposition can't move anywhere, so there is only one way to combine the statements.
- Ask Ss to complete the exercise individually. For restrictive clauses with prepositions, ask Ss to give two possible answers.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Write on the board: *1. none of whom, 2. in which, 3. one of which, 4. under whom, 5. with whom, 6. some of which.* In pairs, have Ss write statements with relative clauses that include these constructions. For clauses that have a preposition, elicit the more formal version with the preposition at the beginning of the clause. Circulate and assist, providing examples as needed. Then have Ss swap sentences with another pair and underline clauses, identifying if they are restrictive or non-restrictive.

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

random	eligible	have a say	~~restore~~	campaign	diversity
lobbyist	naïve	susceptible	on hold	employable	

1. After all the bad publicity, we need to ___restore___ people's trust in our company.
2. We couldn't choose our rooms. They were assigned at ___random___ .
3. I may not have a lot of experience, but I'm not ___naïve___ . I have a good idea of what's going on.
4. After the senator talked to a(n) ___lobbyist___ , he changed his vote on an important law.
5. People without a degree are generally less ___employable___ than those who have one.
6. I was planning to go to university next year, but I've put my plans ___on hold___ until I can save more money.
7. She has already made up her mind. I don't think she's ___susceptible___ to persuasion, no matter how good your arguments are.
8. Her ___campaign___ for governor ended when it was discovered that she had bribed a government official.
9. In my small hometown, there is not much political ___diversity___ . Most people vote the same way.
10. People who work for the company are not ___eligible___ to win a prize in the contest.
11. I'm sorry to interrupt, but you've been talking a while and I'd like to ___have a say___ .

RELATIVE CLAUSES AFTER PREPOSITIONS AND QUANTITY EXPRESSIONS

A ▶06-08 **Listen. Circle the correct answers.**

1. The campaign **highlights** / **doesn't highlight** diversity issues.
2. **Some** / **All** voting machines may be susceptible to fraudulent activity.
3. None of the **sales reps** / **executives** had a say.
4. Many of the **lobbyists** / **police officers** were accused of bribery.
5. **Job postings** / **Diversity statements** have become common these days.
6. The speaker discussed ways to **reduce** / **expose** corruption.

B **Combine the two sentences. Make the second sentence a relative clause. There may be more than one correct answer.**

1. I watched two new documentaries. Neither of them was very interesting.
   I watched two new documentaries, neither of which was very interesting.
2. Alma has two brothers. Both of them are politicians.
   Alma has two brothers, both of whom are politicians.
3. The conference room is not available today. We usually meet in that conference room.
   The conference room in which we usually meet is not available today. / The conference room (that / which) we usually meet in is not available today.
4. Everyone applauded Demba's presentation on diversity. He won an award for his presentation. Everyone applauded Demba's presentation on diversity, which he won an award for. / Everyone applauded Demba's presentation on diversity, for which he won an award.
5. We avoid conducting random surveys. Many of them are a waste of time.
   We avoid conducting random surveys, many of which are a waste of time.
6. I'm reading an article about voter fraud. Occurrences of voter fraud are rare.
   I'm reading an article about voter fraud, occurrences of which are rare.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

~~ubiquitous~~	coercion	adulation	idolize	barrier	liberating
ambivalent	dynamic	diminish	condemnation	aspire to	conformity

1. Avoid the tourist attractions unless you want to be held up by ___ubiquitous___ tour groups.
2. I don't think it's healthy to ___idolize___ celebrities, especially pop stars. Why do you have so much ___adulation___ for people who are that fake?
3. He used ___coercion___ to force them into signing the agreement. They felt manipulated.
4. The ___dynamic___ between my partner and me has changed a lot since we became parents.
5. His parents strongly urged him to apply for college, but he was ___ambivalent___ about it.
6. Sales at the fast-food chain ___diminished___ after the health scare.
7. The judge's ___condemnation___ of the criminals' actions was very strong.
8. Camila found it ___liberating___ to finally be done with exams.
9. She hid her feelings because she had been hurt in the past. She put up a(n) ___barrier___ .
10. You should break away from ___conformity___ and do your own thing.
11. She has ___aspired to be___ be a doctor since she was a little girl.

REDUCING RELATIVE CLAUSES TO PHRASES

A ▶06-14 Listen. Circle the correct meaning for each sentence you hear. Both answers may be correct.

1. (a.) Harvard researchers conducted an experiment.
   (b.) The experiment was inconclusive.
2. (a.) Elena Lopez is the director of marketing.
   b. The sales team will deliver a presentation.
3. a. The talk will end early.
   (b.) People who do not want to attend the talk can leave early.
4. (a.) Some team members were ambivalent.
   (b.) Some team members were enthusiastic.
5. (a.) The study was designed to demonstrate the power of conformity.
   b. The participants designed the study.
6. (a.) The report contained mistakes.
   (b.) Dominic is responsible for the mistakes.

B Rewrite the sentences. Change the relative clauses to adjective phrases.

1. Those who show empathy towards others are more likely to become successful.
   Those showing empathy towards others are more likely to become successful.
2. He enjoyed a successful career that spanned four decades.
   He enjoyed a successful career spanning four decades.
3. I spoke with the woman who sat next to me at the conference.
   I spoke with the woman sitting next to me at the conference.
4. The books that are on my desk belong to Martin.
   The books on my desk belong to Martin.
5. We should avoid aggression, which is a barrier to communication.
   We should avoid aggression, a barrier to communication.
6. We can share resources that are ubiquitous.
   We can share ubiquitous resources.

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 answers in pairs.
- Clarify any new or confusing words or phrases, such as *feel manipulated* (to feel as though you have been controlled or deceived into doing or feeling something).
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

REDUCING RELATIVE CLAUSES TO PHRASES

GRAMMAR TO REVIEW
Adjective phrases
Dependent and independent clauses
OPTIONAL GRAMMAR TO REVIEW
Restrictive and non-restrictive relative clauses
Forming *-ing* forms and past participle forms

⚠ **COMMON ERRORS**
Not omitting both the pronoun and *be* when reducing relative clauses
Reducing clauses where there is a different subject in the main clause and the relative clause
Omitting commas when reducing non-restrictive relative clauses

A
- Read the instructions aloud. Tell Ss to pay careful attention to meaning. Give Ss time to preview the statements before listening.
- Do number 1 as a class. Play the audio. Read the statement again. Then ask, *Did Harvard researchers conduct an experiment?* (yes) *Was the experiment inconclusive?* (yes)
- Play the rest of the audio. Have Ss complete the exercise individually. Then have them compare answers in pairs. Replay the audio as needed.

⊕ **EXTENSION** Refer Ss to the audio script or write out the sentences on the board. In pairs, have Ss change the adjective phrases to relative clauses. Circulate and assist as needed.
Bring the class together and go over the answers. (1. The experiment, which was conducted by a team of Harvard researchers, was inconclusive. 2. Elena Lopez, who is the director of marketing, will deliver a presentation to the sales team. 3. Those who don't want to attend the talk this afternoon may leave early. 4. The team was divided into those who showed ambivalence and those who were more enthusiastic about the project. 5. The researchers conducted a study which was designed to demonstrate the power of conformity among participants in groups. 6. Dominic is the one who is responsible for the mistakes that were made in the report.) Ask, *In which question did you change two adjective phrases to relative clauses?* (6)

B
- Read the instructions. Focus on number 1. Read the sentence. Call on a volunteer to read the example answer.
- Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together and call on Ss to read the completed sentences aloud.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to read and choose an answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

NEGATIVE GERUNDS AND INFINITIVES

GRAMMAR TO REVIEW
Gerunds and infinitives
OPTIONAL GRAMMAR TO REVIEW
Forming negatives with *not* and *no*

⚠ **COMMON ERRORS**
Using *not* in the wrong position when creating negation with infinitives
Misinterpreting the meaning of negative gerund and infinitive forms

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Then ask, *Which of these verbs was used in the negative?* (seeing) Play the audio again and write on the board: *the biggest challenge was not seeing my family.* Then read the sentence in the exercise and elicit *True* or *False*.
- Play the rest of the audio, pausing or replaying items as needed. If necessary, clarify in number 2 that *pushy* means doing everything you can to get what you want from other people, to an unpleasant degree. Have Ss complete the exercise individually and then compare answers in pairs.

⋯ **OPTION** Allow Ss to listen to each sentence again and write down any negative gerunds and infinitives that they hear. Remind them to listen for all forms, including *no* + gerund. (1. not seeing; 2. not being too pushy; 3. not to rush into; 4. not to reconsider; 5. not to pressure you; 6. no turning back) Tell Ss to only write down the negative gerunds and infinitives, not the affirmative ones. There is one negative gerund or infinitive per exercise item.

B
- Read the instructions. Call on a volunteer to read the example aloud, starting with the two sentences and then the combined statement.
- Have Ss preview the sentences. Then have them write the sentences individually. Circulate and assist as needed.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers.

💬 **LANGUAGE NOTE** If Ss have difficulty deciding between a negative gerund and a negative infinitive in items, remind them that some verbs are followed by a gerund and some by an infinitive. These must be memorized. Some verbs can take either a gerund or an infinitive. Some verbs that need to be followed by an infinitive rather than a gerund include *agree, decide, deserve, expect, hope, learn, need, offer, plan, promise, seem, wait, want.* Some verbs that need to be followed by a gerund rather than an infinitive include *admit, avoid, consider, deny, involve, mention, recommend, regret, risk, suggest.* A gerund must be used after a preposition, such as *about* in *worried about* in number 4 of exercise B. An infinitive must be used after an adjective, such as *It's important not to rush.*

VOCABULARY PRACTICE ▶07-02 Listen. Complete the sentences with the correct form of the words from the box.

~~talk (someone) into~~	dissuade	reconsider	top-notch
twist (someone's) arm	assure	make up (one's) mind	sweeten the pot

1. He tried to talk her into working for them, but was not successful. He even offered to sweeten the pot to help her to make up her mind, but she had already decided. He couldn't twist her arm. It's too bad because she was a top-notch candidate.
2. At first, Yu was determined to apply to just one college. However, when they assured him that they would pay the extra application fees, he reconsidered. In the end, they managed to dissuade him from applying to just one college.

NEGATIVE GERUNDS AND INFINITIVES

A ▶07-03 Listen. Circle the negative form that you hear. Then check (✓) the correct answers.

Negative form		True	False
1. **working** / **seeing**	The speaker didn't like being far apart from family.	✓	
2. **listening** / **being**	The speaker recommends not twisting a client's arm.	✓	
3. **to make up** / **to rush**	The speaker suggests not waiting before making a decision.		✓
4. **to reconsider** / **to find**	The speaker thinks the listener can find a better price.		✓
5. **to pressure** / **to start**	The speaker wants to pressure the listener.		✓
6. **returning** / **turning back**	Customers have a limited time in which they can return a car to that dealership.		✓

B Combine each pair of sentences with a negative gerund or infinitive form of the underlined verb.

1. I don't have enough time. That is my biggest problem.
   Not having enough time is my biggest problem.
2. She's made up her mind. She will not buy a new house this year.
   She's made up her mind not to buy a new house this year.
3. I didn't accept the job offer. I regret that now.
   Now I regret not accepting the job offer.
4. It's possible that we won't finish the project on time. We're worried about that.
   We're worried about not finishing the project on time. / We're worried about the possibility of not finishing the project on time.
5. You don't have to negotiate. Have you considered that?
   Have you considered not negotiating?
6. I don't want to twist your arm. But I hope you'll reconsider my offer.
   Not to twist your arm, but I hope you'll reconsider my offer.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

let (someone) down easy	tons	~~figure~~	get back at (someone)
shoot (someone) a text	the perils of	romantic	dump
smash	hang out with	go for it	hideous

1. The trip is ten days long, so I _____figure_____ I'll need to bring a good amount of a money.
2. He made me wait for an hour yesterday, so I'm going to ___get back at him___ and make him wait for me today.
3. I am so angry right now that I want to _____smash_____ all the plates in the kitchen.
4. Last night we had a _____romantic_____ dinner at a nice restaurant–just the two of us, no kids.
5. That sweater is _____hideous_____ . I don't think I've ever seen an uglier piece of clothing!
6. If you really want to study art, you should _____go for it_____ . Don't let anyone talk you out of it.
7. Please, take some fresh tomatoes. I have _____tons_____ of them in my garden this year.
8. If you're bored, why don't you go ___hang out with___ your friends?
9. She's decided to _____dump_____ her boyfriend. He's too needy.
10. When you get home, ___shoot me a text___ so that I know you made it safely.
11. I really like him but just as a friend. I want to ___let him down easy___ .
12. You're going to ruin your eyesight using that computer. Hasn't your doctor explained ___the perils of___ too much screen time?

PERFECT GERUNDS AND INFINITIVES

A ▶07-08 **Listen. Circle the correct answers.**

1. Eric is believed **(to have upset)** / **to be talking to** Min-ji.
2. Rita would prefer **to stay** / **(to have stayed)** home.
3. Jessica doesn't regret **having hurt Tim's feelings** / **(having dated Tim)**.
4. Omar resents **(having been dumped by)** / **having dumped** Heidi.
5. Sara would like **to travel** / **(to have traveled)** more in her university years.
6. Caleb is the third person **to have fired someone** / **(to have been fired)** this week.

B **Complete the second sentence so that it has the same meaning as the first sentence. Use a perfect form of a gerund or infinitive.**

1. She wishes she hadn't returned his call.
   She regrets _____having returned his call_____ .
2. I think they were having a good time.
   They seemed _____to have been having a good time_____ .
3. He told us that he didn't smash his phone in anger.
   He denied _____having smashed his phone in anger_____ .
4. He's angry because he was dumped.
   He's upset about _____having been dumped_____ .
5. We were invited to the wedding.
   We were delighted _____to have been invited to the wedding_____ .
6. She broke up with him over the phone.
   It was wrong for her _____to have broken up with him over the phone_____ .

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases in the sentences, such as *needy* (needing or wanting a lot of love or attention).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

⊕ **EXTENSION** Have Ss write a short paragraph using eight vocabulary terms from the box. Have Ss share in pairs. Then bring the class together and invite Ss to read their paragraphs to the class.

PERFECT GERUNDS AND INFINITIVES

GRAMMAR TO REVIEW
Gerunds and infinitives
Perfect and passive forms

⚠ **COMMON ERRORS**
Confusing differences in meaning in simple and perfect forms of gerunds and infinitives
Omitting *been* in perfect gerunds in the passive

A
- Read the instructions. Do number 1 as a class. Have Ss read the answer choices. Then play the audio and pause. Ask, *Why isn't the option* to be talking to *the answer?* (because the speaker says *and now she's refusing to answer his calls*)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to think about meaning.
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

B
- Read the instructions. Focus on number 1. Say, *Let's start with the main verb* regret. *Is it followed by a gerund or an infinitive?* (gerund) Then call on a volunteer to read the example answer.
- As a class, preview the main verb phrase in each sentence. Elicit if it must be followed by a gerund or an infinitive (2. seemed: infinitive; 3. denied: gerund; 4. is upset about: gerund; 5. were delighted: infinitive; 6. was wrong for her: infinitive). Encourage Ss to write *g* over each verb that is followed by a gerund and *i* over each verb that is followed by an infinitive.
- Have Ss complete the exercise individually. Circulate and assist as needed.
- Then ask them to compare answers with a partner.
- Bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Write the prompts below on the board. Tell Ss to fill in each blank with the correct perfect gerund or infinitive form. Note that some items require perfect passive and perfect continuous.

1. A. *Did they read your article?*
   B. *Yes, they mentioned _____ (read) it.* (having read)
2. *I hoped _____ (graduate) by now.* (to have graduated)
3. *I think she will get the promotion. She seems ____ (work hard).* (to have been working hard)
4. A: *Does Sam like the Chicago office?*
   B: *No, he's always complaining about _____ (transfer) there.* (having been transferred)
5. A: *Why is the contract still on Max's desk?*
   B: *I don't know, he claimed _____ (mail) it!* (to have mailed)

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

REPORTED SPEECH

GRAMMAR TO REVIEW
Reporting verbs
That clauses (with and without *that*)
OPTIONAL GRAMMAR TO REVIEW
Difference between *say* and *tell*

⊕ **EXTENSION** Focus Ss' attention on the alternate answer choice in each item. Ask, *What would the direct speech verb be to correspond with this reported speech verb?* (1. may raise; 2. may mean; 3. shouldn't have grown; 4. can become; 5. doesn't take; 6. will be)

⚠ **COMMON ERRORS**
Not making the necessary shift back in time
Not making changes to pronouns, demonstratives, adverbs, and adverbial expressions
Not using statement word order when reporting questions

A
- Read the instructions aloud. Have Ss preview the reported speech statements and notice the verb choices. Tell Ss they will listen carefully for the original verb used in direct speech to see which of the two choices is correct.
- Do number 1 as a class. Have Ss notice the answer choices. Ask, *Which two possible verbs will we listen for in the original statement?* (can / may) Play the audio. Then play it again. Ask, *Which verb did you hear?* (can) Confirm that the correct answer is *could*.
- Play the audio. Ask Ss to complete the exercise individually. Tell them to listen carefully.
- Have Ss compare answers with a partner.
- Then bring the class together to go over any answers Ss don't agree on. Play the audio again if needed.

B
- Read the instructions. Give Ss a few minutes to read the sentences. Go over number 1 as a class. Focus on the direct speech. Ask, *Which verb will shift back in time?* (have to work) Ask a volunteer to read the example answer.
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board.

⊕ **EXTENSION** Tell Ss they will talk in pairs about a movie or TV show they saw recently. Tell Ss to recall some interesting or funny dialogue. Have them use reported speech to retell what different characters said to each other. (For example, Then Harvey told Mike that they couldn't win the case without more evidence. Mike argued that they would win.)

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

innovation	~~stifle~~	clout	manipulative	distribute	start-up
harvest	monopolize	deter	exert	breach	patent

1. I wish we had more freedom at school. The curriculum ___stifles___ my creativity.
2. I didn't think his idea would take off, but he received ___a patent___ for it.
3. The company was investigated after it allowed a third-party agency to ___harvest___ the data of thousands of users.
4. His political campaign was helped by the ___clout___ of major investors from the oil industry.
5. He ___breached___ the terms of his bail, so he must return to prison.
6. The promotional leaflets were ___distributed___ across the whole neighborhood.
7. Chatbots are one of the most important technological ___innovations___ in the last decade.
8. The smoking area outside the entrance of the restaurant seems to ___deter___ potential customers.
9. He made her feel guilty for problems in their relationship. He was very ___manipulative___ .
10. The players ___exerted___ their power by calling for the coach to be fired.
11. He got a business loan in order to establish his own tech ___start-up___ .
12. If those two companies are allowed to merge, they will ___monopolize___ the entire industry.

REPORTED SPEECH

A ▶07-15 **Listen. Then circle the correct answers.**

1. She said that monopolies **could** / **might** raise prices.
2. He said that less competition **meant** / **might mean** less innovation and job growth.
3. She argued that the job market **hadn't** / **shouldn't have** grown much in certain fields the previous year.
4. He claimed that some companies **could** / **would** become monopolies without government intervention.
5. She wondered why the government **didn't take** / **hadn't taken** action to stop a monopoly.
6. He explained that sometimes monopolies **were** / **would be** a necessity.

B **Change the quotes to reported speech.**

1. She told me, "I have to work this afternoon."
   She said that she had to work that afternoon.
2. He said, "I don't want to shop at this giant retailer."
   He said that he didn't want to shop at that giant retailer.
3. He said, "I'll bring the report tomorrow."
   He said that he would bring the report the next day.
4. She told me, "I can finish it today."
   She said that she could finish it that day.
5. She said, "I'll meet you here at two o'clock this afternoon."
   She said that she would meet me (us) there at two o'clock that afternoon.
6. He asked, "Why is this issue important?"
   He asked why that issue was important.

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UNIT 8, LESSON 1

VOCABULARY PRACTICE ▶08-02 Listen. Complete the sentences with the correct form of the words from the box.

break the ice	fall flat	sarcastic	one-liner
punchline	~~crack up~~	hilarious	in hysterics

1. The woman always ___cracks up___ at the comedian's shows. The jokes are ___hilarious___. By the end of the show, the whole audience is ___in hysterics___.
2. The man can never remember the ___punchline___. The woman's jokes always ___fall flat___.
3. They don't appreciate Ming's humor because he is often ___sarcastic___.
4. The man wants to know what the woman does to ___break the ice___ on the first day of class.
5. Heidi is good at coming up with ___one-liners___.

REDUCED ADVERB TIME CLAUSES

A ▶08-03 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. Upon hearing the joke, everyone on the team cracked up.	☐	☑	☐
2. Hiro was laughing while telling a joke.	☑	☐	☐
3. The speakers feel entertained upon hearing Kevin's jokes.	☐	☑	☐
4. Mona laughs only when relaxed and in the company of good friends.	☐	☐	☑
5. Andre wants to read a review before going to the comedy show.	☑	☐	☐
6. Claire uses a lot of sarcasm when telling jokes.	☐	☐	☑

B Rewrite the sentences. Reduce the adverb clause to a phrase. If it is not possible to reduce the clause, write *not possible*.

1. When you're teaching a class, use humor to break the ice.
   When teaching a class, use humor to break the ice.
2. Before I started the presentation, I tried to joke around.
   Before starting the presentation, I tried to joke around.
3. When the show started, someone's cell phone rang.
   Not possible
4. As I was driving to work, I heard a great podcast.
   While driving to work I heard a great podcast.
5. We can't complete this project until we are given instructions.
   We can't complete this project until given instructions.
6. We felt inspired after we attended the conference in Bolivia.
   We felt inspired after attending the conference in Bolivia.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to read and choose an answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

REDUCED ADVERB TIME CLAUSES

GRAMMAR TO REVIEW
Time words *before, after, until, when, as,* etc.
Adverb clauses
OPTIONAL GRAMMAR TO REVIEW
Dependent and independent clauses
Present and past participle forms

⚠ **COMMON ERRORS**
Reducing sentences that have different subjects in the main clause and the dependent clause
Not using a comma when an adverb phrase is at the beginning of a sentence

A
- Read the instructions aloud. Give Ss a few minutes to read the items in the chart.
- Do number 1 as a class. Play the audio. Then ask a volunteer to read the statement in the chart. Ask, *Did this really happen?* (no) Point to the checkmark under *False*. Ask, *What actually happened after everyone heard the joke?* (No one laughed or even smiled.)
- Play the rest of the audio, pausing or replaying items as needed. Have Ss complete the exercise individually and then compare answers in pairs.

⋯ **OPTION** Replay number 3, which was marked false. Have Ss correct the statement in the exercise so the content is true.

⊕ **EXTENSION** Write the following sentences on the board. Tell Ss to reduce the ones that can be reduced:
1. *When I told my joke, I didn't get a good reaction.* (On telling my joke, I…)
2. *While Hiro was telling his joke, no one could understand him.* (can't be reduced)
3. *Kevin usually fails when he tries to be funny.* (…when trying to be funny)
4. *When everyone else laughed, Mona looked serious.* (can't be reduced)
5. *After Andre reads the review, he will decide about the stand-up comedy show.* (After reading the review, Andre…)
6. *When Claire delivers one-liners, she keeps a straight face.* (When delivering one-liners, Claire…)

B
- Read the instructions. Call on a volunteer to read the original statement for number 1 aloud. Ask, *What is the subject in the adverb clause?* (you) *What is the subject in the main clause?* (It is understood to be *you*, as the imperative is used.) Ask a volunteer to read the example answer aloud.
- Have Ss preview the sentences. Tell them they can underline the subjects in the main and time clauses to determine which ones cannot be reduced. Then have them write the sentences individually.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers.

⊕ **EXTENSION** In pairs, have Ss write four sentences with time clauses. Tell them that two of the sentences should be able to be reduced, and two shouldn't. Circulate as Ss work and if necessary, remind Ss that the subject in the time clause and main clause must be the same in order for a reduction to be possible. Combine pairs into groups of four. Tell them to read each other's sentences and orally reduce those that can be reduced.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually.
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

⊕ **EXTENSION** Have Ss write a short paragraph using five vocabulary terms from the box. Have Ss share in pairs. Then bring the class together and invite Ss to read their paragraphs to the class.

CAUSE AND EFFECT IN PARTICIPIAL PHRASES

GRAMMAR TO REVIEW
Adverb clauses
Subordinating conjunctions *because* and *since*
OPTIONAL GRAMMAR TO REVIEW
Forming present and past participles
Dependent and independent clauses

⚠ **COMMON ERRORS**
Putting participial phrases at the end of the sentence when the meaning is not clear
Omitting a comma after participial phrases that go at the beginning of a sentence

A
- Read the instructions. Do number 1 as a class. Have Ss read the answer choices to themselves. Then play the audio and pause. Ask, *Why did Flora speak in a loud, clear voice?* (because she wanted to be heard) *Is there any mention of trying to be polite in the audio?* (no)
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to think about meaning. You can ask, *What was the cause? The effect?*
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

⋯ **OPTION** In pairs, have Ss return to each correct answer and write the full adverb clauses from the participial phrases. Model or elicit number 1: *Because Flora wanted to be heard, she spoke in a loud, clear voice.* Then have Ss write the rest of the sentences in pairs. Bring the class together and have Ss write sentences on the board. For example:

2. *Because she didn't know the answer, Ava shrugged and shook her head.*
3. *Because our deadline is two days away, we should make the sales presentation our priority.*
4. *Because I had forgotten my classmate's name, I felt embarrassed.*
5. *Because he broke his right arm, Taka is writing with his left hand.*
6. *Because she was unable to attend the meeting, Hana asked us to record it.*

B
- Read the instructions. Focus on number 1. Ask, *Which is the adverb clause?* (Because I realized…) *How can we reduce it to a participial phrase?* Ask a volunteer to read the example answer.
- Tell Ss to first underline the clause in each sentence. Then have them complete the exercise individually. Circulate and assist as needed.
- Then ask them to compare answers with a partner.
- Bring the class together and call on Ss to read their answers aloud.

⊕ **EXTENSION** Write the following prompts on the board. Say, *Reduce each adverbial clause to a participial phrase and think of an effect to complete each sentence.*

1. *Because Richard plagiarized the joke,…* (Having plagiarized the joke, Richard got into trouble.)
2. *Because Lily had already seen the movie,…* (Having already seen the movie, Lily…)
3. *Because I don't want to get into trouble,…* (Not wanting to get into trouble, I…)
4. *Because he was upset by the sad news,…* (Upset by the sad news, he…)

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

evolutionary	species	bonding	territory	exclude
~~alleviate~~	dominate	tickle	mammal	

1. To ___alleviate___ stress, I usually listen to music or watch TV. It helps me relax.
2. My older sister loves to ___tickle___ me to make me laugh.
3. Boys, let your sister play, too. Don't ___exclude___ her.
4. We have two ___species___ of fish in our fish tank: angel fish and goldfish.
5. Due to ___evolutionary___ changes, dogs and wolves are now two different species.
6. Teachers often start class with a fun activity to encourage ___bonding___ among the students.
7. Don't go inside the fence or the dog will bite you. That's his ___territory___ .
8. He is a large-animal veterinarian. He only treats ___mammals___ , not birds or snakes.
9. You need to let other students talk. You cannot always ___dominate___ the discussion.

CAUSE AND EFFECT IN PARTICIPIAL PHRASES

A ▶08-08 Listen. Circle the sentence that has the same meaning as what you hear.

1. (a.) Wanting to be heard, Flora spoke in a loud, clear voice.
   b. Trying to be polite, Flora cleared her throat.
2. a. Shrugging, Ava gave the best answer she could think of.
   (b.) Not knowing the answer, Ava shrugged and shook her head.
3. a. Having put the design project on hold, we met our deadline.
   (b.) Given that our deadline is two days away, we should make the presentation our priority.
4. a. I've forgotten my classmate's name since running into him at a conference last week.
   (b.) Having forgotten my classmate's name, I felt embarrassed.
5. (a.) Having broken his arm, Taka is writing with his left hand.
   b. Given that Taka's note is really hard to read, I'm going to call him.
6. (a.) Unable to attend the meeting, Hana asked us to record it.
   b. Having recorded the meeting, Hana doesn't need to attend.

B Rewrite the sentences with participial phrases.

1. Because I realized how unprepared I was, I began to panic.
   Having realized how unprepared I was, I began to panic.
2. Because we always have meetings on Fridays, we shouldn't schedule anything else that day.
   Given that we always have meetings on Fridays, we shouldn't schedule anything else that day.
3. Because he realized that no one was listening to him, Ming stopped talking.
   Realizing that no one was listening to him, Ming stopped talking.
4. Because Nida didn't want to hurt our feelings, she laughed at all our jokes.
   Not wanting to hurt our feelings, Nida laughed at all our jokes.
5. Since we were exhausted from a long day at work, we didn't go out last night.
   Exhausted from a long day at work, we didn't go out last night.
6. Since I hadn't gone to the comedy show with everyone, I felt excluded.
   Having not gone to the comedy show with everyone, I felt excluded.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

wish the ground would swallow (you) up	personalize	anecdote	current affairs
tailor	fit	~~vice-versa~~	signpost
hook	antiquated		

1. I can't stand to be in a room more than five minutes with her, and ___vice-versa___ !
2. I like hearing his ___anecdotes___ . It's just, well, they're supposed to be short.
3. You need to ___signpost___ the talk more. The main points aren't clear.
4. These tour companies help you ___tailor___ your trip to your own interests.
5. Her stand-up show was hilarious! She had us in ___a fit / fits___ of laughter!
6. I usually do everything online. Paper forms are just ___antiquated___ these days.
7. I buy newspapers to keep up with ___current affairs___ .
8. The opening paragraph of the book describes a mysterious murder. It's a great ___hook___ .
9. So I bent down to touch my toes, and my pants suddenly ripped right down the middle. It was so embarrassing! I wished the ground would swallow me up
10. You can ___personalize___ the settings on your desktop and add your own background photo.

PARTICIPIAL ADJECTIVES AND NOUNS AS ADJECTIVES

A ▶08-15 Listen. Circle the noun as adjective and participial adjective in each sentence.

	Noun as adjective	Participial adjective
1.	lawyer / joke	tired / hearing
2.	birthday / toy	looking / personalized
3.	history / class	trying / opening
4.	Korean / restaurant	dropped / embarrassing
5.	anecdote / life	amusing / distracted
6.	paper / document	antiquated / digitized

B Complete the sentences with the words in parentheses. Change the verbs to participial adjectives and use the nouns as adjectives.

1. I was really ___embarrassed___ when I tripped and fell at a(n) ___job___ interview. It was one of the most ___embarrassing___ moments of my life. (job, embarrass, embarrass)
2. I saw a very ___entertaining___ comedy show last night. It involved a lot of ___audience___ participation. (audience, entertain)
3. It's ___misleading___ to call that movie a(n) ___comedy___ . It wasn't funny at all. Actually, it was pretty ___depressing___ . (comedy, depress, mislead)
4. Did you watch the ___soccer___ game last night? It wasn't a very ___exciting___ match. I was so ___bored___ that I fell asleep before it ended. (bore, excite, soccer)
5. We went on a(n) ___personalized___ tour of the Grand Canyon. The ___tour___ guide was very funny, and at the end of the day, we saw an awe-___inspiring___ sunset. (inspire, personalize, tour)

VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

PARTICIPIAL ADJECTIVES AND NOUNS AS ADJECTIVES

GRAMMAR TO REVIEW
Placement of adjectives
Forming present and past participles
OPTIONAL GRAMMAR TO REVIEW
Intensifiers *very, extremely, more, less*

⚠ **COMMON ERRORS**
Incorrect placement of nouns as adjectives
Confusing when to use past and present participle forms as adjectives

A
- Read the instructions aloud. Point out that each sentence contains one noun as adjective and one participial adjective.
- Do number 1 as a class. Play the audio once. Then play it again and ask, *Which noun is used as an adjective?* (*lawyer* in *lawyer jokes*)
- Play the audio. Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together to go over any answers Ss don't agree on. Play the audio again if needed.

⋯ **OPTION** Tell Ss to listen to the audio one more time. Say, *Listen for adjectives that are used as nouns or adjectives that are participial adjectives. Write down the noun each adjective describes.* (1. lawyer *jokes,* tired *lawyers;* 2. toy *store,* personalized *gifts;* 3. history *class,* opening *paragraph;* 4. Korean *restaurant,* embarrassing *experience;* 5. life *story,* amusing *anecdotes;* 6. paper *forms,* antiquated paper *forms*)

⊕ **EXTENSION** Have Ss focus on the alternate answers. In pairs, have them create sentences to use each of the alternate adjectives in sentences. Model item 1: *I got a great joke book for my birthday. My grandmother wears a hearing device in her ear.*

B
- Read the instructions. Give Ss a few minutes to read the sentences and the words in parentheses. Go over number 1 as a class. Review that *-ed* is used when the noun receives the action or feeling; *-ing* is used when the noun performs an action or causes a feeling.
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board.

⊕ **EXTENSION** Write on the board the following participial pairs:
- *embarrassed / embarrassing*
- *entertained / entertaining*
- *depressed / depressing*
- *misled / misleading*
- *bored / boring*
- *excited / exciting*
- *inspired / inspiring*
- *consumed / consuming*

Divide the class into pairs. Assign each pair one set of words and have them write a sentence for each form, leaving the word blanked out. Then pairs exchange sentences with another pair and fill in the blanks correctly.

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to read and choose an answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

IMPLIED CONDITIONALS

GRAMMAR TO REVIEW
Conditional statements and result clauses
OPTIONAL GRAMMAR TO REVIEW
Would / could + have + past participle
Otherwise, but, or else, I wish

⚠ **COMMON ERRORS**
Using *but, I wish, without, otherwise,* and *or else* incorrectly

A
- Read the instructions aloud. Do number 1 as a class. Play the audio. Elicit or explain that *to pick on* means to criticize someone repeatedly and unfairly. Then ask, *Which condition reflects the statement on the audio?* (b) Write it on the board: *If Taka hadn't done something wrong…* Play the audio again. Ask, *How would you complete the statement?* (the manager wouldn't have singled him out like that / he wouldn't have been singled out like that)
- Play the rest of the audio, pausing or replaying items as needed. If necessary, clarify in number 5 that *intervene* means to get involved in an argument to influence what happens. Have Ss complete the exercise individually and then compare answers in pairs.

⊕ **EXTENSION** Challenge Ss to complete each statement with the correct result clause. Let them listen to each item again. Pause after each one.

2. *If she didn't complain about everything, I wouldn't mind sitting next to Aya.*
3. *If he listened to us, it would certainly make things easier.*
4. *If they got along for more than five minutes, it would make things a lot less tense around the office.*
5. *If Kim hadn't intervened, the argument might not have ever ended.*
6. *If he had talked to us instead of our manager, we wouldn't be at odds with him now.*

B
- Read the instructions. Call on a volunteer to read the conditional statement aloud. Ask, *Which is the conditional clause?* (If he hadn't been so short with me) *Which is the result?* (I would have helped him out) *Which clause is implied in the example answer?* (the result clause) Ask a volunteer to read the example answer.
- Have Ss preview the sentences. Tell them to underline the result clause in each. Then have them write the sentences individually. Circulate and assist as needed. If Ss get stuck on number 3, guide them to exclude the verb and just use the prepositional phrase *without your help.* For number 5, Ss may need a hint to use the negative in the first clause.
- Ask Ss to compare answers in pairs. Then bring the class together. Call on Ss to read out the answers.

VOCABULARY PRACTICE ▶09-02 Listen. Complete the sentences with the correct form of the words from the box.

come down on	~~single (someone) out~~	lay into	let bygones be bygones
point the finger at	be in the wrong	be short with	

1. The man was upset because his boss *singled him out* even though he was not the only one at fault. He didn't say anything though because he didn't want to *point the finger at* others. He just wishes his boss hadn't *laid into / come down on* him in front of everyone.
2. The girl thinks her father treats her unfairly. He *comes down on her / lays into her* her all the time, but he never yells at her brother. When she tries to talk to her father about it, he *is short with* her. Her friend suggests that she speak honestly to her father, and perhaps he will see that he *is in the wrong*. Then they can both *let bygones be bygones*.

IMPLIED CONDITIONALS

A ▶09-03 Listen. What is the condition of the sentence? Circle the correct answers.

1. a. If the manager hadn't singled Taka out,
   (b.) If Taka hadn't done something wrong,
2. a. If I got on her nerves,
   (b.) If she didn't complain about everything,
3. a. If we made things easier,
   (b.) If he listened to us,
4. (a.) If they got along for more than five minutes,
   b. If they argued again,
5. (a.) If Kim hadn't intervened,
   b. If Kim had intervened sooner,
6. a. If we weren't at odds with him,
   (b.) If he had talked to us instead of our manager,

B Rewrite the conditional sentences using the words in parentheses.

1. If he hadn't been so short with me, I would have helped him out.
   (otherwise) *He was short with me. Otherwise, I would have helped him out.*
2. We would put the two brothers on the same team if they weren't always at odds with each other.
   (but) *We would put the two brothers on the same team, but they're always at odds with each other.*
3. If it hadn't been for your help, I would never have solved the problem.
   (without) *Without your help, I would never have solved the problem.*
4. If you had called me, I would have answered.
   (Why didn't you) *Why didn't you call me? I would have answered.*
5. If she had wanted to patch things up, we would still be friends today.
   (or else) *She doesn't want to patch things up, or else we would still be friends today.*
6. If he would apologize for the mistake, I could let bygones be bygones.
   (I wish) *I wish he would apologize for the mistake so that I could let bygones be bygones.*

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

intervention	down-to-earth	de-escalate	~~absorb~~	cool off
at hand	minimize	trivial	self-talk	food for thought

1. When I'm learning a new language, it takes time for me to use new vocabulary. I need time to _____absorb_____ the lesson before I speak.
2. Don't waste your time on such a(n) _____trivial_____ matter. It's not even worth discussing.
3. Please don't _____minimize_____ my problems. I know they may not seem like a big deal to you, but they are very important to me.
4. She definitely gave me some _____food for thought_____. I'm going to think seriously about what she said.
5. Using _____self-talk_____ is a great way to build up your confidence. Look in the mirror and tell yourself that you can do whatever you set your mind to.
6. He and his boss were having trouble communicating, so he requested a(n) _____intervention_____ from the human resources department.
7. If someone yells at you, you should try to _____de-escalate_____ the situation by maintaining a calm, neutral tone of voice and not yell back.
8. I love this website because it contains so many _____down-to-earth_____ suggestions about how to simplify your life.
9. After their argument, they decided to spend time apart so they could both _____cool off_____.
10. I'm sorry, but I'm afraid your question is off-topic. The topic _____at hand_____ is conflict resolution, not building self-confidence.

INVERTED CONDITIONALS

A ▶09-08 Listen. What is the condition of the statement you hear? Circle the correct answers.

1. a. if she could help us resolve the situation
   b. if she were here
2. a. if you find yourself in Quito
   b. if you visit me
3. a. if I had known then what I know now
   b. if I had done things differently
4. a. if I took the job offer in Japan
   b. if I were ten years younger
5. a. if we had given up
   b. if it had been any easier
6. a. if I had believed otherwise
   b. if we could finish the contract on time

B Rewrite the sentence using an inverted conditional.

1. If I had known how serious the conflict was, I would have intervened.
   Had I known how serious the conflict was, I would have intervened.
2. If you find yourself in a hostile situation, try to leave.
   Should you find yourself in a hostile situation, try to leave.
3. If we had de-escalated the argument sooner, things wouldn't have gotten so ugly.
   Had we de-escalated the argument sooner, things wouldn't have gotten so ugly.
4. I wouldn't have to read this report again if I had absorbed the information the first time.
   I wouldn't have to read this report again had I absorbed the information the first time.
5. If he were more down to earth, we could relate to our manager better.
   Were he more down to earth, we could relate to our manager better.
6. I wouldn't have gone to the meeting if I had known how trivial it would be.
   I wouldn't have gone to the meeting had I known how trivial it would be.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases, such as *set your mind to something* (to be determined to do or have something).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

⊕ **EXTENSION** Have Ss write a short paragraph using the vocabulary terms from the box. Have Ss share in pairs. Then bring the class together and invite Ss to read their paragraphs to the class.

INVERTED CONDITIONALS

GRAMMAR TO REVIEW
Real conditionals
Unreal conditionals: present, future, past
OPTIONAL GRAMMAR TO REVIEW
Usual order of words in a sentence

⚠ **COMMON ERRORS**
Not including the auxiliary *should* when inverting real conditionals
Incorrectly placing *not* in an inverted conditional clause

A
- Read the instructions. Do number 1 as a class. Have Ss read the answer choices. Then play the audio and pause. Ask a volunteer to read the example answer.
- Play the rest of the audio. Have Ss complete the exercise individually. Pause after each statement to give Ss time to think about meaning.
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

⋯ **OPTION** To practice inverting conditionals, have Ss change the conditional forms back to the inverted forms. (1. Were she here; 2. should you ever find yourself in Quito; 3. Had I known then what I know now; 4. Were I ten years younger; 5. Had it been any easier; 6. Had I believed otherwise)

⊕ **EXTENSION** Have Ss listen again and write out the result clause for each condition they selected in 1A. (1. she would help us resolve the situation at hand; 2. please come visit me; 3. I would have done things completely differently; 4. I would take the job offer in Japan; 5. we wouldn't have given up; 6. I would not have accepted the job)

B
- Read the instructions. Call on Ss to identify the conditional clause in each statement.
- Have Ss rewrite the sentences individually, inverting the conditionals. Circulate and assist as needed.
- Then ask them to compare answers with a partner.
- Bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Invite Ss to change each statement orally to an implied conditional to review the concept from the previous lesson. If necessary, hint to Ss to use these expressions to create implied conditions: *I wish, or else, otherwise, why didn't.*
Suggested answers:
1. *I didn't know how serious the conflict was. Otherwise, I would have intervened.*
2. *I didn't find myself in a hostile situation, or else I would have left.*
3. *Why didn't we de-escalate the argument sooner? Things wouldn't have gotten so ugly.*
4. *I didn't absorb the information the first time; otherwise, I wouldn't have to read it again.*
5. *I wish our manager were more down-to-earth; we could relate to him better.*
6. *I didn't know how trivial the meeting would be, or else I wouldn't have gone to it.*

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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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

HOPE AND *WISH*

GRAMMAR TO REVIEW

Wish + past perfect to express regret

Wish + simple past or conditional modal to express an unreal present desire

Hope + simple present or *will* for future meaning

OPTIONAL GRAMMAR TO REVIEW

Unreal conditionals

Noun clauses with *that: I hope (that) / I wish (that)*

COMMON ERRORS

Using the wrong verb tense

Confusing the meaning of *hope* and *wish*

Using *was* instead of the subjunctive *were* for all subjects for wishes about the present in formal contexts

A

- Read the instructions aloud.
- Do number 1 as a class. Play the audio: *We shouldn't have dismissed the problem as trivial. That was a mistake.* Ask, *Is the speaker expressing a desire that something possible happen in the future or a regret that something happened in the past?* (a regret) Ask, *Does* wish *or* hope *express a regret?* (wish) Ask a volunteer to read the full sentence.
- Play the audio. Ask Ss to complete the exercise individually. Clarify vocabulary as needed, such as *dismiss* (to reject).
- Have Ss compare answers with a partner.
- Then bring the class together to go over any answers Ss don't agree on. Play the audio again if needed.

B

- Read the instructions. Go over number 1 as a class. Ask a volunteer to read the statement. Ask, *Is a resolution likely?* (yes) *How do you know?* (The speaker uses the verbs *can* and *will*.) Call on a volunteer to read the example answer.
- Invite Ss to preview the rest of the sentences and check the ones that seem likely. (sentences 3 and 4, which both use the present tense) Focus on items 2, 5, and 6. Ask, *What makes these seem unlikely?* (The unreal conditional is shown by the past tense verbs.)
- Direct Ss' attention to the use of *were* in item 2: *if it weren't an insurmountable challenge.* Explain or elicit that this is an example of the subjunctive mood that they studied in Unit 5.
- Have Ss complete the exercise individually. Then tell them to compare answers with a partner.
- Call on Ss to read the sentences aloud. Elicit corrections as needed. Write them on the board.

⊕ **EXTENSION** In pairs, have Ss write two statements with *wish* and two with *hope,* but blanking out *wish* and *hope* from the sentences. Have pairs swap papers with another pair and complete the statements. Model on the board if needed: *I [wish] they would stop parking their car here. Nadia [hopes] she is accepted into the master's program.*

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

captivate	resolution	fundamental	~~circumstance~~	confrontation	woes
premise	triumph	literary heritage	escapism	insurmountable	

1. He withdrew from the course due to personal ___circumstances___ .
2. It's important that we talk about this issue, but I don't want a(n) ___confrontation___ . I can tell you're upset.
3. The decision to legalize gay marriage is a(n) ___triumph___ for equality.
4. I don't think fantasy novels are just about ___escapism___ . There's more substance to them for sure.
5. If sales don't increase, then the company's problems will be ___insurmountable___ and the company will probably go bankrupt.
6. The film is based on the ___premise___ that Earth is run by apes, and humans are subordinate.
7. I thought the fireworks display was amazing. I was ___captivated___ by it.
8. Japan has a strong ___literary heritage___ . Famous authors from the country include Haruki Murakami and Banana Yoshimoto.
9. A(n) ___fundamental___ skill for any golfer is hand-eye coordination.
10. After two decades of fighting, there was a peaceful ___resolution___ to the conflict between the two countries.
11. Despite finding a better paid job, his financial ___woes___ continued for some time.

HOPE AND *WISH*

A ▶09-14 Listen. Circle the correct answers.

1. He **wishes they hadn't dismissed** / **hopes they won't dismiss** the problem as trivial.
2. She **wishes the café were** / **hopes the café is** open.
3. He **wishes he had stayed** / **hopes he can stay** home.
4. She **wishes they could** / **hopes they can** go hiking today.
5. He **wishes the director were** / **hopes the director is** down to earth.
6. She **wishes her co-worker had taken** / **hopes her co-worker took** notes at the meeting.

B Rewrite the *if*-clause as a separate sentence with *hope* or *wish*.

1. If I can come up with a resolution, I'll let you know.
   I hope I can come up with a resolution.
2. I'd be willing to help if it weren't an insurmountable challenge.
   I wish it weren't an insurmountable challenge.
3. If the conflict ends soon, there may still be a peaceful solution.
   I hope the conflict ends soon.
4. You'll be able to calm down and cool off a bit if you take a break.
   I hope you'll take a break.
5. If I could speak Japanese, this project would be a lot easier.
   I wish I could speak Japanese.
6. Maybe things would have turned out better if we hadn't intervened.
   I wish we hadn't intervened.

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UNIT 10, LESSON 1

VOCABULARY PRACTICE ▶10-02 Listen. Complete the sentences with the correct form of the words from the box.

compassion	gratifying	condolences	~~down in the dumps~~	console	uplifting

1. Chris is down in the dumps. Iris tries to console him by offering advice.
2. The woman thinks the man's books are uplifting. He finds it gratifying to hear that she likes his books so much.
3. Peter offers Julie his condolences. She thanks him and his family for their compassion.

ARTICLES

A ▶10-03 Listen. Circle the article you hear. Circle Ø if there is no article. Why does the speaker use or not use an article? Check (✓) the correct answers.

	Article	Non-specific, singular count noun	Non-specific, plural or noncount noun	Specific noun	Proper noun	Previously mentioned noun
1.	**a** /(**an**)/ **the** / Ø accident	✓				
2.	**a** / **an** /(**the**)/ Ø accident					✓
3.	(**a**)/ **an** / **the** / Ø psychologist	✓				
4.	**a** / **an** /(**the**)/ Ø psychologist			✓		
5.	**a** / **an** / **the** /(Ø)doctor				✓	
6.	**a** / **an** / **the** /(Ø)compassion		✓			

B Complete the paragraph with articles. Write Ø for no article.

What do ___the___ (1) United States, ___the___ (2) United Kingdom, ___Ø___ (3) Germany, ___Ø___ (4) France, and ___Ø___ (5) Sweden have in common? They are ___the___ (6) top five countries with ___the___ (7) most Nobel Prize winners. They are also some of ___the___ (8) countries with ___the___ (9) highest rates of chocolate consumption. Is that just ___a___ (10) coincidence? Probably. But ___a___ (11) recent study found that ___Ø___ (12) chocolate consumption may actually improve ___Ø___ (13) brain function. Moreover, ___Ø___ (14) chocolate has been shown to be ___a___ (15) natural mood lifter. Researchers say ___the___ (16) key to getting the brain and mood-boosting effects of ___Ø___ (17) chocolate is to choose dark chocolate with ___a___ (18) high percentage of cocoa. Dark chocolate contains ___Ø___ (19) nutrients called flavanols, which are believed to reduce ___Ø___ (20) stress, ___Ø___ (21) anxiety, and ___Ø___ (22) depression. So, ___the___ (23) next time you're feeling down in ___the___ (24) dumps, ___a___ (25) piece of dark chocolate might help you feel better.

VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Say, *Listen to the conversations. Complete the sentences.*
- Play the audio. Have Ss complete the exercise individually. Pause after each conversation to give Ss time to read and choose an answer.
- Have Ss compare answers in pairs.
- Then go over the answers as a class.
- Remind Ss they can refer to the definitions in the glossary 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.

ARTICLES

GRAMMAR TO REVIEW
Count / non-count nouns
Articles
OPTIONAL GRAMMAR TO REVIEW
Restrictive or defining relative clauses

⚠ **COMMON ERRORS**
Using a definite article when talking about something not known to the speaker and listener
Using articles with singular non-count nouns, when none are necessary

A
- Read the instructions aloud. Do number 1 as a class. Say, *I will play the audio. Listen for the listed word: accident.* Play the audio. Ask, *Which article did you hear?* (an) Say, *Which box did you check for the reason why the article was used?* (non-specific singular count noun) Write the statement on the board: *Ying was badly injured in an accident last month.*
- Play the rest of the audio, pausing or replaying items as needed. If necessary, clarify in number 2 that *to cope* means to deal well with a difficult problem.
- Focus on number 4: *I told her about the psychologist who I've been seeing.* Write the sentence on the board. Ask, *Why is this a specific noun?* (because of the restrictive clause *who I've been seeing*)

⊕ **EXTENSION** To offer more practice using restrictive relative clauses to make nouns specific, write these sentences on the board. Have Ss decide if the article before the underlined noun or noun phrase is correct. If it is incorrect, have Ss make the necessary corrections.

1. *I need the textbook which has a picture of a bird on it.* (correct: *the textbook which has a picture of a bird on it* refers to a specific textbook)
2. *Were you at the project meeting that lasted five hours?* (correct: *the project meeting that lasted five hours* refers to a specific meeting)
3. *I am shopping for the new purse that is big enough to hold my phone and wallet.* (incorrect: the relative clause just offers information about the type of purse you need; it's not referring to a specific one)

B
- Read the instructions. Call on a volunteer to read the example aloud. Have Ss fill in the blanks individually, circling any answers they are not certain about. Elicit from Ss that the superlative form of adjectives requires the article *the*.
- In pairs, have Ss compare answers. Circulate and assist as needed.
- Then bring the class together. Call on Ss to read out the answers.

⋯ **OPTION** To offer in-depth feedback, encourage Ss to categorize the answers according to these categories:

1. *Proper nouns: Germany, France, Sweden*
2. *Exceptions to proper noun rule: the United States, the United Kingdom*
3. *Superlatives: the most Nobel Prize winners; the highest chocolate consumption*
4. *Specific nouns: the top five countries with…; the countries with…; the key; the next time; down in the dumps (an idiom: both listener and speaker know which* dumps *are being referred to)*
5. *Non-specific singular count nouns: a coincidence; a recent study; a natural mood lifter; a high percentage of cocoa; a piece of dark chocolate*
6. *Non-specific plural or non-count nouns: chocolate consumption, brain function, chocolate, nutrients, stress, anxiety, depression*

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VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the unit.*
- Read the instructions. Have Ss complete the exercise individually. Clarify any new or confusing words or phrases in the sentences, such as *drop a class* (to unenroll from a course) and *take everything he says as the absolute truth* (to fully believe everything he says).
- First have Ss compare answers in pairs. Then go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

⊕ **EXTENSION** Have Ss write a short paragraph using eight vocabulary terms from the box. Have Ss share in pairs. Then bring the class together and invite Ss to read their paragraphs to the class.

TOO AND *ENOUGH*

GRAMMAR TO REVIEW
Adjectives and adverbs + *enough; enough* + noun
Too + adjectives and adverbs
OPTIONAL GRAMMAR TO REVIEW
Much / many (with *too*)

COMMON ERRORS
Placing *enough* before an adjective or an adverb instead of after
Using *too* instead of *enough* or vice versa
Using both *too* and *enough* in a sentence

A
- Read the instructions. Do number 1 as a class. Have Ss read the answer choices. Then play the audio and pause. Call on a volunteer for the answer. Ask, *Why can't he drive?* (He's not old enough.)
- Play the rest of the audio. Have Ss complete the exercise individually. Review the meaning of *plenty* in number 6 (more than enough).
- Have Ss compare answers in pairs.
- Then bring the class together and go over the answers.

⊕ **EXTENSION** Have Ss listen to the audio again. Pause after each item and ask Ss to make a different sentence using *enough* or *too*. (For example, 1. Carlos is too young to drive. 2. Bella hasn't had enough tests. 3. You ordered more than enough paper. 4. I'm not strong enough to lift the box. 5. I'm strong enough to carry the packages. 6. They have too much food.)

B
- Read the instructions. Focus on number 1. Read the original statement and write it on the board. Call on a volunteer to read the example answer and write it on the board. Underline the infinitive phrase: *The movie wasn't sad enough to make me cry.*
- Have Ss preview the statements. Then tell them to complete the exercise individually. Circulate and assist as needed. Remind Ss to follow each *too / enough* phrase with an infinitive phrase.
- Then ask them to compare answers with a partner.
- Bring the class together and call on Ss to read the completed sentences aloud.

⊕ **EXTENSION** Have Ss write their own statements with *too* and *enough* and infinitive phrases. Write these adjectives and adverbs on the board for Ss to choose from: *happy, angry, interesting, dirty, carefully, quickly.* Model an example on the board: *She didn't read the contract carefully enough to pick up the problems.* Have Ss work individually or in pairs.

VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

intriguing	dull	~~documentary~~	suppress	subjective
fellow	boost	enhance	preliminary	illuminating

1. I watched an interesting ___documentary___ last night about how the invention of the automobile changed American life forever.
2. I'm going to drop my history class. I thought it would be interesting, but it's really ___dull___ .
3. It's not good to ___suppress___ your feelings. It is better to express them.
4. Good evening and a warm welcome to my ___fellow___ classmates! It has been a privilege to get to know you over the past year.
5. The doctors haven't finished all the tests yet, but the ___preliminary___ results are good.
6. If you want to ___enhance___ your chances of getting the job, you should dress appropriately for the interview.
7. Thank you for your ___illuminating___ talk. I thought I already knew a lot about the subject, but now I understand things on a far deeper level than before.
8. What a(n) ___intriguing___ possibility. I had never considered it before, but I find it very interesting.
9. If you want to graduate from university, you will need a(n) ___boost___ in your grades.
10. You shouldn't take everything he says as the absolute truth. He is just expressing his opinion, which is quite ___subjective___ .

TOO AND *ENOUGH*

A ▶10-08 Listen. Circle the correct answers.

1. Carlos **can** / **can't** drive.
2. The doctors **had** / **didn't have** enough information to make a diagnosis.
3. They **don't have enough** / **have too much** paper.
4. The box **is** / **isn't** too heavy to lift alone.
5. The packages **are** / **aren't** too heavy to lift alone.
6. There's **plenty** / **not enough** for everyone.

B Rewrite the sentences using *too* or *enough*.

1. The movie was sad, but it didn't make me cry.
   The movie wasn't sad enough to make me cry.
2. We can't make any definite conclusions. It's very early.
   It's too early to make any definite conclusions.
3. We can't fit 100 people in this room. There isn't space.
   There isn't enough space to fit 100 people in this room. / There isn't enough space in this room to fit 100 people.
4. I couldn't learn Arabic. It was very difficult.
   Arabic was too difficult (for me) to learn.
5. Let's finish this project today. We have plenty of time.
   We have enough time to finish this project today.
6. We can't rely on that report. It's very subjective.
   The report is too subjective (for us) to rely on.

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VOCABULARY PRACTICE Complete the questions with the correct form of the words from the box.

trauma	obstacle	synthetic	relative
miscalculate	overestimate	paraplegic	~~coping mechanism~~
be confined to	contribution	immune system	tedious

1. Do you have any coping mechanisms for dealing with difficult situations?
2. Are there any duties in your job that you find tedious ?
3. Do you think it is fair when pets are confined to small spaces?
4. Do you know of any illnesses or diseases that attack our immune system ?
5. Have you ever achieved success after overcoming a(n) obstacle ?
6. I'm stuffed! I overestimated how hungry I was.
7. Which scientist has made the biggest contribution in the last 100 years?
8. How is a(n) synthetic material like nylon made?
9. Has an employer ever miscalculated your monthly salary?
10. Have you, or someone you know, ever survived a serious trauma ?
11. Do you know anyone who is paraplegic ? What difficulties, if any, does the person face?
12. What are the relative strengths and weaknesses of education in your country?

ADVERBS

A ▶10-14 Listen. Write the adverb that you hear. Then circle the item that it modifies.

	Adverb	Modifies
1.	easily	(agree) / the whole sentence
2.	definitely	(needs) / the whole sentence
3.	clearly	(bitter) / the whole sentence
4.	Even	(a child) / the whole sentence
5.	only	(the sales team) / the whole sentence
6.	Fortunately	she / (the whole sentence)

B Rewrite each sentence twice with the adverbs in parentheses. Change the position of the adverb.

1. Exercise is a coping mechanism for her. (obviously)
   Exercise is obviously a coping mechanism for her.
   Obviously, exercise is a coping mechanism for her.
2. He overestimated his abilities. (basically)
   He basically overestimated his abilities. /
   Basically, he overestimated his abilities.
3. It took a long time to fix a small problem. (relatively)
   It took a relatively long time to fix a small problem. /
   It took a long time to fix a relatively small problem.
4. Luis doesn't like to do tedious tasks. (even)
   Even Luis doesn't like to do tedious tasks. /
   Luis doesn't even like to do tedious tasks.

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 answers in pairs.
- Go over the answers.
- Remind Ss they can refer to the definitions in the glossary 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.

ADVERBS

GRAMMAR TO REVIEW
Placement of adverbs
Function of adverbs

COMMON ERRORS
Incorrectly placing an adverb in a sentence

A
- Read the instructions aloud. Have Ss preview the chart.
- Do number 1 as a class. Play the audio. Ask, *What does* easily *modify:* agree, *or the whole sentence?* (agree) If necessary, play the audio again and write it on the board: *Yu likes to argue. He doesn't easily agree with anyone.*
- Play the audio. Ask Ss to complete the exercise individually.
- Have Ss compare answers with a partner.
- Then bring the class together to go over any answers Ss don't agree on. Play the audio again if needed.

⊕ **EXTENSION** Have Ss work in pairs to make up new sentences from the adverbs and modifiers in the chart. For number 6, tell Ss to make up a whole sentence modified by *fortunately.* Circulate and assist as needed. Model answers as needed: *1. Nicky easily agrees with everybody. 2. The dog definitely needs a bath. 3. Ella is clearly bitter about not getting the promotion. 4. Even a child could open this lock. 5. Only the sales team received increases. 6. Fortunately, we left before the argument began.*

B
- Read the instructions. Focus on number 1. Read the original statement. Call on a volunteer to read the example answer. Elicit whether there is a change in meaning when the adverb shifts. (In both sentences, *obviously* is a sentence adverb expressing a viewpoint, and there is no difference in meaning between the two sentences.)
- Have Ss preview the statements. Then tell them to complete the exercise individually. Circulate and assist as needed. Hint that not every adverb in the exercise is a sentence adverb.
- Then ask Ss to compare answers with a partner.
- Bring the class together and call on Ss to read the completed sentences aloud. Elicit which items have a change in meaning (3 and 4).

⊕ **EXTENSION** Model pauses and intonations in each set of sentences and have Ss repeat.

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GLOSSARY

UNIT 1, LESSON 1, page 6

initiative: the ability to do things without waiting for someone to tell you what to do
a high achiever: someone who is successful and achieves more than the average person in school or at work
oversight: the action of overseeing or supervising something
dependable: when someone always does what is needed or wanted
a track record: all the things that a person or organization has done in the past that show how well he, she, or it is likely to do in the future
upbeat: cheerful and confident that good things will happen
a trait: a characteristic
acknowledge: to accept or admit that something is true or correct
collaboration: the act of people working together to create or achieve the same thing
brainstorming: trying to think of different ways of doing something in order to solve a problem
a skill set: a list of things that someone is good at
juggle: to try to do two or more jobs or activities at the same time

UNIT 1, LESSON 2, page 8

for one reason or another: because of any of a number of reasons
take the plunge: to finally do something momentous or challenging after thinking about it for a while
the end is in sight: something is coming to an end soon
build momentum: to gather speed and strength
not go (one's) way: to proceed in a way that is against one's plans or wishes
raise the bar: to set a higher standard for people to follow
a setback: a problem that makes progress or success less likely
a temptation: a strong feeling of wanting to have or do something that you should not
map out: to plan the details of something

UNIT 1, LESSON 3, page 10

a monumental effort: a serious and determined attempt to do something requiring a vast amount of strength and determination
galvanize: to shock or excite someone into taking action
an innovation: a new idea, invention, or way of doing something
specialist expertise: special skills or knowledge needed for a particular job
a breakthrough: an important achievement by someone who is trying to make, find, or do something new
renewable energy: energy from a source that is naturally replenished, such as wind or solar power
a spin-off: a product that develops from another, more important product
crowdsourcing: the practice of obtaining input, money, or services by enlisting the help of a large group of people, often online
a small-scale initiative: a new plan or attempt for solving a problem that impacts only a small area or number of people
vulnerable: easy to harm, hurt, or attack
a norm: an accepted way of behaving in society
tangible: able to be seen, touched, or felt

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UNIT 1, LESSON 4, page 12

innocuous: not harmful or offensive
blindfold: to cover someone's eyes with a piece of cloth
in the wake of: happening after an event or as a result of an event
beg the question: to raise a question or point that has not been dealt with
alluring: very attractive or tempting; enticing
be predisposed to: to be more likely than others to behave in a particular way
hardwired: automatically thinking or behaving in a particular way
inhibition: an inability to act in a natural, relaxed way
bragging rights: the presumed right to brag or boast, often associated with winning a contest
kudos: (informal) praise for doing something well
daredevil antics: risky or dangerous behavior
inherent: existing as a natural and permanent quality of someone or something

UNIT 2, LESSON 1, page 18

debunk: to show or prove that something is not true
an assumption: something that you think is probably true
absurd: completely silly
preconceived: an idea or opinion that is formed too early, often without enough thought or knowledge
commonplace: the usual; ordinary
perpetuate: to cause something to continue
a misconception: a wrong or inaccurate idea, often based on the failure to understand a situation
characterize: to describe the character or quality of something
sensationalize: to present information in such a way in order to excite or shock people
objectively: in a way that is based on facts and not influenced by personal beliefs or feelings
a generalization: a statement in which you say or write that something is always true when it is actually only true some of the time
drastic: sudden and severe

UNIT 2, LESSON 2, page 20

visceral: based on an emotional reaction rather than reason or thought
telling: having a significant or revealing effect
cathartic: the relief of emotional tension, especially through different kinds of art
self-esteem: the feeling that you are a good person and that you deserve to be liked and respected
live vicariously: to live or experience something through watching, listening to, or reading about the activities of other people, rather than by doing them yourself
a correlation: a connection between two or more things
an inclination: a feeling that you want to do something
a bond: a strong feeling of love or trust that people have for each other
camaraderie: a friendly feeling toward people with whom you share an experience
alienation: the feeling of being disconnected from or disliked by the people around you
avid: showing a lot of interest in something, and eagerness to do it
hooked: fascinated by or devoted to something

UNIT 2, LESSON 3, page 22

plagued with (something): to have problems that are widespread and cause wide-ranging damage
misinformation: incorrect information intended to trick people
filter: to process information before displaying it, or to prevent it from being seen through the use of a computer program
reinforce: to make someone's beliefs, opinions, or behavior stronger and more definite
pay attention to (something): to focus on or think carefully about something
an evolutionary trait: a quality or characteristic that has evolved over time
prioritize: to decide what is most important, so that you can do it first
exploited by (something): to be treated unfairly, often asked to do too much (e.g. work)
ignorance: the state of not knowing something, especially something you should know
swayed into believing: to be influenced by somebody so that you change your opinion
a tendency: a likelihood to do or think something

UNIT 2, LESSON 4, page 24

popularize: to make something become popular, or liked by a lot of people
the advent of: the introduction of a new product, idea, etc.
a drop in the ocean: a small amount of something (especially when compared to a larger amount)
intimate: having a very close relationship with someone
correlate: to have a mutual connection, in which one thing affects or depends on another
an underlying issue: a big problem that is not obvious or easily noticeable
crucial: extremely important
replicate: make an exact copy of; reproduce
trigger: to make something happen

UNIT 3, LESSON 1, page 30

baffling: impossible to understand
shrouded: concealed or hidden from view; unknown
gargantuan: very large; enormous
a fascination: a very strong interest in something or someone
an enigma: a person or thing that is mysterious or difficult to understand
evidence: things that you see, hear, or learn that make you believe that something exists or is true
a scroll: a long piece of paper that can be written on and rolled up; used often in the past
a hunch: a feeling that something is true or will happen, which is not based on any facts
conclusive: proving that something is true
intrigue: to arouse curiosity or interest; to fascinate
trivia: unimportant facts

UNIT 3, LESSON 2, page 32

a sinking feeling: a feeling of dread or that something bad is going to happen
mind-blowing: surprising and often difficult to understand or imagine
swear: to say firmly that what you are saying is true
skeptical: not believing that something is true or right
take (someone's) word for it: to believe what someone says without checking for oneself
not buy (something): to not accept something as the truth
the odds: how likely it is that something will or will not happen
a gag: a joke
a spitting image: an exact double of someone or something
bogus: not real, true, or honest

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UNIT 3, LESSON 3, page 34

thrive: to become very successful, strong or healthy
sanitation: the process of keeping places clean and healthy
armed with (a weapon): to have or carry (a weapon)
perceive: to think of something in a particular way
a reflection: a sign of something
play (something) up: to exaggerate or highlight a feeling or a fact
a worst-case scenario: the worst thing could happen in a situation
dissolve: to be absorbed or to cause a substance to be absorbed by a liquid
plant: to secretly put something somewhere, especially in order to deceive
a cautionary tale: a story that warns others of danger or risk
roam the streets: to walk around the streets, usually negative

UNIT 3, LESSON 4, page 36

dim: not bright, so that you cannot see well
a neuron: a cell that sends and receives messages from the brain
a contour: the curved shape or edge of something
an illusion: something that seems to be real or true but is not
an arthropod: an animal with no spine and a segmented body (like a spider, crab, or insect)
segmented: divided into separate parts
advantageous: giving an advantage; useful; beneficial
anatomy: the structure of the body of a person or animal
stability: the ability to stay in position; being stable
plausible: seeming reasonable or probable
consciousness: the state of being and thinking

UNIT 4, LESSON 1, page 42

graffiti: writing and pictures that people draw illegally on buildings, fences, signs, etc.
tagging: the writing of a mark or nickname on a surface; usually done by a graffiti artist
self-expression: the expression of one's thoughts or ideas; usually through writing, art, music, or dance
a mural: a large painting that someone has done on a wall
covert: hidden or secret
vandalism: the crime of deliberately damaging property
phenomenal: extremely impressive or good
commercial value: the expected value of an item should it be put up for sale
provoke: to deliberately make someone angry
commentary: an expression of opinions or explanations about an event or situation
auction off: to sell something at an auction

UNIT 4, LESSON 2, page 44

a concept: a general idea of something
an endeavor: an attempt to do something
blur: to become unclear
compile: to collect information from a variety of sources and combine it together into a list, report, etc.
an algorithm: a set of rules or mathematical guidelines that will help to calculate an answer to a problem, especially by a computer
utilize: to use something
a depiction: the way in which something is represented or shown
emulate: to copy something achieved by someone else
evoke: to make someone remember a feeling or emotion

UNIT 4, LESSON 3, page 46

on the spot: without any delay; immediately
checks all the boxes: meets all the needs or requirements for something
a daunting experience: a situation that is difficult, frightening, or overwhelming
out of (your) comfort zone: to feel uncomfortable in an unfamiliar situation
face (your) fears: to accept and overcome what you are afraid of
a mindset: a person's way of thinking
empathy: the ability to understand how someone feels
impartial: fair and balanced; not supporting any person or group
a conscious effort: an effort that is deliberate or intended

UNIT 4, LESSON 4, page 48

a gathering: a meeting of a group of people
descend on (a place): to arrive at a place, usually a lot of people at once
a pop-up: appearing for a short time, often in a surprising location
a vast array: a large and impressive group of people or collection of things
communal: shared by all members of a community
radical: new or very different from the usual way
unconditional: without limits or conditions
culminate: to end, especially to reach a final or climactic stage
an effigy: a roughly made model of someone or something, made in order to be damaged or destroyed.
humble: ordinary; not special or very important
a bucket list: a list of things you want to do before you die

UNIT 5, LESSON 1, page 54

diplomatic: dealing with people politely in a sensitive and effective way
harsh: critical, cruel, or not nice
tactful: careful not to do or say anything that will upset or embarrass other people
word: to use carefully chosen words to express something
an ultimatum: a statement saying that if someone does not do what you want, he or she will be punished
ambiguous: having more than one meaning, so that it is not clear which meaning is intended
wording: the words and phrases used to express something
vague: not clear in your mind because of not having enough details
wishy-washy: not having firm or clear ideas and seeming unable to decide what you want
not mince (one's) words: to say exactly what you think, even if this may offend people
jargon: technical words and phrases that people doing the same type of work use, which other people find difficult to understand

UNIT 5, LESSON 2, page 56

neglected: not taken care of very well
explicit: expressed in a way that is very clear
reflective: thinking carefully and deeply about things
an utterance: something that someone says
a cultural gap: a big difference between two cultures
unsettled: slightly worried, upset, or nervous
fill the silence: to replace quietness with conversation, music, or noise
a counterpart: someone or something that has the same job or purpose as someone or something else in a separate place

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UNIT 5, LESSON 3, page 58

cringeworthy: causing embarrassment or awkwardness
a phenomenon: something that happens in society or nature, usually something unusual
an abbreviation: the short way of writing a word or phrase
an emoji: an image, such as a smiley face, made by using a combination of letters on the keyboard; usually expresses the writer's emotions
rebel: to disobey or fight against someone who has power over you, such as parents or the government
the status quo: the present situation, one that is considered the normal situation
solidarity: mutual support within a group
no hard and fast rules: no fixed guidelines to follow, but there may be a traditional way to do things
concise: short and not containing too many words
a downside: a negative aspect of something
vulgar: rude and often inappropriate for a situation
hinder: to make it difficult for someone to do something

UNIT 5, LESSON 4, page 60

decipher: to discover the meaning of something that is hard to understand or that contains a hidden message
divided on: to have different, opposing opinions on a topic
on the premise (that): based on a theory, argument, or idea
render (something) unnecessary: make or cause something to be unimportant or no longer needed
interstellar: happening or situated between the stars
a cultural construct: a shared understanding or practice among a certain cultural group
a long way off: a long time in the future
a boundary: the limit of what is possible or acceptable

UNIT 6, LESSON 1, page 66

charge: to accuse someone of something, especially to officially accuse someone of a crime
bribe: to illegally pay money or offer gifts to someone in order to persuade the person to do something for you
fraud: the crime of deceiving people in order to gain money, power, etc.
embezzlement: the act of stealing money from the place where you work
misappropriation of funds: the dishonest act of taking money that you have been trusted to keep safe for a particular purpose
a scandal: behavior or events, often involving famous people, that are considered to be shocking or not moral
tip off: to give someone, such as the police, a secret warning or piece of information, especially about illegal activities
an internal audit: the official examination of a company's financial records, conducted by someone within the company in order to check that they are correct
trace: to find someone or something that has disappeared by searching for them carefully
an accusation: a statement saying that someone has done something wrong
inexcusable: too bad to be forgiven

UNIT 6, LESSON 2, page 68

random: happening or chosen without any plan, aim, or pattern
eligible: officially allowed to have or do something
have a say: to have the opportunity to give your opinion about something
restore: to make something return to its former level or condition
a campaign: a series of things that you do in order to persuade people to do something
a lobbyist: someone who tries to persuade the government to do something
naïve: believing that people are nicer and things are easier than they really are because you do not have much experience in life
susceptible: easily influenced or affected by something
on hold: delayed from starting or happening
employable: having skills or qualities that are necessary to get a job
diversity: the quality of being made up of a range of different people, ideas, or things

UNIT 6, LESSON 3, page 70

ubiquitous: seeming to be everywhere
a dynamic: the way that people behave with each other because of a particular situation
idolize (someone): to admire someone so much that you think of that person as perfect
aspire to (something): to have a strong wish or desire to do or have something
ambivalent: to have two opposing feelings at the same time
adulation: praise or admiration for someone, perhaps more than the person deserves
condemnation: the act of criticizing someone or something in a very strong way
liberating: freeings; allowing you to behave as you like
coercion: the use of force to persuade someone to do something the person is unwilling to do
diminish: to become smaller or weaker
a barrier: a rule or problem that prevents people from doing something
conformity: behavior that follows the accepted rules of society or a group

UNIT 6, LESSON 4, page 72

stunted: not developing properly or to full size
an isolated occurrence: something that happens only once, and is not connected to other events
overexposure: the experience of being affected by something for too long, especially something harmful
armed with (something): having the knowledge, skills, or equipment needed to do something
cognitive impairment: a condition where part of a person's mind is damaged and doesn't work well
fall on deaf ears: to be completely ignored, especially in the case of advice
dispel: to make something go away, especially a belief or fear
unearth (something): to find something hidden, lost, or kept secret
afflict: to cause pain or suffering to someone or something
the tipping point: the moment when a lot of small incidents become big enough to prompt change
an accolade: an expression of praise, often a prize or award

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UNIT 7, LESSON 1, page 78

talk (someone) into: to persuade someone to do something
dissuade: to persuade someone not to do something
far apart: to have very different opinions or positions on something
reconsider: to think again about something in order to decide if you should change your opinion
out of (one's) hands: out of one's control
coax: to persuade someone to do something by talking gently and calmly
wiggle room: room for negotiation or operation, especially in order to change a previous statement or decision
top-notch: having the highest quality or standard
twist (someone's) arm: to force someone to do something that he or she does not want to do
assure: to tell someone that something will definitely happen or is true so that he or she is less worried
make up (one's) mind: to decide something or become very determined to do something
sweeten the pot: to make a deal seem more acceptable, usually by offering more money or a special perk

UNIT 7, LESSON 2, page 80

let (someone) down easy: to give someone news in a gentle and kind way
tons: a lot
figure: to think that something is probably true
go for it: to do something difficult without worrying about potential problems
shoot (someone) a text: to send someone a text message, usually quickly
the perils of: the dangers or problems relating to a particular activity or situation
get back at (someone): to do something to hurt or embarrass someone who has hurt or embarrassed you; to get revenge
hideous: extremely ugly or bad
smash: to break into many small pieces violently or loudly, or to make something do this by dropping, throwing, or hitting it
hang out with: to spend a lot of time with particular people, doing a variety of activities together
romantic: showing strong feelings of love
dump: to end a romantic relationship, especially in a sudden way

UNIT 7, LESSON 3, page 82

an innovation: a new idea, invention, or way of doing something
distribute: to share things among a group of people, usually in an organized way
monopolize: to have complete control of a business activity
stifle: to stop something from happening or developing
a start-up: a new company that has been recently started
deter: to stop someone from doing something by making it difficult
clout: power and influence, especially in politics
a patent: a legal document that gives you the right to make and sell a new product
exert: to use power and influence to make something happen
manipulative: good at controlling or deceiving people to get what you want
harvest: to collect large amounts of information, especially automatically
breach: to break a law, rule, or agreement

UNIT 7, LESSON 4, page 84

outweigh: to be more important or have more effect than something else
debris: the pieces of something that are left after an accident or explosion
profound: having a strong influence or effect
viable: a plan or idea that is capable of being successful
mitigate: to make something less harmful or unpleasant
derive: to develop or come from something else
a raw material: a substance such as coal, oil, or iron that is in its natural state
dispose of: to get rid of something, especially something that is hard to get rid of or might cause a problem

UNIT 8, LESSON 1, page 90

break the ice: to do or say something to relieve tension and make someone more willing to talk
crack a smile: to smile
fall flat: to fail to produce the intended or expected effect
sarcastic: saying things that are the opposite of what you mean in order to make a joke that is not nice, or to show that you are annoyed
bomb: to be unsuccessful, often in the entertainment business
a one-liner: a very short joke or humorous remark
a punchline: the last few words of a joke or story that make it funny or surprising
pull off: to succeed in doing something difficult
crack up: to laugh a lot at something
slapstick: humorous physical acting in which the performers fall down, throw things, at each other, etc.
hilarious: extremely funny
in hysterics: to laugh so hard that you are unable to stop

UNIT 8, LESSON 2, page 92

evolutionary: connected with the scientific theory that plants and animals develop and change gradually over a very long period of time
a species: a group of animals or plants of the same kind, that breed to produce young animals or plants
bonding: a process in which a strong feeling of love or trust develops between two or more people
a territory: an area that an animal, person, or group thinks belongs to them and tries to control
exclude: to not allow someone to enter a place or to do an activity
alleviate: to make something less bad, painful, severe, or difficult
dominate: to have control over someone or something or to have more power or importance than them
tickle: to move your fingers lightly over someone's body in order to make them laugh
a mammal: an animal that drinks its mother's milk when it is young, for example a cow, lion, or person

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UNIT 8, LESSON 3, page 94

wish the ground would swallow (you) up: to wish that you could escape from a very embarrassing situation
a fit: a sudden outbreak of intense emotion, laughter, coughing, etc.
vice-versa: the opposite of a situation you have just described
tailor: to adjust something to fit someone's particular needs or situation
antiquated: old-fashioned
current affairs: important political or social events that are happening now
personalize: to design, change, or make something suitable for a particular person
a hook: something that is designed to attract people's attention
an anecdote: a short story that you tell people, based on your personal experience
signpost: to clearly show how something is organized and how it's going to develop

UNIT 8, LESSON 4, page 96

set out (to do something): to start doing something, or to make plans in order to achieve a result
cast a vote: to vote in an election
glazed (over): showing no expression with your eyes, usually because you are bored or tired
incongruity: when something is strange, unusual, or unsuitable for a certain situation
a respondent: a person who replies to something, especially a survey
offbeat: unconventional; unusual
yield: to produce something
dying to know: eager and excited to learn something

UNIT 9, LESSON 1, page 102

come down on: to punish or criticize someone severely
single (someone) out: to choose someone from among a group of similar people, especially in order to praise or criticize the person
lay into: to attack someone with words
be at odds: to disagree
be short with: to speak to someone using very few words, in a way that seems impolite or unfriendly
point the finger at: to blame
be in the wrong: to be responsible for something bad, such as a quarrel or mistake
make amends: to say you are sorry for something you did to someone, and try to make things better
patch up: to end an argument because you want to stay friendly with someone
do (someone) a disservice: to do something unkind to someone, causing others to have a bad opinion about the person
let bygones be bygones: to forget something bad that someone has done to you and forgive the person

UNIT 9, LESSON 2, page 104

an intervention: the act of getting involved in something such as an argument or activity to influence what happens
down-to-earth: practical, sensible, and honest
de-escalate: to stop something such as an argument or an attack from becoming worse
absorb: to take in new information and understand it
cool off: to become calm, especially after a fight or disagreement
at hand: present and current
minimize: to make something seem less serious or important than it really is
trivial: unimportant or of little value
self-talk: the act of talking to yourself, especially in order to encourage yourself
food for thought: something that makes you think carefully

UNIT 9, LESSON 3, page 106

captivate: to hold the attention of someone by being attractive, charming, interesting, etc.
a resolution: the ending of a problem or difficulty
fundamental: relating to the most basic or important part of something
a circumstance: a condition or fact that is involved in an event or situation
a confrontation: an angry argument or fight
a premise: a theory on which a statement or action is based
a triumph: a victory or success
literary heritage: the belief, values, or customs of society as expressed through literature
escapism: the activity of avoiding reality with entertainment
woes: the problems and troubles affecting someone
insurmountable: problematic to the degree that it is too large or difficult to deal with

UNIT 9, LESSON 4, page 108

a genre: a particular type of movie, art, music, or literature
a guise: an external presentation of something, typically concealing its true nature
a hijacking: the use of violence or threats to take control of an airplane, vehicle, or ship
a franchise: a title used for creating or marketing a series of products, typically movies or television shows.
cheesy: silly; cheap; not new or interesting
hard-hitting: strong, serious, and effective
retaliation: action against someone who has done something bad to you
substance: importance or significance
a conspiracy: a secret plan that people make together to do something bad
vast: extremely large
emotive: causing strong feelings
oppression: a state of being in which people are treated badly and not allowed to do what they want

UNIT 10, LESSON 1, page 114

grief: extreme sadness, especially because someone you love has died
heartbroken: very sad because you have lost someone you love, or because someone has disappointed you
devastated: extremely shocked and sad
compassion: a strong feeling of sympathy for people who are suffering and of wanting to help them
condolences: an expression of sympathy for someone, especially when someone has died
console: to make someone feel better when the person is feeling sad or disappointed
uplifting: making you feel more cheerful
gratifying: pleasing and satisfying
savor: to enjoy an activity or experience slowly so that you can appreciate every moment of it
be down in the dumps: to feel very sad or depressed

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UNIT 10, LESSON 2, page 116

intriguing: very interesting because of the strange, mysterious, or unexpected nature of someone or something
dull: not interesting or exciting
a documentary: a movie or television program that gives facts and information about something
suppress: to stop yourself from showing your feelings or from doing an action
subjective: influenced by personal opinion and therefore possibly unfair
fellow: belonging to the same class, school, or group as you
a boost: an act of increasing or improving something
enhance: to improve the quality or strength of something
preliminary: happening before something that is more important, often to get ready for it
illuminating: making things much clearer and easier to understand

UNIT 10, LESSON 3, page 118

a trauma: an unpleasant and upsetting experience
an obstacle: something that stops you from doing or achieving something successfully
synthetic: not naturally produced; artificial
an immune system: a system that helps the body fight illness or disease
a coping mechanism: a strategy or technique people use to help them deal with stress or difficulty
miscalculate: to make a wrong judgement about a situation
overestimate: to think something is bigger, longer, better, or more important than it really is
a paraplegic: someone who is unable to move the lower part of his or her body, including the legs
relative: having a particular value or quality when compared with something else
tedious: boring and continuing for a long time
be confined to: to be restricted to a particular place or area
a contribution: something you give or do that helps something be successful

UNIT 10, LESSON 4, page 120

tremendous: very large in size, amount, or power; very good
death-defying: very dangerous, possibly resulting in death
sheer: used to emphasize the size or amount of something
a memoir: a piece of writing written by a person having intimate knowledge of the subject; based on personal observation
a turning point: the time when an important change happens, normally one that makes a situation better
throw caution to the wind: to do something without worrying about risks or potential problems
spirituality: the quality of being interested in the human spirit or soul
strive: to try very hard to get or do something
relentlessly: without stopping, usually negative in meaning
rags-to-riches: from very poor to very rich

UNIT 5, LESSON 1, TRY IT YOURSELF, page 55

New email

Jacob

Dear Tom,

It was great to talk with you last week. I hope you had a good trip home.

I just wanted to follow up on our conversation. I've talked to my manager, and your request that we lower our price by 10% is frankly unacceptable. If you are unable to pay full price, we will cancel the contract.

We expect an immediate response to this email!

Sincerely,

Jacob

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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 Sam Bennett. I'm an editorial intern in the New York office. I'm currently pursuing my graduate degree in publishing, and I hope to one day become a novelist. I love to travel and I'm always up for new experiences.

Hi, everyone! I'm Camila Rivas. I live in Santiago, Chile, where I work as a production coordinator. I originally studied industrial design but I really enjoy working in production. I think it suits my meticulous nature.

Hi there. I'm Edgar Vela. I'm a creative director and I live and work in Lima, Peru. In my spare time, I like to visit art galleries and museums, and I love to go to comedy shows. My other passion is food. Snacking is my absolute favorite thing to do.

Hello. My name is Iris Lin. I'm a native of Beijing, China. I'm a lawyer. I met my now-husband at university and we live in an apartment downtown with our three cats. I love to exercise and I'm always on the lookout for new ways to shake up my exercise routine.

Hi everybody! My name is Artur Tavares. I'm a sales rep from São Paulo, Brazil. Working in sales is my passion, and I've been working in this field since high school. I'm addicted to self-help books, but what I really love is spending time out on the road connecting with people.

Hi! I'm Ariya Suksuay. I was born in Thailand, but now I live in New York. I work as an office manager. I'm married with one adorable son. I enjoy spending time with my family, and I love to golf, hike, and do basically anything outdoors.

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.

Hey. 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:** Are you going to be working in our São Paulo office, Ana?
   B: No. I didn't read the job description for the São Paulo position carefully enough. It requires programming experience.
   A: And you're not a programmer.
   B: Unfortunately, no. It's OK though. There will be other openings soon.
2. **A:** Fatma is one of our top employees. She always does quality work.
   B: And she not only identifies problems. She solves them.
   A: I agree. But most of all, she's a dedicated employee who puts the needs of the company first.
   B: OK. It's decided. Let's give her the employee-of-the-month award.
3. **A:** We'll need a good design team for the employee training videos.
   B: I think Sonia and Jamal would be perfect. They work well together.
   A: Sonia just finished a project. But I'm not sure about Jamal. I'll check his availability.
   B: Greg is another possibility.
   A: I agree. Now, who's going to be behind the camera?

Page 125, Ex. A

1. **A:** I've just looked over your goals, Lucas. What concerns me is that you're taking on too much. I'm worried that you'll get burned out.
   B: Hmm. I see what you mean. Maybe I should save one or two of those goals for next quarter.
2. **A:** I've noticed you're really edgy today, Lena. Is everything OK?
   B: Yeah. Sorry. I'm just nervous because I have a performance review this afternoon.
   A: Well, I don't know why you're nervous. You're such a high achiever. I'm sure you'll have a great review.

Tracks in dark gray are both audio and video.

Sections in light gray are the conversation excerpts in each Lesson 1, Exercise 4C.

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3. **A:** I exceeded all of my sales targets this year. I wonder why I didn't get a higher rating on my performance review.
   B: It's possible that it was just an oversight, Omar. Have you asked our manager about it?
4. **A:** I heard Ryan applied for the new leadership position. Do you think he'll get it?
   B: I don't know. The fact that he's often late for meetings and that he leaves early every Friday certainly won't help him get the promotion.
5. **A:** Hey, Trudy. Have you looked at the new training software we just purchased? It's a huge improvement over what we were using before.
   B: No, not yet. I want to hear more, but I'm afraid I've got to run to a meeting right now. Can we talk later this afternoon?
6. **A:** Thanks for all your help, Jamal. I really appreciate how much effort you've put into this project.
   B: No problem. I enjoy the work.

Page 7, Ex. 3A

1. **A:** I often want to ask questions at our monthly meeting, but I don't want to interrupt anyone in the middle of their presentation.
   B: Why not write down questions as you're listening? Then you can ask your questions when the speaker has finished talking.
   A: Thanks. I'll try that next time.
2. **A:** Have you considered replacing this green background with a lighter color?
   B: Oh, I see what you mean. That would be much easier on the eye.
3. **A:** Some people seemed confused at the meeting yesterday.
   B: It might be better if you send the agenda for the next meeting in advance. That way, everyone will know what to expect.
   A: OK. That's a good idea.

Page 7, Exs. 4A, 4B, and 4C

María: Good morning, Sam. Since this is your first formal performance review, I want to quickly run through the agenda for today.

Sam: OK.

María: I emailed you information about the review process, and you've already done your self-assessment. Today we'll discuss the self-assessment, and I'll present you with several challenges for the remainder of your internship.

Sam: I understand.

María: Good. Then let's begin with the self-assessment. I see that you mention the Davis Bikes project. So, tell me why you've listed it as a significant accomplishment.

Sam: The copy that I wrote for the customer services page covers all of the topics in the outline I was given and contributes to the effectiveness of the website. What's important is that I presented the information in the direct, easy-to-read style that web users prefer. And because I'm a cyclist myself, I knew the kind of information that potential customers would be looking for. I was able to make those pages speak to the target audience.

María: Yes, I'd say it was a job well done. You juggled a variety of tasks on the Davis account. That's exactly the type of flexibility that's important for your career advancement.

Sam: Thank you. I feel I'm developing a strong skill set during this internship.

María: I like the progress you're making, Sam. But I believe you can do more.

Sam: What do you mean?

María: You always fully complete your assigned work. That's important. But I've noticed you have a tendency to work alone. Could you think of some ways to better engage with the team? Collaboration is an important part of what we do here.

Sam: OK. I hear what you're saying. I'll try to think of some ideas.

María: That's great. And actually, that leads me to my next point. Overall, I'm looking for more initiative on your part. As one of your new challenges, I'd like you to identify ways that you can contribute to upcoming projects and discuss them with me.

Sam: All right—I can do that.

María: Perfect. With that goal in mind, I have a new opportunity for you. We're undertaking an advertising campaign for the local park district soon. I'll have oversight of the project, and I want you on the team from start to finish. I want to challenge you take a seat at the table and by that, I mean actively participate in the meetings.

Sam: OK.

María: At our first brainstorming session, listen to what your colleagues are saying, but ask questions and offer suggestions as well. Then increase your participation as the project progresses. Are you comfortable with that?

Sam: Yes, I can handle that. Plus, I should probably touch base with other members of the team outside of the meetings.

María: Agreed. Get feedback from them on the work you're doing. Ask questions for clarification and take suggestions for change. When you do this, keep in mind that the feedback isn't personal. It's about the work and what's best for the team and our project. Check in with me regularly as you identify ways that you can further contribute to the project.

Sam: Absolutely. I'm on board!

Page 126, Ex. A

1. We've been working on this project for over a month, and now the end is finally in sight. Can you believe we'll be finished with the entire thing in about two hours? Why don't we all go out for dinner next weekend to celebrate?
2. This challenge is not going my way right now. I'm so happy it ends in a couple of days. There's no way I'll ever try one of these 30-day challenges again.
3. Our company started a 30-day challenge to see which team walks the most steps. We wear fitness trackers to monitor our progress. The challenge ends tomorrow, and my team is in last place. How did that happen? We won last year, but for one reason or another, no one on my team has had time to walk or run much this month.
4. I pay a fortune for my gym membership, but I never have time to use it. My annual membership ends in a couple of months and I don't think I'll renew it.
5. My original goal was to run two days a week, but my fitness trainer says I have to raise the bar a little. He says I need to run at least three days a week, and I have to stop eating fast food.

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6. I'm not sure I can handle this 30-day caffeine free challenge. It's been only one week, and I can't stand it. I feel like I have to have a cup of coffee today.
7. I really want to lose 10 pounds by the summer. I need to stop reading about exercising and instead start doing something. I need to get outside more.
8. While I'm sad to be leaving the company, I cannot wait to start my new job next week. I'm really looking forward to some new challenges in my life.

Page 9, Exs. 4A, 4B, and 4C

Hello, everyone. I'm personal trainer Lisa Carson. Welcome to today's edition of my podcast, *You Can, Too*. Today I want to talk to you about the value of 30-day challenges. So, what is a 30-day challenge, and why should you consider doing one?

A 30-day challenge is all about trying something new and different and, yes, doing it every day for 30 days. Your challenge may add fun or adventure to your life. It may be a way for you to learn a new skill. Or you might use your challenge to work on breaking a bad habit. If there's something that you've been thinking about doing but for one reason or another you've put it off, a 30-day challenge will help you take the plunge. The basic concept is straightforward enough. Choose an activity that you want to do. Then create a 30-day plan and get started. Focus on one small change at a time, and you'll see positive results!

What's the motivation for taking these challenges? For some, it's the satisfaction of setting goals and achieving them or excitement of having variety in their everyday routine. For others, a 30-day challenge can be the first step toward a lifestyle change without the pressure of a lifetime commitment.

The beauty of 30-day challenges is that they last… for…thirty…days. They work because they're doable. They focus on specific, manageable tasks, and most people are willing to experiment with just about anything for 30 days because the end is always in sight. When they successfully complete a challenge and see positive results, they build momentum, and they'll continue with additional challenges.

30-day challenges often focus on health and fitness-related goals like giving up caffeine or fast food, riding a bike to work, taking an early morning walk, or working out for 15 minutes daily. And for the more ambitious, the challenge might involve increasing the length of a workout from 15 to 30 to 45 to 60 minutes during the 30-day period or raising the bar on the difficulty level of the exercises themselves.

Other challenges might relate to hobbies or social activities. One popular challenge involves reading for pleasure 20 minutes each day. Imagine sitting quietly as you read a novel rather than going through your email or reading a textbook. My current challenge involves keeping a gratitude journal. For 10 minutes each day, I write about one thing in my life that I'm thankful for. This simple act helps me to maintain a positive attitude, especially when things aren't going my way.

So, are you ready for your own 30-day challenge? Here are a few tips to keep in mind before you start.

- Define your goal. Choose a challenge that's meaningful to you.
- Have a plan. Start small. Focus on one specific challenge at a time, even if you have a larger end goal in mind.
- Prepare. Collect any necessary clothing and equipment. Set aside time for your daily challenge. Remove temptations. For example, put your coffee pot away if you're going to live caffeine-free for 30 days.
- Remain positive. Some of your 30 days will be harder than others. If you have a setback one day, stay positive and resume the challenge the next day.
- Keep going. Don't think of your 30-day challenge as "one-and-done." As you come to the end of a challenge, keep the momentum going. Make time to map out what you're going to do next!

Thanks for listening. As always, I'd love to hear from you. Please share your 30-day challenge experiences @youcantoopod.

Page 10, Ex. 1B

a monumental effort: The team worked tirelessly for months to solve the problem. It was a monumental effort.

galvanize: Her powerful talk galvanized the team into action.

an innovation: Virtual assistants are an innovation that could change our lives.

specialist expertise: Computer programmers need specialist expertise in order to do their jobs.

a breakthrough: Doctors have made a breakthrough in their attempts to find a cure for the disease.

renewable energy: In my opinion, wind power is the most promising form of renewable energy.

a spin-off: A spin-off of the popular comedy show is coming out next year.

crowdsourcing: Crowdsourcing is a powerful way to get information from a large group of people quickly.

a small-scale initiative: The project is a small-scale initiative aiming to deal with crime in the local area.

vulnerable: Tourists are vulnerable to pickpocketing on public transportation in the city.

a norm: These rules are generally accepted by everyone in the business. They're industry norms.

tangible: Call me traditional, but I prefer a tangible book over one of those e-books!

Page 127, Ex. A

1. There have been some recent breakthroughs in cancer research.
2. It seems clear that we must take action.
3. Here's another interesting example of a crowdsourcing platform.
4. Why is there a firetruck in our parking lot?
5. Did it take much time to raise the funds for the project?
6. Have there been any new developments in the challenge?

Page 11, Exs. 3A and 3B

What Are the XPRIZE and HeroX?

I don't know about you, but whenever I click through the day's headlines, I can't help but feel that the world is facing an overwhelming number of problems. Clearly, it's going to take a monumental effort to solve all of them. But how can we galvanize the world's brightest minds into action? Well, one organization has a great idea—the XPRIZE.

XPRIZE is a non-profit organization, founded by Peter Diamandis, that designs competitions which encourage participants to solve some of humanity's biggest challenges. The idea behind the XPRIZE approach is to make it rewarding for people to find solutions, and so competitions usually involve prize money, which can be millions of dollars. Most of these challenges require innovation through technology, and they address a range of issues across areas such as healthcare, the environment, energy, transportation, and robotics. Anyone can enter, but because XPRIZE challenges usually require specialist expertise, competitors are often engineers, inventors, scientists, or academics, with projects sometimes funded by entrepreneurs.

XPRIZE has resulted in some truly innovative breakthroughs. For example, the Oil Cleanup XCHALLENGE asked participants to find more efficient solutions to the problem of spillages from oil rigs and tankers. The winners designed a device that skims oil off of the surface of the water three times faster than existing inventions. Fantastic, right? They were awarded $1 million for their creation.

Here's another example. The Water Abundance XPRIZE challenged participants to find affordable solutions to the problem of water shortages in the developing world using 100% renewable energy. It turned out that one entrant, David Hertz, had already designed a suitable solution. He'd produced a system, installed on the roof of his office, that was making water from thin air. Amazing! With the help of his team, he upscaled his design, using a shipping container to collect over 500 gallons of water a day at a cost of just 8 cents per gallon. His team was awarded $1.5 million.

The success of XPRIZE led Diamandis to co-found a spin-off, for-profit organization called HeroX. HeroX is a crowdsourcing platform which allows anyone, anywhere to create a challenge in an area they care about. People from around the world set up their own challenges with guidelines, and individuals compete to try and solve the problem. HeroX makes the initial idea of XPRIZE far more open and accessible, and encourages smaller-scale initiatives with some prizes as low as $500.

The thing I love about HeroX is that you never know what challenges will be created. The Hack HeroX Challenge, posted by HeroX themselves, was set up to test how vulnerable their own online platform was to hackers. They encouraged hackers to try and breach the security of their computer system. Imagine that, being offered prize money to hack intocomputers! This challenge is still ongoing. There was also a $10,000 prize awarded by EthicsNet to anyone who could think of an innovative way to teach machines how to be kind. The eventual winners devised a learning system where machines can interact with humans in order to gain insight into social norms. You simply never know what you're going to get with HeroX!

Of course, while initiatives like XPRIZE and HeroX have been hugely successful, not everyone is keen on the idea of such contests. Critics point out that many competitors have fantastic ideas, but they lack the funding or practical capabilities to produce something tangible. XPRIZE and HeroX challenges attract thousands of entrants, but there are only a handful of winners. This amounts to thousands of hours of wasted effort from participants, whose ideas come to nothing.

Whatever you think of XPRIZE, it seems clear that if we're going to find solutions for the world's problems, we can't just sit back and wait. So, I'd like to end this talk by leaving you with a little challenge—what problem would you like to solve? What's your bright idea?

UNIT 2

Page 128, VOCABULARY PRACTICE

1. A: The stereotype that women aren't good at STEM fields is ridiculous.
   B: I couldn't agree more, Mateo. Stereotypes are often based on an idea that's simply incorrect.
2. A: All teenagers are reckless and they should not be allowed to drive. No way, no how.
   B: That's a bit of an exaggeration, Gaby.
   A: I don't think so, Taka. Teens cause an unbelievable number of accidents because they're too busy texting and listening to music.
   B: It's true that teen drivers have accidents, but it's unfair to stereotype teens by putting all of them into the distracted-driver category. You should be more open-minded.
3. A: Some of our students come to school thinking that they know what their classmates are like based on what they see in movies. I don't want them to continue believing the stereotypes.
   B: I know. Let's think about ways we can address this issue. We need to make some really big changes to help our students respect each other for who they are.

Page 128, Ex. A

1. Instagram was purchased for $1 billion by Facebook on April 9, 2012.
2. Women are often portrayed in traditional stereotypical roles.
3. The company's reputation was damaged when a negative news story was released.
4. Several health myths circulating on social media have been debunked by scientists.
5. That article contains some negative stereotypes of young people, so I was really surprised to discover it was written by a young person.
6. A lot of strange rumors and false stories have been perpetuated by blogs over the past several years.
7. Stereotypes are sometimes sensationalized by the media.
8. This issue should have been fixed a long time ago.

Page 19, Ex. 3

1. A: Stereotypes are dangerous.
   B: I agree with you a thousand percent. They can lead to more serious problems like prejudice and discrimination.
2. A: My grandmother fits the stereotype of a senior citizen who despises change. She refuses to move from her apartment, and it costs a fortune.
   B: That's so typical!
3. A: My manager can't get past the stereotype that young people aren't responsible. I'll never get a promotion. It's totally, completely, and absolutely unfair.
   B: I'm sorry. That's really frustrating.
4. A: I want to be a movie star. They're all trillionaires.
   B: That's a bit of an exaggeration.

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Page 19, Exs. 4A, 4B, and 4C

Edgar: I'm so tired of stereotypes about millennials! We're characterized as narcissistic, immature, unreliable, and selfish.
Ariya: OK.
Edgar: These generalizations are so unfair. Why do they always have to sensationalize absolutely everything?
Ariya: By "they" you mean the media, right?
Edgar: Yes. The ideas that millennials are lazy and that we refuse to grow up are perpetuated by articles like this.
Ariya: So, you're reading the article about adulting classes, huh? My sister told me all about it.
Edgar: You mean another article about learning how to be an adult. There are millions and millions of them. This one focuses on the assumption that millennials need to take cooking classes. Like knowing how to cook makes you an adult.
Ariya: I don't cook. Let's look at this objectively. I'm too busy. It's much faster to order ahead and have a delicious meal with my family from one of our favorite restaurants.
Edgar: I agree with you a thousand percent. And I don't need to take an adulting class on how to do home repairs either. I would rather spend my free time relaxing and enjoying life. We millennials aren't lazy. We have the right mindset. We work hard, but we know the importance of work-life balance.
Ariya: Right! Plus, you rent an apartment! You don't even own a home.
Edgar: Oh, that reminds me of another point. The idea that millennials can't save money to buy a home because we spend too much money on avocado toast and gourmet coffee is absurd.
Ariya: I know. Admittedly though, I do love avocado toast, and it's not that expensive. And I know you love it, too. In fact, didn't you post a photo of your breakfast this morning?
Edgar: Yes, I did.
Ariya: What a millennial thing to do! By the way, I love the new selfie of you and your dog.
Edgar: Ah, yes, my "son." My mother complains about the fact that I would rather have pets than children.
Ariya: I think that's part of the generation gap. My husband and I had a similar experience with my mother before our son was born. She really wanted a grandchild.
Edgar: Ooh! Wait! I just realized. A major stereotype has been shattered! You're a millennial who is truly an adult. You're married, with a son—and a dog!
Ariya: OK, OK. But I'm still not a homeowner…yet.

Page 129, Ex. A

1. We should grab something to eat before the game because the stadium won't allow us to bring food inside. Do you want to go get some burgers?
2. I'm not a huge soccer fan, but my roommate forced me to watch every single game in the play-offs. I'll admit they were pretty fun to watch.
3. We won't get back from our trip until Sunday. It's too bad we won't be home to watch the tournament, but I'm sure our neighbor will record it for us if we ask him nicely.
4. I have a ton of work to finish up today, but our whole team has to play one of those "escape the room" games. Our manager insists that we do a bunch of team-building exercises to build camaraderie.
5. Thanks for ordering lunch. I hope you got some salads. Caleb can't eat any gluten or dairy products right now because his doctor is making him follow a strict diet.
6. Don't throw that old game ticket away! It's not trash. Amir met his favorite baseball player after the game last week and asked him to autograph that ticket.
7. I really want to go to the game on Sunday but I think the tickets are sold out. Pete works at the stadium. Let's see if he can get us in.
8. I really want to go for a swim but I'll have to wait. Only the swim team is allowed in the pool right now.

Page 21, Exs. 4A, 4B, and 4C

A: Hey, sports fans, I'm Mickey Owen and this is Mickey's Mic. My guest today is sports psychologist AJ Paluch. AJ's most recent work is about the science behind sports fandom. Thanks for being here, AJ.
B: Thanks for having me.
A: AJ, like most fans, I believe the connection I have with my favorite teams is visceral. I don't analyze it. I just feel it. But you say there's science behind sports fandom.
B: That's right. Sports scientists have done some telling research that involves three fields of study—psychology, sociology, and physiology.
A: Let's start off with psychology.
B: Simply put, being a sports fan helps people feel better. Psychologists use terms like "cathartic healing" to explain that fans are happier about their own lives when they're cheering for their favorite teams. When their teams succeed, they share the success. They have higher self-esteem.
A: So, fans are living vicariously through their teams?
B: We'll come back to that later. I'd like to talk about relationships first. Researchers have made correlations between how sports fans feel about their teams and how the human brain perceives relationships. When humans are in love, they have trouble distinguishing between themselves and the person they're in love with. And they stay with that person through good and bad.
A: OK.
B: The same goes for sports fans. They stick with their teams even when they lose. Abandoning the team would be like losing a part of themselves.
A: I know about that. I waited forever for my team to win a championship! Moving on, what about the sociology of sports fandom?
B: Humans have a natural inclination toward belonging to a group. Millions of years ago, group membership was necessary for the survival of our ancestors. Today, we still want that sense of belonging. Research shows that the bond between fans results in less depression, less alienation, and less loneliness.
A: Watching a sporting event does build camaraderie.
B: Yes, and think about it. There can be thousands of spectators at a game who are total strangers. But because they're wearing the same team colors and cheering in unison, they're all members of the group.
A: They're all experiencing the excitement of the moment, too. Watching sports sure gets your heart racing.
B: That's part of the physiology of being a sports fan. Fans have a rush of adrenaline, a faster heartbeat, and a higher rate of respiration as a result of what happens in our brain while watching sports. And on a related note, there are mirror neurons.
A: Excuse me?
B: Mirror neurons are brain cells that function when we're performing an action or just watching it. They make spectators react as if they were actually athletes playing in a competition. Earlier you asked if avid sports fans live vicariously through their teams. Mirror neurons help explain the reason why fans say things like "we won" and why they identify so strongly with a team.
A: Amazing! This has been a very interesting conversation about why so many of us are hooked on sports. Thanks again, AJ.
B: My pleasure.

Page 22, Ex. 1B

plagued with (something): This document is plagued with errors. It's so hard to understand!
misinformation: I wouldn't trust that website. It's full of misinformation.
filter: You can filter the search results by clicking this dropdown box.
reinforce: His actions last week reinforced my view that he can't be trusted.
pay attention to (something): I don't really pay attention to the news these days; it's too depressing.
an evolutionary trait: Darwin once suggested that compassion was an evolutionary trait.
prioritize: I'm not sure which of these requests I should prioritize. They both seem important.
exploited by (something): I think we are being exploited by the company.
ignorance: Ignorance of the law is no excuse for breaking it.
swayed into believing: Don't be swayed into believing that she's being honest. She's a compulsive liar!
a tendency: He has a tendency to be too critical of others.

Page 130, Ex. A

1. Scientists have reported that some evolutionary traits have evolved only within specific populations.
2. I read a news story that said people in the UK have a greater tendency to follow politicians on social media.
3. Experts claim that internet trolls are exploiting social media sites to spread misinformation.
4. Critics have blamed social media sites for spreading fake news and swaying public opinion.
5. Studies show that many people consume only the news that reinforces their own beliefs.
6. Officials expect the project will be plagued with challenges and delays.

Page 23, Exs. 3A and 3B

Bias in the News

OK, today I'm going to talk about the news. But before I do, I have some questions for you.

Where do you get your news? And how does that source decide which news to show you? How do you decide that the source is worth viewing? You're in control of that decision…aren't you?

I'll bet a lot of you get your news from social media. Well, consider this well-known fact: social media is plagued with bias and misinformation. It is vulnerable to it. In fact, studies have shown that false information outperforms true information on social media, and that nearly a quarter of U.S. adults have shared fake news with friends—whether they knew it or not. Fake news can be hard to recognize, so it's important to fact check news articles before you share them.

Then there's the problem of bias in the news, which can be even harder to identify because the information in the articles may be factually accurate. Let's examine this issue more closely.

Researchers from Indiana University have identified three main types of bias that particularly plague social media. The first, which may sound familiar, is "bias in the machine." Social media content is determined by algorithms, which are basically a set of guidelines that determine what we see. These guidelines are informed by our own activity. If we often click on links that take us to particular news sites, algorithms make sure this type of content appears more frequently in our news feeds.

Algorithms also filter content that we don't want to see, such as, say, different opinions to our own! We exist in a filter bubble, where content is comfortable, and it usually serves to reinforce our own beliefs. Algorithms work across all platforms, so there's no escaping them.

The second well-known bias is "bias in society." We tend to surround ourselves with people who share similar beliefs and views. On social media, we are likely to share content from our social circle, as, again, it usually reinforces our own beliefs. Other friends will then look favorably at the content we shared, and do the same. Eventually, we end up with what's called an echo chamber—the same views and beliefs are repeated, and there is little room for alternatives.

So, we can't trust the system to share balanced content; and we can't trust other people like our friends. Surely, we can at least trust ourselves, right? Unfortunately, not, because the third bias is actually "bias in the brain."

We encounter tons of information every day—there's no way that we can pay attention to all of it—so our brains use a number of tricks when deciding which information is worth reading or sharing.

One of these tricks is to view emotionally-driven content, especially negative content, as shareworthy. Why? Well, it is believed that this is an evolutionary trait. The brain naturally prioritizes negative information over positive, as the potential threat that negative information might cause is higher. A research team from the University of Denmark found that this brain bias is being exploited by information sharing sites. News content with a negative headline is more likely to be shared.

Another one of our brains' shortcuts plays on our ignorance. Basically, the less we know about a topic, the quicker we are to believe what we read about it. Let's say you read a headline that says, "carrot juice helps cure cancer". You know very little about the health benefits of carrot juice, and you're pretty sure that there isn't yet a cure for cancer. However, because you know so little about the topic, you might actually be swayed into believing some of what you read.

So, there you have it. Bias is everywhere on social media. It's inherent in the system, and in ourselves. It benefits from our desire to make "being informed" less effortful, and our tendency to stick with what we know. But if we really want to be informed, it's important to think critically about what we read, and to seek out different sources for our news.

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After all, we may find comfort among those who agree with us, but we experience growth among those who don't.

UNIT 3

Page 131, VOCABULARY PRACTICE

1. **A:** The Great Pyramid was built around 2650 BCE. It took about 23 years to complete. The pyramid is huge. It was originally 481.4 feet tall. That's 146.7 meters. Two million three hundred thousand building blocks were used in its construction.
   B: Hank, I don't know how you do it. How can you possibly remember all those tiny details?
2. **A:** I'm intrigued by Khufu, the Egyptian king who built the Great Pyramid. Where did he get the money and the know-how to create such an impressive structure? He's a real mystery to me.
   B: Why do I have a feeling that you're going to be doing some research about him, Jean?
3. **A:** There was no real proof to explain the mysteries of the Great Pyramid for thousands of years. Everything changed with the first modern scientific investigations in 1842. They uncovered a lot of new information. It's so interesting.
   B: I know. Professor Hill posted a documentary about the archaeologists who did that work. It's on our class website.

Page 131, Ex. A

1. If a group of tourists hadn't accidentally found the sunken treasure, it might not have ever been discovered.
2. They couldn't have known back then what we know now.
3. Researchers aren't certain, but some think the statue could have been a monument to a philosopher.
4. Some astronomers say that several ancient monuments are aligned perfectly with the sun, moon, or stars, suggesting that prehistoric people must have had some knowledge of mathematics and sciences.
5. Archaeologists are exploring a rural field that they believe might have been the site of an ancient city.
6. Historians believe that the Greek philosopher Plato invented the lost city of Atlantis. They say that Atlantis can't have existed because no trace of it has ever been found.

Page 31, Ex. 3A

1. **A:** I watched a documentary that said there's a secret room in the Great Pyramid that's never been opened. And here's the best part. Khufu's mummified body might be there.
   B: Wow. That's fascinating.
2. **A:** The Egyptians had virtually no tools, but the base of the Great Pyramid is almost perfectly square.
   B: How did they do that?
   A: I don't know. And that's just the beginning of the mystery. The four corners of the square are lined up to point precisely north, south, east, and west. How did they do that?
3. **A:** The Sphinx is such a mysterious looking sculpture. It has the body of a lion and the face of a human.
   B: Cool, really?
   A: Wait. There's more. It may be the face of Khafre. He's one of the kings whose pyramids are on the Plateau of Giza.

Page 31, Exs. 4A, 4B, and 4C

Ariya: The sales department sure sends you to a lot of exciting places. Me, I'm just an office manager. I'm always *here*.
Artur: Not always. I've seen your pictures online. The trip you took to Egypt looked incredible.
Ariya: It was amazing!
Artur: I would love to take a trip there. I've always had a fascination with the mysteries surrounding the Great Pyramid. Like how the slaves who built the pyramid could have moved those gargantuan limestone blocks.
Ariya: Here's a piece of trivia for you. Each of the blocks weighs two and a half tons! And actually, research shows that the workers weren't slaves. There's evidence that they were well-fed and had good living conditions.
Artur: Oh, really?
Ariya: Wait. There's more. Researchers are convinced laborers at the pyramid were agricultural workers most of the year. There was a 3–4 month period when they couldn't work in the fields because they were flooded by the Nile River, so they needed other jobs. They were a ready-made, paid workforce.
Artur: I had no idea!
Ariya: It gets better. You mentioned the massive blocks of stone used in the construction of the Great Pyramid. I was intrigued by those massive blocks of stone, too. I wanted to know where they came from.
Artur: What did you find out?
Ariya: Millions of tons of stone arrived at the Giza Plateau by boat. Some was from locations close to the building site, but some came from 500 miles away.
Artur: Cool. The boats must have made their deliveries during the flood season. I bet they pulled up near the pyramid and made life easier for the men moving the stone on land.
Ariya: Right. And here's the best part. During flood season, man-made lakes filled with water from the Nile created a series of canals for the boats to pass through.
Artur: How do researchers know that? It's not like anyone was taking photos and posting them on social media!
Ariya: Not a photo but something better—a written record was found. A French archaeologist and his team were investigating some ancient caves, and they found papyrus scrolls dating back to the time when the Great Pyramid was under construction.
Artur: There must have been some important information in those scrolls.
Ariya: The written record was found in the Diary of Merer. Merer was an Egyptian official in charge of a sailing crew of 200 men, and his diary records trips to the Great Pyramid. There are detailed lists of the cargo on his boats, including large stone blocks, and he describes waterways that connected the Nile River to the Giza Plateau.
Artur: So this was the conclusive proof that scientists needed to solve one of the mysteries of the Great Pyramid. You're right. Merer's Diary is better than a photo.

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Page 132, Ex. A

1. While Ana was skiing, she fell and broke her leg. Her sister was on another continent studying abroad at the time. I don't really buy it, but her sister swears that she felt a sharp pain in her leg before she even learned about Ana's accident.
2. I saw a strange man walking around my neighbor's house when she wasn't home. I was worried that he was breaking into her house, so I took a picture and texted it to my neighbor. She texted back immediately, asking why I had sent her a picture of her house. I looked at the picture again and saw that the man had disappeared from it. There was also no sign of him at her house. He had simply vanished.
3. Diego took his kayak to the river, but when he got there, he had a sinking feeling that something wasn't quite right. It looked like a beautiful, sunny day, but Diego swears he could sense a terrible storm was coming, so he turned around and carried his kayak back to his car. Just as he got in the car, lightning struck a huge tree, and it fell in the river in the exact spot where Diego was planning to take his kayak.
4. We were devastated when we lost our cat, Jasper, on vacation 800 kilometers from our house. Imagine our surprise when Jasper appeared on our doorstep a month later! Our neighbors didn't buy it. They agreed that the cat was the spitting image of Jasper, but they said it had to have been a different cat. But I know my cat. Besides, he was still wearing his collar and name tag!
5. I went to a ghost town in Colorado with some friends last summer. We all had at least one paranormal experience while we were there. My friend Kate is the most skeptical person I know. She always says those places are just bogus tourist traps. But even Kate admits that she heard children's laughter in the empty old schoolhouse.
6. Do you know what's really crazy? I was watching a movie about a meteor hitting a city at the exact moment that an actual meteor was spotted streaking across the sky over my hometown last month. What are the odds of that happening?

Page 33, Exs. 4B, and 4C

A: Hey, guys. I'm Rita. I'm here with Flora, Devon, and Mohamed, and we're *HighlyReactive,* a unique news podcast. Each week, one of us brings an intriguing topic from the news to discuss on the show. Mohamed, what are we talking about today?
B: Mysterious experiences. I recently saw a news story about people seeing strange lights at night in the Sahara Desert. It reminded me of a family camping trip when I was seven. I was looking at the stars when I noticed a strange object moving across the sky. I was sure it was a UFO—until my grandfather told me it was a communications satellite. I understand the appeal of mysteries, but I prefer scientific explanations.
C: But Mohamed, some experiences can't be logically explained. When my father was at work one day, he suddenly saw a blinding white light. Afterwards, he was supposed to be finishing an important project, but he couldn't concentrate. He had a sinking feeling that something was wrong. Hours later, he got a phone call. His brother had passed away at the exact moment he saw the white light.
A: Wow. That story is mind-blowing.
B: I'm skeptical of someone seeing white lights in the middle of the day, Devon. But I'll take your word for it.
D: OK, I have a story. I lived in a haunted apartment. More than once, I woke up in the middle of the night and saw the shadowy figure of a woman walking slowly in and out of my roommate's bedroom. I should have been afraid, but I always had a peaceful feeling when the woman was present. I never mentioned the mysterious figure to my roommate.
A: Flora, did you see the ghost when we shared an apartment during college?
D: Yes!
A: I had an almost identical experience in that apartment. But when I woke up, the shadowy figure was standing beside my bed, looking down at me.
C: Whoa! What are the odds both of you saw the ghost?
B: I'm not buying it, you guys. This is a gag, isn't it?
A: No!
D: I swear. It happened.
C: I had a mysterious experience when I was in high school. Total strangers started talking to me everywhere I went. I couldn't figure out how I was supposed to know them. I had no idea what was going on. After a week or so, I was watching TV and saw a toothpaste ad with a guy who was the spitting image of me. I finally understood why those complete strangers thought they knew me. What I didn't know was who my mystery twin was.
B: Oh, he is your doppelgänger, Devon. Someone outside your family who looks remarkably like you. Finally. A scientifically-explained phenomenon. A story that's clearly not bogus.
A: Hmm. Mohamed certainly chose a highly reactive topic this week. Thanks everyone for joining us.

Page 34, Ex. 1B

thrive: Cacti thrive in dry, desert-like environments.
sanitation: They really need to improve the sanitation in the city.
armed with (a weapon): The robbers, who were armed with guns, broke into the bank just after midnight.
perceive: The animal is perceived as damaging to the ecosystem in the area.
a reflection: Her nicely decorated home is a reflection of her good taste.
play (something) up: He only has a mild cough, but I'm sure he'll play it up to miss school.
a worst-case scenario: The worst-case scenario is that the disease will spread from animals to humans.
dissolve: The tablets dissolve in water.
plant: He insisted that the real criminal had planted the evidence in his house.
a cautionary tale: His terrible experience is a cautionary tale for anyone traveling alone.
roam the streets: In some parts of Canada, bears roam the streets at night looking for food.

Page 133, Ex. A

1. I heard Eric might be leaving our company soon. He had an interview with a new social media company a few weeks ago. I think he might have been offered a much better position than the one he has here. We'll see.
2. That story could be true, but unfortunately it can't be confirmed because all the records were destroyed in a fire years ago.
3. Urban legends thrive on social media platforms, where they can be circulated quickly and easily by anyone.

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4. There may be problems with the brakes on that type of car. Consumers are upset because they should have been warned about the problem by the car manufacturer.
5. Rina was only joking when she made up a story about seeing a crocodile in the lake, but the story must have been perceived as true. No one seems to go to that lake any more.
6. I wonder why the movie theater closed. Alison says it could have been shut down by the health department because there were so many rats in the building, but that couldn't be right. I've never seen rats there, and besides, I think we would've heard something about it in the news.

Page 35, Exs. 3A and 3B

Alligators in the Sewer

So, I heard something the other day about New York City that blew my mind. They've got these massive alligators living down in the sewer system.

Apparently, people would go down to Florida on vacation and buy these cute baby alligators to bring home to New York as souvenirs. But when the alligators got too big, they'd release them into a river or flush them down the toilet. But the alligators actually thrived in the sewers– they grew huge feeding on all the garbage and rats. A friend of mine knows someone who works in the sanitation department. It's so bad that workers go down into these pipes armed with shotguns! I mean, that's just crazy! OK, also, it's not actually true. It's just a popular urban legend…

Urban legends are stories that are part of a modern genre of folklore. Like traditional folk tales, urban legends are usually told through word-of-mouth, and are often perceived as being true or based on real incidents or reflections of current issues in society. According to folklorist Jan Harold Brunvand, they include three key elements:

First, every urban legend has a strong storyline. According to Brunvand, urban legends often play up our fears or worries, or describe worst-case-scenario type situations, and that's what makes them so engaging and, at times, pretty weird, too! For example:

"You should get that spider bite checked out. Haven't you heard about the woman who was bitten by a spider on her face? Weeks after she was bitten, hundreds of spiders exploded out of her cheek!"

Here's another one: "You shouldn't drink so much soda. You know, someone did an experiment where they put a tooth in a glass of soda. It completely dissolved overnight."

Fast food urban legends are very common. Reports of "rat meat in takeout burgers," for example, reflect our concerns about public health and the dangers of eating too much junk food.

Because these stories touch on issues in our daily lives, they seem far more real. This leads me to the second key element of urban legends which is the half-truth–there could be some truth in them. The "half-truth" in the "rat meat in takeout burgers" story is that rat meat was found in a sandwich of a well-known chain restaurant. But as it turns out, a customer had planted the meat with the hope of suing the restaurant for a monetary pay-out. The half-truth in the alligator story is that people did keep them as pets, and some alligators did get released into the sewer networks in New York once they got too big. As for sanitation workers carrying shotguns to protect themselves, well…

The third key element of urban legends is that they usually have a message behind them. This might not be something deep and meaningful, but they often have a moral, or they are a cautionary tale. We don't know where the original dissolving tooth story came from, but it has a clear message about health and hygiene. Who knows, it could have been invented by parents to deter their children from drinking too much soda. And there are tons of urban legends that warn of the dangers of traveling alone at night, from killers hiding in backseats of cars to witches roaming the streets at night.

We don't know how most of these stories originated. But they do offer us an interesting insight into popular culture, beliefs, and morals in society. Why do they tend to focus on our worst fears? Well, what would life be without fear? Less exciting, I'd imagine.

UNIT 4

Page 134, VOCABULARY PRACTICE

1. A: So, Rina, you're saying some graffiti is like a signature.
   B: Yes. It's called tagging. It can be colorful and interesting, but it sometimes doesn't have the social or political message that a mural can.
2. A: Expensive graffiti-style art is now sold at high-end galleries.
   B: OK, Diego, so then why is it outlawed on the street?
   A: Because it's done without permission. That's also why it's done in secrecy. The people creating graffiti are usually hiding from the police or from property owners.
3. A: Is graffiti the only type of street art, Liz?
   B: Along with graffiti, there are other forms of street art like sticker art, poster art, and light projection. And you're probably familiar with flash mobs. They were extremely popular a few years ago.
   A: Yes, I know what flash mobs are. They sure create a lot of attention and get people talking.

Page 134, Ex. A

1. Have you seen the mural at the new Turkish restaurant? If not, you should definitely go check it out. They let a group of local kids paint the entire side of the building. It looks amazing!
2. Do you like street art? If so, do you want my tickets for an exhibit by a new street artist? I bought these tickets a month ago, but now I have other plans.
3. Some local businesses are working in cooperation with street artists to create murals. By doing so, they're attracting tourists and making the area more beautiful.
4. Banksy's painting sold for $1.4 million before it was shredded. Everyone was shocked that Banksy would have his own work shredded, but when he did so, he turned the auction itself into a work of art.
5. We went to a strange art exhibit last week. It was basically just a room full of balloons. My brother argued that it wasn't art, but I disagree. I think art can be anything as long as the artist says so.
6. I heard some kids say that the school building was vandalized last weekend. I hope not.

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Page 43, Ex. 3A

1. A: What <u>are your thoughts</u> on the city's decision to remove all the street art around here?
   B: They say it's going to help clean up the neighborhood. But I think they're making a big mistake. Street art is part of our community!
2. A: Have you seen the new mural on 22nd Street?
   B: Yes, and it's getting a lot of attention. <u>What's your reaction to</u> it?
   A: It's pretty impressive. There's just one problem. It's causing a lot of traffic jams!
3. A: My brother claims that it's wrong to spend thousands of dollars to put up statues of historical figures in our local parks. He wants the money to go to street artists instead.
   B: Hmm. That's an interesting idea. <u>How do you feel about</u> it?

Page 43, Exs. 4A, 4B, and 4C

Edgar: Hi, Camila.
Camila: Hi, Edgar. Where's everybody else? Are they going to be late for the meeting?
Edgar: I hope not. We're a few minutes early. Before the others join us, tell me. Who took the cool photo on the wall behind you?
Camila: I did. It's a picture of some graffiti here in Santiago. I love street art, especially graffiti.
Edgar: Oh yeah?
Camila: The more I read about it, the more interested I get. I just finished an article about the street artist Banksy and a mural he painted on a garage in Wales. Have you heard about it?
Edgar: No, I don't think so.
Camila: Well, I thought it was an incredible gift until–
Edgar: Until you realized graffiti is vandalism and against the law?
Camila: No. I was thinking about whether the mural actually was a gift. A lot of people wanted to see it and the garage owner's life was completely disrupted. He ended up selling the mural to an art collector because he couldn't deal with the stress.
Edgar: An art collector? I would debate whether or not graffiti actually is art. What <u>are your views</u> on that?
Camila: Personally, I don't like tagging, but I think Banksy's murals are art because they are a creative form of <u>self-expression</u>. They provoke discussion on important social and political issues.
Edgar: OK. I guess <u>I can see that</u>. But isn't street art meant to be temporary? And so, shouldn't it be available for everyone to see? In my opinion, it <u>doesn't belong</u> in a museum or in the home of a wealthy art collector.
Camila: I guess Banksy doesn't think street art should have commercial value either. He shredded part of his drawing *Love Is in the Bin* right after it was auctioned off. The shredder was built into the picture frame!
Edgar: Now, I did read about that. I'm not sure what Banksy was thinking. I'm more interested in what the buyer was thinking as the $1.4 million print was passing through the shredder!

Page 44, Ex. 1B

1. conceptualize, concept, conceptual
2. endeavor, endeavor
3. blur, blur, blurry, blurred
4. compile, compilation
5. algorithm, algorithmic
6. utilize, utilization, utilizable
7. depict, depiction
8. emulate, emulation, emulative
9. evoke, evocativeness, evocation, evocative

Page 135, Ex. A

1. AI-generated art is an interesting concept, but I don't think it will ever catch on.
2. Sorry! I didn't mean to intrude. Please carry on with your conversation.
3. I'm not sure I understand. Could you run that concept by me one more time?
4. All of the images look really blurry. Should we use a different printer, or is there some way we can work around this problem?
5. I really need a break. If I study this algorithm for another second, I'm afraid I might pass out.
6. Sara really wanted to become an artist, but her family brushed it off as not being a serious endeavor.

Page 45, Exs. 4A, 4B, and 4C

Portrait of Edmond Belamy shook up the art world when it was sold at auction for $432,500. The impressive purchase price, 45 times higher than the estimated value of the painting, had people wondering whether AI-generated art would be the next big trend. And it brought up yet again the question about whether artificial intelligence is capable of producing art at all.

Hello. I'm Professor Sara Ramirez. Today on the *Art411* podcast, I'll discuss an important concept at the heart of the AI debate–creativity.

Creativity is a defining characteristic of humans. When humans create art, their intent is to make something new and different. Humans receive inspiration for an artistic endeavor from various sources, as well as their own imagination. The same is not true of machines.

To a certain degree, *Portrait of Edmond Belamy* blurs the line between humans and machines because it meets one of the criteria for creativity. The painting is unique. However, the artificial intelligence behind the painting required human input. Programmers at Obvious, an AI group in Paris, compiled a database of art from the 14th through the 20th centuries. They also wrote a two-part algorithm which gave their computers a set of rules to follow. In this way, the machines utilized the data set and learned how to produce a one-of-a-kind depiction of Mr. Belamy. On the one hand, the computers did not create a painting entirely on their own. On the other hand, they were certainly able to emulate creativity.

At this point, it's important to keep in mind a common belief among artists. Creativity is not limited to the human, or to the machine, that produces a painting. Art speaks to the individuals who view it, and it may change their ideas about the world. At the same time, viewers may interpret a painting in a way that was not intended by its creator, which can change and re-create the work itself. The active role of viewers makes them co-creators.

Artificial-intelligence researchers at Rutgers University have looked into the reaction of viewers to human and AI paintings. They found that people often could not tell them apart, and in some cases they were actually more inspired by the machine paintings. Does the research prove AI can produce works of art? Possibly, if art is defined on the basis of the feelings it evokes. If art is

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defined as the artist's attempt to represent personal thoughts and feelings, no machine can currently do that.

In short, there are no clear-cut answers to the questions about AI and art. As has been noted, creativity, of both the artist and the viewer, is crucially important. And while there is a degree of creativity in paintings like *Portrait of Edmond Belamy,* there's little chance that artificial intelligence is going to take over the work that human artists do, at least for the moment. As for the future, who knows?

Until next time, I'm Sara Ramirez and this is your Art411.

Page 46, Ex. 1B

on the spot: He didn't have an excuse for not doing the homework, but he made one up on the spot.

checks all the boxes: I love everything about my new job. It checks all the boxes.

a daunting experience: Giving a speech is a daunting experience. Most people are nervous.

out of (your) comfort zone: The audition is going to be a challenge. You may feel out of your comfort zone.

face (your) fears: I know you've always been scared of flying, but maybe it's time to face your fears and take a vacation.

a mindset: I'm not sure I have the right mindset to be a children's doctor. I'm too emotional.

empathy: She didn't care. She showed a complete lack of empathy towards me.

impartial: I find that my sister rarely gives impartial advice when it comes to relationships. She cares too much.

a conscious effort: I'll make a conscious effort to try harder on my next exam.

Page 136, Ex. A

1. We spent weeks trying to think of a good team building activity. When Jackson finally suggested an improv class, we were all a little nervous. We'd never tried anything like that before, but it turned out great. Everyone had a lot of fun.
2. Kara was embarrassed when she arrived over 30 minutes late. Somehow, she'd completely forgotten about the class. When Sam called to remind her about it, she was hanging out at the coffee shop with some friends.
3. Gavin used to be a musical theater actor and improv coach before he started working in sales. He still teaches an improv class on weekends. I went to one of his classes, but I found it to be a daunting experience. I'm too shy for that kind of thing.
4. Amira made a conscious effort to learn French before she traveled to Africa. She studied hard and practiced for months before her trip.
5. I'm not surprised Chris lost his job. He was late for work almost every day, and he was always arguing with his co-workers. He didn't seem to take the job very seriously.
6. I can't believe I found my favorite jacket at my grandmother's house. I guess I left it there a long time ago. I'd been looking for it for years, but I finally just accepted the fact that it was gone.

Page 47, Exs. 3A and 3B

The ABCs of Improv

Has anyone here ever tried improv? Well, let me tell you why you should think about trying it.

Improv, or improvisation, is a type of theater technique.

It's entirely unplanned. The dialogues, the characters, the scenes, everything in improv is made up on the spot. Sound like fun? What if I told you that we're going to do some improv right now? Do you want to crawl under your chair and hide? I thought so! I used to feel that way, too.

So, why did I start taking improv classes then? Well, I'd been looking for a new challenge, something that would develop my creative side, and help me build confidence, so I gave it a try. Improv checked all those boxes. And improv's not just for actors, it's for anyone. Have you ever gone to a job interview, and the interviewer asked you a question you hadn't prepared for? That's a great example of when you need to improvise!

OK, so how does an improv class work? Well, first off, it's all about working together. All the activities in class are done in pairs or groups. We usually do some performance games, some role-play exercises, and maybe act out some full scenes. My favorite game is ABC. You decide on a scene and begin to act it out. But each line of the dialogue has to start with the next letter of the alphabet. It's surprisingly hard!

I won't lie. These performances can be a daunting experience. Yes, you'll be out of your comfort zone. Yes, you'll be afraid. But you're also supported—you're working with others, and they're working with you! It's not about competition, it's about collaboration.

Now, I'm sure you're wondering…how can improv help you in everyday life? Well, first, many of us have a fear of public speaking, standing in front of others looking (or feeling) foolish. Improv is a great way to build confidence, as it makes you face your fears. You can't shy away–improv teaches you to say yes! It requires an action mindset. You learn by doing. Sure, you might fail at times, but improv helps you to accept that sometimes failure is learning.

Second, improv can help you prepare for challenges in your life. A lot of people think improv is all about comedy because it's often funny, but that's not always the case. Our improv group chooses the topics we want to perform together, and they can be very personal. We've acted out relationship issues, work problems, bullying, even childbirth… Improv is a great exercise in empathy—you can really put yourself in someone else's shoes.

Third, improv is a great tool for developing soft skills which are important in the workplace. Communication, teamwork, problem-solving, creativity, adjusting to change. Scenes can be unpredictable, and you never really know the direction they'll go in. This means you need to be ready to adapt and to think on your feet.

Above all else, improv helps you to develop one of the most important skills needed in life: active listening. During improv, your performance is built on the performances of others around you. With no script, you really need to concentrate on what others are saying, and you need to respond thoughtfully. Think of how important active listening is in everyday life. Giving impartial advice to others, responding to questions in a meeting, staying attentive during a class, all these require listening with conscious effort.

So, if you're looking for a challenge or to build some new skills, then give improv a try. Don't wait. Say yes and look for a class today!

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UNIT 5

Page 137, VOCABULARY PRACTICE

1. A: I think the tone you've used is a little too direct, Peter. You might offend the client.
   B: Really? OK. I can try to make it a bit softer, but I don't want them to think they can push me around.
   A: Don't worry about that. I think your message is very clear. You just need to be a little more polite.
2. A: Listen to this email I got today: "If you do not respond immediately, we will be forced to take legal action."
   B: Wow, that sounds pretty threatening. What are you going to do?
3. A: I can't understand any of these instructions. They are full of technical terms. I don't understand why they can't use simple English. Can you take a look?
   B: I can try, but I'm not sure I'll be much help.

Page 137, Ex. A

1. Don't be late for the conference tomorrow. The keynote speaker is supposed to be really good.
2. Margo is working in the lab next door. She just called to see if we could keep the noise down a little.
3. You can't park in that lot. Your car will get towed.
4. Our manager does not allow us to submit any reports unless she reviews them first.
5. Do we have to send an article to the editor today? Can it wait till tomorrow?
6. Should I change the password every month? Or is it OK to change it once every three or four months?

Page 55, Ex. 3A

1. A: Do you think that you might be able to lower the price a bit?
   B: I'm sorry, but I'm afraid that we cannot lower the price any further.
2. A: We would appreciate it if you could have the professor schedule the exam a day earlier.
   B: I assure you that I'll do everything in my power to make sure that happens.

Page 55, Exs. 4A, 4B, and 4C

Artur: Do you have a minute? I wonder if I can get your feedback on something.
Iris: Of course. What's up?
Artur: We have a problem with a supplier. They've caused some delays and the clients have been complaining, so I've written them an email. I'd appreciate your thoughts on it.
Iris: Sure, let me take a look.
Artur: So, what do you think?
Iris: I have a few suggestions.
Artur: OK, great. And no need to mince words–I can take it!
Iris: Well, honestly, I think you need to mince your words more. Your tone is a bit harsh in places. You need to be more diplomatic.
Artur: For example?
Iris: "Frankly, your request is ridiculous."
Artur: Well, it is.
Iris: I don't doubt it. However, if you're more tactful, you'll get better results.
Artur: How should I word it? It's really important that she understand how serious this is. I don't want to sound wishy-washy.
Iris: How about this: "We regret that we will not be able to comply with your request." And then explain why you can't do what she is asking.
Artur: But I don't regret it!
Iris: Of course not, but haven't you ever heard the saying "You catch more flies with honey than with vinegar"?
Artur: Yeah, my mother used to tell me that all the time–usually when I was angry about something. Honestly, I was pretty annoyed when I wrote this. Is there anything else I should change?
Iris: Well, it's OK to be direct, but this sentence might be a little too direct. "We demand that your director contact us immediately to set up a meeting." It sounds like an ultimatum.
Artur: How about this: "We request that your director contact us at his earliest convenience to set up a meeting?"
Iris: Great! That wording is much more tactful.
Artur: Thanks. This is very helpful. In the future I'll try to remember not to write anything when I'm angry. It's a lot easier to be diplomatic after I've calmed down. Is there anything else?
Iris: Yes, just one more thing. I noticed that you used a couple of exclamation points. As a general rule, you should avoid using exclamation points in business correspondence.
Artur: Really? Why?
Iris: It's just not professional; it makes you sound too excited, a bit like a child.
Artur: Well that's not the tone I was going for. I'll definitely remember that.

Page 56, Ex. 1B

neglected: There is not enough emphasis on math and science in schools. These subjects are neglected and deserve more attention.

explicit: It's important that doctors be explicit when they give instructions to their patients. If they are not absolutely clear, the patients might misunderstand.

reflective: At the beginning of the memorial service, there will be one minute of reflective silence. This will give everyone a chance to think about their loved ones who have passed away.

an utterance: No one in the courtroom could hear his utterance, so the judge asked him to repeat it in a clear voice.

a cultural gap: When there is a cultural gap between two people, the differences in their cultures will make it difficult for them to understand each other, even if they speak the same language.

unsettled: Animals are often unsettled by storms. Their behavior changes and they cannot make themselves comfortable.

fill the silence: Some people are uncomfortable with silence during a conversation. They might try to fill the silence with small talk.

a counterpart: You will be working with another manager from Peru. You will be responsible for the U.S. markets, and your Peruvian counterpart will be responsible for the South American markets.

Page 138, Ex. A

1. How's the project going? The deadline is in two weeks. Do you think you'll finish it by then? Is that enough time?
2. James seems unsettled today. Is everything OK? Is he upset about something?

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3. Why is the bank closed today? Is today a holiday or something?
4. Could you read over this message before I send it? Do you think the instructions are explicit enough, or should I rewrite it?
5. Everyone likes this new ad campaign, but I'm not sure about the wording. Is it culturally sensitive?
6. Did you hear our company is merging with a larger tech company overseas? Do you think there'll be cultural gaps that will make it difficult for us to combine people and departments?

Page 57, Exs. 4A and 4B

In today's podcast, we're going to discuss an aspect of communication that is often neglected: the importance of silence. We will define two different types of cultures, listening cultures and speaking cultures. We will then contrast how silence is used and interpreted in these two types of cultures, and discuss how these differences can lead to misunderstandings.

First of all, what is a speaking culture? A speaking culture is one in which explicit, direct speech is valued more highly than reflective silence. Most native English-speaking countries, as well as southern European countries, are considered speaking cultures. Listening cultures, on the other hand, tend to place a higher value on silence, which is often seen as a sign of respect, and place less value on explicit speech. Examples of listening cultures include most Asian countries, as well as some northern European countries such as Finland.

What does it mean to be comfortable with silence? A comparison of the average amount of silence during conversations will be helpful here. Research has shown that in Japan, for example, an eight-second pause between one speaker's utterance and another's response is not uncommon. Contrast that with an average one- to two-second pause between utterances in conversations between native English speakers, and you will see how wide the cultural gap truly is. It is a well-known fact that most Americans are unsettled by silence during a conversation and will immediately try to fill it with words. Most Chinese and Japanese speakers, in contrast, believe deeply in the saying "Silence is golden," and believe that silence is a sign of respect for others.

As you can imagine, when someone from a speaking culture interacts with someone from a listening culture, there can be serious misunderstandings. People from speaking cultures tend to interpret silence as disinterest, disagreement, disapproval, a lack of understanding, or even disrespect. Conversely, those from a listening culture use silence to show careful consideration of what has just been said, and might feel offended if the other person jumps in too quickly to fill the silence in a conversation.

In speaking cultures like Italy and Spain, for example, it is perfectly acceptable for everybody to talk at once or to interrupt a speaker. And in Chile, it's common to interrupt an answer with another question. This is not disrespectful; on the contrary, it shows that you are interested and engaged in the conversation. If you remain silent, people will wonder whether you are even listening. Unlike in many Asian countries, silence in response to a question does not suggest that you are thinking. Rather, it implies that you don't know the answer, or are disinterested in the conversation. This is true for English-speaking cultures such as the U.S., the U.K., and Canada as well.

As you can see, it is very important that those who communicate cross-culturally be aware of these differences, and learn to interpret silence correctly. At the very least, you should find out if the culture you are visiting is a listening or a speaking culture. And always maintain an open mind and be sure to ask questions if you are not sure what your counterpart is communicating.

Page 58, Ex. 1B

cringeworthy: I hate it when people dress up their dogs—it's so cringeworthy!
a phenomenon: The Northern Lights are an impressive natural phenomenon occurring near the Arctic Circle.
an abbreviation: ASAP is an abbreviation of "as soon as possible."
an emoji: I don't use emojis much, but my friend adds smileys to all of her text messages!
rebel: We decided to rebel when our boss cut our wages.
the status quo: The company didn't want to take risks, only to maintain the status quo.
solidarity: The team wore T-shirts with their injured teammate's photo in a show of solidarity and support.
no hard and fast rules: There are no hard and fast rules to parenting because every baby is different!
concise: The teacher explains things in a concise way, which helps me understand.
a downside: The crime rate in the area is certainly one of the downsides to living here.
vulgar: He can be very rude, and some of the language he uses is just vulgar.
hinder: If I don't get a good grade on the exam, it might hinder my chances of graduating.

Page 139, Ex. A

1. I really have no idea why so many people use emojis these days.
2. How am I supposed to know what this word means?
3. I'm really not sure how to use this expression correctly.
4. I never know when to use slang in messages at work.
5. Do you understand why everyone thinks that word is so humorous?
6. I know this phrase is confusing, but I can't figure out how to reword it.

Page 59, Exs. 3A and 3B

Stoked About Slang

Do you remember the times when the word *sick* meant *great*? Like, "Ah, that shirt's sick!" Everyone used to say *sick* when I was growing up. And you know, it's kind of cringeworthy now, but I used to use the phrase *stoked* when I was in school. Do you have any idea what that word means? *Stoked* is like *excited*. I don't think I really understood the meaning at the time, but I was always using it. "I'm so stoked!"

Sick and *stoked* are examples of slang. Slang is loosely defined as informal, nonstandard vocabulary, and it's part of everyday communication. It used to be considered more of a spoken phenomenon, but texting and the internet have changed all that. Now, in addition to spoken slang, we have cyber slang with all those abbreviations and emojis.

Slang exists to help us better express our feelings, and the feelings of the groups or subcultures we belong to—or want to belong to. Take *stoked* for example. This is well-known surf slang. Growing up near the ocean, I thought surfers were pretty cool. To me, they were rebelling against the status quo, and always off having adventures. I wanted to be part of that lifestyle, so surfers became my in-group.

In-groups are the groups you identify with, and you have solidarity with the group members. Out-groups are the groups you don't identify with—for me, that was the football players, the theater kids, and people like my parents, who were older and totally not cool. You want to distance yourself from out-groups, but you also want to be part of an in-group. So, with my surf slang, that meant speaking a certain way.

So, how is slang actually created? Well, there are no hard and fast rules. But generally, slang is original, and it's creative. It might be a completely new word, like *derp,* which means stupid. It might be a combination of words, like *binge-watch*—you know, when you watch the episodes of a TV series one after the other after the other. Sometimes words are blended together. Do you know what it means to get *hangry*? That's when you're angry because you're hungry. I get hangry a lot!

What else? Slang is often humorous. It's concise—you can express a whole idea or feeling with just a word or two. Slang is also temporary—a slang term is usually only popular for a few years. Popular slang stays one step ahead of the mainstream—once its use is widespread it tends to be less cool.

Slang is an important part of our identity. It involves using language in fun and creative ways. What's not to like about it? Well, there are downsides to using it, too.

For one, slang isn't appropriate in all situations. Critics say that it can make you sound vulgar, or less intelligent. One school in London even banned certain slang from being used on school grounds, fearing that it might hinder students' chances to succeed in college and in job interviews.

Slang can also cause difficulties when it comes to making ourselves understood. With languages used for global communication, it's important to communicate as explicitly and purposefully as possible. Slang prevents us from doing this, as by its nature, it's meant to be used only among certain groups in certain contexts. Imagine a video conference for a global company in which each speaker is using their own regional slang. Things would soon be lost in translation!

So, there are pros and there are cons to using slang. The pros? Well, a lot of those have to do with our sense of identity. The cons? There are certain contexts in which slang doesn't work so well. But slang isn't going anywhere. It might have its downsides, but slang is a great example of how creative we can be with language. I mean, *derp, binge-watch, hangry*? Slang is pretty limitless—all you have to do is learn when to use it.

UNIT 6

Page 140

1. A: Did you see the article in the paper today? The police arrested the mayor!
   B: Why? What did he do?
   A: He is accused of offering a police officer money to avoid getting a speeding ticket.
   B: That's really stupid. I can't believe he did that! This is the second time this year he's been involved in something illegal. You'd think he would learn his lesson!
2. A: Did you hear the news today? The director of the art museum took money that was supposed to be for a new wing of the museum and used it to buy a second home in the mountains.
   B: That really surprises me. Didn't he promise to clean up the museum's finances and get rid of all the dirty business?
   A: Yes, he did, but it looks like he's not any different from the director that came before him. The accountants checked the museum bank statements, and it seems pretty clear that he's guilty.
   B: He should be put in jail. That type of behavior cannot be tolerated.
   A: I couldn't agree more.

Page 140, Ex. A

1. Embezzlement occurs any time there is an intentional misappropriation of funds that a person has been trusted to handle appropriately.
2. Embezzlement charges that get brought to court often involve the theft of government funds.
3. An anonymous source tipped off local law enforcement, which led to a full investigation.
4. Mario Ortiz is the detective who finally solved the crime.
5. Meng Lee, who was the lead investigator, traced over ten years of financial transactions.
6. That company is caught up in a corruption scandal, which has slowed down progress on all projects.

Page 67, Ex. 3A

1. A: Did you hear about the cheating scandal at the college? Twenty students are accused of breaking into the computer system and changing their grades.
   B: You're kidding! That's unbelievable!
2. A: I'm so tired of all the corruption in politics.
   B: You can say that again!

Page 67, Ex. 4A, 4B, and 4C

Iris: Hey, Ariya, you look pretty serious. What are you reading?
Ariya: I'm reading about the scandal in the mayor's office. Have you been following it?
Iris: Not really. What's going on?
Ariya: It's unbelievable. The mayor has been accused of corruption. Apparently, he was caught taking a bribe from the More Corporation.
Iris: The More Corporation…that sounds familiar.
Ariya: It's the company that was just given a huge contract to build the Crosstown Bridge. You know, the bridge that is going to connect the north and south sides of the city? They're saying that More bribed the mayor in order to get the contract.
Iris: Wow, that's quite an accusation. Are they sure he's guilty?
Ariya: Well of course he's innocent until proven guilty, but things look pretty bad for him. The police were tipped off and found evidence of four large deposits into his personal checking account during the contract granting process. They've traced the money back to a More account that was opened in the Cayman Islands…. And that's not all.

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Iris: What? He's accused of something else?
Ariya: Unbelievably, yes. He's been charged with embezzlement. Apparently, he misappropriated funds that were meant for an early childhood education program.
Iris: You're kidding! What did he do with the money?
Ariya: What else do you do with $100,000? He redecorated his office!
Iris: Are you kidding? That's outrageous!
Ariya: It sure is. They discovered the fraud when they did an internal audit.
Iris: $100,000! He must have bought some pretty expensive furniture!
Ariya: And you'll never believe this.
Iris: There's more?
Ariya: He hired his wife, who is an interior decorator, to do the work!
Iris: Wow! That's crazy! He's not only corrupt, but he's also stupid.
Ariya: I know. What a stupid way to spend the money. Just think of all the trips that he could have taken!
Iris: Only you would think of that, Ariya.
Ariya: I'm just kidding, of course. His behavior is absolutely inexcusable.
Iris: You can say that again.

Page 68, Ex. 1B

random: They wrote each person's name on a slip of paper and put all the names in a box. Then they selected one name at random as the winner.

eligible: Children are not eligible to vote. Only adults 18 or older can do so.

have a say: Can I please talk now? Everyone except for me has had a say.

restore: No one trusts the government anymore. We need to find a way to restore the public's faith in the government.

a campaign: During her campaign for president, she promised to lower taxes, but when she won the election, she actually raised them.

a lobbyist: He's a lobbyist for the national farm association. He tries to get laws passed that favor farmers.

naïve: My first year as a teacher, I was very naïve. I let the students get away with a lot. Then I learned from experience that I needed to be stricter.

susceptible: Most people are susceptible to advertising. They often buy products based on what they've seen in ads.

on hold: When I found out my mother was sick, I put my plans on hold and stayed with her until she got better.

employable: People who have a college degree are more employable than those who have never gone to college. It's much easier for them to find jobs.

diversity: There's a lot of cultural diversity in our class. There are a lot of international students.

Page 141, Ex. A

1. The campaign will attract voters for whom diversity is an important issue.
2. Some legislators have advocated for replacing old voting machines, some of which may be susceptible to fraudulent activity.
3. The decisions made by a few senior executives have upset the sales reps, none of whom had a say in how the new policies should be implemented.
4. The police arrested a group of lobbyists, many of whom were accused of bribery.
5. The job posting included a statement about diversity, the likes of which have become common in job advertisements these days.
6. The speaker discussed ways in which political corruption and its effects might be reduced.

Page 69, Exs. 4A, 4B, and 4C

A: Good evening! Election season is upon us, so we have invited two guests to debate a timely topic: sortition. Sortition is a system that replaces voting with the random selection of representatives. Rather than choosing representatives by voting, representatives would be randomly selected from the general population. And now, let's meet our guests. First, we have Andrew Webster, president of our local voting commission. Welcome, Andrew.
B: Happy to be here.
A: Our second guest is May Chen, of the Sortition Now! committee.
C: Good evening.
A: So, May, the first question is for you. Isn't the idea of eliminating voting anti-democratic?
C: Great question, Tom. In fact, sortition was practiced in ancient Greece, the birthplace of democracy. Representatives were randomly selected from among the free adult male population. So, no, it is not anti-democratic at all.
A: Andrew, can you respond to that?
B: May is correct in that a form of sortition was practiced in ancient Greece. However, our understanding of democracy has evolved since then. For example, in ancient times, only adult males who owned land were eligible to be representatives. That practice, like sortition, has no place in modern society. Voting is one of the most important ways in which average citizens can have a say in how they are governed. Taking away this right threatens our democracy.
C: I disagree. In fact, sortition would help to restore democracy. The influence of big money in politics has made it almost impossible for an average citizen to get elected today. You need to have money if you want to run a successful campaign. Our current system is corrupt; sortition is a way in which we can rid our system of corruption.
B: Far from eliminating corruption, sortition would lead to corruption. Imagine how easy it would be for a big lobbyist to bribe a naïve legislator who is not accustomed to power!
C: It wouldn't be any easier to bribe someone than it is today. And because representatives would be allowed to serve only once for a limited term, sortition would get rid of career politicians who stay in office for life—the politicians who are the most susceptible to corruption.
B: So, May brings up an interesting point. Citizens who are selected would need to put their lives on hold for years. It's completely impractical!
C: On the contrary. We could make laws to protect selected representatives from losing their jobs. And the experience they would gain would make them even more employable once their term had ended.
B: You can't be serious! No employer would agree to hold a job for years. And you mentioned experience. Most of the representatives would have no experience in government.
C: Wouldn't that be wonderful!
B: I don't agree. What does the average person know about the many complex issues that legislators deal with every day, like economic policy, for example?
C: That is actually one of the strengths of sortition. Representatives would have access to information on the issues, just as legislators do now, but they would bring common sense and diversity of viewpoints to the process.
A: It's time for a short break. We will continue our discussion of sortition shortly.

Page 70, Ex. 1B

ubiquitous: You'll find those convenience stores on almost every street corner. They're ubiquitous.

a dynamic: The dynamic between the couple has changed a lot since the start of their relationship.

idolize (someone): I don't know why people idolize movie stars. They don't deserve to be worshiped. They're just normal people.

aspire to (something): When I was younger, I aspired to be a professional soccer player.

ambivalent: She was ambivalent about their break up. She said she didn't care much at all, but I think she did.

adulation: I'm sure most celebrities love the adulation they receive from the public.

condemnation: The player's refusal to shake hands with her opponent was met with condemnation from fans.

liberating: It was very liberating to finally tell the whole truth last night.

coercion: You shouldn't use coercion to force people into agreeing with you; let them decide for themselves.

diminish: The influence of the organization has diminished in recent years.

a barrier: A reading disorder like dyslexia shouldn't be a barrier to learning.

conformity: Rappers sing about avoiding conformity but they all dress and act alike.

Page 142, Ex. A

1. The experiment conducted by a team of Harvard researchers was inconclusive.
2. Elena Lopez, the director of marketing, will deliver a presentation to the sales team.
3. Those not wanting to attend the talk this afternoon may leave early.
4. The team was divided into those showing ambivalence and those who were more enthusiastic about the project.
5. The researchers conducted a study designed to demonstrate the power of conformity among participants in groups.
6. Dominic is the one responsible for the mistakes made in the report.

Page 71, Exs. 3A and 3B

Does Power Corrupt?

You've heard the phrase, "power corrupts", right? It certainly seems to be true. I mean, there's no shortage of examples we can draw on from history or modern life. Think about it. Corruption is ubiquitous.

But have you ever wondered how power corrupts, or if, in fact, it really does? Before we can tackle those questions, we need to explore what power is, how we feel about it, how we get it, and what happens when we become "powerful."

Power is defined as the ability to influence people. Power dynamics govern all of our relationships, whether consciously or not. According to Dacher Keltner, author of *The Power Paradox,* there are many forms of power. For a nation, power can mean military might; for a company, it can mean reputation; for an individual, it can mean social status. Whatever form power takes, there will always be those who have it, and those who don't.

So, how do we feel about it? Well, emotions run high when it comes to power dynamics. We're often envious of the powerful. Take the rich and famous. We idolize them. We aspire to be them. But that envy can make us ambivalent, so when a celebrity says or does something out of line, we're quick to condemn. We enjoy watching their fall from grace.

Given the fine line between adulation and condemnation, why would any of us want to be powerful in the first place? Well, NYU Professor Joe Magee points out that power is liberating. Having power gives us the freedom to show our true selves. The powerless conform, but the powerful can be who they want to be.

Next question. How do we gain power? Well, you might assume that a typical route to power is through coercion. The more forceful and threatening our behavior, the more powerful we become. However, Keltner's studies have found that the opposite is true.

Keltner has spent years studying group dynamics and has found that emotional intelligence is a key factor in determining who attains power. The kinder and more empathetic we are, the more power we gain. This is because understanding others and focusing on their interests leads to social power, which is highly valued. Coercive power does exist, but it's empathy that more often helps us become powerful.

Now, let's examine that statement that "power corrupts." Is there truth to it? The short answer is, "it's possible." Unfortunately, the empathetic trait that helps us gain power tends to get corrupted when we have that power. Once we attain power, our ability to empathize with others often diminishes. We can become more self-focused, and can switch ourselves off from the emotionally-intelligent strategies that helped us get where we are.

So, are the rich and powerful lacking emotional intelligence? Not necessarily. They may genuinely care about the interests of others. It's just that their power is acting as a kind of psychological barrier to their feelings. Additionally, Pamela Smith, a professor at the University of California, highlights that how we handle power has a lot to do with our own values. People who are already self-centered tend to become more selfish as they become more powerful. The opposite can be said about people who have more pro-social values.

To sum up, the powerless envy the powerful. We want power because it frees us from conformity. We can gain power through empathizing with others. Does that power corrupt us? It could depend on how self-centered and power-hungry we are in the first place.

UNIT 7

Page 143, VOCABULARY PRACTICE

1. **A:** I did my best to convince her to work for us, but no matter what I said, she refused.
   B: Did you offer to pay her more?
   A: Yes, I did. But I couldn't force her to accept our offer. She had already made her decision.

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B: That's really too bad. She was an excellent candidate—much better than the other people we've interviewed.

2. A: Yu wanted to apply to just one college, but fortunately we were able to change his mind. We were able to convince him to apply to several.
   B: Did you make sure he knew that you would pay for the application fees?
   A: Yes, we did. After he heard that, he thought about his original position and agreed to fill out the applications.

Page 143, Ex. A

1. I enjoyed working overseas last year, but the biggest challenge was not seeing my family very often. I don't want to live that far apart from my family again.
2. The key to a successful negotiation is listening carefully to your client's needs and not being too pushy.
3. Why do you feel like you need to make up your mind right away? It's important not to rush into any big decisions.
4. You'd be crazy not to reconsider this offer. If you try to find a better price anywhere else, you'll see it's impossible.
5. Not to pressure you, but could you please let me know when you've made a decision? I'd like to start the paperwork as soon as you're ready.
6. Are you sure this is really the car you want? Returning a car is not possible at this dealership. Once you make your purchase, there's no turning back.

Page 79, Ex. 3A

A: I'm hoping that we can reach an agreement today.
B: I am, too.
A: Why don't we start with the pricing? Do you have any wiggle room?
B: What do you have in mind?
A: Well, would you be willing to meet me halfway? Say 5% less?
B: How about 4%?
A: OK, that works for me!

Page 79, Exs. 4A, 4B, and 4C

Artur: Hello, Amy. I really appreciate you taking the time to meet with me.

Amy: Sure, Artur. It's the least I can do, considering the situation. I've been working with you and with TSW Media for ten years!

Artur: Yes, well actually, that's why I wanted to meet. I know you said that you'd made up your mind about going with another design company, but I'm hoping there is some way I can persuade you to reconsider.

Amy: I wish I could say yes, but I'm afraid this is out of my hands. You know I've always enjoyed working with you.

Artur: That's why I was so surprised by your decision. I'm wondering if there is anything we can do to sweeten the pot.

Amy: In the end, it really came down to one simple factor: cost. The new agency is charging us 20% less.

Artur: Well, I've spoken to our director, and we do have some wiggle room on pricing. We're prepared to offer you a 10% reduction on all projects.

Amy: That's very generous of you, but I'm afraid we're still too far apart. Even with the discount, our cost would be 10% more if we stayed with you.

Artur: Yes, but what about customer service? I think you'll agree that we have top-notch service.

Amy: I couldn't agree more, and I raised that with the new agency. They've assured us that they will provide personalized service. In fact, they've already assigned a very experienced designer to our account.

Artur: I see.

Amy: I'm sorry, Artur, you know how much I've enjoyed working with you, but I'm afraid you're not going to be able to talk us into staying. It's simply a question of money.

Artur: OK, if there's really nothing more we can do, I'm not going to twist your arm.

Amy: I appreciate you not doing that! That would hurt! Seriously, though, I am sorry. From my perspective, not being able to work with you is the worst thing about all this.

Artur: Thanks for saying that. And thanks again for talking to me today. If things don't work out, you know where to reach me.

Amy: Thanks, Artur. Take care.

Artur: You too, Amy.

Page 80, Ex. 1B

let (someone) down easy: I didn't want to hurt him, so I tried to let him down easy.

tons: Let me pay. I have tons of money on me.

figure: There was no correct answer, so I figured the teacher had made a mistake.

go for it: If you want to participate in the competition, you should just go for it. Don't worry about what anyone has to say.

shoot (someone) a text: Shoot me a text to let me know if you can come.

the perils of: By now, everyone knows about the perils of smoking. It's a terrible habit.

get back at (someone): Somehow I'm going to get back at him for stealing my watch.

hideous: I like these shoes, but the color is hideous. Do they come in any other colors?

smash: She dropped the tray and the glasses smashed all over the floor.

hang out with: On weekends I like to hang out with my friends at the beach.

romantic: We ate dinner at a romantic restaurant. There were candles and beautiful flowers on every table.

dump: He dumped me by text. He didn't even have the courage to tell me in person!

Page 144, Ex. A

1. A: What's up with Min-ji and Eric?
   B: Who knows? They were talking this morning. I guess he said something that upset her, and now she's refusing to answer his calls.
2. A: How was the movie, Rita?
   B: It was a silly romance. I didn't like it very much. I wish I had just stayed home.
3. A: Hey, Jessica. Sorry to hear about your breakup.
   B: It's OK. Tim will always be a good friend. I don't regret our relationship, but I feel bad about hurting his feelings.
4. A: I heard Omar and Heidi broke up. Omar seems really upset about it.
   B: I don't think he wanted to be in the relationship. He's just angry because she broke up with him first.
5. A: When did you and Mateo get married, Sara?
   B: Back when we were in college. I don't regret marrying Mateo, of course. But I wish I had waited a little longer and spent more time traveling during my university years.
6. A: Are you concerned at all about this new manager?
   B: Well, yes, everyone is. Did you hear she just fired Caleb? That's the third person she's fired this week!

Page 81, Exs. 4A and 4B

A: Good morning. On today's episode of *Love in the 21st Century,* we're sharing our worst breakup stories. Do you have a story to share? Give us a call or text us your story of love gone bad. First up, we have Lena. Hi, Lena, what's your story?

B: So I met this guy Lucas on an online dating service. I'd gone out with him a couple of times, but it just wasn't working for me. I wanted to let him down easy…you know, I didn't want to be a jerk, but I couldn't think of what to say, so I asked a good friend for advice. Having had tons of experience with online dating, she told me what always worked for her. She would message them and say, "I don't think I'm the right person for you." That sounded a little wishy-washy to me, but I figured she had more experience, so I went for it. Almost immediately, Lucas shot me an angry text, asking me how I could possibly know what was best for him!

A: So, what did you do?

B: I wrote him back saying, "I'm sorry that I wasn't clear. In fact, I am sure that you are not the right person for me."

A: So much for letting him down easy! So that's Lena's story, about the perils of dating apps. Up next is Max. You're on the air.

C: OK, so I had this girlfriend Sara who was really into pottery—you know, making pots and plates and stuff. I always thought her pottery was really, really ugly. But, you know, I loved her, so I had her stuff all over my apartment. Anyway, one day she leaves me for another guy. I was furious, and to get back at her, I took all those hideous plates and pots and threw them onto my patio. Well, you won't believe this, but not a single one broke! So, I didn't even get the satisfaction of smashing that stuff up! Unlike our relationship, it turns out they were unbreakable.

A: That's a good one, Max. OK, up next is Trudy. What's your story?

D: Well there was this guy, Dan, who I thought was just a good friend, you know, someone to hang out with? We did some stuff together, but nothing romantic or anything, just friends, you know? Well one day he calls me all serious and asks me to go for a walk on the beach. I thought maybe he wanted to talk to me about girl trouble, or something. But when we get to the beach, he tells me things aren't working out for us. He really wants to stay friends, but he needs to break up with me.

A: Wait a minute—I thought you said you weren't going out with him?

D: Exactly! That's what I thought, but somehow he had the idea we were dating. The girl trouble was me!

A: So you got dumped by someone you weren't even dating?

D: You've got it!

A: Wow, that's a good one! A story about having been dumped without even knowing you were going out…

Page 82, Ex. 1B

an innovation: Interactive whiteboards were a popular innovation in educational technology.

distribute: Wealth is not distributed evenly in society. There is a clear divide between the rich and the poor.

monopolize: That one business has monopolized the music industry.

stifle: The company's growth has been stifled in recent years by instability in the market.

a start-up: Start-ups often seek their initial investment through crowdfunding.

deter: His experience in medical school deterred him from becoming a doctor.

clout: She is a good politician, but she doesn't have the clout to influence the rest of her party on certain issues.

a patent: Alexander Graham Bell secured a patent for the telephone in 1876, although it's not clear if he was the first person to invent it.

exert: The charity managed to exert their influence and prompt changes to the laws on animal cruelty.

manipulative: He's a great actor. He's very good at playing evil, manipulative characters.

harvest: There should be laws against companies who harvest information through social media.

breach: Please don't share my photo online. You're breaching my privacy.

Page 145, Ex. A

1. Monopolies stifle competition. Then they can raise prices and supply inferior products.
2. Another major concern for the economy is that less competition means less innovation and less job growth.
3. Technology has reduced job growth in some fields. For example, the job market didn't grow very much for production workers and sales representatives last year.
4. Some tech companies overtake the market very quickly. Without government intervention, those companies will become monopolies.
5. That company has clearly shut out all competition. Why hasn't the government taken action to stop the company's growing monopoly?
6. Sometimes monopolies are a necessity. For example, it's very expensive to build new infrastructure for utilities such as water and electric, so it might make sense to allow monopolies to control prices for these costs.

Page 83, Exs. 3A and 3B

Fair and Healthy Competition

The fortunes of big, U.S.-based tech companies have a huge effect on economies and everyday lives, not just in the U.S., but around the world. Today, I want to talk about why these companies should be broken up. Before I get to that, though, I want to talk a little about competition in business. Let me ask you this. Why does competition matter?

Well, competition is important because it leads to innovation. New companies come along with new ideas, which prompts older firms to innovate, or risk losing their market share. In the U.S., there are laws meant to protect this process by ensuring that power is distributed and that healthy competition is promoted.

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These laws have worked well in some industries, but have failed in others, most notably the technology industry, where only a few corporations monopolize global markets. The largest social media company, for instance, has nearly a 70% share of the market. When it comes to internet browsers, the largest has a 92% market share. That's worldwide. This level of monopolization is damaging not just to the U.S., but to the global economy.

The problem is that these monopolies are powerful enough to stifle competition. The average number of start-ups created each year has almost halved since 1980, while the average size of tech businesses has increased. Because small startups tend to create new jobs, this can negatively affect employment rates. According to labor economists, the lack of new startups also affects salaries. They reported a correlation between market competition and working conditions. When companies don't have to compete for workers, people earn less and are deterred from switching jobs. Monopolies create these conditions.

But what happens to the small number of startups that do get off the ground? Well, they get bought. Big companies use their economic clout to buy out potential competitors. One of the world's largest internet firms has acquired more than 200 startups since it was founded. As a result, these large tech firms own the patents to most innovations in the industry. They can dictate how, and when, markets evolve, and they benefit financially from any changes.

OK. Monopolies—and the resulting lack of competition—affect working and market conditions. What else? Well, to me, this is the most frustrating thing: They don't play by the rules. As I mentioned earlier, the U.S. has laws meant to prevent unfair practices such as takeovers or mergers that would lead to monopolization. The trouble is, when the U.S. government tries to regulate these companies, they're able to exert power by lobbying. That is, they try to influence government decisions for their own benefit. Last year, tech firms spent $64 million lobbying the U.S. government, fighting against regulations which would not work in their favor. In my opinion, these firms are manipulative and controlling, and at times they act unethically.

That brings me to my final point, and perhaps the one that affects all of us the most in our day-to-day lives. Tech companies gather an immense amount of data from their global users. Recently, one company harvested the data of nearly 80 million people and targeted them with political ads. But, companies have a responsibility to protect the data they gather, don't they? Well, policymakers are working on regulations to protect people's personal data, but guess who'll be lobbying against those bills?

I believe it's simply time to break up the world's largest tech companies. They're killing growth, stifling innovation, affecting the global job market, lowering wages, and breaching our privacy. Fair and healthy competition benefits everyone, but there's nothing fair and healthy about monopolies.

UNIT 8

Page 146, VOCABULARY PRACTICE

1. **A:** She is such a great comedian! She always makes me laugh.
   B: I know, she's amazing. Her jokes are incredibly funny. By the end of the show, she has the whole audience laughing.
2. **A:** I am so bad at telling jokes. I always forget the ending!
   B: I know how you feel. I usually remember the ending, but for some reason, nobody ever laughs at my jokes.
3. **A:** It's hard to trust what Ming says because he often says the opposite of what he means.
   B: I hate that. I don't find that kind of humor funny.
4. **A:** What kinds of things do you do on the first day to make everyone feel more comfortable?
   B: I usually ask the students to tell me about themselves and why they are taking the class.
5. **A:** Heidi is great at immediately coming up with the exact thing to say.
   B: Yeah, she's really clever and funny.

Page 146, Ex. A

1. **A:** How did your team respond to the joke?
   B: Not great. I guess the timing was off, and it fell flat. No one really laughed—or even smiled for that matter.
2. **A:** Did you understand Hiro's joke?
   B: No. He couldn't even finish it. He was laughing too hard to speak.
3. **A:** I don't appreciate Kevin's humor.
   B: I know what you mean. He tries really hard to be funny, but he usually comes across as sarcastic and rude.
4. **A:** Mona is so serious. Does she ever laugh?
   B: I don't think so. We were all joking around at lunch today. It was hilarious, but Mona didn't even crack a smile.
5. **A:** Hey, Andre. Do you want to go to the standup comedy show with us tonight?
   B: I'm not sure. I want to read a review first. I don't like silly slapstick humor.
6. **A:** I still don't really get most of Claire's jokes.
   B: It takes a while to get used to her humor. She always keeps a straight face while delivering the funniest one-liners. It can be hard to know when she's serious and when she's joking.

Page 91, Ex. 3A

1. **A:** It's going to cost $1000 to get my car fixed.
   B: Ouch. I'm sorry to hear that. That's expensive.
2. **A:** I'm really upset. I only got a B on the exam.
   B: Don't be so hard on yourself. That's still a pretty good grade.
3. **A:** I just found out I didn't get that job I applied for.
   B: What a shame! But I wouldn't worry about it too much. You'll find something soon.

Page 91, Exs. 4A, 4B, and 4C

Artur: Hey Edgar, you gave a presentation today, didn't you? How did it go?
Edgar: Don't ask.
Artur: Uh oh. What happened?
Edgar: I totally bombed.
Artur: You bombed? But you're a great presenter.
Edgar: Well, not today. I started off with a joke to break the ice, you know, the one about the salesman and the dog?
Artur: Oh yeah, that's hilarious!
Edgar: Well, this group didn't think so. Hardly anyone even cracked a smile, let alone laughed. It fell completely flat.
Artur: Oh, no. That's too bad.
Edgar: You're telling me. I just stood there, looking like an idiot. And things didn't get much better after that.
Artur: What do you think happened? You've told that joke before, and everyone always cracks up.
Edgar: I'm not sure.
Artur: Well, who was in the audience?
Edgar: People from the global team—some from the U.S., some from Southeast Asia, others from the Middle East…
Artur: Oh. Well, in some cultures, people don't usually keep dogs as pets like in North and South America, right? Maybe that was the problem.
Edgar: Of course, you're right! No wonder they didn't laugh. I probably offended them.
Artur: I wouldn't worry about it too much. Humor is a really tricky thing. It doesn't always translate very well. Even if you don't offend someone, they might not laugh because they just don't get the joke.
Edgar: I'm sure you're right.
Artur: Well, don't beat yourself up. Even now, after working with people from different cultures all these years, I'll sometimes hear a joke and think I'm understanding everything. Then they get to the punchline and everyone else is in hysterics, but I just don't get it.
Edgar: Yeah, that's happened to me, too. I usually just pretend I get it and laugh along, hoping that no one asks me a question about it. But today no one was pretending. They just stared at me. And to make matters worse, I tried again a little bit later with a one-liner, and they stared at me again. And then I made a sarcastic comment about how they didn't seem to like my jokes. Well, that didn't help at all.
Artur: Yeah, sarcasm is really hard to pull off in a cross-cultural situation.
Edgar: Now what am I going to do? You know how much I like to joke around.
Artur: I wouldn't worry about it too much. Just be yourself—most of the time it works out. Today was just a bad day. Oh, and you can always use slapstick humor. You're really good at it, and I've heard that it's the one type of humor that's universal.
Edgar: Thanks. Next time I'll just remember to bring out my inner clown…and I'll avoid sarcasm.

Page 92, Ex. 1B

evolutionary: Animals go through evolutionary changes over thousands of years in order to adapt to their environment.

a species: All dogs belong to the same species, even though one breed might look very different from another.

bonding: The bonding between a mother and her child starts even before the child is born.

a territory: Many animals will attack another animal that tries to cross into their territory.

exclude: She is not well-liked by the other children. They usually exclude her from their games.

alleviate: I had a headache, so I took some medicine to alleviate the pain.

dominate: She tends to dominate the conversation. She doesn't give others a chance to talk.

tickle: The father tickled his baby's feet and made her laugh.

a mammal: Mammals are animals such as dogs, horses, and cats. Birds and fish are not mammals.

Page 147, Ex. A

1. Nervous, Flora cleared her throat and looked at the audience. She spoke in a loud, clear voice because she wanted to be heard.
2. Not sure what to say, Ava remained silent. She didn't know the answer, so she simply shrugged and shook her head.
3. Let's put the design project on hold for now. We should make the presentation our priority today since our deadline is in only two days.
4. I ran into a former classmate at a conference last weekend. I was really embarrassed because I'd forgotten his name.
5. Taka's note is really hard to read. He's normally right-handed, but he broke his arm last week, so he has to write with his left hand.
6. Can someone record the meeting? Since Hana is unable to attend the meeting, she asked if we could record it for her.

Page 93, Exs. 4A and 4B

Good afternoon. Our topic today on *That's Fascinating* is one that I'm sure you'll enjoy: Laughter. We're going to be talking about why we laugh, when we laugh, and whether other animals laugh, too.

So, let's get started with the most basic question: Why do we laugh? Evolutionary biologists are always interested in why certain behaviors evolve. How did it benefit the survival of our species? After much study, scientists believe that laughter serves several important purposes. First, it leads to social bonding. Given that our species is highly social and we rely on each other for survival, it seems that laughter gives us an evolutionary advantage by bringing us together. Laughter can also be used to mark group territory—to create an in-group and exclude those who do not belong in the group. The creation of in-groups encourages bonding amongst group members. And finally, laughter helps us to alleviate stress and tension. When we laugh, chemicals that reduce stress are released in our brains. And that makes us feel better and is good for our health.

Now, let's discuss when we laugh. When asked when they laugh, many people respond that they laugh at jokes, funny movies, slapstick humor, etc. But in fact, most of the time the things that we laugh at are not funny at all. And this goes back to the most important evolutionary use for laughter—to form and maintain social bonds. People laugh when they understand or agree with something, and when they are in the same group as others. Another interesting fact is that the person speaking is much more likely to laugh than those listening. This suggests that laughter might be a way to show control and domination. Another piece of research backs up the theory that laughter is mainly important to social interaction: people rarely laugh when they are alone, even while reading a funny story. Being alone, you're not engaging in social behavior, so laughter serves no purpose, and thus is quite rare.

Our final question is about whether laughter is unique to human beings. There is evidence that apes and chimpanzees do something that looks and sounds very much like human laughter, as do dogs, and even

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rats. How have scientists tested this? By observing and recording animals' play behaviors, and, as strange as it might seem, tickling the animals. Apes, chimps, rats, and dogs all make sounds when they're playing and when they're tickled. Given that these animals never make these sounds at any other time, scientists have concluded that they're quite similar to human laughter. And since play behavior is found in all mammals, it's likely that the list of animals who laugh will become longer as scientists study this behavior in more and more species.

Page 93, Ex. 4C

So, let's get started with the most basic question: Why do we laugh? Evolutionary biologists are always interested in why certain behaviors evolve. How did it benefit the survival of our species? After much study, scientists believe that laughter serves several important purposes. First, it leads to social bonding. Given that our species is highly social and we rely on each other for survival, it seems that laughter gives us an evolutionary advantage by bringing us together. Laughter can also be used to mark group territory—to create an in-group and exclude those who do not belong in the group.

Page 94, Ex. 1B

wish the ground would swallow (you) up: It was a horrible moment when I forgot my lines during the play. I wished the ground would swallow me up.

a fit: I was having a fit because I thought I had left my phone on the bus.

vice-versa: She really likes him, and vice-versa. They're very happy together.

tailor: You don't have to follow the recipe. You can tailor the dish to your own tastes.

antiquated: That style was really popular twenty years ago, but now it's antiquated.

current affairs: I don't really keep up with current affairs anymore. I find the news too depressing!

personalize: She bought me a lovely personalized bracelet. It had our wedding date inscribed on it.

a hook: Good writing always includes a hook. It's what draws people in.

an anecdote: Grandma loves to tell anecdotes about what life was like in the 1950s.

signpost: Writers will signpost the logic of their argument to make it easier for readers to follow.

Page 148, Ex. A

1. Lawyers get pretty tired of hearing lawyer jokes.
2. I'm looking for a gift for my niece's birthday. Can you recommend a good toy store that offers personalized gifts?
3. I'm trying to read this book for my history class, but I can't seem to get past the opening paragraph. I fall asleep every time I try to read it.
4. The last time I went to that Korean restaurant, I bumped into a server and he dropped a large tray of food. It was such an embarrassing experience that I've never gone back!
5. Yu's anecdotes are amusing, but they also distract us from getting our work done. Sometimes we have to stop him, or he'll tell us his whole life story.
6. Why are we still filling out all these antiquated paper forms? Is there any way we can streamline and digitize these documents?

Page 95, Exs. 3A and B

Do You Want to Hear a Joke?

Have you heard the one about the sick banana? No? Well, he went to the hospital because he was peeling really badly.

Who doesn't love a good joke? Everyone likes to laugh, right? But what about telling jokes? It's not so easy. Telling jokes is a real art form. A great joke, like one of mine of course, can light up a room. A bad one can leave the joke teller wishing the ground would swallow him up. Today I'm going to share three tips to help you turn those awkward moments into fits of laughter.

Tip Number 1: Know your audience.

Some types of humor only work with a certain type of audience. Your friends might like political jokes, but your co-workers might not, or vice-versa! For that reason, it's important to tailor your jokes to your audience. If you're unsure of the audience, stick to broader, everyday topics like shopping, eating, watching TV, and so on, as these are likely a shared context for most audiences.

And regardless of who your audience is, as a general rule, it's best to steer clear of jokes that play on negative stereotypes. That type of humor is antiquated, and can be extremely offensive.

Tip Number 2: Get the material right.

Anyone can use another comedian's ideas, but how do you come up with something of your own that's entertaining, original, and funny? If you want to create original material, then you'll need inspiration. There are plenty of sources for good material. For example, you could joke about current affairs, celebrities, or, as I said, everyday situations. But the first place I always look for inspiration is my own life. Personalizing a joke is a great way to hook your audience.

I'm sure you've heard plenty of jokes that start off anecdotally like this… "So, I'm sitting on the train, minding my own business, when this guy comes up to me and says…" See, it's a hook. It got you interested. I hope it did anyway!

The best jokes also include all of the common storytelling elements you learned about in school: characters and a setting, an overall plot, some kind of conflict, and an element of surprise, otherwise known as the punchline.

That last point leads nicely into tip number 3—it's all in the delivery.

Joke telling requires rhythm–don't fly through the material. Instead, give the audience time to process it. You can emphasize words in the punchline to highlight that the listener should pay attention to them, or even pause before the punchline to signpost it, like this: "Why was the skeleton afraid of the storm? He didn't have any guts."

Be sure to vary your voice. If there are multiple characters in a joke, make sure they have voices. Liven up a joke with sound effects if needed. Use a range of techniques like these to engage your audience.

And last, be confident! Believe that your joke will make your audience laugh. Tell the joke with a smile on your face. This says that you know what you're saying is funny. But remember that golden rule–don't laugh at your own jokes!

So, there are my three big tips for all of you wannabe comedians. These are sure-fire ways to get your audience belly laughing!

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UNIT 9

Page 102, VOCABULARY, Ex. 1B

come down on: Our boss comes down on us really hard when we don't meet our sales targets. She's quite demanding.

single (someone) out: I don't understand why my boss singled me out when in fact the whole department was to blame.

lay into: I got home really late last night. My mom laid into me as soon as I got home.

be at odds: My sister and I don't get along very well. We are often at odds.

be short with: I know you're upset, but I don't know why you're being short with me. I'm not the problem.

point the finger at: Everyone pointed the finger at him, but in fact it was someone else who stole the money.

be in the wrong: I'm very sorry for yelling at you. I was clearly in the wrong.

patch up: I've been arguing with a team member but decided to patch up our relationship to get the project done.

make amends: I know I hurt your feelings, and I apologize. Is there any way I can make amends?

do (someone) a disservice: My credit card company really did me a disservice when they mistakenly reported that I hadn't paid my bill. Now my credit has been negatively affected.

let bygones be bygones: We both made mistakes in the past. Can't we forgive each other and let bygones be bygones?

Page 149, VOCABULARY PRACTICE

1. **A:** I don't understand why my boss blamed everything on me. It was the whole department's fault, not just mine!
   B: Well, why didn't you say something?
   A: Because I didn't want to blame anyone else. I just wish she hadn't gotten so upset with me in front of everyone. It was embarrassing.
2. **A:** What's the matter?
   B: I'm really upset with my dad. He is so much harder on me than on my brother. It's so unfair. My brother can do no wrong in his eyes, but if I do the least little thing wrong, he gets mad at me.
   A: Have you tried talking to him about it?
   B: Yes, but every time I bring it up, he cuts me off and tells me to stop complaining.
   A: That sounds like a pretty tough situation, but maybe if you talk to him honestly about it when he isn't already angry, he will realize his mistake. And then you can stop resenting him and move forward.
   B: That's good advice. I'll give it a try.

Page 149, Ex. A

1. I wonder why our manager was picking on Taka at the meeting today. Taka must have done something wrong. Otherwise, he wouldn't have been singled out like that.
2. I wouldn't mind sitting next to Aya, but she complains about everything, and it really gets on my nerves.
3. I wish he would listen to us for a change. It would certainly make things easier.
4. Are Lin and Peyton arguing again? Why can't they get along for more than five minutes? It would make things a lot less tense around the office.
5. Alex really laid into Tarek today. It made everyone in the office uncomfortable. I'm glad Kim finally intervened. Without Kim's intervention, the argument might not have ever ended.
6. Caleb went to our manager about the problem instead of talking to us. Otherwise, we wouldn't be at odds with him now.

Page 103, Ex. 3A

1. **A:** Can we just let bygones be bygones?
   B: I'm not sure <u>what you're getting at</u>.
   A: I'm sorry. <u>I wasn't being clear</u>. I know I was short with you, and I apologize. Can you forgive me?
   B: Oh, of course! It was no big deal.
2. **A:** Hiro and I are really at odds over this deal.
   B: I'm sorry. <u>I'm afraid I'm not following</u>. What deal?
   A: Oh, I thought you knew about it. <u>Let me clarify</u>. Hiro wants to sign a new lease, but I don't.

Page 103, Exs. 4A , 4B, and 4C

Camila: Excuse me Iris, do you have a minute?
Iris: Sure, come on in. What's on your mind?
Camila: Well, this is a little sensitive, but…
Iris: What's wrong? You seem upset.
Camila: I wouldn't have said anything, but I couldn't stop thinking about it last night.
Iris: I'm afraid I'm not following. Thinking about what?
Camila: Oh, sorry. The meeting yesterday…I wasn't very happy with the way things went.
Iris: I'm not sure what you're getting at. I thought it was a good meeting. We made a lot of progress.
Camila: I'm sorry. I wasn't being clear. We did make good progress…but…well, I thought you came down on me pretty hard.
Iris: I'm not following. Came down on you about what?
Camila: I felt like you kind of laid into me about missing the first deadline.
Iris: Really? Laid into you? I think that's a bit of an exaggeration. I just wanted to make sure that we didn't miss another deadline.
Camila: Yes, but it seemed to me that you singled me out, when it wasn't really my fault
Iris: I'm not sure what you're <u>getting at</u>. Whose fault was it?
Camila: The art department was late with their designs, and that slowed us all down. I <u>would have said</u> something, but I didn't want to point <u>the finger</u> at anyone.
Iris: Oh, I see. I'm sorry if I was <u>short with</u> you. I didn't mean to <u>single you out</u>, but I guess I can see how you might have felt that way. I just don't want to fall behind on the project. I know I can be pretty intense sometimes, so I'm sorry if it felt like I was laying into you. In fact, I really appreciate all you do to keep us on track.
Camila: That's OK. And I'm sorry if I was overly sensitive. I just worked really hard on this project, and I want it to succeed.
Iris: I understand. Thanks for coming to see me. So, can we let bygones be bygones?
Camila: Absolutely. By the way, how's your new kitten? You haven't shown me any pictures lately.
Iris: I was afraid you'd never ask! I just happen to have a couple of pictures right here…

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Page 104, Ex. 1B

an intervention: He won't listen to anyone in the family. I feel like he needs an intervention by a doctor to get him to take his health seriously.

down-to-earth: Your suggestions are very practical and down-to-earth. I think people will really be able to relate to them.

de-escalate: When the police respond to a situation involving an argument, they should try to de-escalate it.

absorb: He was talking so fast and giving so much information that I didn't have time to absorb everything.

cool off: If you're angry about the customer service, take a while to cool off before you make a complaint.

at hand: You need to stop fooling around and get down to the work at hand.

minimize: I hate it when you minimize my feelings. You make me feel like my emotions are unimportant.

trivial: We agree on all the main points. There are just a few details that we don't agree on, but they are trivial, so I'm not going to worry about them.

self-talk: Before a presentation, it can be useful to use positive self-talk to make you feel less nervous. For example, you can say to yourself, "I am very well-prepared. Things will go well."

food for thought: The talk was very interesting and gave the audience a lot of food for thought. We talked about the lecture for an hour afterwards.

Page 150, Ex. A

1. It's too bad Laura's not here today. Were she here, she could help us resolve the situation at hand.
2. Please come visit me should you ever find yourself in Quito.
3. Had I known then what I know now, I would've done things completely differently.
4. I have a family and several responsibilities now, but were I ten years younger, I would take the job offer in Japan and travel around the world.
5. The puzzle was impossible to solve. We wouldn't have given up had it been any easier.
6. I'm positive we can finish the contract on time. I would not have accepted the job had I believed otherwise.

Page 105, Exs. 4A, 4B, and 4C

A: On today's show, we have Dr. Peter Phipps, an expert on conflict resolution and crisis intervention. Dr. Phipps works with individuals who work in high-conflict and crisis situations, including police officers, diplomats, and health care providers. However, as you will hear, his advice is down-to-earth and practical enough to apply to everyday life. In fact, had I met Dr. Phipps years ago, I'm sure I would have avoided a lot of problems in my life! Dr. Phipps, thank you for joining us today.

B: Thank you for having me.

A: So, let's get started. Please share your advice for dealing with conflict with our audience.

B: Well, first, let me say that conflict is not a dirty word. Anytime you interact with other people, there is the potential for conflict. We all have to learn how to manage conflict in our lives, whether it is at home, at college, or just going about our daily business. That said, should you find yourself in a difficult situation with someone, there are some very practical things that you can learn to do to de-escalate a tense situation.

A: OK, great.

B: One of the most useful things you can do is pay attention to the entire person, not just their words. Often people cannot identify or express their own feelings verbally, but they will show them. Take note of facial expressions, tone of voice, and body language.

At the same time, if you feel that a situation is becoming confrontational, keep your non-verbal communication neutral, and maintain a calm, steady tone of voice. Remember that when we communicate, what we show is often more powerful than the words we speak.

A: That's great advice. What else can you tell us?

B: My third piece of advice is to give the other person space. Stand or sit at least one and a half feet away. Standing too close can make someone who is already upset feel trapped and can quickly escalate the situation.

Next, don't rush to fill the silence. After you make a statement or a request, give the other person time to absorb what you've just said. Silence can be an important tool to help you cool off.

A: Yes, that makes sense.

B: My fifth piece of advice can be a little more difficult to do. Try not to respond to challenging questions or statements. If you respond, you'll find yourself in a power struggle, which will only escalate the conflict. Instead, redirect the person's attention to the situation at hand, and to working together to solve the problem.

And next, don't judge the person, even if you think that what they are saying or doing is strange or irrational. Remember that what they're feeling is real to them, so try to see the situation from their perspective. Don't minimize their feelings. What they're going through at that moment might be the most important thing in their lives, even if it seems trivial to you. You don't need to agree with someone to understand them.

A: You're absolutely right.

B: And, finally, do not overreact. You will only make the situation worse. Remain calm and professional, regardless of what the other person says or does. Use positive self-talk to remain focused, saying things to yourself such as "I can deal with this situation. I've dealt with more difficult situations in the past."

A: Thank you, Dr. Phipps. You've given us a lot of food for thought.

Page 106, Ex. 1B

captivate: Her magic shows captivate audiences around the world.

a resolution: It's not clear what the resolution to this conflict is, but perhaps the UN will step in to mediate.

fundamental: Protecting the human rights of those caught up in the conflict is fundamental.

a circumstance: Under different circumstances we might get along, but I simply can't be friends with a Spurs fan!

confrontation: There was an angry confrontation between protesters and police outside the building this morning.

a premise: He accepted the job on the premise that there was be an annual bonus scheme—it turns out this was not the case.

a triumph: It was the team's first triumph in a major tournament since the early 1990s.

literary heritage: Gabriela Mistral's poetry is an important part of Chilean literary heritage.

escapism: I don't mind action movies. Most of them are just mindless escapism.

woes: The team's woes continued with a fifth defeat in a row, leaving them in last place.

insurmountable: The housing problem seemed insurmountable until a new architect suggested using shipping containers.

Page 151, Ex. A

1. We shouldn't have dismissed the problem as trivial. That was a mistake.
2. I really want to grab some coffee, but I'm not sure if the café is still open. Let's call and see.
3. I thought the talk last night would offer some interesting food for thought, but it turned out to be long and dry. I should've stayed home and worked.
4. It's too bad we can't go hiking today, but it's been raining all morning. The trails will be muddy.
5. There's no way we can talk to the director about this problem. Maybe we could if he were more down to earth, but unfortunately, he's unapproachable.
6. Please tell me you took good notes at the meeting. I was tired and not able to absorb anything, so I'm relying on you!

Page 107, Exs. 3A and 3B

What Makes a Good Story?

We all love a good story, right? In my opinion, there's nothing like getting lost in a good book or relaxing while watching a favorite movie. But what is it about stories that captivates us? That keeps us engaged? The answer is conflict. The struggles that characters encounter make us want to keep reading or watching to find out what happens.

Conflict versus resolution is a fundamental feature of fiction books and films. Without conflict there's no story—at least not a very interesting one. Think about your favorite piece of fiction. I'm pretty confident that if I asked you to analyze it, it would include some kind of conflict. In fact, I can even tell you the types of conflict you'd find. It would be one of these: main character against a person, against him or herself, against society, against a machine, against the supernatural, against circumstance, or against nature. In most works of fiction, the main character will face some kind of social, physical, or psychological conflict. Chances are that he or she will also save the day by the end of the story, but I can't guarantee that part.

The traditional three-part narrative structure—which is the classic plot line that you see in Hollywood movies—includes an introduction or setup of conflict, a worsening of that conflict through something like confrontation, and finally a resolution. Think of any of the classic Superman movies, for example. What happens? It sets up the premise of good vs. evil, makes the evil become progressively more dangerous, then, after confrontation, features the triumph of good over evil.

Now, I wish our literary heritage weren't quite so predictable, but it is. While there are plenty of different plot devices that writers use to make stories appear varied and unique, it's the conflict that's essential. Without conflict, things are simply not engaging or real enough. Everyday life is full of obstacles, so we expect the journey we go on with the characters in a story to be full of obstacles, too. It might seem like fiction is escapism, but maybe it's not. Maybe, rather than escape life's woes and raw emotions, we really just want to see someone else deal with them for a while!

Or maybe conflict in fiction is a way to help us deal with conflict in our own lives. Watching fictional characters in a movie allows us to step back and look at a conflict from the outside, away from all the emotions that come with the challenges in our own lives. This can help us see how our decisions can resolve conflict…or make it worse. Reading about a fictional character allows us to experience conflict through his or her eyes. That ability to understand someone else's point of view can go a long way toward resolving conflicts in real life. And perhaps, even show us that the conflicts or challenges we might face in real life aren't so insurmountable after all.

Whether we're looking for escapism, insight into our own lives, or just entertainment, conflict is key to creating an engaging story. It's what makes us care about the characters and what happens to them. It's what makes their triumphs so satisfying. It's the conflict that makes the story great.

UNIT 10

Page 152, VOCABULARY PRACTICE

1. **A:** I've been so depressed since losing my job, Iris.
   B: I'm sorry, Chris. I know it's been hard but I'm sure there's something better out there. What about going to the job fair on Tuesday?
2. **A:** I'm so excited to meet you. I just love your writing! Your books are always so hopeful and positive.
   B: Thank you. It makes me feel very good to hear that.
3. **A:** I am so sorry for your loss, Julie. Please let me know if there is anything I can do to help.
   B: Thank you, Peter. I appreciate everything you've already done for me. You and your whole family have been so kind and caring.

Page 152, Ex. A

1. Ying was badly injured in an accident last month.
2. She hasn't been coping very well since the accident. She's really depressed.
3. She wants to see a psychologist, but she doesn't know how to find one.
4. I told her about the psychologist who I've been seeing.
5. My doctor, Dr. Chen, has helped me through a lot of problems.
6. He's a good listener and has compassion for his patients.

Page 115, Ex. 3A

1. **A:** I got the job!
   B: Good for you! <u>You must be so happy</u>.
2. **A:** Both of my kids caught the flu and my husband is out of town.
   B: That must be hard. Please let me know <u>if there's anything I can do</u>.

Page 115, Exs. 4A, 4B, and 4C

Ariya: What's wrong Sam? You look really down in the dumps.

Sam: My grandmother passed away over the weekend.

Ariya: Oh, Sam, that's awful. I'm so sorry for your loss.

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Sam: Thanks. I'm really going to miss her. She was such a positive influence in my life.
Ariya: Was it sudden?
Sam: No, she had been sick for a while with a heart condition.
Ariya: That's terrible. It sounds like you were really close.
Sam: Yes, we were. She had such a great attitude toward life. Even when she knew she was dying, she never felt sorry for herself. She was grateful for the life she had led and was always encouraging me to follow my dreams.
Ariya: This must be so hard. She sounds like a really special person.
Sam: She was. She always said that the secret to a happy life was living each day as if it were your last. And she really lived up to that philosophy. Even at the end when she was in pain, she maintained a positive attitude. She was often the one consoling us, rather than the other way around.
Ariya: She sounds wonderful. What was her life like?
Sam: Oh, it was full of adventure. She was a war reporter and traveled all over the world. She always said that's what taught her to savor the small things in life.
Ariya: Wow! That's really interesting. You'd think that seeing all that death and destruction first hand would have affected her outlook on life.
Sam: It did. But maybe not in the ways you'd expect. She could always find an uplifting story in the middle of the darkest situation. Despite her work, or maybe because of it, she never lost her compassion or her fundamental belief in the goodness of others.
Ariya: It must be really hard for you, losing her.
Sam: It definitely is, but not just for me. In the past few days we've heard from literally hundreds of people whose lives she touched in some way. It's been so gratifying to hear all of their stories.
Ariya: I can imagine. Well, please accept my condolences, and be sure to let me know if there's anything I can do.
Sam: Thanks, Ariya. I will.

Page 116, Ex. 1B

intriguing: Your story is the most intriguing in the class. You have a great imagination.
dull: That movie was so dull that I fell asleep in the first half hour.
a documentary: I watched a fascinating documentary last night about African elephants. I learned a lot of things I didn't know before.
suppress: We tried to suppress our laughter, but we couldn't do it. The teacher's mistake was just too funny.
subjective: When you do scientific research, you can't be subjective. You have to follow the data wherever it takes you.
fellow: All of my fellow moviegoers were in tears by the end of the movie. There wasn't a dry eye in the house.
a boost: Watching a funny movie is a good way to give your mood a boost.
enhance: Some people try to enhance their appearance by wearing makeup.
preliminary: The results are interesting, but remember that they are just preliminary. We need a lot more data before we can draw any conclusions.
illuminating: Her lecture was really illuminating. I learned so many new things.

Page 153, Ex. A

1. Carlos isn't quite old enough to drive yet.
2. The doctors couldn't diagnose Bella's condition. She needs to go back for more tests.
3. Why did you order more paper? We already have more than we need. I don't know where to store it all.
4. Can you help me with this box? I can't lift it by myself.
5. I don't need help with these packages. I can carry them by myself.
6. Please take all the food you can eat. I ordered way more than we need.

Page 117, Exs. 4A, 4B, and 4C

A: Good morning. Today on *Exploring the Brain,* we're going to be discussing a very interesting topic, sadness. We're fortunate to have with us Dr. Henrietta Davis, a neuroscientist who studies human emotions. Welcome, Dr. Davis!
B: Thank you. Happy to be here.
A: So, Dr. Davis, one question I've had for a long time is why we seem to enjoy sad movies so much. Take *Titanic,* for instance. There can't be a sadder movie out there, but people love it—they watch it over and over again. Why?
B: That's a great question, and there has been some intriguing research into this topic. In one study, researchers showed one group of people a very sad movie about a homeless man, while another group watched two rather dull documentaries, one about a natural history museum and the other about archaeology. Scientists measured the participants' tolerance for pain before and after watching the movies. The pain tolerance of those who watched the sad movie increased by about 13%, while the pain tolerance of those who watched the dull movies decreased by about four and a half percent.
A: That's interesting, but why did they measure their pain tolerance in the first place? What does that have to do with the reasons we enjoy sad movies?
B: Well, you see, our tolerance for pain is linked to the release of chemicals called endorphins in our brains. Endorphins are released when we are happy, and they help to suppress pain. So, measuring pain tolerance is an indirect way of measuring how happy someone is.
A: Couldn't they just ask the participants how they felt?
B: They did that, too, but the pain-tolerance test is one that is less subjective than just asking someone about their mood. In fact, as you might expect, those who watched the sad movie reported many more negative feelings overall than those who watched the other documentaries. However, something else very interesting happened. They also reported feeling much more connected to others with whom they had watched the movie. In other words, watching the sad movie seemed to increase the participants' feelings of social connection, or bonding, with their fellow moviegoers.
A: Wait a minute—if participants reported a negative mood after watching the sad movie, doesn't that mean they felt unhappy, not happy?
B: Perhaps, but the fact that their pain tolerance and feelings of social connectedness increased is a strong indication that while their mood might have been temporarily affected, the end result was a boost in positive feelings. It seems that sadness, similar to laughter, stimulates the release of pain-killing endorphins, and also enhances feelings of group solidarity. There is something about emotional tension, whether positive or negative, that leads to the release of these "feel-good" chemicals in the brain. Of course, these findings are just preliminary; it's too early to make any definite conclusions.
A: Could this be related in some way to how we feel after a good cry?
B: Yes, exactly. Most of us have experienced the relief that crying can bring. It is likely related to the same phenomenon that we experience when watching a sad movie. However, I would like to emphasize that although the results of this study are quite intriguing, there hasn't been enough research done to prove the hypothesis.
A: Thank you Dr. Davis. This has been very illuminating.
B: It was my pleasure.

Page 118, Ex. 1B

a trauma: He's struggled to recover from the trauma he experienced when in the military.
an obstacle: The high cost of higher education is an obstacle for many students from low-income families.
synthetic: It's a synthetic product that was produced in a lab—none of the ingredients exist naturally.
an immune system: People with a weakened immune system are particularly vulnerable to the disease.
a coping mechanism: He normally meditates before an exam. It's his coping mechanism for stress.
miscalculate: I miscalculated how much this vacation is going to cost.
overestimate: We overestimated the impact that the research would have. Not much happened as a result.
a paraplegic: She became a paraplegic after a serious horseback riding accident.
relative: The relative success of the product, compared to others in the same market, was down to a viral ad campaign.
tedious: I find most lectures at my university are just tedious. It's so hard to concentrate.
be confined to: Tigers shouldn't be confined to such small spaces in zoos.
a contribution: Caroline Herschel made a series of important contributions to the field of astronomy.

Page 154, Ex. A

1. Yu likes to argue. He doesn't easily agree with anyone.
2. Ava can't cope with the trauma. She definitely needs help.
3. Ari and Diego can't seem to get over their conflict. They're clearly bitter about it.
4. I promise you can learn how to use this program. Even a child can do it!
5. We're having a meeting for everyone later today, but only the sales team can attend this lunch.
6. Pilar had a traumatic experience. Fortunately, she's doing much better now.

Page 119, Exs. 3A and 3B

The Secret to Happiness

What's the secret to happiness? Is it having piles of money? Or finding your one true love? Perhaps it's raising a healthy family. Or maybe it involves trauma and suffering.

The last one sounds like a weird example, huh? Well, believe it or not, we're naturally programmed to view the obstacles we face in life as positive. And this can result in strong feelings of happiness.

To understand why, we need to consider what happiness actually is. Harvard Professor and best-selling author, Daniel Gilbert says that there are two forms of happiness—natural happiness and synthetic happiness. According to Gilbert, "Natural happiness is what we get when we get what we want." When we win the lottery and become rich, we are naturally happy. Synthetic happiness is "what we get when we don't get what we want." For example, you get a rejection letter from a job application and you think, "Well, it's good that that happened because the job wasn't right for me anyway."

But is synthetic happiness us just kidding ourselves? Well, not exactly. It turns out that we have a psychological immune system located in our pre-frontal lobes. This acts as a coping mechanism for dealing with negative experiences. The mechanism is like a "happiness generator." It helps us to manufacture our own form of happiness in response to difficulties. And it's powerful!

Here's an example. Gilbert's team conducted research into the happiness levels of two groups of people after life-changing events. Group 1 were recent lottery winners. Group 2 had recently become paraplegics. Participants ranked themselves on a happiness scale a year after their life-changing event. Surprisingly, both groups had the same average level of happiness. But you might ask "How can they be equally happy?"

It all comes down to our expectations. Take winning the lottery. I'm sure we've all imagined what life would be like if money were no object. The thing is, we tend to miscalculate the effects of positive events like this. Winning the lottery would be great, but we overestimate just how great, and that's reflected in how happy we are after we win. On the other hand, imagine becoming a paraplegic. Life instantly has its restrictions, but our coping mechanism actually works best with restrictions. When faced with boundaries, we decide what makes us happy relative to our situation. For example, before becoming paraplegic, grocery shopping might have been a tedious weekly chore, but completing this task while confined to a wheelchair might now feel like an achievement.

Gilbert's research has provided neurological evidence that supports past psychological findings. In particular, it helps explain the typical results seen in an experiment called the free-choice paradigm, first used by JW Brehm in the 1950s.

It goes like this. People are given six items, and they rank them in order of preference. They're allowed to take home one of the items but they can only choose between preference three or four. Of course, most people choose three. A few weeks later they do the same ranking activity again, with the same objects. This time, people tend to rank the item they originally chose to take home, the third place item, higher than before. They also tend to rank the rejected item, the fourth place item, in a lower position. So, this kind of says, "You know, the item I took home was better than I thought. That one I rejected really wasn't that good after all." This is synthetic happiness in action. Amazing, huh?

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Gilbert's contribution to our understanding of happiness has taught us some important things. First, happiness is what you make it. Sometimes it's negative experiences that show us that. Second, synthetic happiness is very real; we are programmed to manufacture our own happiness. Finally, and perhaps more surprisingly, although most of us prefer freedom of choice, we can be equally happy when our freedom is limited. That's not necessarily what we'd like to hear, but I'm afraid that's science.

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