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?

Our manager **didn't tell** us **not to negotiate**.

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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 _____ that we can reach an agreement today.
B: I am, too.
A: _____ we start with the pricing? Do you have any wiggle room?
B: What do you have in mind?
A: Well, _____ _____to meet me halfway? Say 5% less?
B: _____ 4%?
A: OK. That _____ !

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?**

B ▶07-05 **Listen again. Answer the questions.**

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 _____ about going with another design company, but I'm _____ there is some way I can persuade you to _____.

Amy: I _____ I could say yes, but I'm _____ this is out of my _____ . You know I've always enjoyed working with you.

Artur: That's why I was so surprised by your decision. I'm _____ if there is anything we can do to _____ .



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

____ • A perfect gerund (*having* + past participle) emphasizes the gerund occurred in the past.

____ • A perfect infinitive (*to have* + past participle) emphasizes the infinitive occurred in the past.

____ • A perfect continuous infinitive (*to have been* + verb + *-ing*) shows an action began before the time expressed in the main verb.

____ • A perfect infinitive in the passive (*to have been* + past participle) expresses an action was done to the subject.

____ • 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.

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3 PRONUNCIATION

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.

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.*

C ▶07-11 Listen. Mark the stressed words with a dot.

A: H ave 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

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

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.

B ▶07-12 Listen again. Circle the person who initiated the breakup. Then take notes.

	Notes
1. **Lena** / **Lucas**	
2. **Max** / **Sara**	
3. **Trudy** / **Dan**	

C ▶07-13 Read the Listening Skill. Listen. Mark the stressed words with a dot.

Lena: Almost immediately, Luca 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 b ack 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.

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3 VIDEO TALK



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.	
Big tech companies don't play by the rules.	
The behavior of big tech companies is unethical and affects us all.	

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?

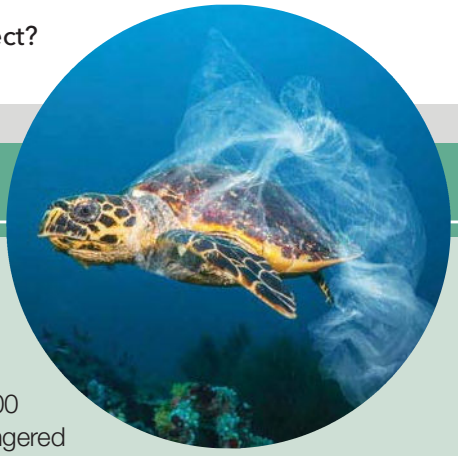
outweigh	profound	mitigate	a raw material
debris	viable	derive	dispose of

>> FOR DEFINITIONS, PAGE 163

2 READ

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.

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3 CHECK YOUR UNDERSTANDING

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	
9	
700	
1,550,000	
3	

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.

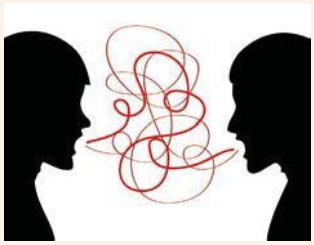
1 BEFORE YOU WRITE

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?

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?

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D PAIRS Read the model again. Complete the chart.

Benefits of apologizing	Possible drawbacks of apologizing
The receiver of the apology can move past _____ and feel _____ for the wrongdoer.	Some people think it makes them look _____ .
The receiver may realize that he / she also _____ .	Some people think apologizing might make them _____ .
The person apologizing can let go of _____ and _____ the relationship.	

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.

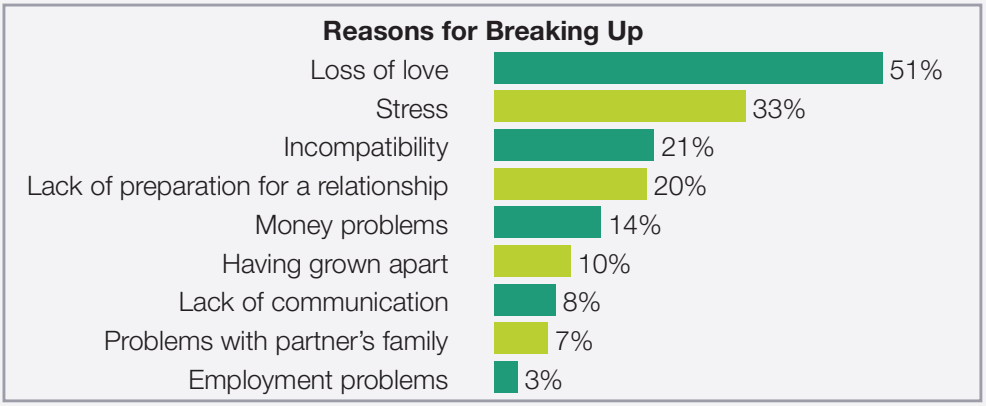
☐ I CAN WRITE AN ARGUMENTATIVE ESSAY.

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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? _____
2. How many reasons for breaking up deal with finances? _____
3. Which reason for breaking up is similar in meaning to "loss of love"? _____

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

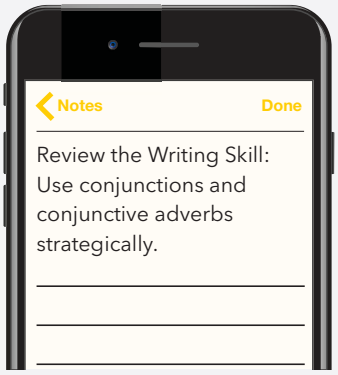
Discussion
- ☐ Signpost

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?



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