# StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Christina Lorimer

**StartUp 5**

**Teacher's Edition**

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Pearson, 221 River Street, Hoboken, NJ 07030

**Staff credits:** The people who made up the StartUp team representing editorial, production, and design are Pietro Alongi, Héctor González Álvarez, Gregory Bartz, Peter Benson, Magdalena Berkowska, Stephanie Callahan, Jennifer Castro, Tracey Munz Cataldo, Dave Dickey, Gina DiLillo, Irene Frankel, Sarah Henrich, Christopher Leonowicz, Bridget McLaughlin, Kamila Michalak, Laurie Neaman, Alison Pei, Jennifer Raspiller, Jeremy Schaar, Katherine Sullivan, Stephanie Thornton, Paula Van Ells, and Joseph Vella.

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**Text composition:** Electra Graphics

**Photo and illustration credits:** See pages 189–190.

Printed in the United States of America

ISBN-10: 0-13-518133-X

ISBN-13: 978-0-13-518133-1

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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.

# Acknowledgments

We would like to thank the following people for their insightful and helpful comments and suggestions.

**Maria Alam,** Extension Program-Escuela Americana, San Salvador, El Salvador; **Milton Ascencio**, Universidad Don Bosco, Soyapango, El Salvador; **Raul Avalos**, CALUSAC, Guatemala City, Guatemala**; Adrian Barnes**, Instituto Chileno Norteericano, Santiago, Chile; **Laura Bello**, Centro de Idiomas Xalapa, Universidad Veracruzana, Xalapa, México; **Jeisson Alonso Rodriguez Bonces**, Fort Dorchester High School, Bogotá, Colombia; **Juan Pablo Calderón Bravo**, Manpower English, Santiago, Chile; **Ellen J. Campbell**, RMIT, Ho Chi Minh City, Vietnam; **Vinicio Cancinos**, CALUSAC, Guatemala City, Guatemala; **Viviana Castilla**, Centro de Enseñanza de Lenguas Extranjeras UN, México; **Bernal Cespedes**, ULACIT, Tournón, Costa Rica; **Carlos Celis**, Cel. Lep Idiomas S.A., São Paulo, Brazil; **Carlos Eduardo Aguilar Cortes**, Universidad de los Andes, Bogotá, Colombia; **Solange Lopes Vinagre Costa**, Senac-SP, São Paulo, Brazil; **Isabel Cubilla**, Panama Bilingüe, Panama City, Panama; **Victoria Dieste**, Alianza Cultural Uruguay-Estados Unidos, Montevideo, Uruguay; **Francisco Domerque**, Georgal Idiomas, México City, México; **Vern Eaton**, St. Giles International, Vancouver, Canada; **Maria Fajardo**, Extension Program-Escuela Americana, San Salvador, El Salvador; **Diana Elizabeth Leal Ffrench**, Let's Speak English, Cancún, México; **Rosario Giraldez**, Alianza Cultural Uruguay-Estados Unidos, Montevideo, Uruguay; **Lourdes Patricia Rodríguez Gómez**, Instituto Tecnológico de Chihuahua, Chihuahua, México; **Elva Elizabeth Martínez de González**, Extension Program-Escuela Americana, San Salvador, El Salvador; **Gabriela Guel**, Centro de Idiomas de la Normal Superior, Monterrey, México; **Ana Raquel Fiorani Horta**, SENAC, Ribeirão Preto, Brazil; **Carol Hutchinson**, Heartland International English School, Winnipeg, Canada; **Deyanira Solís Juárez**, Centro de Idiomas de la Normal Superior, Monterrey, México; **Miriam de Käppel**, Colegio Bilingüe El Prado, Guatemala City, Guatemala; **Ikuko Kashiwabara**, Osaka Electro-Communication University, Neyagawa, Japan; **Steve Kirk**, Nippon Medical School, Tokyo, Japan; **Jill Landry**, GEOS Languages Plus, Ottawa, Canada; **Tiffany MacDonald**, East Coast School of Languages, Halifax, Canada; **Angélica Chávez Escobar Martínez**, Universidad de León, León, Guanajuato, México; **Renata Martinez**, CALUSAC, Guatemala City, Guatemala; **Maria Alejandra Mora**, Keiser International Language Institute, San Marcos, Carazo, Nicaragua; **Alexander Chapetón Morales**, Abraham Lincoln School, Bogotá, Colombia; **José Luis Castro Moreno**, Universidad de León, León, Guanajuato, México; **Yukari Naganuma**, Eikyojuku for English Teachers, Tokyo, Japan; **Erina Ogawa**, Daito Bunka University, Tokyo, Japan; **Carolina Zepeda Ortega**, Lets Speak English, Cancún, México; **Lynn Passmore**, Vancouver International College, Vancouver, Canada; **Noelle Peach**, EC English, Vancouver, Canada; **Ana-Marija Petrunic,** George Brown College, Toronto, Canada; **Romina Planas**, Centro Cultural Paraguayo Americano, Asunción, Paraguay; **Sara Elizabeth Portela**, Centro Cultural Paraguayo Americano, Asunción, Paraguay; **Luz Rey**, Centro Colombo Americano, Bogotá, Colombia; **Ana Carolina González Ramírez**, Universidad de Costa Rica, San José, Costa Rica; **Octavio Garduno Ruiz**, AIPT Service S.C., Coyoacán, México; **Amado Sacalxot**, Colegio Lehnsen Americas, Guatemala City, Guatemala; **Deyvis Sanchez**, Instituto Cultural Dominico-Americano, Santo Domingo, Dominican Republic; **Lucy Slon**, JFK Adult Centre, Montreal, Canada; **Scott Stulberg**, University of Regina, Regina, Canada; **Maria Teresa Suarez**, Colegios APCE, San Salvador, El Salvador; **Daniel Valderrama**, Centro Colombo Americano, Bogotá, Colombia; **Kris Vicca**, Feng Chia University, Taichung, Taiwan; **Sairy Matos Villanueva**, Centro de Actualización del Magisterio, Chetumal, Q.R., México; **Edith Espino Villarreal**, Universidad Tecnológica de Panama, El Dorado, Panama; **Isabela Villas Boas**, Casa Thomas Jefferson, Brasília, Brazil

# Learning Objectives

## WELCOME UNIT

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

| Unit | Vocabulary | Grammar | Conversation / Speaking | Listening |
|---|---|---|---|---|
| 1<br>How was your trip?<br>**page 5** | • Weather<br>• Results of bad weather<br>• Animals<br>• Words to describe animals | • *Get* to express change<br>• *So* and *such*<br>• *Though, although,* and *even though* | • Talk about a weather event<br>• Talk about wildlife<br>• Discuss endangered animals<br>**Skill** Reply questions | • Listen to a talk about endangered animals<br>**Skill** Listen for questions |
| 2<br>What skills are you looking for?<br>**page 17** | • Career advancement<br>• Describing employees | • Reported speech<br>• Defining relative clauses<br>• *So* and *therefore* | • Report what someone said<br>• Talk about job qualifications<br>• Discuss the future of work<br>**Skill** Ask if someone has time to talk | • Listen to a talk about the future of work<br>**Skill** Listen for counter-arguments |
| 3<br>What's going on?<br>**page 29** | • Cultural events<br>• Describing TV shows | • Superlative adjectives<br>• Negative questions<br>• Adverbial intensifiers with adjectives | • Talk about cultural events<br>• Give opinions about TV shows<br>• Discuss ways to make life more interesting<br>**Skill** Disagree with an opinion | • Listen to a talk about ways to make life more interesting<br>**Skill** Listen for lists of examples |
| 4<br>What should I buy?<br>**page 41** | • Shopping online<br>• A store return policy | • Embedded *wh-questions*<br>• *Think, imagine,* and *wonder* for requests<br>• *While* and *whereas* | • Give shopping advice<br>• Ask to return a purchase<br>• Discuss how people shop<br>**Skill** Make suggestions | • Listen to a talk about how men and women shop<br>**Skill** Listen for definitions |
| 5<br>Do you belong to a gym?<br>**page 53** | • Healthy living<br>• Symptoms and injuries | • Past intentions<br>• *So, too, neither,* and *either*<br>• Plans and intentions for the future | • Talk about health resolutions<br>• Describe symptoms and injuries<br>• Discuss sleep habits<br>**Skill** Show understanding | • Listen to a talk about getting a good night's sleep<br>**Skill** Listen for understood comparisons |

| Pronunciation | Reading | Writing | Presentation |
|---|---|---|---|
| • Linking vowels with /w/ and /y/ | • Read about a wildlife rescue center<br>**Skill** Find the main idea | • Write a description of a place<br>**Skill** Use sensory words | • Give a presentation about an endangered animal<br>**Skill** Use comparisons for measurements |
| • Stress in compound adjectives | • Read about job satisfaction<br>**Skill** Understand rhetorical questions | • Write about making a change<br>**Skill** Use linking expressions | • Give a presentation about a job you were interested in when you were a child<br>**Skill** Practice by listening to recordings of yourself |
| • Phrases with *of* | • Read a TV review<br>**Skill** Construct mental images | • Write about local events<br>**Skill** Categorize | • Give a presentation about a festival in another country<br>**Skill** Use pauses |
| • The prefix *ex-* | • Read about important possessions<br>**Skill** Link the past to the present | • Write a complaint<br>**Skill** Use polite language | • Give a presentation about a new store<br>**Skill** Show enthusiasm |
| • Blending phrases with *so* and *neither* | • Read about the habits of top athletes<br>**Skill** Notice concluding sentences | • Write about bad habits<br>**Skill** Use a hook | • Give a presentation about home remedies<br>**Skill** Use large visual aids |

| Unit | Vocabulary | Grammar | Conversation / Speaking | Listening |
|---|---|---|---|---|
| 6<br>Has the criminal been caught?<br>**page 65** | • Crime and criminals<br>• The legal process | • Past perfect<br>• Present perfect passive<br>• *Do / did* as a verb substitute | • Describe a crime<br>• Talk about law and order<br>• Discuss crime-solving technology<br>**Skill** Keep your listener interested | • Listen to a talk about advances in forensic technology<br>**Skill** Listen for contrasts |
| 7<br>Did you see what she's wearing?<br>**page 77** | • Verbs related to clothing<br>• Adjectives to describe clothing<br>• Clothing repair | • Reduced defining relative clauses<br>• Passive causatives<br>• *Would rather (than)* | • Talk about people's clothes<br>• Talk about clothing repairs<br>• Discuss fashion and attitude<br>**Skill** Accept compliments | • Listen to a talk about how clothing affects your attitude<br>**Skill** Listen for opinions |
| 8<br>Do I need to install something?<br>**page 89** | • Technology<br>• Using software | • *Wish / If only* to express regrets<br>• Showing purpose<br>• *Even* to emphasize a point | • Talk about regrets<br>• Describe using a computer<br>• Discuss social media and friendship<br>**Skill** Respond to gratitude | • Listen to a talk about social media and friendship<br>**Skill** Listen for sources |
| 9<br>Are you ready to walk away?<br>**page 101** | • People at a conference<br>• Verbs for negotiating | • Causative verbs: *get, have,* and *make*<br>• Advice, obligation, and expectation<br>• *Unless* | • Talk about a past negotiation<br>• Negotiate a deal<br>• Discuss negotiation skills<br>**Skill** End a phone call | • Listen to a talk about how negotiating is like dancing<br>**Skill** Listen for comparisons |
| 10<br>How's she doing?<br>**page 113** | • Explaining and arguing<br>• Interacting with others | • Embedded *yes / no* questions<br>• Questions with final prepositions<br>• Repeated and parallel comparatives | • Talk about a conversation<br>• Discuss a difficult interaction<br>• Discuss dealing with difficult people<br>**Skill** Accept an apology | • Listen to a talk about dealing with difficult people<br>**Skill** Listen for words that signal importance |

GRAMMAR PRACTICE / VOCABULARY PRACTICE ..... **page 125**
REFERENCES ..... **page 155**
THE WRITING PROCESS ..... **page 163**
PRESENTATION SELF-EVALUATION ..... **page 165**

| Pronunciation | Reading | Writing | Presentation |
|---|---|---|---|
| • The letters *-se* | • Read about Sherlock Holmes<br>**Skill** Identify examples | • Write about a crime<br>**Skill** Use the 5 Ws and *how* | • Give a presentation about criminals who made mistakes<br>**Skill** Make eye contact |
| • Emphatic stress | • Read about a fashion designer<br>**Skill** Identify reasons | • Write about personal style<br>**Skill** Express opinions | • Give a presentation about how appearances can be deceiving<br>**Skill** Use notes |
| • Contractions of the auxiliary *had* | • Read about a high-tech city<br>**Skill** Recognize bias | • Write about a new technology<br>**Skill** Explain a problem and solution | • Give a presentation about favorite apps and websites<br>**Skill** Use charts |
| • *Have to, has to, had better (not)* | • Read about negotiating styles<br>**Skill** Make inferences | • Write about a conflict<br>**Skill** Explain different points of view | • Give a presentation about developing confidence for negotiations<br>**Skill** Use a loud, clear voice |
| • Linking verbs to prepositions | • Read about extreme altruism<br>**Skill** Identify paraphrasing | • Write about a kindness<br>**Skill** Use past tenses to show sequence | • Give a presentation about someone you appreciate<br>**Skill** End your presentation positively |

**Key**

00-00 audio
video
discussion
presentation self-evaluation
flashcards
ActiveTeach
web search

# To the Teacher

## Welcome to *StartUp*

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

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

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

## English for 21st century learners

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

## Motivating and relevant learning

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

## 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 mixedability and for large and small classes.

## Access at your fingertips

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



# Components

## For the Teacher

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

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

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



The interleaved **Teacher's Edition** includes

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




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

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



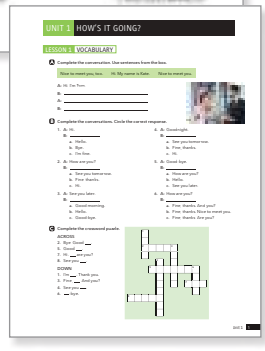
## For the Student

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

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

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






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

# Using the Teacher's Edition

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

At the beginning of the TE you see:

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

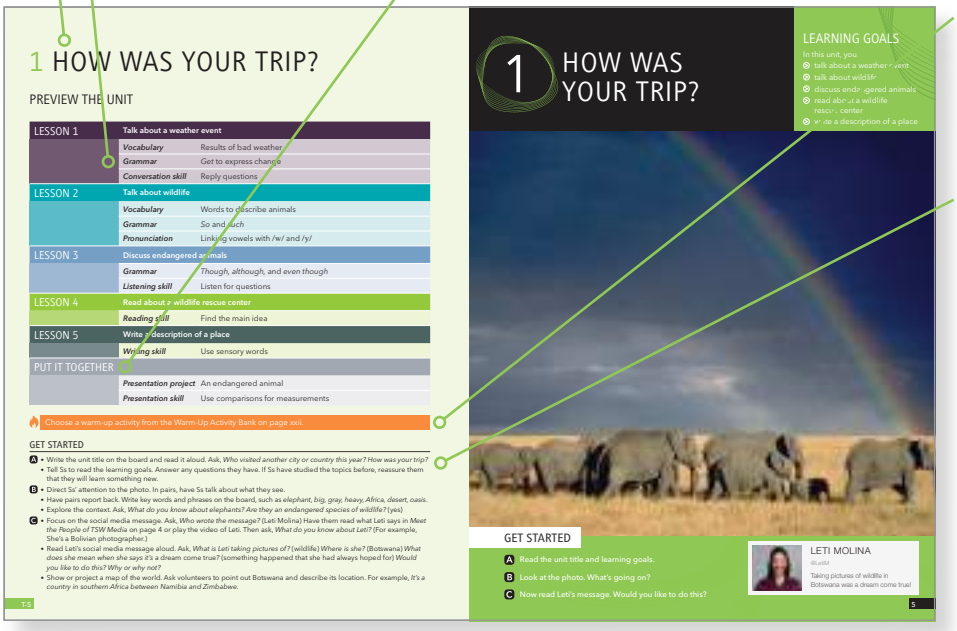
At the back of the TE, you'll find the audio and video scripts for each unit.

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

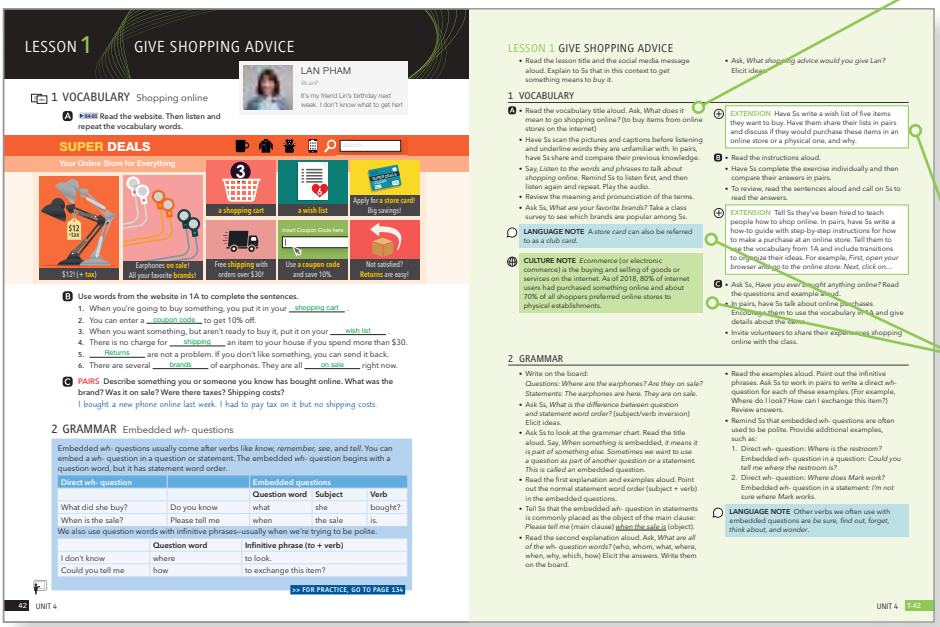
- How to use flipped learning
- How *StartUp* incorporates 21st century skills
- Using mobile phones in the classroom
- And more!

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

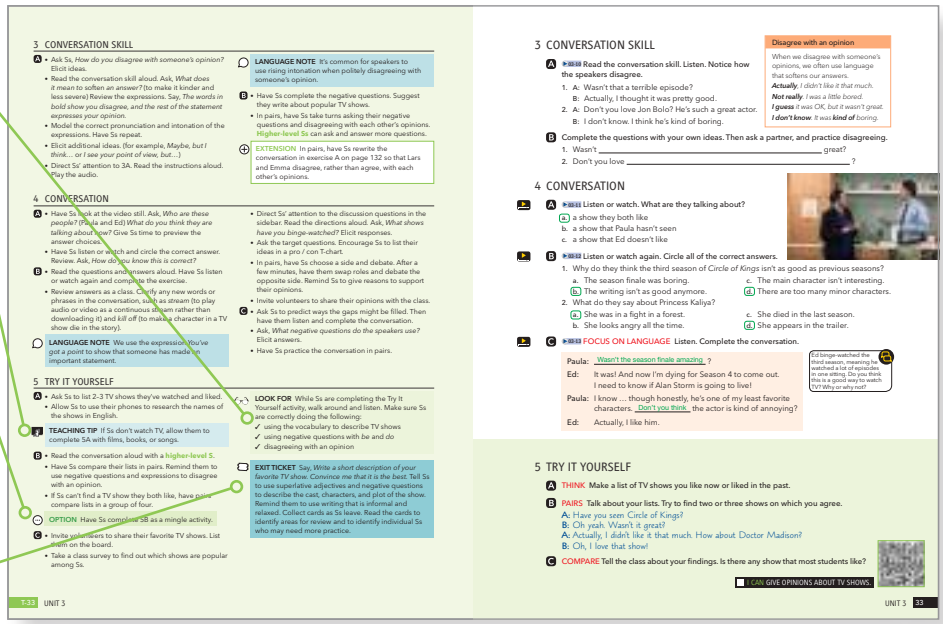
1. Each unit begins with a chart that lets you preview the unit and shows
   - the **Unit Title**, which is a GSE Learning Objective
     - the **Vocabulary**, **Grammar**, **Pronunciation**, and other skills in each lesson
       - the contents of the **Put It Together** page




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




1. **Step-by-Step** teaching notes help you give clear instructions and explanations for each activity. The notes use the abbreviation "Ss" for *students*.
2. **Extensions** provide more practice with specific skills.
3. **Language and Culture Notes** offer insightful and helpful information about English.




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

# The Global Scale of English

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

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

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

| *StartUp* Level | GSE Range | CEFR | Description |
|---|---|---|---|
| 1 | 22–33 | A1 | Beginner |
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| 6 | 56–66 | B2 | Upper intermediate |
| 7 | 64–75 | B2+ | Low advanced |
| 8 | 73–84 | C1 | Advanced |

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

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

## Teacher Mapping Booklet and GSE Toolkit

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

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

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

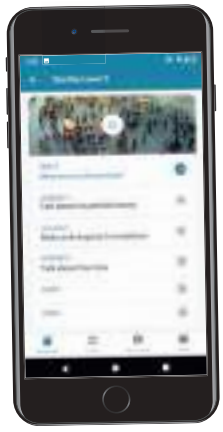
# Pearson Practice English App




## What is the Pearson Practice English App?

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

## How do you access the app?



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

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

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

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

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

## What will you find in the app?



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

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

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

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

# Pearson English Portal

## What is the Pearson English Portal?

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

## How do you access the portal?

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

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

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

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

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

## What will you find in the portal?

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

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

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

# ActiveTeach

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

## How do you get the ActiveTeach?

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

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

## What equipment do you need to use ActiveTeach?

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

## Why use ActiveTeach?

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

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

# Workbook

## What is the *StartUp* Workbook?

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

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

## How should you check the workbook assignments?

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

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

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

# MyEnglishLab

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

## What is MyEnglishLab for *StartUp*?

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

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

## How do you access MyEnglishLab?

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

## What will you find in MyEnglishLab?







*StartUp*'s MyEnglishLab provides the following online practice:

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

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

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

# Reproducibles

## What are the *StartUp* Reproducibles?

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

## What grammar practice is provided?

There are three different types of extra grammar practice.

1. ActiveTeach grammar activities

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

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

2. Grammar worksheets

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

   *How can you use these?*

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

3. Inductive grammar worksheets

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

   *How can you use these?*

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

## What are the Unit Review Board Games?

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

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

## How do you use the board games?

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

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

# Assessments

## Different ways to assess learners

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

## Formative assessments/ Assessment for learning

**What is assessment for learning?**

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

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

## Using assessment for learning with *StartUp*

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

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

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

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

## Using summative assessment with *StartUp*

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

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



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

## Finding and using the assessment program

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

**ExamView Suite**

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

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

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

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

**MyEnglishLab**

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

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




**Using alternative assessment with *StartUp***

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

# Warm-Up Activity Bank

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

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

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

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

## LEVELS 4–6

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

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

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

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

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

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

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

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

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

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

# WELCOME UNIT

## 1 IN THE CLASSROOM

### A Get to know your classmates

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

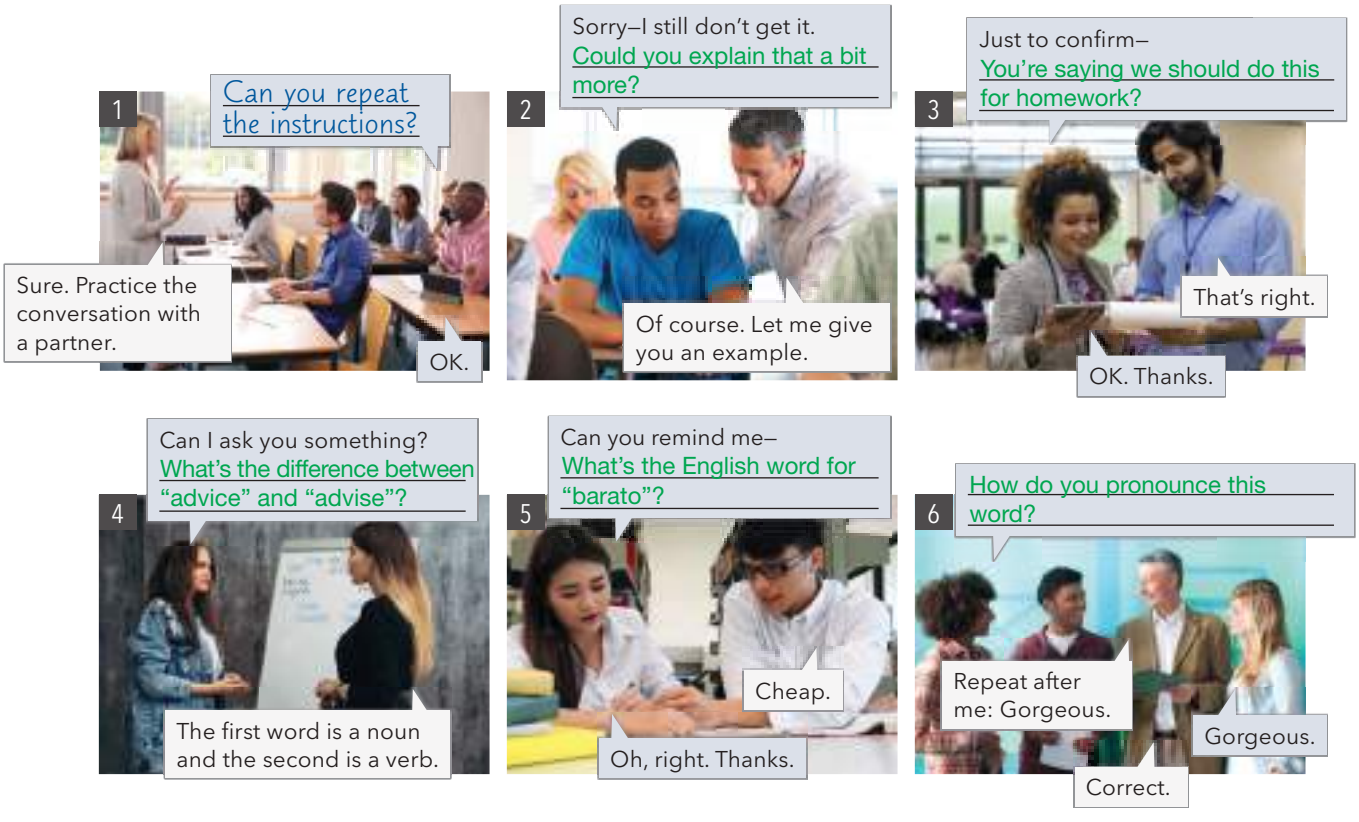
Find someone who…

- loves to read _____
- has ridden a horse _____
- enjoys cooking _____
- has a pet _____
- has traveled to another country _____
- is great at math _____

### B Ask for help

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

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




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

# WELCOME UNIT

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

## 1 IN THE CLASSROOM

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

**TEACHING TIP** This textbook is for B1+ level learners. B1+ level learners are at the high intermediate level. They can usually understand main ideas, especially those associated with familiar content used at work or school or in social settings. They can also handle typical situations encounted when traveling or visiting areas that speak English. B1+ learners can speak with some fluency on topics that are familiar to them or of personal interest. They can describe things that have happened to them and talk about goals and dreams. To best communicate with B1+ learners, start with familiar topics before moving to more complex content. Use body language and facial expressions to help communicate the content.

**A**

- Have Ss get their textbooks out. Say, *This is* StartUp. *We will use this book for our English class.* Have Ss look at the cover of the book. Ask, *Where do you think this is? Why do you think so?* Accept general or specific examples. Give an example. Say, *I think this a rainforest because there are a lot of trees.* Give Ss time to share their answers.

**LANGUAGE NOTE** *Start up* means to start something, such as a journey. Explain that the title means that students will be starting on a journey to learn more English. *Start up* has other meanings as well. When used as a noun, *a startup* is a new company or business.

- Tell Ss to turn to page 2. Ask, *Do you know anyone else in the class?* Say, *English can be more fun when we get to know each other.*
- Draw attention to the first activity in the book. Tell Ss they will play a game called *Find Someone Who…* . Explain that this game will help them learn everyone's names and get to know their classmates.
- Write *Do you … ?, Have you … ?,* and *Are you … ?* on the board. Then draw attention to the bulleted list of activities in the book. Ask, *Which words to you use before* love to read? (Do you) Model the complete question. *Do you love to read?* Have Ss write the other questions. (Have you ridden a horse? Do you enjoy cooking? Do you have a pet? Have you traveled to another country? Are you great at math?)
- Model the activity by asking random Ss if they love to read. When one says yes, ask, *What is your name?* Explain that Ss should write the name on the lines.
- Give Ss time to find someone for each item.

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

**EXTENSION** When Ss complete the activity, ask extension questions. Say, *Who loves to read?* Solicit volunteers to share what kinds of material they like to read and what their favorites are. Give an example: *I like to read books. My favorites are the Harry Potter books.* Other extension questions might be *Where did you ride a horse? What do you like to cook? What kind of pet do you have? What other counties have you traveled to? Do you like math?*

**TEACHING TIP** It is important to create a community within the classroom, a place where it is okay to give opinions, take risks, and make mistakes. Promote an environment where Ss feel comfortable and help each other. One of the best ways to do this is to play *Find Someone Who…* or other icebreakers so Ss know each other.

**B**

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

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

**C**

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

**D**

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

  *A: What's the English word for perro?*
  *B: Dog.*
  *A: Oh, right. Thanks.*

**EXTENSION** Have Ss rewrite more than one conversation. Have Ss present their role-plays to the rest of the class.

## 2 LEARN ABOUT YOUR BOOK

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

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

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

## 3 LEARN ABOUT YOUR APP

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

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

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

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

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

**TEACHING TIP** If wifi is not available at school, assign downloading the app as a homework assignment. Challenge Ss to download by the next class period. Tell Ss you will ask how many people downloaded the app in the next class and see who has already done the most activities.

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

## 2 LEARN ABOUT YOUR BOOK




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

## 3 LEARN ABOUT YOUR APP




1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? to the Apple store, 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 this mean? download the files
6. Look at the QR code on page 7 again. What happens when you scan the code?
   you go to the practice activities for that lesson

# MEET THE PEOPLE OF TSW MEDIA

*To find out more, watch the videos!*

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



## LETICIA MOLINA

Photographer

00-02 My name is Leticia Molina, but everyone calls me Leti. I live in Santa Cruz, Bolivia. I'm a photographer.



## AHMET TANIR

Illustrator

00-05 Hi! I'm Ahmet Tanir. I live in New Jersey with my wife and two kids. I'm an illustrator.



## ED MILLER

Copywriter

00-03 Hi! I'm Ed Miller. I live in New York, but I'm originally from Minneapolis, Minnesota. I'm a copywriter.



## MARCOS ALVES

Market Research Analyst

00-06 Hello. I'm Marcos Alves. I'm from São Paulo, Brazil, and I'm a market research analyst.



## LAN PHAM

Event Planner

00-04 Hi! My name is Lan Pham. I'm from Ho Chi Minh City, in Vietnam. I'm an event planner, and I love my job.



## PAULA FLOREZ

Sales Representative

00-07 My name is Paula Florez. I'm from Mexico City, Mexico, and I'm a sales rep.

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. Leti, Ahmet, Ed, Marcos, Lan, and Paula all work for TSW Media. These characters will appear throughout the book and each unit features at least one of the characters. Each unit includes conversations between characters and features the language and vocabulary used in the unit, so Ss can hear the language in context.

- Draw attention to page 4. Say, *Our textbook includes conversations with these people. Let's read more about them and the company they work for.*
- Read the introduction to TSW Media aloud. Ask, *Do you know any other companies that have offices around the world like TSW Media? Do you know any other companies that do the same job as TSW Media?* Accept any reasonable answers.
- Say, *Let's meet the characters now.* Play each clip.

**OPTION** Ask listening comprehension questions:

Where did Leti go last year? (The Galapagos Islands)

What did she think about it? (The scenery and wildlife were incredible.)

What kind of music does Ed like? (classic rock)

What else is Ed into? (fashion, pop culture, social media)

Why is Lan in New York? (for a big conference)

Who does she miss? (her husband and daughter)

Why does Ahmet like his job? (He loves making art.)

What has he been trying to do lately? (get healthier)

How many kids does Marcos have? (two)

Is Marcos athletic? (no)

What does Paula do with her friends? (dinner and dancing)

Who does she hang out with in New York? (Ed)

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

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

Which three characters are married? (Lan, Ahmet, and Marcos)

Which two characters live in the United States? (Ahmet and Ed)

Who is active on social media? (Ed)

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

- Draw attention to the bottom of page 4. Say, *TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills.*
- Make sure Ss know what *mentoring and coaching* means. (helping and giving advice from someone who is more experienced at a job or skill)
- Say, *Let's meet the winners now.* Play each clip.

**OPTION** Ask questions to test comprehension.

Where are the three winners from? (Quito, Vancouver, Singapore)

Why do each of the winners want mentoring? (build confidence, advance career, get more comfortable with audience)

- Ask follow-up questions such as *Which person do you most relate to? Do you like public speaking? Why or why not? If you won this competition, what public speaking skill would you want your mentor or coach to help you with? What other skills would you like to have a mentor or coach help you with?*

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

# StartUp 5

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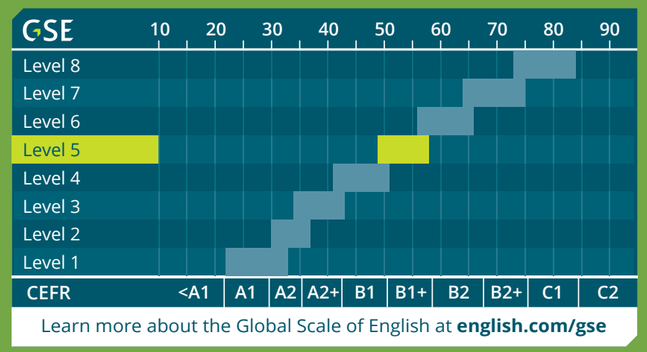
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ISBN-13: 978-0-13-518133-1
ISBN-10: 0-13-518133-X
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**Ken Beatty, Series Consultant**

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# 1 HOW WAS YOUR TRIP?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about a weather event** | |
| | ***Vocabulary*** | Results of bad weather |
| | ***Grammar*** | *Get* to express change |
| | ***Conversation skill*** | Reply questions |
| LESSON 2 | **Talk about wildlife** | |
| | ***Vocabulary*** | Words to describe animals |
| | ***Grammar*** | *So* and *such* |
| | ***Pronunciation*** | Linking vowels with /w/ and /y/ |
| LESSON 3 | **Discuss endangered animals** | |
| | ***Grammar*** | *Though, although,* and *even though* |
| | ***Listening skill*** | Listen for questions |
| LESSON 4 | **Read about a wildlife rescue center** | |
| | ***Reading skill*** | Find the main idea |
| LESSON 5 | **Write a description of a place** | |
| | ***Writing skill*** | Use sensory words |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | An endangered animal |
| | ***Presentation skill*** | Use comparisons for measurements |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask, *Who visited another city or country this year? How was your trip?*
- Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *elephant, big, gray, heavy, Africa, desert, oasis*.
- Explore the context. Ask, *What do you know about elephants? Are they an endangered species of wildlife?* (yes)

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Leti Molina) Have them read what Leti says in *Meet the People of TSW Media* on page 4 or play the video of Leti. Then ask, *What do you know about Leti?* (For example, She's a Bolivian photographer.)
- Read Leti's social media message aloud. Ask, *What is Leti taking pictures of?* (wildlife) *Where is she?* (Botswana) *What does she mean when she says it's* a dream come true? (something happened that she had always hoped for) *Would you like to do this? Why or why not?*
- Show or project a map of the world. Ask volunteers to point out Botswana and describe its location. For example, *It's a country in southern Africa between Namibia and Zimbabwe.*

# 1 HOW WAS YOUR TRIP?

## LEARNING GOALS

In this unit, you

- talk about a weather event
- talk about wildlife
- discuss endangered animals
- read about a wildlife rescue center
- write a description of a place



## GET STARTED

A Read the unit title and learning goals.

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

C Now read Leti's message. Would you like to do this?



LETI MOLINA

@LetiM

Taking pictures of wildlife in Botswana was a dream come true!

# LESSON 1 TALK ABOUT A WEATHER EVENT



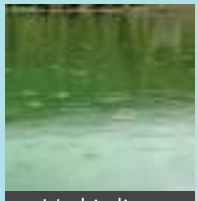
LETI MOLINA
@LetiM
Just got back to New York from my photo shoot. I'm tired but happy!

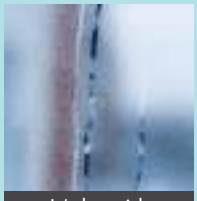
## 1 VOCABULARY Weather

**A** 01-01 Listen. Then listen and repeat.

**Weather**

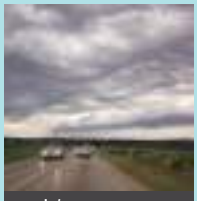

It's pouring.


It's drizzling.


It's humid.

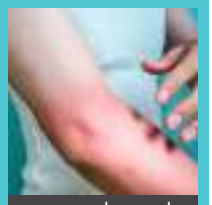

It's freezing.

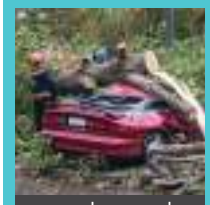

It's hailing.

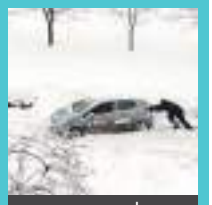

It's overcast.

**Results of bad weather**


get soaked


get sunburned


get damaged


get stuck

**B** 01-02 Listen. Circle the correct word to complete the sentence.

1. It's ***drizzling*** / ***pouring*** outside.
2. It's ***drizzling*** / ***overcast***.
3. She got ***sunburned*** / ***soaked***.
4. It's ***humid*** / ***freezing*** outside.
5. It's ***hailing*** / ***overcast***.
6. His car got ***stuck*** / ***damaged*** in the storm.

**C** PAIRS Talk about ways to prepare for or deal with each kind of weather in 1A.

*If it's pouring, take the subway. There are lots of car accidents in the rain.*

## 2 GRAMMAR *Get* to express change

Use *get* + adjective or the passive with *get* to express a change of state.

| ***Get* + adjective** | | | |
|---|---|---|---|
| **Subject** | ***Get*** | **Adjective** | |
| People | **are getting** | **sick** | from the heat. |
| It | **got** | **hot** | after the rain stopped. |
| **Passive with *get*** | | | |
| **Subject** | ***Get*** | **Past participle** | |
| The equipment | **has gotten** | **damaged** | by the storm. |
| I | **got** | **soaked** | in the downpour. |

**Commonly used with *get***

| Adjectives | Participles |
|---|---|
| cold | caught |
| dark | confused |
| dirty | excited |
| hot | hurt |
| nervous | lost |
| thirsty | scared |
| wet | worried |

Notes

- When *get* is followed by an adjective, it gives the idea of change or of becoming: *People are getting sick.* = People weren't sick before, but now they are beginning to be sick.
- For the passive with *get*, the past participle describes the subject.
- The passive with *get* is more common in conversation than in writing.

>> FOR PRACTICE, GO TO PAGE 125

# LESSON 1 TALK ABOUT A WEATHER EVENT

- Read the lesson title and the social media message aloud. Ask, *What is a* photo shoot*?* (an event when a photographer takes a series of photos in the same place)
- Ask, *Where is Leti now?* (United States) *How does she feel?* (tired but happy) *How do you feel when you get back from a trip?*

## 1 VOCABULARY

**A**
- Ask Ss, *What do you see?* Have Ss describe the photos without using the vocabulary words. (For example, Here, a man with an umbrella is running. It's raining really hard.)
- Say, *Listen to the words and phrases that are commonly used to talk about weather.* Explain to Ss that first they will hear sentences to describe weather and then phrases to describe results of bad weather.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

**B**
- Say, *Circle the word that best describes the weather in each situation.*
- Do number one as a class. Play the audio, and pause after the word *umbrella*. Ask, *How's the weather outside?* Elicit the answer. Tell them to circle the word *pouring*.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read the sentences aloud and elicit answers from the class. Have Ss practice the sentences in pairs.
- Clarify the meaning of difficult words. Refer to the following definitions:
  - *pouring*: raining very hard
  - *drizzling*: raining very lightly
  - *humid*: having a lot of moisture in the air
  - *freezing*: very cold
  - *hailing*: small, hard balls of ice falling from the sky like rain
  - *overcast*: when the sky is covered with clouds
  - *get soaked*: get extremely wet
  - *get sunburned*: when your skin gets sore and red from too much sunlight
  - *get damaged*: be injured so as to lose value, usefulness, or normal functioning
  - *get stuck*: be in a place or situation that is difficult or impossible to get out of

**LANGUAGE NOTE** A common expression with the same meaning as *pouring* is *raining cats and dogs.* For example, *We need to cancel our picnic. It's raining cats and dogs outside!*

**C**
- In pairs, have Ss describe their experiences with weather events. Tell them to use the words from 1A.
- Have Ss discuss ways to prepare for and deal with extreme weather. Read the example aloud. Encourage Ss to start their conversations in this way.
- Encourage Ss to give suggestions based on their personal experiences. Invite volunteers to share their ideas with the class.

**TEACHING TIP** Keep in mind that some Ss may have suffered trauma in extreme weather events and therefore feel uncomfortable sharing their experience. In this case, allow Ss to listen and perhaps give suggestions rather than share stories.

## 2 GRAMMAR

- Write on the board: *Are you getting hungry?* Read the question aloud. Ask, *What is the purpose of the verb* get *in this question?* (to express a change of state)
- Ask Ss to look at the grammar chart. Read the explanations and examples aloud. Say, *We use* get *with adjectives and the passive to express a change of state, like when someone becomes hungry.*
- Go over the Notes at the bottom of the chart. Point out that *get* can express this meaning in any verb form (for example, *are getting, got, get*).
- Read the second note aloud. Bring Ss' attention back to the examples with the passive. Ask, *What are the past particles in these sentences?* (damaged, soaked) Say, Damaged *describes the subject* equipment*, and* soaked *describes the subject* I.
- Read the final note. Ask Ss, *Have you ever gotten stuck in traffic?*
- Have a volunteer read aloud the list of adjectives and participles commonly used with *get*.

**LANGUAGE NOTE** One difference between the *be* and the *get* passive is that the *be* passive tells what happened while the *get* passive expresses the accidental, unexpected nature of what happened. For example, *I was hit by the driver.* versus *Oh no! I got hit!*

**EXTENSION** Have Ss write four sentences: two using *get* + adjective with two adjectives from the list and two using the passive with *get* with two participles from the list. Encourage Ss to write about how they feel or what happens in extreme weather events.

## 3 CONVERSATION SKILL

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

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

**B**
- Tell Ss, *Listen to the speakers describe six different situations. Next to each number, write a reply question.*
- Play the audio and pause after number one. Elicit reply questions. (*It did?* or *Did it?*)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class. Make sure Ss use the correct pronoun for each situation.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Leti and Marcos) *What is their relationship?* (co-workers) *Where are they?* (in the New York office break room)
- Ask Ss, *What do you know about Marcos?* (He's a Brazilian market research analyst.) If necessary, have them read what Marcos says in *Meet the People of TSW Media* on page 4. or play the video of Marcos.
- Ask Ss, *What do you think Leti and Marcos talk about?* (Leti's trip to Botswana)
- Have Ss listen or watch. Ask, *Were your predictions correct?*

⊕ **EXTENSION** Ask Ss to write three adjectives Leti uses to describe her trip. (For example, amazing, beautiful, fun)

**B**
- Tell Ss to listen or watch again, and write *T* (true) or *F* (false) next to each statement. Give them time to preview the exercise items.
- Play the audio again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, have volunteers read the sentence and say their answer for the class. Ask them to correct the false statements. (1. F: Leti thinks the weather was beautiful. 2. F: Leti saved her camera by wrapping it up in her jacket.)

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the audio, if appropriate.
- Review answers. Ask, *What reply question does Marcos use to show interest?* (They did?)
- In pairs, have Ss practice the conversation. Monitor. Listen for the correct intonation of the reply question. Have Ss swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share how they would react to the difficulties Leti experienced on her trip, and why.

## 5 TRY IT YOURSELF

**A**
- Share a memory of a bad weather event. Try to answer the questions in the chart as you model your example.
- Ask the class the questions in the chart about your memory. Elicit answers and write them in a chart on the board.
- Ask Ss, *Have you been caught in bad weather?* Give Ss time to complete the chart. If they can't think of a weather event, allow them to make one up.
- Monitor. Provide help with vocabulary and spelling as necessary.

**B**
- Have Ss compare their charts in pairs. Suggest that they have a conversation about the weather event rather than simply ask and answer questions. Remind them to use the conversation from 4C as a model.
- Encourage Ss to use reply questions to show interest and ask follow-up questions to get more information.

**C**
- Ask each pair to share their partner's story with the class or a small group and discuss how their experiences were similar.
- Take a class survey to see who has had similar bad weather encounters.

**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about weather
- ✓ using *get* to express change
- ✓ asking reply questions to show interest

**EXIT TICKET** Ask Ss, *What kind of bad weather happens in your home country? How do people prepare for or deal with it?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and take turns asking and answering the questions with three classmates. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

## 3 CONVERSATION SKILL

**A** 01-03 Read the conversation skill. Listen. Notice that B's reply question uses a pronoun and the same verb tense as A's statement.

1. A: It's going to hail tomorrow.
   B: Is it?
2. A: I got really sunburned this weekend.
   B: Oh, no! You did?

**Reply questions**

We use reply questions to show interest and keep a conversation going. There are two ways to form these questions:

| **Pronoun + auxiliary verb / verb *be*:** | **Auxiliary verb / verb *be* + pronoun** |
|---|---|
| You do? | Do you? |
| She did? | Did she? |
| He has? | Has he? |
| They are? | Are they? |
| It was? | Was it? |

**B** 01-04 Listen. Write a reply question.

1. It did? / Did it?
2. You will? / Will you?
3. They are? / Are they?
4. It was? / Was it?
5. You haven't? / Haven't you?
6. It does? / Does it?

## 4 CONVERSATION



**A** 01-05 Listen or watch. What does Leti tell Marcos about?
Leti tells Marcos about her trip.

**B** 01-06 Listen or watch again. Write *T* (true) or *F* (false).

1. Leti saved her camera by putting it in a plastic bag. F
2. The rain didn't last for a long time. T
3. Leti feels disappointed about the weather on her trip. F

How did Leti react to the difficulties she experienced on her trip? Do you think you would react the same way? Why or why not?

**C** 01-07 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Leti: A couple of the people in my group got sick from the heat.
Marcos: They did?
Leti: Yeah, I was lucky. I got a little sunburned, but that's it.
Marcos: Was it humid?
Leti: No, it was super dry.

## 5 TRY IT YOURSELF

**A** THINK Think about a time you got caught in bad weather. Complete the chart.

| | |
|---|---|
| Where were you? | |
| How did the weather change? | |
| What did you do? | |
| How did you feel? | |

**B** PAIRS Tell your partner about the weather event in 5A. Use the conversation in 4C as an example.

*My friends and I were at the beach and it started getting cloudy and overcast ...*

**C** REPORT Tell the class about your partner's story. Is it similar to your story?

☐ I CAN TALK ABOUT A WEATHER EVENT.

# LESSON 2 TALK ABOUT WILDLIFE

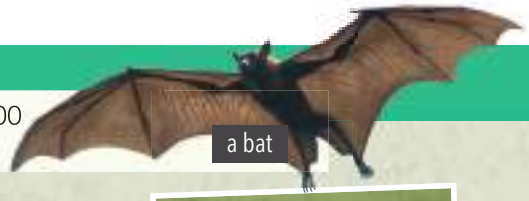


LETI MOLINA
@LetiM
I got photos of some pretty dangerous animals—but I didn't get too close!

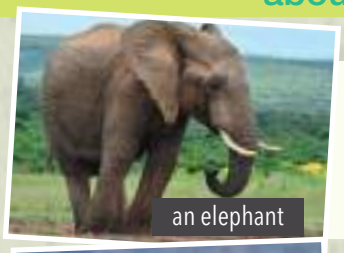
## 1 VOCABULARY Animals

**A** 01-08 Listen. Then listen and repeat.

## FUN FACTS about Animals!


a bat

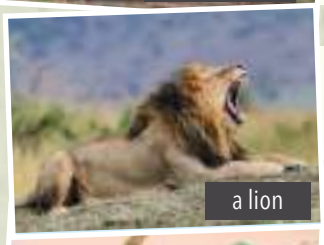
Some bats eat 600 insects per hour.


an elephant

An elephant's trunk (its long nose) is so strong that it can knock down a tree, but it can also pick up an object as tiny as a grain of rice.

The hippopotamus (hippo) spends most of its day in water, but it cannot swim or float. It always keeps its feet on the bottom of the river.


a hippopotamus (a hippo)


a lion

A lion's roar is so loud that humans can hear it from eight kilometers (five miles) away.

The blue whale is the largest animal that has ever lived on Earth. A newborn blue whale weighs as much as 100 people.


a blue whale


a snake

The smallest snake is as thin as a spaghetti noodle. The largest snake weighs more than 227 kilograms (500 pounds).

Most spiders live for about a year, but some tarantulas live for more than 20 years.


a tarantula

**WORDS TO DESCRIBE ANIMALS**

**enormous**: very large
**tiny**: very small
**adorable**: very attractive and cute
**gorgeous**: very beautiful
**fierce**: ready and able to attack
**aggressive**: behaving in a way that shows it wants to fight
**playful**: active and wanting to have fun

**B** Read the fun facts. Which do you find the most surprising? Tell a partner.

**C** PAIRS Decide together. Which animals are enormous? Tiny? Adorable? Gorgeous? Fierce? Aggressive? Playful? Take notes.

## 2 GRAMMAR *So* and *such*

Use *so* with adjectives and *such* with noun phrases to show emphasis.

| | | Adjective | | | Noun phrase |
|---|---|---|---|---|---|
| The lion is | **so** | **fierce**. | Hippos are | **such** | **dangerous animals**. |
| He looks | | **calm**. | We had | | **a good time**! |

>> FOR PRACTICE, GO TO PAGE 126

# LESSON 2 TALK ABOUT WILDLIFE

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

- Read the lesson title. Ask, *What is wildlife?* To check comprehension, ask, *Is a house cat an example of wildlife? Why not?* If necessary, clarify the difference between *wild* and *domestic* animals (pets).
- Read the social media message aloud. Ask Ss, *What kinds of dangerous animals do you think Leti got photos of?* Have volunteers share their ideas with the class.

## 1 VOCABULARY

**A**
- Ask Ss to close their books. Show or project photos of the animals in 1A. Have Ss guess the name of the animals. Then, have Ss open their books and look at the pictures and captions in 1A. Ask, *Were your guesses correct?*
- Tell Ss to listen to the pronunciation of the different animals. Play the audio, and pause after the word *tarantula*. Say, *Now, you will hear words to describe animals.* Play the rest of the audio.
- Replay the audio. This time, remind Ss to listen and repeat.

**B**
- In pairs, have Ss take turns reading the fun facts in 1A aloud. Monitor. Provide help with pronunciation as necessary.
- To review, call on volunteers to read the fun facts aloud. After each, clarify the pronunciation and meaning of any new or confusing words or phrases, such as *knock down* (to cause someone or something to fall to the ground), *pick up* (to lift someone or something from the ground), or *newborn* (a person or animal that has recently been born).
- Take a class poll to see which fun fact Ss found the most surprising.

**C**
- Ask Ss to find a new partner and decide together how to describe the animals in 1A. Suggest Ss take notes in a chart with the adjectives as the column headings.
- Have pairs form groups of four and compare their answers. Then ask Ss to list 1–2 other animals in each column in the chart. Ask, *What other animals are enormous? Tiny? Fierce?*
- As Ss work, copy the chart on the board. Invite volunteers add their ideas to the chart.

⊕ **EXTENSION** In the same groups from 1C, have Ss find a picture and one fun fact about four of the other animals they listed in their chart. With this information, tell them to create a matching exercise, numbering the pictures and names of the animals on one side (1–4) and lettering the fun facts on the other side (a–d) in a random order. Remind Ss to make an answer key on a separate piece of paper. Collect the exercises and redistribute them to new groups, so that every group has a new exercise to complete. When finished, tell Ss to check their answers with the group that created their exercise.

## 2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *A: The lion is fierce. B: The lion is so fierce.*
- Ask Ss, *What's the difference between sentences A and B?* (Sentence B includes the word *so.*) *What is the difference in meaning between sentences A and B?* (Sentence B shows emphasis.) Give Ss a time to discuss in pairs.
- Have Ss open their books and look at the grammar chart. Read the explanation and example statements aloud. Ask, *Were your guesses correct?*
- Point out the adjective placement in the examples using *so*. Remind Ss that adjectives used with stative verbs like *be* and *look* are placed at the end of the sentence.
- Compare this with the adjective placement in examples using *such*. Ask, *Where is the adjective placed in these sentences?* (in front of the noun phrase)

**TEACHING TIP** Stative verbs express a state of being rather than an action. They usually relate to thoughts, emotions, relationships, and senses (*see*, *hear*, *taste*, *smell*, and *feel*).

⊕ **EXTENSION** In pairs, have Ss take turns using *so* and *such* to emphasize adjectives describing the animals in 1A. Encourage Ss to create several statements to use all the animals and adjectives at least once. For example, A: *Elephants are such strong animals.* B: *Yeah, and the blue whale is so enormous. It's such an amazing creature.*

## 3 PRONUNCIATION

**A**
- Direct Ss' attention to the pronunciation note. Say, *We use the /w/ and /y/ sounds to link words.* Play the audio.
- Write /w/ and /y/ on the board. Pronounce the sounds (not the letters) and have Ss repeat.
- If necessary, teach Ss how to make the /w/ and /y/ sounds. To make the /w/ sound, tell Ss to round their lips, then quickly relax them. To make the /y/ sound, tell Ss to make an /i/ sound, then quickly relax their tongue and lips.
- Say, *What?* with emphasis on the /w/ sound. Say, *Yes!* with emphasis on the /y/ sound. Have Ss repeat.

**OPTION** Review the vowel sounds in the pronunciation note. Write the sounds and examples on the board. Say them aloud, and ask Ss to repeat.

1. */u/: you, too*
2. */ou/: so, no*
3. */au/: how, now*
4. */i/: very, we*
5. */eɪ/: stay, day*
6. */aɪ/: bye, why*

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

**C**
- Read the directions aloud. Play the audio. Have Ss listen and complete the exercise individually.
- Copy the chart in 3B on the board. Invite volunteers to add their answers.
- Then have Ss listen, check answers, and repeat. Correct any mistakes on the board.

**EXTENSION** Write on the board:

1. *Stay away from angry insects.*
2. *How are these tiny ants so incredibly active?*
3. *Baby animals are so adorable.*

In pairs, ask Ss to copy the sentences and link the underlined words. Invite volunteers to write their answers on the board. Have them say the sentences aloud. (Linking sounds: 1. /y/, /y/; 2. /w/, /y/, /y/; 3. /y/, /w/)

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Leti and Marcos) *What are they doing?* (Leti is showing Marcos photos on her camera.)
- Give Ss time to preview the exercise items. Ask, *What do you think Leti and Marcos are talking about now?* (the animals Leti took pictures of)
- Have Ss listen or watch and check the correct answers. Go over the answers as a class.

**B**
- Ask, *How does Leti describe the animals?* Read the answer choices aloud.
- Have Ss listen or watch again and complete the exercise. Review answers.
- Ask Ss what other adjectives Leti uses to describe the animals. (enormous, cute, adorable, intelligent, playful, caring, amazing, calm, fierce, dangerous) Elicit answers. Replay the audio if necessary.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Go over the answers. Have Ss practice the conversation in pairs.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their answers.
- Take a class survey to see if Ss are more like Leti or Marcos.

## 5 TRY IT YOURSELF

**A**
- Draw the chart on the board. Model notetaking as you share a story.
- Tell Ss to complete the chart. Allow them to talk about encounters they've had with any kind of animal (domestic or wild).

**B**
- Read the example conversation aloud with a **higher-level S**.
- In pairs, have Ss take turns sharing their experiences with animals. Encourage them to ask each other follow-up questions to keep the conversation going.

**C**
- Ask Ss, *What different wild animals have you seen?* List their answers on the board.
- In small groups, have Ss categorize the animals according to the descriptions from 1A.

**EXTENSION** In small groups, have Ss share which animals are or aren't common in their home country.

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

- ✓ using the vocabulary to talk about wildlife
- ✓ using *so* and *such* to show emphasis
- ✓ linking vowels with /w/ and /y/

**EXIT TICKET** Write on the board: *Which animal is…?* Ask Ss to make a list numbered 1–5. In pairs, Student A asks Student B the question on the board five times with five different adjectives. For example, *Which animal is aggressive?* After each question, Student B writes the name of a wild animal. Have Ss swap roles and then compare their answers. Listen and take notes on areas for review and extra practice in later lessons.

## 3 PRONUNCIATION

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

**B** 01-10 Listen. Notice how the two words in the examples are linked. Then listen and repeat.

| Linking with /w/ | Linking with /y/ |
|---|---|
| so$^{w}$adorable | three$^{y}$elephants |
| so enormous | baby elephants |
| slow animals | free advice |
| too early | tiny ants |

**Linking vowels with /w/ and /y/**

We often use /w/ or /y/ to link a word ending in a vowel to a word beginning with a vowel. When the first word ends in /u/, /oʊ/, or /aʊ/, use /w/ to link it to the following vowel: *so$^{w}$adorable, how often.* When the first word ends in /i/, /eɪ/, /ɔɪ/, or /aɪ/, use /y/ to link it to the following vowel: *very attractive, stay away.*

**C** 01-11 Listen. Write each phrase in the correct box in 3A. Listen and check your answers. Then listen and repeat.

1. so enormous
2. slow animals
3. baby elephants
4. free advice
5. too early
6. tiny ants

## 4 CONVERSATION

**A** 01-12 Listen or watch. Check (✓) the animals that they mention.

✓ elephants ☐ bats ✓ lions ✓ hippos ✓ spiders ☐ monkeys

**B** 01-13 Listen or watch again. Which animal does Leti say is …?

1. social elephants
2. gorgeous lions
3. aggressive hippos
4. fascinating baboon spiders

How does Leti feel about spiders? How does Marcos feel about them? Are you more like Leti or Marcos? Explain.

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

**Leti:** Well, here's the first elephant I saw.
**Marcos:** Wow, he's enormous!
**Leti:** He's a she, actually. This is her baby.
**Marcos:** Aw, he's so cute !
**Leti:** He's adorable. And so intelligent and playful.



## 5 TRY IT YOURSELF

**A** THINK Think about a time you saw a wild animal. Write your ideas in the chart.

| Animal | Where I was | Description | How I felt |
|---|---|---|---|
| | | | |

**B** PAIRS Talk about your animal encounter. Ask questions about each other's stories.

A: I saw a lot of bats once. B: You did? Where were you?

**C** CATEGORIZE Talk about animals that people in the class have seen.

1. Make a list of the animals that pairs discussed in 5B.
2. Categorize the animals according to the descriptions in 1A.

☐ I CAN TALK ABOUT WILDLIFE.

# LESSON 3 DISCUSS ENDANGERED ANIMALS



LETI MOLINA
@LetiM
People are doing so many creative things to protect animals!

## 1 BEFORE YOU LISTEN

**A** How do humans put animals in danger? How do we help them?

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

**a deer**: a large wild animal that lives in forests and eats plants
**soil**: the substance in which plants grow; dirt
**a field**: an area of land where crops are grown
**a crop**: a plant such as corn, wheat, or vegetables that farmers grow
**an endangered species**: a type of animal or plant that soon might not exist anymore
**a collar**: a narrow band put around the neck of an animal
**a hook**: a curved piece of metal used for catching fish
**a shelter**: a place to protect people or animals from bad weather or danger

**C** Write one of the words in 1B under each picture.


1 soil


2 a deer


3 a field


4 a collar


5 a hook


6 an endangered species


7 a shelter


8 a crop

## 2 GRAMMAR *Though, although,* and *even though*

Use clauses beginning with *though*, *although,* and *even though* to show a contrast with the main idea. The main clause shows an unexpected result.

| ***Though / although / even though* clause** | **Main clause (an unexpected result)** |
|---|---|
| **Though** hunting laws are great, | they aren't enough to protect all animals. |
| **Although** a butterfly is a tiny insect, | it can fly thousands of miles. |
| **Even though** it can be expensive, | protecting wildlife is important. |

*Though*, *although*, and *even though* can also be used after the main clause, usually after a comma.

| **Main clause (an unexpected result)** | ***Though / although / even though* clause** |
|---|---|
| Most spiders live for about a year, | **though** some live much longer. |
| Hippos can't swim, | **although** they spend most of the day in water. |
| Species will continue to disappear | **even though** we try to save them. |

>> FOR PRACTICE, GO TO PAGE 127

# LESSON 3 DISCUSS ENDANGERED ANIMALS

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

- Read the lesson title and the social media message aloud. Ask Ss, *What does it mean when we say an animal is* endangered? (It has become very rare and could die out, or disappear, completely.) *What species of animals are endangered?* (For example, panda, tiger, whale)

## 1 VOCABULARY

**A**

- Read the questions aloud. In small groups, have Ss discuss the answers. Encourage them to take notes.
- Ask, *How do humans hurt wildlife? How do they help them?* Make a T-chart on the board with these headings: *hurt* and *help*. Lead a class review. List Ss' ideas. (For example, hurt: hunt endangered animals, cut down trees for buildings; help: recycle, reuse water bottles, do beach cleanups)
- Ask, *Do humans help or hurt more?* Take a class vote. Invite volunteers to give examples from their own experience to support their arguments.

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

**EXTENSION** In small groups, have Ss research creative ways people or groups are saving animals and present the most interesting solution they learned about to the class.

**B**

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

**OPTION** Ask Ss to cover up 1B and look at the images in 1C to guess the terms.

**C**

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

**EXTENSION** Arrange Ss in groups of four. Have each group member answer two of the following questions, and then share their answers with the group. If appropriate, allow Ss to use their phones or class computers for research. Write the questions on the board or print off copies to pass out.

1. *What is one plant that soon might be endangered? Why?* (orchid flowers; global warming and fires)
2. *What does healthy and unhealthy soil look like?* (Healthy soil is moist and dark brown in color. Unhealthy soil is dry and light gray in color.)
3. *What are the most common crops in your home country?*
4. *Have you ever seen a deer? Where were you?*
5. *What hurts the production of field crops?* (insects, wild animals, drought, extreme heat)
6. *Why would a wild animal wear a collar?* (so researchers can track their location and movements)
7. *What is a creative way to recycle fishing hooks?* (to make jewelry or ornaments)
8. *What kind of shelter is best for extreme weather events?* (underground with emergency supplies)

## 2 GRAMMAR

- Read the explanation aloud.
- Say, *The clause beginning with* though, although, *or* even though *contrasts with the information in the main clause. The main clause incudes the main idea of the sentence, which, in these cases, is an unexpected result.* Read the examples aloud.
- Point out the punctuation in the examples. Explain that the *though / although / even though* clause can be used before or after the main clause. When it's used before, it needs a comma. When it's used after, it does not *need* a comma, but one may be used.

**LANGUAGE NOTE** *Though* is more common in spoken English than *although*.

**EXTENSION** Have Ss complete the following sentences with a main clause showing an unexpected result. Have them compare their answers in small groups.

1. Though we wanted to stay longer, _____.
2. Though it was pouring outside, _____.
3. Although he was the most qualified candidate, _____.
4. Although she is rich and famous, _____.
5. Even though we don't see each other often, _____.
6. _____ even though she wasn't prepared.

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud.
- Tell Ss they are going to listen to or watch a presentation with photos. Explain that these kinds of presentations to audiences may also be referred to as *talks*.
- Read the question and answer choices aloud. Play the audio or video. Ask Ss, *What is the main idea of the talk?* (creative ways to protect endangered animals)

**B**
- Focus on the Listening Skill. Read it aloud.
- For the second listening or viewing, tell Ss to listen specifically for questions. Ask Ss to preview the exercise items. Explain that they will not write the exact answers from the listening but rather complete the sentences with the missing word or phrase.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.

**C**
- For the third listening or viewing, have Ss focus on the problems and solutions for each animal.
- Play the audio or video. Have Ss complete the chart.

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

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare their definitions.
- Review answers as a class.

**OPTION** On the board, write: *1. a complicated system*, *2. die off*, and *3. make sure*. Circle each expression. Read the first sentence in 3D aloud. Ask, *What is* a complicated system? Draw lines out from circle 1 and write Ss' ideas at the end of the lines. Repeat for each sentence. Then, have Ss work in pairs to define each expression based on the information on the board.

**EXTENSION** Have Ss choose one endangered species and research how its disappearance would affect animals and humans. Ask Ss to use a graphic organizer to visually illustrate the effects of wildlife extinction. Give each Ss three minutes to present their findings in small groups.

## 4 DISCUSSION

**A**
- Ask Ss, *Why is saving wildlife important?* Tell Ss to list reasons based on the information they learned in the talk as well as their own experience.
- Ask, *Besides saving wildlife, what else do people want or need to spend their money and effort on?* Tell Ss to write their ideas (about three more) in a separate list. Encourage them to include priorities from their own lives (for example, fight poverty, travel abroad, new car, college tuition) and add reasons why each idea is important.
- Monitor. Provide help with vocabulary or spelling as necessary.

**B**
- Have Ss take turns sharing lists in small groups and discuss whether or not the money and effort people are spending on animals should be used in other ways. Remind Ss to include reasons why their ideas are important.
- Tell groups to share one of their ideas with the class.

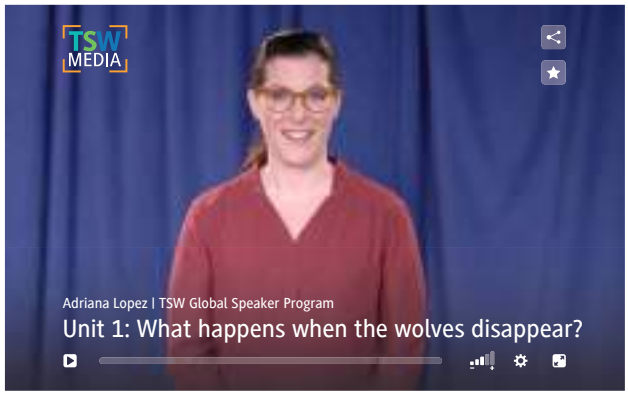
**C**
- Lead a class discussion on reasons to save wildlife. Write *Save wildlife* on the board. Under it, list Ss' reasons why it is important.
- Elicit three more ideas of ways to spend money and effort. Write them on the board. Under each, add reasons for why they are also important. Ask, *Which of these reasons are most convincing?* Underline those reasons.
- Take a class vote on if it's more important to spend money and effort on saving wildlife or on something else.

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

**LOOK FOR** While Ss are completing the discussion activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss endangered plants and animals
- ✓ listening for questions

**EXIT TICKET** Write on the board: *What is the most effective way to save wildlife?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to take notes. As Ss leave, collect their cards and ask them the question. Elicit one idea and one reason that supports their choice. For example, *The best way to save animals is to drive carefully because too many animals get killed by cars.* Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

## 3 LISTENING




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

Efforts to save endangered wildlife ___ .

a. have not been very successful
b. are important for both animals and humans
c. are getting more and more high-tech

**B** 01-17 Read the Listening Skill. Listen or watch again. How does the speaker answer each of these questions? Write a short answer. Answers will vary.

1. Problem solved. But have you created a new problem? With no wolves around, deer invade the nearby hills. And the deer eat all the hillside plants.
2. Most countries have laws that limit hunting and fishing. Isn't that enough? No.
   Though hunting laws are great, they're not enough.

**LISTENING SKILL** Listen for questions

Speakers sometimes ask questions and then answer them. This is a way to highlight important ideas or transitions. Listen for questions to understand the important ideas in a talk.

**C** 01-18 Listen or watch again. Complete the chart.

| Animal | Problem | Solution |
|---|---|---|
| elephants | moving out of the jungle | tracking collars |
| sharks | caught by mistake | magnetic fishhooks |
| monkeys | hit by cars | monkey bridges |
| turtles | get stuck crossing the railroad tracks | turtle tunnels |
| bees | too many tall buildings. | bee highways |

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean?

1. Every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the result. many different things that work together in a way that is hard to understand
2. Although we can't predict the effects of allowing a specific animal to die off, we *do* know that our planet is stronger when there are many species of both animals and plants. to disappear completely
3. One way to save endangered animals is to make sure that people don't kill them. Most countries have laws that limit hunting and fishing. being positive that something is done

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Make a list of reasons why saving wildlife is important. Make a list of other things that money and effort could be spent on instead of helping animals.

**B** DISCUSS In small groups, talk about your ideas in 4A. Should the money and effort people are spending on animals be used in other ways? Why or why not?

Although it takes time and effort to save animals, it's worth it because ...
Though I understand why people want to save wildlife, I think ...

**C** EVALUATE As a class, discuss the reasons why people want to spend money and effort on saving wildlife or on something else instead. Vote on the three most convincing reasons for each argument.

☐ I CAN DISCUSS ENDANGERED ANIMALS.

# LESSON 4 READ ABOUT A WILDLIFE RESCUE CENTER



LETI MOLINA
@LetiM
I read a great interview about a wildlife rescue center. Now I want to volunteer!

## 1 BEFORE YOU READ

**A** PAIRS Have you ever helped an animal? Talk about it.

*Last year I found a baby bird that had fallen out of its nest …*

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

orphaned fascinating an enclosure an environment mimic a natural habitat

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 127

## 2 READ

**A** PREVIEW Look at the title and the photographs. What do you think this text is about? Look at the format of the text. What does it tell you?

**B** 01-20 Read and listen to the interview. Were your answers correct?

# A Place to Get Better

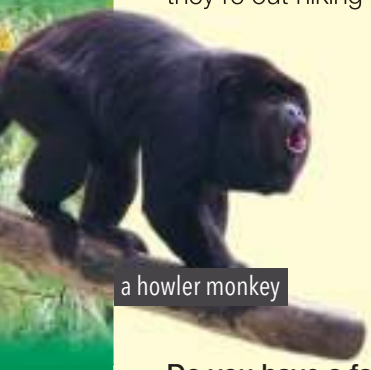
**On the southern border of Costa Rica is a very special place where sick and injured wild animals are safe and cared for. It is the Jaguar Rescue Center. The center never turns away any wild animal brought to its door. I interviewed a volunteer, Kathleen, to find out more about this amazing place.**



a sloth

1 **So, Kathleen, tell me more about the center. What kinds of animals does it help?**

All kinds. Sloths, howler monkeys, porcupines, and more—any sick, injured, or orphaned animal. People in town, or sometimes the local police, see the animals in the road or while they're out hiking and bring them to the center.



a howler monkey

2 **So what kinds of tasks do you do at the center?**

I do a lot of feeding and cleaning up. It's similar to having your own pets. We feed some of the baby animals with goat milk in bottles, and we help out in the kitchen to make food for the older animals.

3 **Do you have a favorite kind of animal at the center?**

My favorite are the howler monkeys. They are so fascinating! Did you know that they are the loudest land animal? Their vocalizations can be heard clearly for five kilometers.

4 **Where do the howlers live in the center? I know that monkeys like to climb…**

They eat and sleep in a very large enclosure, which we clean twice a day. The enclosure was created as an environment that closely mimics their natural habitat as much as possible, so there's plenty of space to climb, jump, swing, and play.

5 **Do the animals return to the jungle when they're healthy again?**

Yes! The goal is to return the animals to their natural habitat. Every afternoon, we take the healthy howlers into the jungle. If they don't come back, it means they are beginning a new life in the wild with a new family.

6 **It must be difficult to say good-bye to the howlers when they find their new home.**

Yes, but sometimes they come back to say hello. One of the howlers who had been successfully released back into the jungle returned one day with a surprise—a new baby! It's like she wanted to say "thank you" to the people who cared for her.



a porcupine

# LESSON 4 READ ABOUT A WILDLIFE RESCUE CENTER

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

- Read the lesson title aloud. Write on the board: *What is a wildlife rescue center? Why do they exist?* Have Ss discuss in pairs. Then elicit answers from the class. (A wildlife rescue center is a place that brings wildlife back to a healthy condition after an illness or injury. They exist because some animals hurt by human activity cannot get better in the wild.)
- Read the social media message aloud. Ask Ss, *What does Leti mean when she says she wants to* volunteer? (She wants to offer to do something without getting paid for it.) *Would you want to volunteer at a wildlife rescue center? Why or why not?* Invite volunteers to share their opinions with the class.

**CULTURE NOTE** Volunteering is a response to urgent situations like natural disasters, but it is also a way to develop job skills and make professional contacts. In the United States, volunteering has been popular since the 1700s. Today, about 25% of all Americans volunteer.

**EXTENSION** Take a class poll on how many Ss think volunteering is important. Record the results on the board. Have Ss research volunteer opportunities in their community. Suggest they look at local non-profit organizations, such as animal rescue centers, state parks, libraries, museums, and churches. Write the following questions on the board:

1. *What is the name and mission of the organization?*
2. *What kind of help is needed?*
3. *Is previous experience required?*
4. *Would you want to volunteer here? Why or why not?*

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

## 1 BEFORE YOU READ

**A**
- Show or project a map of the world. Ask, *Have you ever helped an animal?* Invite 2–3 volunteers to describe a time that they helped an animal. Encourage Ss to ask follow-up questions.

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- List the words on the board and ask the class what each word means. Write Ss' ideas on the board.
- In order to gain a deeper understanding of the vocabulary, ask Ss additional questions. For example, *Why would an animal be orphaned? What might it feel like to be an orphan?*
- Remind Ss they can go to page 127 for further clarification and practice.

## 2 READ

**A**
- Bring Ss' attention to the three photos. Read the captions aloud. Ask Ss, *Have you ever seen these animals? What do you know about them?* Have Ss discuss in pairs.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think this text is about?* Have Ss discuss in pairs.
- Ask Ss to analyze the format of the text. Ask, *What do these headings have in common?* (Most are questions.) *What does the format of the text tell you?* (It's an interview.)

**B**
- Tell Ss they are going to listen to a magazine interview with a volunteer at a wildlife rescue center in Costa Rica. If possible, point out Costa Rica on a world map.
- Have Ss listen to and read the article. Play the audio and pause after the phrase *amazing place.* Ask Ss comprehension questions:
  1. *Who is being interviewed?* (Kathleen)
  2. *What does she do?* (She is a volunteer at the center.)
  3. *What is the name of the center?* (the Jaguar Rescue Center)
  4. *Does the center help only jaguars or all wild animals?* (all wild animals)
- Play the rest of the audio without pausing. As Ss listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with.
- Ask, *Were your guesses correct?* Help explain any new vocabulary, or encourage Ss to use the dictionary.

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

## 3 CHECK YOUR UNDERSTANDING

**A**
- Ask, *What is the main idea of the article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. information is included, but not a main idea; c. not explained)

**B**
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you think it would be difficult to say good-bye to the animals when they find their new homes?* Have Ss share their opinions in pairs. Remind them to use reply questions from the conversation skill as they discuss.

**C**
- Ask a volunteer to read questions 5 and 6 and the responses aloud for the class. Elicit the meaning of the phrases *It means* and *It's like* in this context.
- Have Ss complete the exercise. Review the answers as a class.
- Provide additional examples, such as, *If I don't answer my phone, it means I can't talk.* or *She seems so excited! It's like she just won the lottery.*

**D**
- Read the Reading Skill aloud. Say, *A whole text has a main idea, but individual paragraphs have main ideas as well.* Explain to Ss that in articles the main idea of the paragraph is usually the first or last sentence, but in interviews, the main idea is often in the questions.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the main ideas and call on Ss to respond with the correct questions.

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

⊕ **EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research the answer. At the beginning of the next class, give them a few minutes to share what they learned with a partner.

## 4 MAKE IT PERSONAL

**A**
- Read the instructions. Copy the chart on the board. Say, *One way to help sick, injured, or orphaned animals is to volunteer at the center and give them towels and blankets.* Add *volunteer* and *towels and blankets* to the chart.
- Have Ss complete the chart based on the information they read and their own ideas.
- Lead a class brainstorm of animal rescue centers. Elicit the names of rescue centers, and add them to the chart.

**B**
- Have Ss compare their charts in pairs and discuss the questions.
- Elicit ideas about things to do or to give to a rescue center. Invite volunteers to add their ideas to the chart.
- Ask, *Who has helped animals before? How?* Invite volunteers to share their experiences. Ask, *Are you interested in helping animals in the future? How?* Elicit opinions from the class.

⊕ **EXTENSION** Write on the board: *If human activity caused an animal to become sick, injured, or orphaned, then humans should help. If not–if it's something that happened naturally in the wild–then humans should not help.* Read the statements aloud and make sure Ss understand them before moving on. Then ask, *Do you agree or disagree with the statements?* Have Ss discuss in small groups. Call on a volunteer from each side to defend their opinion.

**EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Ask them to make a list numbered 1–5. Read the five questions from the interview aloud in third person. For example, *What kinds of tasks does Kathleen do…* Pause after each question to give Ss time to write a short answer. Remind Ss to use *get* to express change and *so* and *such* to show emphasis. Ask them to use *though, although,* or *even though* at least once. Collect cards as Ss leave to identify written areas for review.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the interview again. What is the interview mainly about? Circle the correct answer.

a. what howler monkeys eat
b. how a rescue center helps injured animals
c. what to do if you find an injured animal

**B** Circle the correct answers, according to the interview.

1. Who finds the sick or injured animals and brings them to the center?
   a. the volunteers
   b. the police and hikers
   c. tourists
2. What does Kathleen say about the animals' diets?
   a. All the animals drink goat milk.
   b. Some of the food is prepared in the kitchen.
   c. The older animals find their own food.
3. What is one goal of the center?
   a. to release the animals back into the jungle
   b. to have the monkeys return to the center
   c. to watch how the animals behave in their natural habitats

**C** CLOSE READING Reread questions 5 and 6. Then answer the questions.

1. In question 5, what does *it means* refer to? the monkey not coming back suggests
2. In question 6, what does *It's like* refer to? the monkey coming back with her baby may mean

**D** Read the Reading Skill. Match the main ideas below with the questions in the interview. Write *1–5*.

4 a. the howlers' habitat at the center
1 b. which animals are at the center
5 c. the goal of the center
3 d. the animal Kathleen likes best
2 e. what Kathleen does at the center

**READING SKILL Find the main idea**

The *main idea* is what a text is about. When you can find the main idea, it is easier to understand the text. When you read an interview, one way to find the main idea is to look at the questions.

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

The interview is about a volunteer and ...

How else does the Jaguar Rescue Center help animals?

## 4 MAKE IT PERSONAL

**A** Think about ways to help sick, injured, or orphaned animals. Complete the chart with your ideas.

| Things to do | Things to give to a rescue center | Names of rescue centers you know |
|---|---|---|
| | | |

**B** PAIRS Compare your ideas in 4A. Are either of you interested in helping animals?

We both plan to give money to a shelter ...

☐ I CAN READ ABOUT A WILDLIFE RESCUE CENTER.

# LESSON 5 WRITE A DESCRIPTION OF A PLACE



LETI MOLINA

@LetiM

I finally posted photos from my trip to Panama last year! It was such an amazing experience!

## 1 BEFORE YOU WRITE

**A** What is the most beautiful place you have ever been to? What beautiful place do you want to visit?

**B** Read the travel blog. How does Leti feel when she thinks about Bocas del Toro? How do you know? Does the description make you want to visit Bocas del Toro?

Blog | About | Destinations | Contact

Search

### BOCAS DEL TORO

Last year I went on vacation to Panama and stayed in the most beautiful place I've ever been—a place called Bocas del Toro. It's on the Caribbean Sea and has amazing beaches, trees, flowers, and wildlife—all in one place.

I loved walking on the beach and feeling the soft, white sand between my toes and the warm sun on my face. When I got a little too warm, I sat under a shady tree near the water and closed my eyes to hear the calming sound of the waves breaking on the shore. When I opened my eyes and looked around, I could see surfers riding on the blue-green waves, like dancers on top of the water. I could also see small, brown monkeys jumping and swinging through the many beautiful green trees. The sweet scent of the yellow and white ylang-ylang flowers mixed with the smell of the salty ocean. No perfume could smell any better! When I got hungry, I walked to a restaurant where they served delicious fresh fish and my favorite: sweet and salty fried plantains, which are similar to bananas.

Every time I think about my time in Panama, I can still see, smell, hear, feel, and taste that beautiful place, and for a few moments, I am back on that beach. I hope I can go back again soon!



Surfers riding waves



Ylang-ylang flowers



Fried plantains

## 2 FOCUS ON WRITING

**Read the Writing Skill. Then reread the travel blog in 1B. Complete the chart with the things that the writer sees, feels, hears, smells, tastes.**

**WRITING SKILL** Use sensory words

Writers use sensory words to help a reader make pictures of people, places, and things in their mind. Use sensory words that describe colors and sights, sounds, feelings, tastes, and smells–all the five senses–to make the reader "see" what you see.

| See | Feel | Hear | Smell | Taste |
|---|---|---|---|---|
| surfers<br>blue-green waves<br>monkeys<br>green trees | soft sand<br>warm sun | waves crashing | sweet flowers<br>salty ocean | sweet / salty plantains |

# LESSON 5 WRITE A DESCRIPTION OF A PLACE

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

- Read the lesson title and the social media message aloud. Ask, *Where did Leti visit?* (Panama)
- If possible, point out Panama on a world map. Ask Ss, *What do you think Panama is like? What do you think Leti took pictures of?* Elicit ideas from the class.
- Ask Ss, *What does Leti mean when she says,* I just *posted* photos? (She put her photos online where other people can see them.) *Where are common places to post photos online?*

## 1 BEFORE YOU WRITE

**A**
- Say, *The most beautiful place I've ever been was Istanbul, Turkey. I've always wanted to visit St. Petersburg in Russia.* Read the questions aloud. Have Ss share their experiences in pairs or small groups.
- Have volunteers share their answers with the class. Show pictures of the beautiful places Ss mention, if possible.

**B**
- Tell Ss to look at the text. Ask, *What is it?* (a travel blog) Ask, *Who wrote it?* (Leti) *Who did she write it for?* (people who read the blog) *What is the purpose of it?* (to describe Bocas del Toro, Panama)
- Ask, *Based on Leti's social media message, what do you think she will say about Bocas del Toro?* Have Ss make predictions in pairs.
- Ask Ss to look at the photos. Read the captions aloud. Say, *Are you familiar with these three things?* Invite volunteers to share their experiences with the class.
- Have Ss follow along in their books as you read Leti's online essay aloud for the class. Ask the target questions. Give Ss time to discuss the answers in small groups.
- Ask Ss to underline any instances in the essay where Leti used *get* to express a change of state. (When I got a little too warm…; When I got hungry…) Elicit answers from the class. Ask Ss, *Did Leti use* get *with adjectives or past participles?* (adjectives)
- Clarify the meaning of the words *break* (when a wave curls over and falls onto or near land) and *ride* (to be carried on a wave) in this context.

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

**EXTENSION** In pairs, have Ss rewrite three sentences in the travel blog using *such* or *so* to show emphasis. For example, *Bocas del Toro has <u>such</u> amazing beaches, trees, flowers, and wildlife.* or *I could also see brown monkeys jumping and swinging through the many beautiful green trees. They were <u>so</u> small!* Have **higher-level Ss** rewrite five sentences.

## 2 FOCUS ON WRITING

- Ask Ss to close their books. Copy the chart on the board without headings. Ask, *What are the five senses?* (see, feel, hear, smell, taste) Elicit answers from the class. Add them to the chart.
- Ask Ss to open their books. Read the Writing Skill aloud. Above the headings in the chart write the words *colors/sights, feelings, sounds, smells,* and *tastes*.
- Tell Ss to individually reread the text in 1B. Say, *Find the sensory words that describe Leti's experience in Bocas del Toro and categorize them according to sense.*
- Ask Ss, *What's one sensory word in the first sentence?* (beautiful) *What does it describe?* (place) Say, *A beautiful place is a sight. It describes that Leti sees.* Add *beautiful* to the first column in the chart.
- Have Ss complete the exercise individually and then compare their charts in pairs. Invite volunteers to add sensory words to the chart on the board.

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

## 3 PLAN YOUR WRITING

**A**
- Say, *Add sensory words to the chart that describe the most beautiful place you've been.* Have Ss complete the chart individually. Remind them to write phrases, not individual words, in the chart. For example, write the phrase *soft sand,* not just the word *soft.*
- Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary. Encourage Ss to use a dictionary if possible.

**B**
- In pairs, have Ss take turns describing their beautiful place using the sensory words in their chart. Ask Student B to close his or her eyes as Student A speaks and picture the place being described. Suggest that Student B save any follow-up questions until the end. Then, have Ss swap roles.
- Monitor Ss' conversations to make sure they are including relevant details.

**OPTION** Rather than close their eyes, encourage Ss to draw what they hear as they listen to their partners describe their beautiful place.

**EXTENSION** Have pairs form groups of four. Ask each pair to describe the most beautiful place their partner knows. **Lower-level Ss** can look at their partner's chart while presenting. Challenge **higher-level Ss** to complete the activity without looking at the book.

## 4 WRITE

- Bring Ss' attention back to 1B. Ask, *What verb tense does Leti use to describe her vacation to Bocas del Toro?* (simple past) Remind Ss to use the simple past in their travel blog.
- Tell Ss to use the notes in their chart to write their travel blog. Remind them to use 1B as a model and include 3–4 sentences in each paragraph.
- **Higher-level Ss** should write longer blogs. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

## 5 REVISE YOUR WRITING

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

**B**
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner add more sensory words or fix any errors with verb forms.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.
- Direct Ss' attention to the Revising tip. Read the information aloud. Ask Ss, *What does it mean to* see your writing with fresh eyes? (looking at it as if you've never seen it before in order to discover new strengths or weaknesses) *How long do you wait before revising your drafts?* Invite volunteers to share their tips with the class.

## 6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is a piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their essay.

**EXIT TICKET** Ask Ss, *What is a place that makes you feel calm and comfortable?* Have Ss write their names on a blank card or piece of paper. Encourage them to use a chart similar to the one in 3A to organize their ideas. Then give them 2–3 minutes to describe this place in pairs. Ask Ss to use *get* to express change. Remind them to use *so* and *such* to show emphasis and *though, although,* and *even though* to contrast two ideas. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

## 3 PLAN YOUR WRITING

**A** Think about a beautiful place that you know. What do you see, feel, hear, smell, and taste when you think about this place? Take notes in the chart.

| See | Feel | Hear | Smell | Taste |
|---|---|---|---|---|
| | | | | |

**B** PAIRS Describe the place that you chose using your notes from 3A. Try to picture the place that your partner describes.

I want to write about the Galapagos Islands in Ecuador. I saw many colorful birds and huge, slow-moving turtles ...

## 4 WRITE

Write a travel blog about a beautiful place that you know. Use sensory words to talk about what you saw, felt, heard, smelled, and tasted there. Try to "paint a picture" in the reader's mind. Use the blog in 1B as a model.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange and read each other's descriptions.

1. Underline all of the sensory words.
2. Did your partner use enough sensory words to help you make a picture in your mind?

**B** PAIRS Can you improve each other's descriptions? Make suggestions.

**Revising tip**

Wait a day before you revise your draft. This will help you see your writing with fresh eyes and make your writing better.

## 6 PROOFREAD

Read your description again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A PLACE.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



**A** 01-21 Listen or watch. What is the topic of the presentation? Answers will vary. Possible answer: It's about the gray whale.

**B** 01-22 Listen or watch again. Complete the chart.

| | |
|---|---|
| Endangered animal | gray whale |
| Location | Pacific Ocean |
| Reasons for endangerment | hunting, large ships, fishing boats, chemicals |
| Interesting facts | as long as a bus; weigh as much as 8 elephants; friendly around people |

**C** Read the Presentation Skill. Make a list of animals and size comparisons.

### PRESENTATION SKILL

**Use comparisons for measurements**

To make it easier for your audience to understand information about size, make comparisons to something the audience knows. For example, if you say that an animal is 15 meters (50 feet) long, you can also say that it is as long as a bus.

**D** Make your own presentation.

Step 1 Choose an endangered animal and find information about it. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about your animal. Bring an item or picture related to your endangered animal. Remember to include comparisons for measurements.

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

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about a weather event
- ☐ Talk about wildlife
- ☐ Discuss endangered animals

**Vocabulary**
- ☐ Weather
- ☐ Results of bad weather
- ☐ Animals
- ☐ Words to describe animals

**Conversation**
- ☐ Reply questions

**Pronunciation**
- ☐ Linking vowels with /w/ and /y/

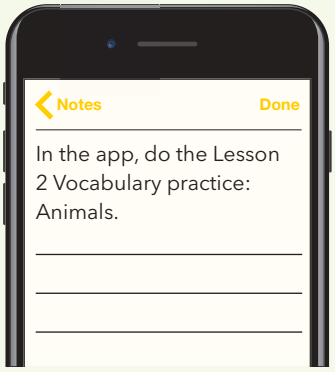
**Listening**
- ☐ Listen for questions

**Grammar**
- ☐ *Get* to express change
- ☐ *So* and *such*
- ☐ *Though, although,* and *even though*

**Reading**
- ☐ Find the main idea

**Writing**
- ☐ Use sensory words

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

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

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

**OPTION** If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the phrase *gentle giants*. Ask Ss, *How big are gray whales?* Or pause after the phrase *endangered in others*. Ask Ss, *Where are gray whales more endangered?* Elicit ideas from the class before moving on.

**C**
- Read the Presentation Skill aloud. Provide additional examples using comparisons for measurements, such as *some ants are smaller than a grain of rice*.
- Have students make their own lists and size comparisons of 3–5 animals and then compare in pairs.

**D**
- Read the three steps aloud for the class. Tell Ss they can present on any endangered animal they are interested in. Have them brainstorm animals and then choose one.
- Have them complete a chart like the one in 1B with the information about their endangered animal. Invite them to share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Walk around as Ss work and listen for correct syllable stress in nouns. Provide help with pronunciation as necessary.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their chart. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the endangered animal.*
  - ☐ *Include a comparison for measurement.*
  - ☐ *Talk about the reasons for endangerment.*
  - ☐ *Present 2–3 interesting facts.*
  - ☐ *Speak loudly and clearly.*
- Remind Ss to bring in an item or picture related to their endangered animal to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 2 WHAT SKILLS ARE YOU LOOKING FOR?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Report what someone said** | |
| | ***Vocabulary*** | Career advancement |
| | ***Grammar*** | Reported speech |
| | ***Pronunciation*** | Stress in compound adjectives |
| LESSON 2 | **Talk about job qualifications** | |
| | ***Vocabulary*** | Describing employees |
| | ***Grammar*** | Defining relative clauses |
| | ***Conversation skill*** | Ask if someone has time to talk |
| LESSON 3 | **Discuss the future of work** | |
| | ***Grammar*** | *So* and *therefore* |
| | ***Listening skill*** | Listen for counter-arguments |
| LESSON 4 | **Read about job satisfaction** | |
| | ***Reading skill*** | Understand rhetorical questions |
| LESSON 5 | **Write about making a change** | |
| | ***Writing skill*** | Use linking expressions |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Childhood dream job |
| | ***Presentation skill*** | Practice by listening to recordings of yourself |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask the class, *What are some examples of skills?* (language skills, computer skills)
- Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *office, meeting, business people, interview*.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Ed Miller) Have them read what Ed says in *Meet the People of TSW Media* on page 4 or play the video of Ed. Then ask, *What do you know about Ed?* (For example, He's a copywriter from New York.)
- Read Ed's social media message aloud. Ask, *What does Ed mean by* social media? (forms of electronic communication like websites or apps where people create communities to share information and ideas) *What does it mean to* get into *a* field? (to begin working or studying in a specific area of interest)
- Further explore the context of the photo. Ask, *What field do you think these people work in? Is that a field you'd like to get into? Why or why not?*

# 2 WHAT SKILLS ARE YOU LOOKING FOR?

## LEARNING GOALS

In this unit, you

- report what someone said
- talk about job qualifications
- discuss the future of work
- read about job satisfaction
- write about making a change



## GET STARTED

A Read the unit title and learning goals.

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

C Now read Ed's message. Would you like to work in social media?



**ED MILLER**

@EdM

I've been doing some writing for the social media team. That's a field I'd love to get into!

# LESSON 1 REPORT WHAT SOMEONE SAID



ED MILLER
@EdM
I just heard some interesting news at work.

## 1 VOCABULARY Career advancement

**A** 02-01 Listen. Then listen and repeat.

**an application**: a form that you complete to request a job or to join an organization
**a candidate**: someone who wants to be chosen for a job
**a job description**: a list of the responsibilities for a job
**experience**: knowledge or skills that you have gotten by doing something
**a job opening**: a job that is available
**an entry-level job**: the lowest-level job in a company or department
**a short-term position**: a temporary job
**a permanent position**: a job that will continue
**a promotion**: a move to a better position at work

**B** Complete the questions with words from 1A.

1. When was the last time you filled out a job _____application_____ ?
2. How did you find out about the _____job opening_____ ?
3. Was it a permanent position or a(n) _____short-term position_____ ?
4. Was it a high-level job or a(n) _____entry-level job_____ ?
5. Have you ever gotten a(n) _____promotion_____ at work?
6. Did you have the _____experience_____ for the job? Had you done similar work?




**C** PAIRS Ask and answer the questions in 1B.

## 2 GRAMMAR Reported speech

Reported speech uses reporting verbs like *say*, *mention*, and *tell*. Unlike direct speech, it does not quote the speaker's exact words: *He said that he wanted to be a chef.* When the reporting verb is in the past, we usually change the verb tense to show the correct time relationship.

| | Direct speech: (She said,) | Reported speech |
|---|---|---|
| **Present → Simple past** | "I **want** to be a lawyer." | She said (that) she **wanted** to be a lawyer. |
| **Past → Past perfect** | "I **quit** my job yesterday." | She told me (that) she **had quit** her job the day before. |
| **Present continuous → Past continuous** | "I'**m applying** to law school." | She mentioned (that) she **was applying** to law school. |
| **Present perfect → Past perfect** | "I'**ve worked** here for three years." | She said (that) she **had worked** there for three years. |
| ***Will → Would*** | "I'**ll help** you with the project tomorrow." | She said (that) she **would help** me with the project the next day. |
| ***Can → Could*** | "I **can't finish** my work." | She said (that) she **couldn't finish** her work. |

**Note** We use the present tense for general truths: *He said the sky is blue.*

>> FOR PRACTICE, GO TO PAGE 128

# LESSON 1 REPORT WHAT SOMEONE SAID

- Read the lesson title and the social media message aloud. Ask, *What does it mean to* report *something?* Explain that *report* can mean to give information about something in a news article or broadcast or simply to provide information about something that happened.
- Ask, *When did Ed hear some interesting news?* (recently) *What interesting news do you think Ed just heard at work?*

## 1 VOCABULARY

**A**
- Read the vocabulary title aloud. Ask, *What is* career advancement? (when you develop or move forward in your profession)
- Say, *Listen to the words and phrases that are commonly used to talk about career advancement.*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, ask Ss to take turns reading the terms and definitions aloud. Tell them to share and compare their previous knowledge.

**B**
- Say, *Complete the sentences with a word or phrase from 1A.* Remind them that not all of the terms will be used.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Read the sentences and have Ss call out the answers. Address any questions Ss still have about the vocabulary.

**LANGUAGE NOTE** An office worker in a short-term position is often called a *temp*.

**C**
- In pairs, have Ss take turns asking and answering the questions in 1B.
- Encourage Ss to respond based on their personal experiences. Invite volunteers to share their answers with the class.

**OPTION** Have Ss complete 1C as a mingle activity. Every 2 minutes, say, *New partner!* and have Ss talk about career advancement with another classmate. **Lower-level Ss** can carry their book with them for reference.

**EXTENSION** Ask Ss questions to deepen their understanding of the vocabulary. For example, *Who has filled out an application? Who has experience in business administration? Who has had an entry-level job?* Ask follow-up questions to learn more about the class.

## 2 GRAMMAR

- Write on the board: *1. "I want to be a lawyer." 2. She said (that) she wanted to be a lawyer.* Read the two statements aloud. Ask, *What is the difference between the two?* (1. is direct speech, 2. doesn't quote exact words)
- Ask Ss to look at the grammar chart. Read the first two sentences of the explanation aloud. Ask, *Were your guesses correct?*
- Read the rest of the explanation aloud. Say, *We use different verb tenses in direct and reported speech.*
- Bring Ss' attention back to the examples on the board. Point out the quotations (" ") in number one. Ask, *Why do we use quotation marks?* (to say or write the exact words someone else has said or written)
- Point out the parentheses () in number two. Say, *Parentheses show that the word* that *is optional.* Tell Ss *that* the meaning is exactly the same whether or not *that* is used. Explain that we don't put *that* in parentheses in writing.
- Say, *Number one is direct speech. Number two is reported speech.* Ask, *How do we change direct speech into reported speech?* Elicit ideas from Ss. Write on the board:
  1. *remove quotation marks*
  2. *add reporting verb (say, mention, tell…)*
  3. *add* that *(optional)*
  4. *change the verb tense*
- Have Ss look at the grammar chart. Have two volunteers take turns reading aloud the direct and reported speech examples. After each example, ask, *How did the verb tense change?* (For example, The simple present changed to the simple past.)
- Go over the Note at the bottom of the chart. Provide additional examples, such as *She told me that Daylight Savings Time ends this weekend.*

**LANGUAGE NOTE** More examples of reporting verbs are: *advise, agree, apologize, ask, decide, encourage, explain, promise, recommend, remind, report, suggest,* and *warn.*

**EXTENSION** Write on the board: *How did you learn English?* Have Ss write down three ideas and share them in pairs. Ask Ss to present their partner's ideas to the class or in small groups using reported speech. For example, *Li Wei told me that he studied flashcards to help learn new words.*

## 3 PRONUNCIATION

**A**
- Read aloud the pronunciation note about stress in compound adjectives. Write on the board: *It's a part-time job. This job is part time*. Ask, *What is the compound adjective here?* (part time) Point out where the hyphen was dropped.

**B**
- Bring Ss' attention to 3B. Say, *Listen to how the compound stress changes in the following examples*.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

**C**
- Read the directions aloud. Play the audio.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review the answers as a class.
- Play the audio again. Tell Ss to listen again and repeat. Invite volunteers to read the sentences aloud for the class.

⊕ **EXTENSION** Ask Ss, *What kind of job do you have or would you like to have?* Have Ss discuss in pairs. Suggest they use language in 3B and 3C.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ed and Leti) *What is their relationship?* (co-workers) *What do you think Ed and Leti are talking about?* (a job opening at their company)
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and write short answers. Give them time to preview the questions.
- Play the audio or video again. Have Ss take notes as they listen and then compare their answers in pairs. Replay the conversation if appropriate.
- Lead a class discussion of the answers. Ask follow-up questions to elicit more information.

⊕ **EXTENSION** Write on the board: *You can't succeed if you don't try*. Ask Ss if they agree or disagree with the statement, and why.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Replay the conversation if appropriate. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share what they think about Pam's decision to go to law school, and why. Invite volunteers to share their opinions with the class.

## 5 TRY IT YOURSELF

**A**
- Copy the chart on the board. Model note-taking as you share a job description that someone told you about. Say, *My mother told me she'd had a short-term position as a server on a cruise ship. She saw the job opening in the newspaper. She loved it and got to travel the world*.
- Ask Ss, *What is a job someone has told you about?* Give Ss time to complete the chart.
- Monitor. Provide help with vocabulary and spelling as necessary.

**B**
- Arrange Ss in same-level pairs. Have them summarize the information in their charts. Remind them to use the conversation from 4C as a model.
- Remind Ss to use reported speech and ask follow-up questions to get more information.

**TEACHING TIP** Give lower-level Ss time to write out their summary before sharing.

**C**
- Ask Ss, *What kinds of jobs did you discuss?* Write Ss' answers on the board.
- Invite volunteers to share any unusual job experiences with the class. Take a class poll on how many people said they liked their jobs.

**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about career advancement
- ✓ using reported speech
- ✓ using stress in compound adjectives

**EXIT TICKET** Write on the board: *What is your dream job?* On a blank card or piece of paper, have Ss write their names and the job they would like. Ask them to swap cards with a classmate and read their partner's information. Give them time to ask clarification questions if necessary. As Ss leave, ask, *What is your partner's dream job?* Remind Ss to respond in reported speech. For example, *Abdullah told me that he was already working in his dream job. He's a personal trainer*. Listen to Ss' answers and take notes on areas for review and extra practice in later lessons.

## 3 PRONUNCIATION

**A** 02-02 Read and listen to the pronunciation note.

**B** 02-03 Listen. Notice the stressed word in the examples. Then listen and repeat.

It's a **well**-known company. The company is well **known**.

**C** 02-04 Listen. Circle the stressed words in the compound adjectives.

1. Many part-time jobs aren't well paid.
2. It's a one-year program at a world-famous school.
3. She's working full time, in an entry-level position.
4. He signed a short-term, two-week contract.

### Stress in compound adjectives

Compound adjectives are made up of more than one word, such as *high-level*. When a noun follows the compound adjective, stress the first word more strongly than the second word: *It's a part-time job*. When the compound adjective is not followed by a noun, we usually don't stress the first word, and the hyphen is dropped: *The job is part time*.

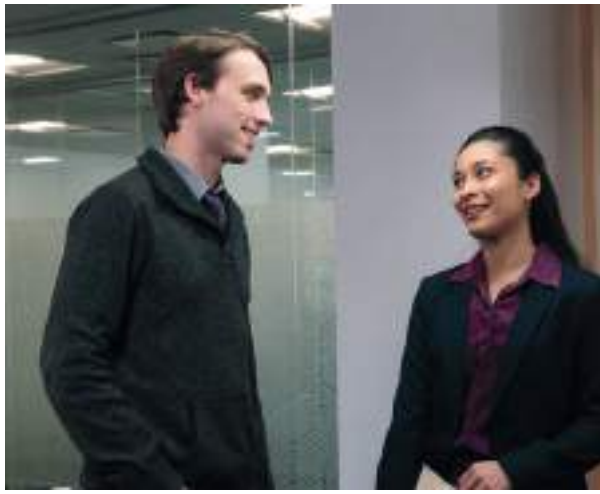
## 4 CONVERSATION

**A** 02-05 Listen or watch. What does Ed want?

a. to get a promotion
b. to join the social media team
c. to help with a new project

**B** 02-06 Listen or watch again. Answer the questions.

1. How did Pam get onto the social media team?
   She helped with social media projects.
2. What is Ed's experience with the social media team?
   He has done some writing for them.
3. What does Ed decide to do?
   He decides to talk to someone about the job.



What do you think about Pam's decision to leave her job and go to law school? Is it a good idea? Why or why not?

**C** 02-07 FOCUS ON LANGUAGE Listen. Complete the conversation.

Leti: I talked to her a couple of months ago and she said she was applying to law schools.
Ed: Law schools? Wow, that's a big change from working in social media.
Leti: Well, she said she'd always wanted to be a lawyer.

## 5 TRY IT YOURSELF

**A** THINK Think about a job experience that someone told you about. Take notes in the chart.

| Job description | How the person got the job | Did the person like the job? |
|---|---|---|
| | | |

**B** PAIRS Share the information in your chart. Report what the person said about his or her job.

My mother told me she'd had a short-term position as a server on a cruise ship ...

**C** REPORT Tell the class about the jobs you discussed. Who had the most unusual job experience? How many people said they liked their jobs?

☐ I CAN REPORT WHAT SOMEONE SAID.

# LESSON 2 TALK ABOUT JOB QUALIFICATIONS



ED MILLER
@EdM
Time to talk to Mary about the social media job. I hope I don't look nervous!

## 1 VOCABULARY Describing employees

**A** 02-08 Read the infographic. Then listen and repeat the vocabulary words.

### WHAT DO EMPLOYERS WANT? This is what they say.

#### A GREAT EMPLOYEE IS . . .

**CREATIVE** Employers are always looking for people with new ideas.

**POSITIVE** Every company wants people who have a good attitude.

**RESPONSIBLE** The best employees are ones an employer can trust. They show up on time and do their work carefully.

**INDEPENDENT** It's important for an employee to be able to work alone without someone always telling him or her what to do.

#### A GREAT EMPLOYEE HAS . . .

**COMMUNICATION SKILLS** Employers are looking for people who can speak, write, and express themselves.

**LEADERSHIP SKILLS** Good leaders don't just tell others what to do, they are also very good at working independently.

**PROBLEM-SOLVING SKILLS** Unexpected things happen in every job. Employers want to hire people who can think about and find solutions to problems.

**TECHNICAL SKILLS** Many jobs require people who can use specific technology, such as computer programs, machines, or tools.

**B** 02-09 Listen to the candidates for a design job. Circle the quality or skill they are describing.

1. She is ***creative*** / ***positive***.
2. He is ***responsible*** / ***independent***.
3. He has ***leadership*** / ***problem-solving*** skills.
4. She has ***leadership*** / ***communication*** skills.
5. She has ***communication*** / ***technical*** skills.
6. He is ***positive*** / ***independent***.

**C** PAIRS Discuss jobs that require each quality in 1A. Explain your answers.

A: Chefs have to be creative. They always need to think of new dishes to cook.
B: True. And teachers also have to be creative. They need to think of new ways to teach lessons.

## 2 GRAMMAR Defining relative clauses

Defining relative clauses provide important information about a noun. They are placed directly after the noun they describe. These clauses begin with relative pronouns (*who*, *whom* and *that* for people, *that* and *which* for things).

| | Noun | Subject relative pronoun | Subject relative clause |
|---|---|---|---|
| We want | someone | that<br>who | has worked in social media. |
| I'm looking for | a job | that<br>which | will use my leadership skills. |

| | Noun | Object relative pronoun | Object relative clause |
|---|---|---|---|
| We found | the person | (that)<br>(whom) | we were looking for. |
| She has | a job | (that) | she loves. |

**Note:** In object relative clauses, the relative pronoun is optional.

>> FOR PRACTICE, GO TO PAGE 129

# LESSON 2 TALK ABOUT JOB QUALIFICATIONS

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

- Read the lesson title and social media message aloud. Ask Ss, *Who is Mary?* (a manager in charge of hiring) *What is Ed going to talk to her about?* (the social media job) *Do you think he is going to get the job?*

## 1 VOCABULARY

**A**

- In small groups, give Ss time to look at and discuss the infographic. Ask them questions to check their understanding, such as, *What is the topic of the infographic?* (what employers want in an employee) *How does it organize this information?* (presents what qualities and skills a great employee has)
- Tell Ss to listen to the vocabulary words (the subheadings in the infographic). Remind them to listen first, and then listen again and repeat. Play the audio.

**TEACHING TIP** An infographic is a visual presentation of information, usually with images and minimal text.

**B**

- Tell Ss, *Listen to six candidates talk about their qualities and skills. Circle the word they are describing*. Give Ss time to preview the exercise items and review the meaning of the vocabulary words.
- Do number one as a class. Play the audio and pause after the phrase *every day*. Ask, *What quality or skill is this candidate describing?* (creative) *How do you know?* (She said that her design ideas were unique.)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the complete sentences aloud and explain their answers. Encourage them to use reported speech. (For example, She/he said…)

⊕ **EXTENSION** Have Ss rank the qualities and skills in order of how important they are in the workplace (1 being the most important, 4 being the least) and share their ranking in small groups. Encourage them to give reasons and real-life examples to support their choices.

**C**

- Lead a class brainstorm about different jobs. Ask, *Whatare common jobs?* Write Ss' ideas on the board for reference.
- Read the conversation aloud with a **higher-level S**. In pairs, have Ss discuss which qualities and skills from 1A are necessary for the jobs on the board.
- Remind Ss to explain their answers. To review, say a job and have Ss call out the qualities or skills required for the position.

⊕ **EXTENSION** Ask Ss to evaluate their strengths and weaknesses. Ask, *What do you think is your best quality and skill? Which do you need to improve?* Have Ss share in pairs.

## 2 GRAMMAR

- Read the explanation aloud. Say, *Defining relative clauses give essential information to define the person or thing we are talking about*. Write the first example on the board with *that*. Ask, *What's the defining relative clause?* (that/who has worked in social media) Say, *The information in the relative clause defines the noun* someone.
- Ask, *What is the relative pronoun in this sentence?* (that) *What are other relative pronouns?* (who, which) *How are they different?* (*Who* is used for people, *which* for things, and *that* for both.)
- Read the other examples in the grammar chart aloud. Point out that defining relative clauses can go in the subject or the object position.
- Read the Note at the bottom of the grammar chart. Provide more examples of object relative clauses that omit *that*, such as *I contacted a former co-worker I found on social media*.

**LANGUAGE NOTE** *That* is used more than *which* in informal speech.

**LANGUAGE NOTE** Defining relative clauses can also be placed in the middle of the sentence. For example, *The job <u>that I applied for</u> starts next week*.

⊕ **EXTENSION** List short descriptions about friends or family on the board. For example,

- *Lucas is my uncle.*
- *He is 55 years old.*
- *He owns a restaurant.*
- *The restaurant only serves vegetarian food.*
- *I ordered his vegetable pasta once.*
- *It was delicious.*

In pairs, ask Ss to combine the sentences with defining relative clauses. Ask them to underline the relative clauses. For example, *Lucas is my uncle <u>who is 55 years old</u>. He owns a restaurant <u>that only serves vegetarian food</u>. The vegetable pasta <u>that I ordered once</u> was delicious*. Have pairs form groups of four and compare their answers.

⊕ **EXTENSION** Have Ss write 3–5 sentences about friends or family using defining relative clauses and share them in pairs. Encourage Ss to check each other's work.

## 3 CONVERSATION SKILL

**A**
- Ask Ss, *How do you ask if someone has time to talk to you?* Elicit expressions.
- Read the Conversation Skill aloud. Model the correct pronunciation and intonation of the questions. Have Ss repeat. Elicit additional ideas. (For example, Excuse me, is this a good time to talk?)
- Ask, *When do you need to ask someone these questions?* (For example, when you need to talk to someone privately or ask for a favor)
- Direct Ss' attention to 3A. Read the instructions aloud, and ask Ss to listen.
- Play the audio.

**LANGUAGE NOTE** In this context, *moment, minute,* and *second* have the same meaning, with *moment* being the most formal. It is also common to abbreviate *second* to *sec*. For example, *Got a sec?*

**B**
- In pairs, have Ss take turns asking each other if they have time to talk.
- Encourage them to continue the conversation by asking more questions. For example, A: *Got a second?* B: *Sure. What do you need?* A: *Can you tell me how to get to the bank?*

**OPTION** Have Ss stand up and walk around the classroom. After some time, say, *Stop!* and tell Ss to ask the nearest classmate if they have time to talk. Ask Ss to keep the conversation going by asking for help or a favor until you say *Go!* and then start walking around again. Repeat the activity.

**TEACHING TIP** Participate in the activity to identify individual Ss who may need more practice.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ed and Mary) *Where are they?* (Mary's office)
- Give Ss time to preview the exercise items. Ask, *What do you think Ed and Mary are talking about?* (the job opening)
- Have Ss listen or watch and circle the correct answer. Review. Ask, *How do you know this is the correct answer?*
- Ask Ss what expression Ed uses to ask Mary if she has time to talk. (Can I talk to you for a minute?)

**B**
- Read the questions and answer choices aloud. Clarify the meaning of *club*. (a group of people who meet to participate in an activity) Ask, *What are examples of clubs in college?* (academic clubs, political clubs, theater and arts clubs)
- Have Ss listen or watch again and complete the exercise.
- Review answers as a class.
- Direct Ss' attention to the discussion question in the sidebar. Ask Ss, *What is the job Ed wants to apply for?* (a social media specialist) *Based on the conversation, do you think he is qualified for the job? Why?*
- Have Ss discuss in pairs or small groups. Invite volunteers to share their opinions with the class.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Ask, *What defining relative clauses are in the conversation?* Elicit answers and list them on the board. (1. I'm looking for; 2. who has excellent communications skills)
- Ask, *What noun are these relative clauses describing?* (the candidate) Point out that number one omits the relative pronoun *that*.
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Have volunteers take turns reading the ads aloud. Ask, *What does* night shift *mean?* (the period of time scheduled for late-night work)
- Have Ss complete the exercise individually and then compare their charts in pairs.
- As Ss talk about job qualifications, copy the chart on the board. Have volunteers add their answers to the chart.

**B**
- Read the example aloud. Say, *What about you? Are you qualified for or interested in any of these jobs?*
- Have Ss discuss in pairs. If they aren't interested in the jobs, ask them to talk about someone who may be.

**EXTENSION** Have Ss make a new chart with three different professions. Then, ask them to swap charts with a partner and fill in the qualities needed for each job.

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

✓ using the vocabulary to describe employees
✓ using defining relative clauses
✓ asking if someone has the time to talk

**EXIT TICKET** Say, *You are starting your own business and can hire one employee.* Ask, *What qualities and skills are needed for this job?* Have Ss write their names and a short job description on a blank card or piece of paper. Give them time to think of the business, the job, and the job qualifications. Monitor. Provide help as necessary. Encourage **higher-level Ss** to write complete sentences and use defining relative clauses. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need more practice.

## 3 CONVERSATION SKILL

**A** 02-10 Read the conversation skill. Listen. Notice how the speakers ask if someone has time to talk.

1. Hey, Marlene. Got a second?
2. Excuse me, Paul. Can I talk to you for a minute?

**B** PAIRS Practice using different expressions to ask if your partner has time to talk.

A: Got a second?
B: Sure. What do you need?

A: Do you have a moment?
B: Of course. What can I do for you?

**Ask if someone has time to talk**

Use these expressions to begin a conversation when you aren't sure it's a convenient time for the other person. Use full sentences in more formal situations.

*Can I talk to you for a minute?*
*Do you have a moment / time to talk?*
*Got a second?*

## 4 CONVERSATION



**A** 02-11 Listen or watch. How does Ed feel after talking to Mary?

a. He has less interest in the job.
b. He realizes he's not qualified for the job.
c. He feels encouraged to apply for the job.

**B** 02-12 Listen or watch again. Check (✓) your answers.

1. What qualities and skills does Mary say she is looking for?
   - ✓ creative
   - ✓ communication skills
   - ✓ leadership skills
   - ☐ independent
   - ☐ problem-solving skills
   - ✓ technical skills
2. What examples does Ed give of his social media experience?
   - ✓ personal use
   - ☐ a past job
   - ✓ clubs in college

**C** 02-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Do you think Ed is qualified for the job? Why or why not?

**Ed:** So, what kind of candidate are you looking for?
**Mary:** Well, let's see. The person I'm looking for is creative. We want to hear a lot of good, new ideas.
**Ed:** Of course.
**Mary:** And obviously we want someone who has excellent communication skills.

## 5 TRY IT YOURSELF

**RESTAURANT MANAGER**
Manage busy family restaurant with 25 employees. Full time.

**NURSE**
Nurse in large hospital. Night shift. Good salary and benefits.

**GAME TESTER**
Help team with testing of new video games. Part time.

**A** THINK Read the ads. What qualities do you think are needed for each job?

| Restaurant Manager | Nurse | Game Tester |
|---|---|---|
| | | |

**B** PAIRS Discuss your ideas. Would you be interested in one of these positions? Do you know someone who would be interested?

My cousin would be perfect for the restaurant manager job. He's been managing my uncle's restaurant part time for a couple of years. He has great leadership skills.

☐ I CAN TALK ABOUT JOB QUALIFICATIONS.

# LESSON 3 DISCUSS THE FUTURE OF WORK



ED MILLER
@EdM
Ever wonder what our jobs will be like 25 years from now?

## 1 BEFORE YOU LISTEN

**A** In your country, what jobs have been disappearing in the last 25 years? What new jobs have been created or become more common?

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

**a bank teller**: a cashier who deals with customers at a bank
**automation**: the use of machines, not people, to do a job
**a programmer**: someone who writes programs for computers
**a technician**: someone whose job involves using special equipment or machines to do something
**an engineer**: someone whose job is to design and build machines, roads, and bridges
**an accountant**: someone whose job is to keep records of how much money a business or person has received and spent
**a landscaper**: someone whose job is to arrange where plants will grow
**an industry**: all of the businesses that make or do a particular type of thing
**manufacturing**: the business of using machines to make things

**C** Complete the sentences with words from 1B.

1. My brother is a(n) ___engineer___ . He designs car engines. He's worked in the automotive ___industry___ for 15 years and says things are really changing.
2. The ___accountant___ at ABC Corp got fired for making a huge mistake with the taxes.
3. There are some job listings for the new hospital. They're looking for an X-ray ___technician___ , and they are also going to hire a(n) ___landscaper___ to redesign the gardens.
4. There used to be a lot of ___manufacturing___ in this town, but all of the factories have shut down.
5. I heard they're hiring a(n) ___programmer___ to fix the software so it will work better for our needs.
6. Miranda used to be a(n) ___bank teller___ , but she got tired of standing at a counter all day.
7. There used to be 200 workers at this factory, but because of ___automation___ , there are 50 now.

**D** PAIRS Tell your partner about someone you know who has or wants one of the jobs in 1B. Share what you know about the person's qualities or interests.

*My friend Ana is studying to be an engineer. I think she wants to work on planes.*

## 2 GRAMMAR *So* and *therefore*

Use *so* and *therefore* to make conclusions.

| | | |
|---|---|---|
| The ATM made running a bank cheaper, | **so** | banks opened more branches. |
| Appliances and phones are cheaper, | **so** | people replace those things more often. |

| | | |
|---|---|---|
| The new jobs require a lot of education. | **Therefore,** | we'll see more work for teachers. |
| Automation has made goods cheaper; | **therefore,** | people have more money to spend. |

**Notes**

- Use a comma before *so* and after *therefore*.
- You can use a semicolon to join sentences with *therefore*. *The new jobs require a lot of education**; therefore,** we'll see more jobs for teachers.*

>> FOR PRACTICE, GO TO PAGE 130

# LESSON 3 DISCUSS THE FUTURE OF WORK

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

- Read the lesson title and the social media message aloud.

## 1 BEFORE YOU WATCH

**A**
- Read the questions aloud. Elicit synonyms for *disappearing*. (decreasing, declining)
- If appropriate, group Ss by home country and allow them to use their phones to research job information. Encourage them to take notes.
- Have a volunteer from each group report back to the class. For each country, make a T-chart to organize Ss' responses on the board. Write the country name as the title and draw arrows pointing down and up as headings.
- Lead a class discussion. Ask, *Which jobs are disappearing around the world? Which are becoming more common? Why? Which countries have similar job trends (patterns)?* Elicit responses.
- Ask Ss, *Are these results surprising?* Invite volunteers to share their ideas with the class.

**EXTENSION** In pairs, have Ss brainstorm what qualities and skills are needed for the jobs they researched in 1A. Remind them to give reasons that explain their answers.

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

**OPTION** Review and expand target vocabulary by having Ss predict the main ideas of the talk using vocabulary in 1B. Ask, *What do you think the talk will be about?*

**C**
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to take turns reading the complete sentences aloud. Clarify any terms that are still confusing to Ss and provide more examples if necessary.

**D**
- Have Ss look at 1B. Ask Ss, *Who do you know that has or wants one of these jobs? What is this person like?*
- Give Ss a few minutes to write down the person's name, qualities, and interests. If Ss don't know anyone who has or wants one of these jobs, ask them to discuss what kinds of qualities or interests someone needs to work in these positions.
- Read the example aloud. In pairs, have Ss share what they know about the person they wrote about. Encourage Ss to ask each other follow-up questions to get more information.
- Ask Ss, *Does anyone have or want one of these jobs?* Invite volunteers to share their professional experiences and goals with the class.

## 2 GRAMMAR

- Write *so* and *therefore* on the board. Ask Ss, *When do we use these two words?* Elicit ideas from Ss.
- Have Ss look at the grammar chart. Read the explanation aloud. Ask, *Were your guesses correct?*
- Say, So *usually gives reasons*. Then say the first two examples, replacing *so* with *for this reason*. Next, say, Therefore *is used to talk about results*. Say the next two examples, replacing *therefore* with *as a result*. Remind Ss to change the punctuation where necessary.
- Bring Ss' attention to the Notes at the bottom of the chart. Explain that *so* connects two independent clauses and, as such, requires a comma before it. *Therefore*, on the other hand, typically begins a new sentence and requires a comma after it.
- Explain to Ss that *therefore* can also connect two independent clauses with a semicolon before it and a comma after it. Read the example aloud.
- If necessary, review independent clauses.

**LANGUAGE NOTE** A semicolon can be used between two independent clauses that are closely related in meaning. It is often used with a transition word, like *therefore*. The word following a semicolon should not be capitalized unless it is a proper noun.

**EXTENSION** Write two independent clauses on the board. Make sure the second clause makes a conclusion. For example, *People can check their email on their smartphones. They don't need to sit down at a computer as much*. Ask Ss to join the clauses and write three new sentences using *so* and *therefore*. Remind them *therefore* can be used at the beginning of a sentence or after a semicolon. Invite volunteers to write the answers on the board. Repeat the activity, but this time, have Ss write two independent clauses and swap papers with a partner. Have them join their partner's clauses and write three new sentences.

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Play the audio or video. Ask Ss, *What is the main idea of the talk?* (b)

**B**
- Read the Listening Skill title. Ask Ss, *What is a counter-argument?* Elicit ideas.
- Read the explanation aloud. Ask, *Were your predictions correct?* Tell Ss that *however* and *on the other hand* can also be used at the beginning of a sentence or after a semicolon.
- For the second listening or viewing, tell Ss to listen specifically for the counter-arguments. Ask Ss to preview the exercise items.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class. Replay the talk if necessary.

**TEACHING TIP** Before listening for specific information, encourage Ss to underline key words or phrases to listen for. For example, *Automation has destroyed jobs, but it…*

**C**
- For the third listening or viewing, have Ss focus on the topics. Allow them to preview the questions and answer choices and circle what they remember.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- Elicit further details about each topic. Ask, *What kinds of jobs will automation create? Why will goods be cheaper? What jobs has automation created in the past?* Have Ss discuss.

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Encourage **higher-level Ss** to write down 1–2 synonyms for each expression. (For example, eliminate: get rid of; essential: necessary, fundamental; lead to: create, develop)

**TEACHING TIP** After vocabulary exercises, give Ss time to record the new terms in a vocabulary journal. Recommend they not only include definitions, but also sample sentences, synonyms, and information about pronunciation.

**E**
- Arrange Ss in same-level pairs. Have them compare their definitions and synonyms.
- Review answers as a class. Provide additional examples if necessary.

**EXTENSION** Write on the board: *We don't need to fear robots*. Ask, *Do you agree or disagree with the speaker? Why?* Have Ss share their opinion in pairs. Invite volunteers to defend their opinion to the class.

## 4 DISCUSSION

**A**
- Lead a class review. Ask, *What effects of automation does the speaker describe in the talk? Are they mostly positive or negative? Why?* (positive because they create jobs)
- Tell Ss to choose an industry they are interested in and share it with the class. Pair up Ss that are interested in similar industries.
- In pairs, have Ss list the positive and negative effects technology has on their industry. Suggest that Ss use a T-chart to organize their ideas.
- Monitor. Provide help with vocabulary as necessary.

**B**
- Have Ss write 3–4 sentences summarizing the information in their lists. Ask them to use *so* and *therefore* to connect their ideas and make conclusions. Read the example aloud.
- Then, have Ss share their ideas in small groups.

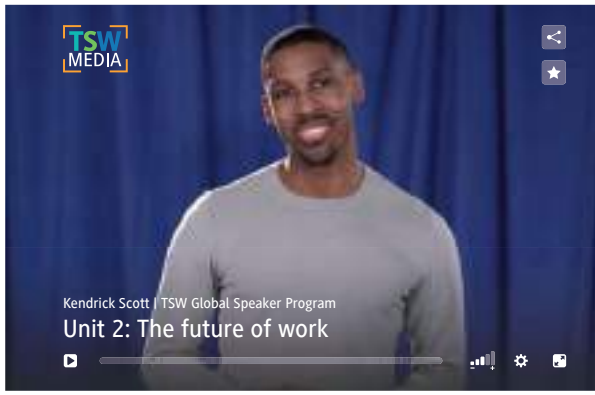
**C**
- Lead a class discussion on the effects of automation in each industry. Write Ss' ideas on the board. Ask, *Which industry has more positive or negative effects?*
- Back in their groups, have Ss brainstorm what can be done to lessen the negative effects.
- Have volunteers share their ideas with the class.

**EXTENSION** In small groups, have Ss make pamphlets, posters, or electronic presentations that educate the public about how automation will affect work in the future. Encourage them to be creative and include real-life examples from a specific industry. Ask Ss to focus on the positive effects but also include ideas about how to lessen any negative effects. Have each group present to the class.

**LOOK FOR** While Ss are completing the discussion, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss the future of work
- ✓ using *so* and *therefore* to make conclusions
- ✓ listening for counter-arguments

**EXIT TICKET** Write on the board: *How will technology impact the future of work?* Have Ss write their names on a blank card or piece of paper. Have **lower-level Ss** write 2–3 complete sentences to answer the question; **higher-level Ss** can write 4–5. Ask Ss to use *so* and *therefore* and give reasons to support their answer. As Ss leave, collect their cards. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 02-15 Listen or watch. What is the main idea?

a. In the future, many people will lose their jobs to automation.
b. Automation can create jobs and improve lives.
c. Automation has created many jobs in the past.

**B** 02-16 Read the Listening Skill. Listen or watch again. Complete each counter-argument using information from the video.

1. Automation has destroyed jobs, but it also has created them .
2. Many of the tasks they once did can now be done by machines and intelligent software. However, all of this automation is also producing jobs .
3. Technology may have changed the way we work, but most people are still employed .

**LISTENING SKILL**
**Listen for counter-arguments**

Speakers sometimes bring up ideas that they disagree with to help make their point. They may follow these ideas with *but*, *however*, or *on the other hand* to introduce their own contrasting idea.

**C** 02-17 Listen or watch again. Circle the correct answer.

1. According to the speaker, what will automation create?
   a. jobs for educated people  b. many different kinds of jobs
2. What positive effect of automation on manufacturing does the speaker discuss?
   a. cheaper goods  b. more interesting work
3. Why does the speaker have such a positive view of the future?
   a. because educational levels are improving along with technology
   b. because automation has created new jobs in the past

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean?

1. Self-driving vehicles are on their way to <u>eliminating</u> millions of driving jobs. getting rid of
2. Automation in factories has made <u>essential</u> goods cheaper, so more people can buy the things they need. necessary
3. I have no doubt that technology will <u>lead to</u> other new jobs that we can't even imagine yet. to cause something to happen

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK What effects do you think automation will have on employment? Choose an industry, for example, food service, health care, entertainment, transportation, or manufacturing. Make a list of positive and negative effects that technology might have on that industry.

**B** DISCUSS In small groups, share your ideas in 4A.

*More people will start using apps to order food, so restaurants will need fewer servers.*

**C** EVALUATE As a class, discuss the effects of automation on each of the chosen industries. For which ones does the class predict the most negative or positive effects? What can be done to lessen the negative effects?

☐ I CAN DISCUSS THE FUTURE OF WORK.

# LESSON 4 READ ABOUT JOB SATISFACTION



ED MILLER
@EdM
How many of us actually get to work at our dream job?

## 1 BEFORE YOU READ

**A** PAIRS Is it more important to have a job you love or a job that pays you well? Explain your answer.

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

| | | | | |
|---|---|---|---|---|
| a passion | a salary | satisfaction | clergy | a psychologist |
| a connection | a dead end | take pride in | spare time | donate |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 130

## 2 READ

**A** PREVIEW Look at the title and the photograph. What advice do you think the article will give?

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



## HAPPY WORK, HAPPY LIFE

People talk a lot about finding their "dream job" or "following their passion." But what if your dream job is just that—a dream? The fact is, most of us take, and keep, jobs for practical reasons like location or salary. But no one wants to spend the majority of their waking hours doing something that they don't enjoy. What if you could find happiness and meaning in any job—even when it isn't the one you dreamed of?

First, what exactly makes a job meaningful? A study by the University of Chicago found that a feeling of purpose, and particularly the ability to help others, can lead to higher job satisfaction. According to the study, those who report feeling the most satisfied in their careers include clergy, firefighters, teachers, and psychologists. These are all careers that involve helping people in some way.

What if helping people isn't a key feature of your job? Maybe you need to look at it differently. A great way to find meaning at work is through connection with co-workers, customers, or clients. For example, Luke was a custodian at a hospital, a job many people would think is a dead end. Luke's job duties included things like cleaning rooms but not working with people. However, Luke told researchers that through his job, he was making patients feel more comfortable, and he took pride in being able to help people who were sick.

It's also important to remember your job can be what allows you to do other important things in your life. Maybe the schedule allows you to volunteer in your community in your spare time, or maybe getting a steady paycheck means you're able to donate to good causes that you care about. You can find meaning in your job in more indirect ways like these.

Studies also show that finding job satisfaction through helping others contributes to happiness in your life in general. According to psychologist Shawn Anchor, "If you can raise somebody's level of positivity in the present, then their brain experiences what we now call a happiness advantage….Your intelligence rises, your creativity rises, your energy levels rise." This can lead to more success and happiness in your job and in your life.

# LESSON 4 READ ABOUT JOB SATISFACTION

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

- Read the lesson title aloud. Ask Ss, *What does it mean to be satisfied at your job?* (to feel happy and pleased with your work) *Do you think most people are satisfied at work? Why or why not?*
- Read the social media message aloud. Give Ss time to discuss Ed's question in pairs. Invite volunteers to share their answer with the class.
- Ask Ss, *What's your dream job? What job qualifications do you need to get it?* Have Ss discuss their job goals in pairs.

## 1 BEFORE YOU READ

**A**

- Read the question aloud. Take a class vote and record the results on the board.
- Say, *Write 2–3 reasons to support your answer*. Give Ss a few minutes to take notes.
- Draw a heart on one side of the board and a money sign ($) on the other. Ask, *Why is it more important to have a job you love?* Write Ss' ideas under the heart. Ask, *Why is it more important to have a job that pays you well?* Write these ideas under the money sign.
- Take another class vote on which is more important. Compare the results.

⊕ **EXTENSION** Have Ss choose a side and debate. After five minutes, Ss switch roles and debate the opposite perspective. Tell them to refer to the reasons listed on the board.

**B**

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Ask Ss additional questions to increase understanding. For example,
  1. *What is one of your passions in life?*
  2. *What do consider a good salary in the industry and country you work in?*
  3. *Do you know someone who works in or is interested in a career in the clergy?*
  4. *How do you think connection is linked to job satisfaction?*
  5. *Have you ever felt like you were at a dead end in school or work?*
  6. *What is something you take pride in?*
- Remind Ss they can go to page 130 for further clarification and practice.

## 2 READ

**A**

- Direct Ss' attention to the picture. Ask, *Who are these people? Where are they? What are they doing? How do they feel?* Have Ss share their ideas with the class.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think this article is about? What advice will it give?* Have Ss discuss in pairs.

**B**

- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with. Suggest that **lower-level Ss** follow along with a finger.
- Ask, *Were your predictions in 2A correct?* Clarify the meaning of any new words or phrases, such as *waking hours* (the time someone is awake rather than asleep).
- Point out the quotation marks in lines 1–2 and 41–45. Ask Ss, *Why does the author use quotation marks in these lines?* (1–2: to challenge the use of these common expressions; 41–45: to note a direct quote)

⋯ **OPTION** Have Ss take turns reading the article aloud in pairs. Ask them to switch roles after every 4–5 lines. After each turn, have **higher-level Ss** summarize the main idea of what they just read.

⊕ **EXTENSION** Have Ss reread lines 41–45 and rewrite the direct quote as reported speech.

⊕ **EXTENSION** Have Ss look up an inspirational quote about following your passion and share it in pairs. Have them discuss the meaning and if they agree or disagree with the message. Then have Ss write their own inspirational quotes for people who need motivation at work. Ask Ss to sit in a circle and read their quotes aloud. Leave them up on the wall throughout the rest of the lesson.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class. Ask, *Do you agree with this answer? Why or why not?*

**B**
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Tell Ss to answer number three with their own ideas. Invite volunteers to share with the class what good causes they would donate to.

**C**
- Ask a volunteer to read lines 10–17 aloud for the class. Elicit the meaning of the words *others, those*, and *these* in this context.
- Have Ss complete the exercise. Review the answers as a class.

**D**
- Read the Reading Skill aloud. Give Ss time underline the rhetorical questions in the article.
- Have Ss discuss their ideas for each question in pairs. Then ask, *Were your ideas the same as the author's?*

**LANGUAGE NOTE** Short rhetorical questions are also common in informal speech. For example, *Sure, why not?, Who knew?,* and *Are you kidding me?*

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

**TEACHING TIP** Encourage Ss to relate readings to their own lives and reflect on if they agree or disagree with the information presented. For example, Ss could ask, *Do I feel job satisfaction? Do I know anyone like Luke? Do I agree with this study? Why or why not?*

**EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research 2–3 additional pieces of advice about job satisfaction. At the beginning of the next class, give them a few minutes to share what they learned in small groups. Invite volunteers to share any advice they found interesting or important.

## 4 MAKE IT PERSONAL

**A**
- Read the instructions. Say, *Think of the four most important things about a job and rank them from most important to least important in the chart.*
- Copy the chart on the board. Say, *For me, location is really important because I want to live close to my family.* Add *location* to the top of the chart.
- Have Ss complete the chart based on their own ideas and real-life experiences.

**B**
- Have Ss compare their charts in pairs. Tell them to give reasons to explain their choices.
- Invite volunteers to share what they think is most important about a job, and why.
- Ask the class, *Whose ideas were similar? Whose were different?* Take a class survey to see which Ss have similar job priorities.
- Have Ss get back in pairs. Tell them to help each other decide what kind of job or industry would be best for them.
- If Ss aren't already working in the industry of their choice, have them make a list of steps to take to get their dream job.

**EXTENSION** Have Ss ask 2–3 friends or family members what they think are the most and least important things about a job. Suggest Ss take notes as they listen. Back in class, have Ss share their findings in pairs and reflect on the experience of interviewing friends and family. Ask, *Were you surprised by their answers? Why or why not?*

**EXTENSION** Have Ss compare and contrast the ideas in the listening and reading. Ask, *Is it possible to have compassion and connection when more people are connecting through technology rather than in person?* Replay the listening from Lesson 3 if necessary. Give Ss time to discuss the question in small groups. Ask volunteers to share their ideas with the class.

**EXIT TICKET** Write on the board: *What makes a job meaningful?* Have Ss write their names on a blank card or piece of paper and answer the question in 2–3 complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the article again. What does the article say is the key to being happy at work?

a. a high salary  b. friendly co-workers  (c.) helping others

**B** Answer the questions with information from the article.

1. What does the writer say about finding satisfaction in your job?
   A feeling of purpose, and particularly the ability to help others, can lead to higher job satisfaction.
2. Even if your job isn't your dream job, what is important to find?
   It's important to find happiness and meaning in any job—even when it isn't the one you dreamed of.
3. With a steady paycheck, what can you do?
   You can donate to good causes that you care about.

**C** CLOSE READING Reread lines 10–17 in the article. Think about the words *others*, *those*, and *these*. Circle the correct answers.

1. What does *others* refer to?
   (a.) people that you can connect with at work
   b. people who are satisfied with their jobs
   c. people who work as clergy, psychologists, etc.
2. What does *those* refer to?
   a. people who need help
   (b.) people who report feeling fulfilled in their careers
   c. satisfying jobs
3. What does *these* refer to?
   (a.) clergy, firefighters, teachers, and psychologists
   b. people that you can connect with at work
   c. people who report feeling fulfilled in their careers

**D** Read the Reading Skill. Then underline the rhetorical questions in the article. What were your own ideas after you read each question?

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

The article is about what makes a job meaningful and ...

**READING SKILL**
**Understand rhetorical questions**

Writers often ask questions without expecting an answer. This gives readers an opportunity to actively think about the topic and form their own ideas before they read what the writer has to say.

What other advice do experts give for being happy with your job?

## 4 MAKE IT PERSONAL

**A** For you, what are the most important things about a job? Money? Location? Salary? Helping others? Put your ideas in order from most to least important.

| | |
|---|---|
| Most important ↓ Least important | |
| | |
| | |
| | |

**B** PAIRS Compare your ideas in 4A. Give reasons for your opinions. Explain your reasons. What jobs do you think would be best for you?

The location of a job is important to me. I don't want to travel a long way to work.

☐ I CAN READ ABOUT JOB SATISFACTION.

# LESSON 5 WRITE ABOUT MAKING A CHANGE



ED MILLER
@EdM
Making a career move is hard to do.

## 1 BEFORE YOU WRITE

**A** Have you or someone you know ever changed jobs or made another life change? What good advice have you heard about doing this?

**B** Read the article about changing careers. What two question words does the writer use to organize the advice? Do you think she gives good advice?

## CHANGING CAREERS: THE WHY AND THE WHAT



**Janet Garcia, Staff Writer at Life Coaching Magazine**

Changing careers can be exciting, but it can also be frightening because you are trying something new. Don't worry! Before filling out applications, ask yourself these important questions to find your path to a new, fulfilling career.

First, ask yourself: *Why do I want to change my career?* This is a very important question to answer in order to find a job that you will be happy in. For example, are you now in an office all day but you love to be outside? Do you work in a small company but would prefer to be in a big one so that you have more opportunities for promotions? The answers to this question will give you important information for taking your next steps and help you focus your search in the right area.

Now that you have figured out the *why*, you have to think about the *what*. Ask yourself what careers could give you what you need. There are many ways to find information on possible careers. Of course, the internet is full of information. Just do a search with key words from your *why* questions. For example, "outdoors, environment, careers" will give you lots of ideas about environmental jobs where you can spend time outside.

Another way to get ideas is to ask your friends and family what careers they think would be best for you. Since they know you the best, they have a good understanding of your strengths, weaknesses, and what makes you happy. Keep an open mind, and you might hear some interesting suggestions that you hadn't thought of! Look for my next post, where I'll talk about the *how* and the *when* of finding your perfect career.

**C** Reread the article. Fill in the chart. Write advice from the article in the middle circles. Write the reasons for the advice in the outer circles. Answers will vary. Possible answers for each circle:



# LESSON 5 WRITE ABOUT MAKING A CHANGE

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

- Read the lesson title and the social media message aloud. Ask, *What does Ed mean when he says* making a career move*?* (changing jobs)
- Ask Ss, *Do you agree with Ed? Why or why not?* Elicit opinions from the class.

## 1 BEFORE YOU WRITE

**A**

- In pairs, have Ss discuss if they or someone they know has made a big job or life change. Invite volunteers to share their experiences with the class.
- Say, *My grandfather always told me, "A journey of a thousand miles begins with a single step."* Ask Ss*, What does this mean?* (Big changes starts with small actions.)
- Ask, *What advice have you been given about how to change? What advice would you give someone who wants to make a change?* Elicit ideas from the class. Write Ss' ideas on the board.
- Ask Ss, *What qualities does someone need to make a job or life change?* (For example, courage, open-mindedness, persistence)

**B**

- Tell Ss to look at the text. Ask, *What is it?* (an article) Ask, *Who wrote the post?* (Janet Garcia) *Where did she write it?* (in *Life Coaching Magazine*) *What do you think is the purpose of this article?* (to help people pursue their professional goals)
- Read the title aloud. Ask, *What do you think the article will be about?*
- Have Ss follow along in their books as you read the article aloud for the class. Ask the target questions. Give Ss time to discuss the answers in small groups.
- Take a class survey on how many Ss think the author gave good advice. Ask volunteers to explain why or why not.

**OPTION** Read the introduction of the article aloud. Stop after the phrase *fulfilling career*. Then ask Ss to read the rest of the article aloud in pairs. Say, *Each partner should read one paragraph*. Encourage Ss to discuss the meaning of any new or confusing words and consult the dictionary if necessary.

**EXTENSION** Have Ss do an internet search about the most common jobs in the area where they live or an area where they want to live. Ask, *Are you interested in any of these jobs?*

**C**

- Copy the idea web on the board. Above the middle circle, write *A* for *advice*. Above the six outer circles, write *R* for *reasons for the advice*.
- Read the instructions aloud. Say, *An idea web visually organizes information. It shows how all the ideas are related to the main topic*.
- Have Ss work in pairs to complete the exercise but fill in the idea web individually. Walk around to make sure Ss are filling out the idea web correctly.
- Invite volunteers to add their answers to the idea web on the board. Review answers as a class.

**EXTENSION** Have Ss ask their friends and family what career they think would be best for them and report back to the class. Ask, *Were you surprised by their answers?*

**EXTENSION** Read the last sentence of the article aloud for the class. Ask, *What do you think are the* how *and the* when *of finding a perfect career?* Write on the board: *1. How can you get your dream job? 2. When is a good time to change careers?* In pairs, have Ss discuss the answers. Have pairs form groups of four and share their ideas.

## 2 FOCUS ON WRITING

- Read the Writing Skill aloud. Write the linking expressions on the board for reference.
- Tell Ss to individually reread the text in 1B. Say, *Circle the linking expressions and underline the reasons*.
- Have Ss compare their findings in pairs.
- To review, read the article aloud. Tell Ss to raise their hand when they hear a linking expression. When this happens, stop reading, and ask,

1. *What is the linking expression?*
2. *What does it show?* (either the reason or purpose)
3. *What is the reason/purpose?*

**LANGUAGE NOTE** Other linking expressions that express reason or purpose are *accordingly, as a result, for this reason, consequently, then, hence, therefore,* and *thus*.

## 3 PLAN YOUR WRITING

A
- Read the instructions aloud. Ask, *What are examples of big life changes? Who will you give advice to?* Elicit responses.
- Model notetaking as you fill in an idea web on the board. Say, *My sister wants to get a new job*. Write *new job* in the central circle. Say, *One piece of advice is to research the location because she wants to be near family. She also wants to live in a city in order to take public transportation*. Write *research location* in the left circle and *close to family* and *public transportation* in outer circles to the left.
- Say, *Another piece of advice is to research the salary of the new job so that she can negotiate her offer and not take a salary cut*. Write *research salary* in the right circle and *negotiate offer* and *no salary cut* in the outer circles to the right.
- Monitor. Answer questions about the idea web structure. Help with vocabulary and spelling as necessary.

B
- In pairs, have Ss take turns explaining the ideas in their idea web.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more detail.
- Monitor Ss' conversations to make sure they are using linking expressions to describe the relationship between the advice and reasons.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their idea web to write their article. Tell them to use 1B as a model and include two pieces of advice and two or three reasons.
- **Higher-level Ss** can include 3–4 pieces of advice.
- Review the Writing Tip. Ask Ss to look at 1B. Ask, *Does the writing sound relaxed and natural?* Elicit ideas about what makes the writing informal, such as expressions like *Don't worry!* and *of course*.
- Point out the writer's use of *you, your,* and *yourself*. Encourage Ss to write their article in this way. Tell Ss to imagine they're talking to the person they're giving advice to as they write.

**TEACHING TIP** Writing in the second person (using *you, your, yours,* and *yourself*) is common in do-it yourself or how-to writing, such as cooking recipes or instruction manuals.

## 5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's articles.
- Have them circle the life change, number the advice, and underline the linking expressions.

B
- Have Ss give feedback. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner fix any errors with linking expressions and add more details to their advice.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

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

**EXIT TICKET** Ask Ss, *What is a job or life change you want to make? How will you do it?* Have Ss write their names on a blank card or piece of paper. Then give them 5–10 minutes to write about their life change. Ask them to include two specific actions to make this change and the reasons why each action is necessary. Remind Ss to use linking expressions to show reason and purpose. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

## 2 FOCUS ON WRITING

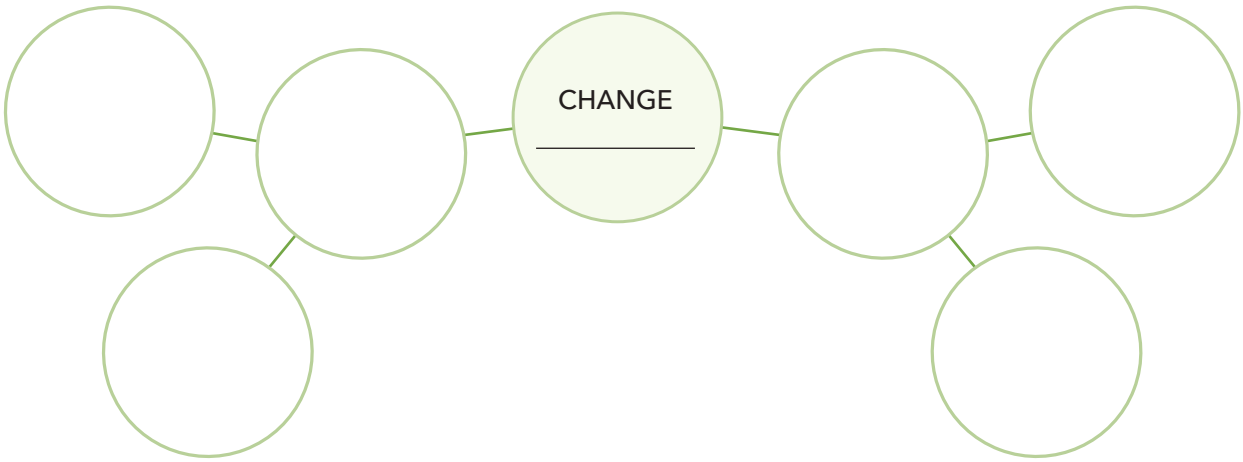
Read the Writing Skill. Then circle the linking expressions and underline the reasons in the article in 1B.

**WRITING SKILL** Use linking expressions

Good writers use linking expressions to show the reason something happens or the purpose of an action. Some linking expressions are *because, due to, in order to, so that*, and *since*. Sometimes the reason comes before the linking word and sometimes after.

## 3 PLAN YOUR WRITING

**A** Think about advice you can give someone who wants to make a change in his or her life, such as moving to another city, changing schools, or getting a new job. Take notes in the chart.




**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

I want to write about changing to another school. One good piece of advice I heard was ...

## 4 WRITE

Write an article about making a life change. Describe the specific type of change and then give your advice. Write at least two pieces of advice. Remember to use linking expressions to show reason and purpose. Use the article in 1B as a model.

**Writing tip**

When you're writing an informal article, imagine you're talking to a friend. This will help to make your writing more relaxed and natural.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange articles and read your partner's advice about make a life change.

1. Circle the life change. Underline the linking expressions.
2. Did your partner give at least two pieces of advice?
3. Did your partner give information to show the purpose of the advice?

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

## 6 PROOFREAD

Read your article again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT MAKING A CHANGE.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



**A** 02-20 Listen or watch. What is the topic of the presentation?
Answers will vary. Possible answer: a possible career in astronomy

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

1. What job was Junio interested in? astronomer
2. Why was he interested in it?
   He loved staring at the moon and night sky.
3. How was it related to qualities and interests he had?
   math, science, and staying up late
4. How did he first learn about the job?
   through his grandfather

**C** Read the Presentation Skill. How can watching or listening to recordings of yourself help you improve your presentation? Make a list of ideas.

**D** Make your own presentation.

Step 1 Think about a job you were interested in when you were a child.

- What job were you interested in?
- Why were you interested in it?
- How was it related to qualities and interests you had?
- How did you find out about the job?
- Are you still interested in it?

**PRESENTATION SKILL**

**Practice by listening to recordings of yourself**

Record yourself to prepare for presentations. Listen for parts where you can make your ideas and pronunciation clearer.

Step 2 Prepare a two-minute presentation about the job you were interested in. Bring an item or picture that is related to that job.

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

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Report what someone said
- ☐ Talk about job qualifications
- ☐ Discuss the future of work

**Vocabulary**
- ☐ Career advancement
- ☐ Describing employees

**Conversation**
- ☐ Ask if someone has time to talk

**Pronunciation**
- ☐ Stress in compound adjectives

**Listening**
- ☐ Listen for counter-arguments

**Grammar**
- ☐ Reported speech
- ☐ Defining relative clauses
- ☐ *So* and *therefore*

**Reading**
- ☐ Understand rhetorical questions

**Writing**
- ☐ Use linking expressions

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *How would you describe what you see in this picture?* (kids dressed up in uniforms from different professions)
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (childhood dream jobs) Review the answer as a class.

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask Ss, *What qualities and skill does someone need to be an astronomer? Would you be interested in a career in astronomy?* Invite volunteers to share their answers with the class.

⊕ **EXTENSION** Tell Ss to look at the photo. Ask, *Do you think there are traditional jobs for men and for women?* Have Ss share their opinions in small groups.

**TEACHING TIP** Remind Ss that their classmates view issues from many different perspectives, and their ideas and opinions will reflect these various points of view. When discussing or debating, remind Ss to be respectful and keep an open mind.

**C**
- Read the Presentation Skill aloud. Have students work individually to list their ideas and then share in pairs.
- Elicit ideas from the class and write them on the board.

**D**
- Read the three steps aloud for the class. Tell Ss they can present on any job they were interested in as a child. Have them brainstorm jobs and then choose one.
- Have Ss answer the questions in Step 1 and share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Walk around as Ss work and listen for correct syllable stress in nouns. Provide help with pronunciation as necessary.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their chart. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the job.*
  - ☐ *Talk about why you were interested in it.*
  - ☐ *Describe how it was related to your qualities and interests.*
  - ☐ *Talk about how you found out about it.*
  - ☐ *Share if you are still interested in it.*
  - ☐ *Speak loudly and clearly.*
- Write on the board: *When I was growing up, I dreamed of becoming…* Suggest Ss start their presentation in this way. Remind them to bring in an item or picture related to their childhood dream job to show during their presentations.
- Encourage Ss to record themselves presenting. Tell them to listen to or watch the recording to notice areas for improvement.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 3 WHAT'S GOING ON?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about cultural events** | |
| | ***Vocabulary*** | Cultural events |
| | ***Grammar*** | Superlative adjectives |
| | ***Pronunciation*** | Phrases with *of* |
| LESSON 2 | **Give opinions about TV shows** | |
| | ***Vocabulary*** | Describe TV shows |
| | ***Grammar*** | Negative questions |
| | ***Conversation skill*** | Disagree with an opinion |
| LESSON 3 | **Discuss ways to make life more interesting** | |
| | ***Grammar*** | Adverbial intensifiers with adjectives |
| | ***Listening skill*** | Listen for lists of examples |
| LESSON 4 | **Read a TV review** | |
| | ***Reading skill*** | Construct mental images |
| LESSON 5 | **Write about local events** | |
| | ***Writing skill*** | Categorize |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | A festival |
| | ***Presentation skill*** | Use pauses |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask, *What's going on this weekend?* If necessary, explain that the question means the same as *What's happening this weekend?*
- Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. Ask, *What's going on in this photo?* In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *city, downtown, nighttime, street fair, crowded*.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Paula Florez) Have Ss read what Paula says in *Meet the People of TSW Media* on page 4 or play the video of Paula. Then ask, *What do you know about Paula?* (For example, She's a sales rep from Mexico City.)
- Read Paula's social media message aloud. Ask, *Where is Paula?* (New York) *For how long?* (one week) *What does she mean when she says* find time for some fun? (make time in her busy schedule to do something fun)
- Read the target question aloud. Have Ss share their experiences in pairs.

# 3 WHAT'S GOING ON?

## LEARNING GOALS

In this unit, you

- talk about cultural events
- give opinions about TV shows
- discuss ways to make life more interesting
- read a TV review
- write about local events



## GET STARTED

A Read the unit title and learning goals.

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

C Now read Paula's message. What do you do for fun when you travel to a big city?



PAULA FLOREZ

@PaulaF

I'm in New York for the next week. Lots of work to do, but hopefully I can find time for some fun!

# LESSON 1 TALK ABOUT CULTURAL EVENTS



PAULA FLOREZ
@PaulaF
There's so much to do in New York!

## 1 VOCABULARY Cultural events

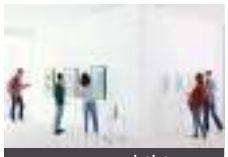
**A** 03-01 Listen. Then listen and repeat.


a concert


a magic show

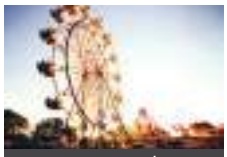

a puppet show


a food fair


an art exhibit


fireworks


a baking contest


a carnival


a parade


a race

**B** 03-02 Listen and circle the correct event.

| | | | |
|---|---|---|---|
| 1. | (a.) a race | b. an art exhibit | c. fireworks |
| 2. | a. a magic show | b. a baking contest | (c.) a carnival |
| 3. | a. a food fair | (b.) a concert | c. a magic show |
| 4. | (a.) an art exhibit | b. a concert | c. fireworks |
| 5. | a. a food fair | (b.) a magic show | c. a carnival |
| 6. | (a.) a baking contest | b. a race | c. fireworks |
| 7. | a. a concert | b. a carnival | (c.) a food fair |
| 8. | (a.) fireworks | b. an art exhibit | c. a magic show |

**C** PAIRS Which of the events in 1A have you attended or seen on TV or the internet? Discuss your experiences.

A: I've never been to a baking contest, but I've seen one on TV.
B: I haven't been to one either, but my cousin was in a bread-baking contest once. She makes really good bread!

## 2 GRAMMAR Superlative adjectives

Use *one of, some of*, or *among* with superlative adjectives. We usually omit the noun after the superlative if it is the same as the subject.

**Superlative adjectives**
1 syllable: *new* ➙ *the newest*
2+ syllables: *exciting* ➙ *the most exciting*
Ending in *y*: *pretty* ➙ *the prettiest*

| Subject + verb | *One of / some of / among* | Superlative adjective | Plural / non-count noun | |
|---|---|---|---|---|
| Calypso is | **one of** | the best | restaurants | in New York. |
| The band played | **some of** | the most beautiful | music | I've ever heard. |
| He is | **among** | the greatest | performers | of all time. |
| That meal was | **one of** | the most delicious | (meals) | I've ever eaten. |
| This restaurant is | **one of** | the busiest | (restaurants) | in the city. |

>> FOR PRACTICE, GO TO PAGE 131

# LESSON 1 TALK ABOUT CULTURAL EVENTS

- Read the lesson title and the social media message aloud. Take a class survey to see who has visited New York. Point out New York on a world map if necessary.
- Ask, *What are fun activities or cultural events to do in New York?* Elicit ideas.

## 1 VOCABULARY

**A**
- Read the vocabulary title aloud. Have Ss scan the pictures and captions before listening and circle the words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Say, *Listen to examples of different cultural events.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Review the meaning and pronunciation of the terms.

**CULTURE NOTE** Some popular cultural events in the United States are the Boston Marathon, the Macy's Thanksgiving Day Parade, the Mardi Gras Carnival, and fireworks on Independence Day.

**B**
- Say, *You will hear sounds and conversations from different cultural events. Circle the name of the event that you hear.*
- Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review the answers. For each number, ask, *What event was this? How do you know?* Elicit answers from the class.
- Show or project different rides commonly found at carnivals in the United States, such as Ferris wheels and merry-go-rounds (also known as *carousels*).

**C**
- Ask Ss, *Which of these events are common where you grew up?* Ask volunteers to share where they grew up and which cultural events are common.
- In pairs, have Ss take turns sharing their experiences. Read the example conversation with a **higher-level S**.
- Encourage Ss to describe how the events they attended or saw were the same or different from those shown in 1A.
- Invite volunteers to share their experience with the class.

**EXTENSION** Write out the cultural events on slips of paper and put them in a bag. Divide the class in two teams. Have Ss from each team take turns choosing a slip of paper and acting out the event written on that paper with no words and no sounds. If the team guesses correctly, they get a point. If not, the paper goes back in the bag. The team with the most points at the end of the game wins.

## 2 GRAMMAR

- Write *superlative adjectives* on the board. Ask, *What does an adjective do? What does a superlative adjective do?* Elicit ideas and examples from the class. Write them on the board.
- Have Ss look at the list of superlative adjectives in the grammar chart. Ask a volunteer to read them aloud. Say, *We use superlative adjectives to describe or modify the number one item in a group of three or more.*
- Read the explanation aloud. Say, *We can use the phrases* one of, some of, *or* among *before superlative adjectives to talk about a particular person or thing in relation to the rest of the group they belong to.*
- Read the examples aloud. Point out the optional nouns in the last two examples.
- Ask Ss to cover up the second column of the grammar chart with a finger. Read aloud the examples without the phrases *one of, some of,* and *among.* Be sure to change the noun from plural to singular when necessary (for example, *restaurant, performer, meal*).
- Ask Ss, *How does the meaning change when we remove the phrases* one of, some of, *and* among *from the statements?* Elicit ideas.
- Ask, *How do we change simple adjectives into superlative adjectives?* Elicit ideas from Ss.
- Go over the spelling rules in the note. Ask, *What word do we always include before a superlative adjective?* (the)
- Say, *If the simple adjective is one syllable, we add the ending* -est. *If it's more than two syllables, we use the word* most. *If it ends in the letter* y, *the* y *changes to an* i, *and we add the ending* -est. Ask, *Were your guesses correct?*
- Write the three rules as column headings on the board. Elicit additional examples of each. Write them on the board. 1 syllable: *tall → the tallest, fast → the fastest*; 2+ syllables: *famous → the most famous, important → the most important*; Ending in *y*: *easy → the easiest, happy → the happiest.*
- Have Ss look back at the superlative adjectives in the example statements. Ask, *What is the simple adjective in each of these examples?* (good, beautiful, great, delicious, busy)

## 3 PRONUNCIATION

**A**
- Write on the board: *of* /əv/. Read aloud the pronunciation note about phrases with *of*.
- Tell Ss to look back at the grammar chart. In pairs, have them take turns saying the examples with *of*. Remind them to drop the /v/ sound.

**B**
- Bring Ss' attention to 3B. Say, *Listen to how* of *is pronounced in the following examples.*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

**C**
- Say, *Listen to six phrases with* of. *Cross out the letter* f *when you don't hear the /v/ sound.*
- Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review the answers as a class. After each, ask, *Why is this the correct answer?*
- Play the audio again. Have Ss listen again and repeat. Invite volunteers to read the phrases aloud for the class.

⊕ **EXTENSION** Ask Ss to write two sentences including phrases with *of* pronounced as /əv/ and two where *of* is pronounced as /ə/. Then have Ss swap papers with a partner. In pairs, have Ss take turns saying the four sentences aloud and checking each other's pronunciation.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Paula and Ed) *What is their relationship?* (co-workers and friends) *What do you think Paula and Ed are talking about*? (weekend plans) *Where do you think they are going to go?*
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and circle the correct answer. Give them time to preview the questions and answer choices.
- Play the audio or video again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the conversation if appropriate.
- To review, read the question aloud and ask volunteers to say the answer. Ask follow-up questions to elicit more information.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, then swap roles and practice again.
- Direct Ss' attention to the Discuss sidebar. Read the questions aloud. In small groups, have Ss share if their city has events like the ones in the conversation.
- Elicit ideas of city events from Ss and write them on the board. Ask, *Who has gone to these events?* Invite volunteers to share their experiences with the class.

## 5 TRY IT YOURSELF

**A**
- Copy the chart on the board. Model notetaking as you talk about a memorable event or performance. Say, *One of the best events I've ever attended was the city carnival last year. I went with my three best friends, and we saw the most incredible magic show!*
- Tell Ss to think of a memorable event or performance. Give them time to complete the chart. Encourage them to write down 3–4 superlative expressions about their experience.
- Monitor. Provide help with vocabulary and spelling as necessary.

**B**
- Read the conversation aloud with a **higher-level S**. In pairs, have Ss share the information in their charts.
- Encourage Ss to use superlative expressions and ask follow-up questions to get more information.
- Monitor. Listen for the correct pronunciation of phrases with *of*.

**C**
- Invite volunteers to share their memories with the class.
- Take a class survey to see which type of cultural event is the most popular among Ss.

**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about cultural events
- ✓ using superlative adjectives
- ✓ dropping the /v/ in phrases with *of*

**EXIT TICKET** Ask Ss, *What is your favorite cultural event? Why?* Have Ss write their names on a blank card or piece of paper. Ask them to write 2–3 sentences about their favorite cultural event. Tell them to give reasons for their choice and use superlative expressions with *one of, some of,* and *among*. **Higher-level Ss** can write 4–5 sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 PRONUNCIATION

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

**B** 03-04 Listen. Notice how *of* is pronounced in the examples. Then listen and repeat.

one of the best restaurants  a few of our friends

**C** 03-05 Listen. Cross out the letter *f* in *of* when *of* is pronounced /ə/. Then listen and repeat.

1. some of my friends
2. one of each type
3. one of the best concerts
4. some of the best food
5. most of an hour
6. one of the funniest movies

**Phrases with *of***

The word *of* is short and unstressed. We drop the /v/ in *of* when the next word starts with a consonant: *one* /ə/ *the best movies*. This makes the phrase easier to say. Notice that we link all the words in the phrase together.

## 4 CONVERSATION



**A** 03-06 Listen or watch. Where are Ed and Paula going to go?
They're going to a food fair.

**B** 03-07 Listen or watch again. Circle the correct answer.

1. Where is Ed going tonight?
   a. a David Bowie concert  (b.) the City-Wide festival
   c. a carnival
2. Which three things are happening this weekend?
   (a.) concert, carnival, food fair  b. parade, concert, race
   c. carnival, parade, food fair
3. Why is Paula unsure about going with Ed?
   a. She doesn't like the band.  b. She's going to Mexico.  (c.) She has a lot of work to do.

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

Paula: Calypso is supposed to be one of the best restaurants in New York!

Ed: Is it? I've never eaten there.

Paula: Yeah. I haven't been to that many restaurants here, but I ate there last time I was in town. I've wanted to go back ever since. It was one of the most delicious meals I've ever had.

Does your city have events like the ones in the conversation? Do you go to any of them?

## 5 TRY IT YOURSELF

**A** THINK Think about one of the best events or performances you have attended. Make notes about what made it so memorable.

| Where | What | Memorable because … |
|---|---|---|
| | | |

**B** PAIRS Talk about the event or performance.

A: One of the best events I've ever attended was the city carnival last year.
B: Why was it so good?
A: Because I went with my three best friends, and we had so much fun.

**C** REPORT Tell the class about the events you discussed. Which was the most popular?

☐ I CAN TALK ABOUT CULTURAL EVENTS.

# LESSON 2 GIVE OPINIONS ABOUT TV SHOWS



PAULA FLOREZ

@PaulaF

Two months until the new season of *Circle of Kings*. What should I watch until then?

## 1 VOCABULARY Describing TV shows

**A** Read the chart. How does your TV-watching time compare to the average for your region?

**B** 03-09 Listen. Then listen and repeat.

**an episode**: a TV show that is one in a series
**a season**: a series of TV episodes shown during a certain time period
**a season finale**: the last episode in a season
**a cast**: all of the actors in a TV show
**a trailer**: a short advertisement for a movie or TV show
**a plot**: the events that form the main story of a TV show, movie, or book
**a main character**: one of the most important people in a story
**a minor character**: a person with a small role in a story
**a spoiler**: information about a TV show that can ruin a surprise for the first-time viewer

**Average Time Spent Watching TV**
(including TV sets, computers, phones, and tablets)

| Region | Minutes per day |
|---|---|
| Asia Pacific | 154.5 |
| Central and Eastern Europe | 222.9 |
| Latin America | 199.0 |
| North America | 292.6 |
| Middle East and North Africa | 249.7 |
| Western Europe | 220.5 |
| Rest of World | 211.0 |

**C** Complete the ad. Use words from 1B.



**JJ IS BACK!**

*Julia Jones,* (1) ___Season___ Five begins next weekend! We'll finally find out whether Julia survived falling off the mountain in last year's (2) __(season) finale__ . There are only seven (3) ___episodes___ this time—one each Thursday for the next seven weeks. A new actor has been added to the fantastic (4) ___cast___ , but we're not going to tell you who! Click this link to watch the (5) ___trailer___ now. But don't worry—there are no (6) ___spoilers___ !

**D** PAIRS Discuss the TV show in the ad in 1C. Use your imagination. What do you think will happen in the first episode and the season finale?

A: Well, Julia's the main character, so we'll find out she's alive in the first episode.
B: Yeah. Maybe we'll see her climbing back up the mountain.

## 2 GRAMMAR Negative questions

Use negative questions with *be* and *do* to find out if someone agrees with your opinion.

| Negative *be* | | Negative *do* | |
|---|---|---|---|
| **Isn't** | it a great show? | **Don't** | you love Princess Kaliya? |
| **Aren't** | spoilers annoying? | **Don't** | you think it's a great show? |
| **Wasn't** | that season finale exciting? | **Didn't** | you love her little smile? |
| **Weren't** | you happy with the ending? | **Didn't** | you enjoy the plot? |

>> FOR PRACTICE, GO TO PAGE 132

# LESSON 2 GIVE OPINIONS ABOUT TV SHOWS

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

- Read the lesson title and social media message aloud.
- Ask Ss, *What TV shows are you watching now?*

## 1 VOCABULARY

**A**
- Direct Ss' attention to the table. Read the title and headings aloud. Ask, *What does* average time *mean?* (an ordinary or usual amount of time)
- Show or project a world map. Write on the board: *The average time people spend watching TV in Asia Pacific is 154.5 minutes per day.* Read the sentence aloud. Point to the Asia Pacific region on the map.
- Ask volunteers to take turns reading the rest of the information in the table aloud. Tell them to follow the model sentence on the board. Point to each region as it is mentioned.
- Have Ss look at 1A. Ask, *What region of the world are we in?* Read the question aloud. Have Ss discuss in pairs.

⊕ **EXTENSION** Write the following questions on the board or print them off. Have Ss discuss in small groups and share their answers with the class.

1. *Which region spends the most/least time watching TV?* (most: North America, least: Asia Pacific)
2. *Does this information surprise you? Why (not)?*
3. *In your opinion, is watching TV good or bad for your health? Why?*
4. *How do you think this information was obtained?* (questionnaire or survey)
5. *Do you think this information is trustworthy? Why (not)? What would make it more trustworthy?*

**B**
- Have Ss preview the terms and definitions before listening.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud.

⋯ **OPTION** List the terms on the board. Ask Ss to discuss their meaning in pairs. Then have Ss open books and compare their definitions with those in 1B.

💬 **LANGUAGE NOTE** A *trailer* is also commonly referred to as a *preview* or *teaser*.

**C**
- Read the instructions and title aloud. Have Ss look at the picture. Ask, *What do you think the TV show is about?*
- Say, *Complete the advertisement for the TV show* Julia Jones *with the words from 1B.* Remind Ss to change the word form (singular/plural) or remove the article (*a/an*) when necessary.
- Have Ss complete the exercise individually and then compare their answers in pairs. Review answers as a class.
- Ask Ss, *Where do you think this ad was published? Why?* (online; because it asks the reader to click a link)

**D**
- Have Ss discuss the question in small groups.
- Invite volunteers to share their ideas with the class.

## 2 GRAMMAR

- Read the explanation and examples aloud. After each example, follow up with Ss to make sure they understand the meaning of the negative question. For example, say, *Isn't it a great show?* Then ask, *What is the speaker's opinion of the show?* (It is great.)
- Review negative question formation. Tell Ss negative questions typically begin with contractions.
- Write the examples with negative *be* on the board. Underline and point out the subject / verb agreement. Elicit responses. For example, *Isn't it a great show?* (Yes, it is. / Yes, the show is great.)
- Write the examples with negative *do* on the board. Underline and point out the *do* auxiliary, subject, and main verb. Elicit responses. For example, *Don't you love Princess Kaliya?* (Yes, I do. / Yes, I love Princess Kaliya.)
- Provide additional examples using the contraction *doesn't*, such as *Doesn't he look happy?*

💬 **LANGUAGE NOTE** Without the contraction, the meaning of the question changes. Rather than seeking agreement, the speaker is asking a genuine question. For example, *Is it not a great show?* means *Is it a bad show?* or *Were you not happy?* means *Were you unhappy?*

💬 **LANGUAGE NOTE** This type of negative question cannot be used with *be* in first person because there is no contraction for *am + not*.

## 3 CONVERSATION SKILL

**A**
- Ask Ss, *How do you disagree with someone's opinion?* Elicit ideas.
- Read the conversation skill aloud. Ask, *What does it mean to* soften *an answer?* (to make it kinder and less severe) Review the expressions. Say, *The words in bold show you disagree, and the rest of the statement expresses your opinion.*
- Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Elicit additional ideas. (for example, *Maybe, but I think…* or *I see your point of view, but…*)
- Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.

**LANGUAGE NOTE** It's common for speakers to use rising intonation when politely disagreeing with someone's opinion.

**B**
- Have Ss complete the negative questions. Suggest they write about popular TV shows.
- In pairs, have Ss take turns asking their negative questions and disagreeing with each other's opinions. **Higher-level Ss** can ask and answer more questions.

**EXTENSION** In pairs, have Ss rewrite the conversation in exercise A on page 132 so that Lars and Emma disagree, rather than agree, with each other's opinions.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Paula and Ed) *What do you think they are talking about now?* Give Ss time to preview the answer choices.
- Have Ss listen or watch and circle the correct answer. Review. Ask, *How do you know this is correct?*

**B**
- Read the questions and answers aloud. Have Ss listen or watch again and complete the exercise.
- Review answers as a class. Clarify any new words or phrases in the conversation, such as *stream* (to play audio or video as a continuous stream rather than downloading it) and *kill off* (to make a character in a TV show die in the story).

**LANGUAGE NOTE** We use the expression *You've got a point* to show that someone has made an important statement.

- Direct Ss' attention to the discussion questions in the sidebar. Read the directions aloud. Ask, *What shows have you binge-watched?* Elicit responses.
- Ask the target questions. Encourage Ss to list their ideas in a pro / con T-chart.
- In pairs, have Ss choose a side and debate. After a few minutes, have them swap roles and debate the opposite side. Remind Ss to give reasons to support their opinions.
- Invite volunteers to share their opinions with the class.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Ask, *What negative questions do the speakers use?* Elicit answers.
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Ask Ss to list 2–3 TV shows they've watched and liked.
- Allow Ss to use their phones to research the names of the shows in English.

**TEACHING TIP** If Ss don't watch TV, allow them to complete 5A with films, books, or songs.

**B**
- Read the conversation aloud with a **higher-level S**.
- Have Ss compare their lists in pairs. Remind them to use negative questions and expressions to disagree with an opinion.
- If Ss can't find a TV show they both like, have pairs compare lists in a group of four.

**OPTION** Have Ss complete 5B as a mingle activity.

**C**
- Invite volunteers to share their favorite TV shows. List them on the board.
- Take a class survey to find out which shows are popular among Ss.

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

✓ using the vocabulary to describe TV shows
✓ using negative questions with *be* and *do*
✓ disagreeing with an opinion

**EXIT TICKET** Say, *Write a short description of your favorite TV show. Convince me that it is the best.* Tell Ss to use superlative adjectives and negative questions to describe the cast, characters, and plot of the show. Remind them to use writing that is informal and relaxed. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need more practice.

## 3 CONVERSATION SKILL

**A** 03-10 Read the conversation skill. Listen. Notice how the speakers disagree.

1. A: Wasn't that a terrible episode?
   B: Actually, I thought it was pretty good.
2. A: Don't you love Jon Bolo? He's such a great actor.
   B: I don't know. I think he's kind of boring.

**Disagree with an opinion**

When we disagree with someone's opinions, we often use language that softens our answers.

***Actually***, *I didn't like it that much.*
***Not really***. *I was a little bored.*
***I guess*** *it was OK, but it wasn't great.*
***I don't know***. *It was* ***kind of*** *boring.*

**B** Complete the questions with your own ideas. Then ask a partner, and practice disagreeing.

1. Wasn't _____ great?
2. Don't you love _____ ?

## 4 CONVERSATION



**A** 03-11 Listen or watch. What are they talking about?

a. a show they both like
b. a show that Paula hasn't seen
c. a show that Ed doesn't like

**B** 03-12 Listen or watch again. Circle all of the correct answers.

1. Why do they think the third season of *Circle of Kings* isn't as good as previous seasons?
   a. The season finale was boring.
   b. The writing isn't as good anymore.
   c. The main character isn't interesting.
   d. There are too many minor characters.
2. What do they say about Princess Kaliya?
   a. She was in a fight in a forest.
   b. She looks angry all the time.
   c. She died in the last season.
   d. She appears in the trailer.

**C** 03-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: Wasn't the season finale amazing ?
Ed: It was! And now I'm dying for Season 4 to come out. I need to know if Alan Storm is going to live!
Paula: I know … though honestly, he's one of my least favorite characters. Don't you think the actor is kind of annoying?
Ed: Actually, I like him.

Ed binge-watched the third season, meaning he watched a lot of episodes in one sitting. Do you think this is a good way to watch TV? Why or why not?

## 5 TRY IT YOURSELF

**A** THINK Make a list of TV shows you like now or liked in the past.

**B** PAIRS Talk about your lists. Try to find two or three shows on which you agree.

A: Have you seen Circle of Kings?
B: Oh yeah. Wasn't it great?
A: Actually, I didn't like it that much. How about Doctor Madison?
B: Oh, I love that show!

**C** COMPARE Tell the class about your findings. Is there any show that most students like?

☐ I CAN GIVE OPINIONS ABOUT TV SHOWS.

# LESSON 3 DISCUSS WAYS TO MAKE LIFE MORE INTERESTING



PAULA FLOREZ

@PaulaF

Ever feel like you're always doing the same old thing? What if you had an app that planned your life for you?

## 1 BEFORE YOU LISTEN

**A** How often do you meet new people, eat at new restaurants, or visit new places? Would you like to do these things more often?

**B** 03-14 VOCABULARY Listen. Then listen and repeat.

**satisfied**: feeling that something is good
**an app (an application)**: a piece of computer software that does a particular job
**random**: happening or chosen without any plan or pattern
**a destination**: the place you are traveling to
**a networking event**: a meeting for people who do the same kind of work, for information and support
**a rally**: a large public meeting held in support of something

**C** PAIRS Discuss the questions and statements.

1. Describe a time you felt satisfied.
2. If you could travel anywhere, what would your destination be?
3. Do you know about any networking events? What do people do there?
4. Describe a rally you went to, heard about, or saw on TV.
5. What is one event you never want to miss out on?
6. What apps do you use the most?
7. When you listen to music, do you prefer to listen to songs at random or to make a playlist?



A: If I could travel anywhere, my destination would be Patagonia. I've heard it's beautiful!
B: That sounds interesting. What would you like to do there?

## 2 GRAMMAR Adverbial intensifiers with adjectives

Use adverbs such as *amazingly*, *extremely*, and *incredibly* to emphasize adjectives.

| | Adverb | Adjective | |
|---|---|---|---|
| He had an | **extremely** | nice | life. |
| Some of the events were | **incredibly** | interesting | to attend. |
| It is | **surprisingly** | easy | to get stuck. |
| It was | **unusually** | warm | last September. |

**Note:** *Very* and *really* are also intensifiers.

>> FOR PRACTICE, GO TO PAGE 133

# LESSON 3 DISCUSS WAYS TO MAKE LIFE MORE INTERESTING

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

- Read the lesson title aloud. Ask, *Is your life interesting? Would you want it to be more interesting?*
- Read the social media message aloud. Ask, *What does Paula mean when she says* the same old thing? (something boring that is always done or that always happens) *Do you feel like you're always doing the same old thing?*
- Ask, *What are some apps that help you plan your life?* Have Ss share what apps they find useful with the class.

**LANGUAGE NOTE** In informal speech and writing, such as emails or social media messages, it's common to delete auxiliary verbs in questions. For example, *Got a minute?* rather than *Have you got a minute?* or *Want a ride?* rather than *Do you want a ride?* For this reason, Paula writes, *Ever feel like you're always doing the same old thing?* rather than *Do you ever feel* (or *Have you ever felt*) *like you're doing the same old thing?*

## 1 BEFORE YOU WATCH

**A**
- Read the questions aloud. Ask Ss, *What makes life more interesting for you?*
- In pairs, have Ss share the last time they met someone new, ate at a new restaurant, or visited a new place.
- Ask, *What are other ways to make life more interesting?* Invite volunteers to share their ideas with the class.

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

**C**
- Have Ss look at the photo and describe what they see. Ask them to explain how it relates to the topic of an interesting life.
- Read the example conversation aloud with a higher-level S. Give Ss plenty of time to discuss the questions and statements in pairs.
- Encourage Ss to use the target vocabulary to talk about cultural events and superlative expressions to describe their experiences.
- To review, invite volunteers to share their answers with the class.

**OPTION** Print out the terms and definitions. Cut them into 14 slips of paper, and give each S one slip of paper. Say, *Each term needs to find its definition.* Ask Ss to stand up and find the classmate whose information matches theirs. When Ss find their match, ask them to sit down in pairs and complete 1C. If there are more than 14 Ss in your class, repeat the terms and definitions.

## 2 GRAMMAR

- Write on the board: *1. He had a nice life. 2. He had an extremely nice life.* Read the two statements aloud. Ask, *What is the difference between the two?* Elicit ideas from the class.
- Underline *nice* in both sentences, and ask, *What part of speech is* nice? (an adjective) Circle *extremely* in the second sentence, and ask, *What part of speech is* extremely? (an adverb)
- Ask, *What do adjectives do?* (modify nouns) Say, *They come before nouns or after stative verbs.* Elicit additional adjectives. Write Ss' ideas on board.
- Ask, *What do adverbs do?* (modify verbs, adjectives, and other adverbs) Say, *They come before or after the word they modify.*
- Ask Ss to look at the grammar chart. Read the explanation aloud. Say, *Here, we use adverbs before adjectives to intensify the adjective's meaning.* Tell Ss that the term *adverbial intensifier* refers to this particular kind of adverb.
- Read the first example aloud. Use exaggerated stress on the word *extremely.* Tell Ss that it's common to stress adverbial intensifiers in speech.
- Have volunteers take turns reading the examples aloud. Remind them to stress the adverb.
- Go over the Note at the bottom of the chart. Explain that *very* and *really* have the same meaning and are both used to emphasize a quality. Read the examples in the chart aloud, substituting the adverb for either *very* or *really*. For example, *He had a really nice life.*

**LANGUAGE NOTE** Other adverbial intensifiers include *awfully*, *completely*, *especially*, *exceptionally*, *particularly*, *rather*, *remarkably*, *seriously*, *somewhat*, *terribly*, and *totally*.

**EXTENSION** Have Ss write three sentences using the adjectives you elicited and wrote on the board. Then, ask them to swap papers with a partner and rewrite the sentences with adverbial intensifiers. Have Ss take turns reading their new sentences aloud and checking each other's work.

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question aloud. Play the audio or video. Ask Ss, *What was the purpose of Max's apps?*

**B**
- Read the Listening Skill aloud.
- This time, tell Ss to listen specifically for lists of examples. Ask Ss to preview the exercise items.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class. Replay the talk if necessary.

⊕ **EXTENSION** Write on the board:
1. *What public events have you been to?*
2. *What are countries or cities you want to visit?*
3. *What are your favorite ways to spend your time?*

Read the questions aloud. Give Ss time to write down their answers. Have Ss take turns asking and answering the questions in pairs. Tell Ss to list their partner's examples as they listen.

**C**
- This time, have Ss listen for details. Allow them to preview the questions and answer choices and circle what they remember.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- Elicit further details about each topic. Ask, *What was Max's old life like? What kinds of new experiences did he have? How did the app know what kinds of events to suggest?*

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Review answers as a class.
- As Ss questions to check understanding, such as *Do you think you are living in a bubble? Have you planned a trip on your own? What have you done that has opened your mind?*

⊕ **EXTENSION** Write sentences from the presentation on the board:
1. *Max had a great job, good friends, and a beautiful home.*
2. *The events were random, and the people were friendly and amazed at how he got there.*

Read the sentences aloud. Tell Ss to rewrite the sentences by adding adverbial intensifiers to emphasize the adjectives. Call on Ss to read their sentences aloud.

## 4 DISCUSSION

**A**
- Read the questions aloud. Have Ss discuss in pairs.
- Elicit potential problems with this approach. Remind Ss to give reasons to support their answers.

**B**
- Have pairs form groups of four and share their ideas from 4A.
- Lead a class discussion. Ask, *What are some benefits of this approach to living life? What are some problems?* Make two lists on the board.
- Take a class poll on whether this approach has more benefits or problems.
- Bring Ss' attention back to 4B. Read the example aloud. Ask, *Max's approach worked for him, but what are other ways people can break out of their bubbles?*
- Have Ss get back in their groups and brainstorm different ways people can find and have new experiences. Monitor. Provide help with vocabulary as necessary.

**C**
- Ask Ss to walk around and share their ideas from 4B. Ask them to talk to three different classmates.
- Encourage Ss to ask each other follow-up questions to get more information.
- Bring the class back together. Elicit ideas from Ss and write them on the board.
- Have the class vote on which idea is best.

**LOOK FOR** While Ss are completing the discussion, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss ways to make life more interesting
- ✓ using adverbial intensifiers with adjectives
- ✓ listening for lists of examples

**EXIT TICKET** Ask Ss, *What could you do to make your life more interesting*? Give Ss 2–3 minutes to write down as many ideas as they can. Then have them share their ideas in pairs or small groups. Remind Ss to use adverbial intensifiers with adjectives and lists of examples to illustrate their ideas. Listen and take notes on areas for review and extra practice in later lessons.

## 3 LISTENING




**A** 03-15 Listen or watch. What was the purpose of Max's apps? to choose where he would go and what he would do at random

**B** 03-16 Read the Listening Skill. Listen or watch again. Complete the lists of examples.

1. Max went to random public events. **Examples:** a ___yoga___ class, a ___networking___ event, a ___party___ at someone's house.
2. He let the app choose locations around the world. **Examples:** ___Vietnam___, ___Germany___, ___India___, the United Arab Emirates, Slovenia.
3. He used apps to decide how to spend his time. **Examples:** which ___events___ to attend, which ___restaurants___ to eat at, and which ___places___ to visit.

**LISTENING SKILL**

**Listen for lists of examples**

Speakers sometimes use lists of examples to illustrate their main ideas. The examples help you get a clearer picture of what the speaker means.

**C** 03-17 Listen or watch again. Circle the correct answer.

1. Why wasn't Max satisfied with his old life?
   a. His job wasn't very interesting.
   (b.) He felt like he wasn't having many new experiences.
   c. He didn't find his friends very interesting.
2. How did people react to Max when he showed up at their events?
   a. They often told him that the events were private.
   b. They wanted to know who invited him to the party.
   (c.) They were friendly and interested in him.
3. In the end, how did he feel about letting the apps make decisions for him?
   (a.) It helped him see the world in a new way.
   b. It was valuable, but too expensive.
   c. It didn't change his life in any important ways.

**D** VOCABULARY EXPANSION Read the sentences. What do the underlined expressions mean?

1. He felt like he was always doing the same things, hanging out with the same people, and missing out on interesting experiences. He felt like he was <u>living in a bubble</u>. Answers will vary. not connected to the wider world
2. Some of the events weren't that exciting, but some of them were incredibly interesting. And all of them were things he wouldn't have thought to try <u>on his own</u>. by himself
3. He found that letting the apps make his choices for him <u>opened his mind</u> to new experiences. Really, it gave him a whole new understanding of the world. made him become accepting

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Would you let an app tell you what to do? What problems do you see with this?

**B** DISCUSS In small groups, share your ideas from 4A. Make a list of other ways that people can break out of their "bubbles."

*Max's apps probably sent him to some extremely boring events, and I don't have time for that. I'd rather ask my friends for ideas.*

**C** EVALUATE As a class, discuss the ideas in 4B. Decide which ones are the best.

☐ I CAN DISCUSS WAYS TO MAKE MORE LIFE INTERESTING.

# LESSON 4 READ A TV REVIEW



PAULA FLOREZ
@PaulaF

Imagine a TV show that only showed the view from a train window. Would you watch it?

## 1 BEFORE YOU READ

**A** PAIRS What kinds of TV shows do you enjoy watching: reality shows, crime shows, comedies? How do your favorite shows make you feel?

I love watching comedies. They make me feel relaxed and happy.

**B** 03-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

| | | | |
|---|---|---|---|
| a recommendation | stressful | take (something) by storm | an anniversary |
| uneventful | a producer | a break | a viewer |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 133

## 2 READ

**A** PREVIEW Look at the title and the photographs. What do you think this article is about?

**B** 03-19 Read and listen to the article. Was your prediction correct?

# Take It **Slow**

Many of us watch TV to relax, but have you ever noticed how stressful watching TV can be? Many reality TV shows make you nervous because you don't know if your favorite performer will make it to the next round. Sports are thrilling, but you get incredibly anxious if your team is losing. Don't you get tired of all the stress and just want to relax? If so, I have the perfect recommendation for you: Slow TV!

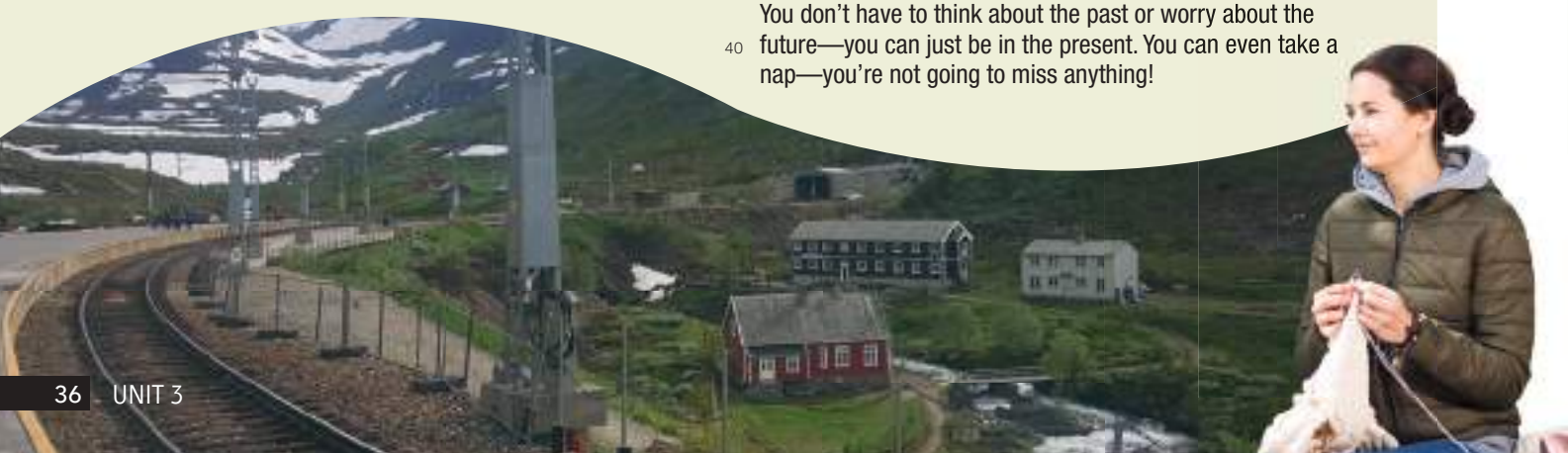
The first Slow TV show took Norway by storm in 2009. It started because of the 100th anniversary of the Bergen Railway. To celebrate, some TV producers decided to attach a camera to the front of a train and broadcast its seven-hour journey through Norway, from Bergen to Oslo. What happens on the train? Murder? Romance? No—nothing happens—just the beautiful Norwegian scenery going by. And Norwegians loved it! In a country of 5 million people, 1.2 million watched this uneventful train ride.

And that was just the beginning. In 2011, Norwegian TV producers showed a cruise ship traveling from the southern end of Norway to the northern end. The whole show was five days—that's 134 hours and 42 minutes of TV. This time over 3 million people watched—even the queen! Since then, more Slow TV programs have been made—eight hours of sweater knitting, 18 hours of salmon fishing, and 168 hours of reindeer traveling across Lapland.

Why do so many people want to watch Slow TV? After all, nothing happens. According to Thomas Hellum, one of the producers of Slow TV, "The journey is in real time and people feel like they are there." He says that viewers feel like they are experiencing it with other people. At the same time, people have their own feelings and memories and make their own stories about what is happening. In Slow TV, no producer is making decisions about how to "tell a story" because there is no story!

Of course, no one watches five days and nights of TV. So what do viewers do? Some use it to relax for a little while—to take a break from a busy day. Others multitask. They have the TV on while they do housework or study.

Slow TV gives us something other TV programs can't. You don't have to think about the past or worry about the future—you can just be in the present. You can even take a nap—you're not going to miss anything!



# LESSON 4 READ A TV REVIEW

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

- Read the lesson title aloud. Ask Ss, *What are TV reviews?* (an article in which someone gives their opinion of a TV show) *Have you ever read one?*
- Read the social media message aloud. Give Ss time to discuss Paula's question in pairs. Invite volunteers to share their answer with the class.

## 1 BEFORE YOU READ

**A**
- Lead a class brainstorm of TV show genres. Ask, *What are different kinds of TV shows?* (For example, action, animation, historical, sci-fi) Elicit ideas. Write them on the board.
- If Ss aren't familiar with a genre, elicit descriptions and examples of shows in that genre.
- Read the questions aloud. Have Ss discuss their answers in pairs.
- Have volunteers share how their favorite shows make them feel. Remind them to use adverbial intensifiers with adjectives to express their feelings.
- Take a class survey to see what genre is the most popular among Ss.

⊕ **EXTENSION** Have Ss discuss in pairs how different TV show genres make them feel. Ask them to use negative questions and adverbial intensifiers with adjectives to express their feelings. Remind Ss to use language to soften their response if they disagree with their partner's opinion. For example, S1: *Isn't reality TV extremely interesting?* S2: *I guess some shows are OK, but honestly a lot of them seem fake to me.*

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Ask Ss additional questions to increase understanding. For example,
  1. *What is your recommendation for funny TV shows to watch?*
  2. *What is a situation you find stressful?*
  3. *What is an example of a TV show that took everybody by storm this year?*
  4. *How do you think people should celebrate wedding anniversaries?*
  5. *Do you prefer an exciting or uneventful Friday night?*
  6. *Would you want to work as a producer? Why or why not?*
  7. *How often do you think people should take a break at work?*
  8. *How many viewers do you think your favorite TV show has?*
- Remind Ss they can go to page 133 for further clarification and practice.

## 2 READ

**A**
- Direct Ss' attention to the pictures. Ask, *What do you see?* Elicit descriptions from Ss.
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think this article is about? What does the title refer to?* Have Ss discuss in pairs.

**B**
- Have Ss listen to the article and read along silently. Suggest that **lower-level Ss** follow along with a finger.
- Ask Ss to underline any adverbial intensifiers with adjectives in the article. Have them circle words they are unfamiliar with.
- After listening, ask, *Were your predictions correct?*
- Show or project a world map. Point out Norway. Take a class poll of how many Ss had heard of Slow TV or Norway before reading this article.
- Clarify the meaning of any new words or phrases, such as *thrilling* (very exciting), *broadcast* (to send out messages or programs to be received by radios or televisions), and *multitask* (to do several things at the same time).
- Ask, *Are there any rhetorical questions in the article? Why does the writer use them?* Elicit examples and ideas from the class.

⋯ **OPTION** For guided reading practice, play the audio again. Pause after each paragraph, and ask the class comprehension questions to review main ideas in each section.

⊕ **EXTENSION** Ask, *How is Slow TV different from normal TV programming?* (real time, unedited timeline, the viewer feels like they are actually there) Have Ss discuss in pairs.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask, *Do you agree with this answer? Why or why not? What are other reasons why people might like Slow TV?* Elicit ideas from Ss.

⊕ **EXTENSION** Say, *Norwegians love Slow TV.* Ask, *Do you think this kind of TV programming would be popular where you live now? What about in your home country? Why or why not?* Have Ss discuss in pairs. Invite volunteers to share their ideas with the class.

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

**C**
- Ask a volunteer to read lines 35–39 aloud for the class. Ask the class what the words *they* and *others* refer to in this context.
- Read the questions and answer choices in number two aloud. Have Ss discuss in pairs.
- Review the answer as a class.

**D**
- Read the Reading Skill aloud. Give Ss time to underline descriptive language in the article.
- Have Ss compare their work in pairs. Tell them to discuss what language most helps them understand the important details and "see" the text.
- Ask Ss, *Which part of the text was the easiest for you to see?* Invite volunteers to share their ideas and read that part of the text aloud for the class.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

## 4 MAKE IT PERSONAL

**A**
- Read the instructions. Copy the chart on the board.
- Model note-taking as you share an idea for a Slow TV show. Say, *I'd love to watch Slow TV about the universe, maybe a space ship traveling in real time for at least 10 hours.*
- Have Ss complete the chart based on their own ideas and interests.
- If Ss can't think of ideas, ask, *What other stories can you tell as they evolve? What other things take a really long time?* Remind Ss to choose subjects that most people can relate to.

**B**
- Have Ss compare their charts in pairs. Tell them to give reasons to explain their choices and choose one idea to share with the class.
- Call on pairs to share their ideas for Slow TV shows. Write them on the board. Take a class vote on the best idea.

⊕ **EXTENSION** Tell Ss they are producers. In small groups, have them develop one of their ideas into a Slow TV program. Ask them to choose a location and characters. Have them decide if there will be any dialogue or music and if the program will be recorded or broadcasted live. Give each group 3–5 minutes to present their plan to the class.

⊕ **EXTENSION** Direct Ss' attention to the web search question. Ask Ss to research other Slow TV shows and watch part of one. Have them take notes on the subject and how they felt as they watched. Tell them to write a short summary of the show using descriptive language. Have Ss report back to the class or small groups about the experience.

**EXIT TICKET** Ask, *What do you think about Slow TV?* Have Ss write their names on a blank card or piece of paper and answer the question in 2–3 complete sentences. Have Ss use descriptive language to describe Slow TV and express their opinion. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the article again. According to the article, why do people like Slow TV? Circle the correct answer.

(a.) It's relaxing. b. It tells a good story. c. They can watch it anywhere.

**B** Circle the correct answers, according to the article.

1. The first Slow TV show showed ___ .
   a. the queen of Norway
   b. a story about the Bergen Railway
   (c.) the Norwegian countryside
2. According to Thomas Hellum, people enjoy Slow TV because they ___ .
   a. like trains and boats
   b. can multitask while it's on
   (c.) can make up their own stories about what is happening
3. Many people ___ while they watch Slow TV.
   a. get excited
   (b.) do other things
   c. talk about the show with their friends

**C** CLOSE READING Reread lines 35–37. Think about the words *some*, *they*, and *others*. Then choose the correct answers.

1. What do the words *some*, *they*, and *others* refer to?
   a. TV shows b. devices (c.) viewers
2. Why does the author use different words to refer to the same thing?
   (a.) because good writing uses a variety of words
   b. because it is good to make the reader think about different details
   c. because readers need a good memory to read an article

**D** Read the Reading Skill. Go back to the article and underline the words that help you construct a clear mental image. For you, which part of the text was the easiest to "see"?

**READING SKILL** Construct mental images

Writers often use descriptive language to help readers picture, or "see," what they are writing about. Good descriptive writing uses adjectives (*beautiful, exciting, happy*) and adverbs (*fast, suddenly, hard*). This helps readers form a mental image and also makes the reading experience more interesting.

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

The article is about an unusual type of TV show ...

What other Slow TV shows are available to watch?

## 4 MAKE IT PERSONAL

**A** Think of other ideas for Slow TV shows. Complete the chart with your ideas.

| Subject | Description | Number of hours |
|---|---|---|
| | | |
| | | |
| | | |

**B** PAIRS Compare your ideas in 4A. Explain.

I think it's a good subject for Slow TV because ...

☐ I CAN READ A TV REVIEW.

# LESSON 5 WRITE ABOUT LOCAL EVENTS



PAULA FLOREZ

@PaulaF

There's so much going on this weekend and not enough time to do it all! How do I decide?

## 1 BEFORE YOU WRITE

**A** How do you find out about events where you live? Do you ask friends? Do you look at any online guides or websites?

**B** Read the subtitles and the event guide. Match the subtitles to the correct sections.

| Eat | See an Exhibit | Go to a Show |
|---|---|---|

Home | News | Sport | Business

Search

# AROUND TOWN

**Looking for something to do this weekend? Here are some ideas:**



### See an Exhibit

- Check out the Johnson History Museum's new dinosaurs. Children will be fascinated by the new full-size T. Rex skeleton. There are also recordings of what scientists think some dinosaurs sounded like. It'll be music to your ears!
- The Modern Gallery has some amazing nature photographs on display. "Hiding in Plain Sight: Animal Camouflage" shows you insects that look like leaves, frogs that look like rocks, owls that look like part of a tree. See how animals use their environment to hide from dangerous predators.



### Go to a Show

- Summer is here, and so is the Longman Park Concert Series. First up on Friday night is the popular local band, The Giant Cats. Sit under the stars, sing along to your favorite songs, and if you get hungry during the show, stop by the food trucks to get something delicious to eat.
- At the Laugh Factory, see Bobby Felder, the star of TV's *Bobby's House*. His stand-up comedy is hilarious and will have you laughing from start to finish.



### Eat

- The Farmer's Market opens on Saturday. You can stock up on fresh fruits and vegetables and try delicious baked items.
- Do you watch the TV show *Kitchen Wars*? If so, you'll want to come to the Foodie Festival at Center Park on Sunday from 12:00 to 3:00, when all the contestants will be cooking up their amazing dishes.
- The International Food Fair will take place in the Chen Auditorium at State College. Try foods from around the world and watch interesting cooking demonstrations so you can make the dishes at home!

**C** Read the event guide again. Complete the chart. See page T-38 for answers.

| Category | Eat | | |
|---|---|---|---|
| Events | | | |
| Things to do at events | | | |

# LESSON 5 WRITE ABOUT LOCAL EVENTS

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

- Read the lesson title and the social media message aloud. Elicit examples of local events from the class. Write Ss' ideas on the board.
- Ask Ss, *How do you decide what events to go to when there's so much going on?* Ask volunteers to share their ideas with the class.

## 1 BEFORE YOU WRITE

**A**

- Lead a class discussion about how to find out about local events. Ask Ss the questions and elicit other ideas.
- Ask, *What social media sites or apps help you find activities and events to go to?* Write ideas on the board.

**EXTENSION** If possible, bring up local online guides or websites to show to the class. Ask comprehension questions about the events based on the titles, headings, and listed details available (such as the name, date, time, and price of the event). Ask additional critical thinking questions, such as *Who do you think would enjoy this kind of event? Why? Why might people choose* not *to go to this event?*

**B**

- Read the title of the event guide aloud, *Around Town.* Say, *There are three different things to do this weekend: eat, see an exhibit, and go to a show.*
- Tell Ss to match the headings to the correct sections. Say, *Write the headings on the line above the section that talks more about that specific activity.*
- Review answers as a class.
- Have Ss follow along in their books as you read the article aloud for the class.
- Ask, *Which of these events do you want to go to?* Have Ss choose an event and explain to a partner why it sounds interesting.
- Take a class vote to see which event is the most interesting to the class.

**OPTION** Before class, make audio recordings of three different English speakers reading the three sections in the event guide aloud. Ask the speakers to read the text as if they were advertising the event. Play the recordings for Ss in class. Ask Ss to listen and follow along as they read.

**OPTION** Arrange Ss in groups of three. Have them take turns reading each section aloud.

**LANGUAGE NOTE** The phrase *music to one's ears* refers to something that is pleasant or satisfying to hear or discover. For example, *The positive review of our TV show was music to my ears.*

**C**

- Copy the chart with the examples on the board. Read the instructions.
- Have Ss work in pairs to complete the exercise but fill in the chart individually. Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

**EXTENSION** Write on the board: *What's going on this weekend?* Have Ss walk around the classroom and have short conversations about local events with five different classmates. Tell them to start their conversation by asking the question on the board and respond by telling their partner about one of the events listed in the guide. **Lower-level Ss** can look at the text. Challenge **higher-level Ss** to complete the activity without looking at their books.

Ex. 1C answer:

| Category | Eat | See an Exhibit | Go to a Show |
|---|---|---|---|
| Events | Farmer's Market<br>Foodie Festival<br>International Food Fair | Johnson History Museum<br>Modern Gallery | Longman Park Concert Series<br>Laugh Factory |
| Things to do at events | Fresh fruits and vegetables, baked items<br>Cooking contests<br>Foods from around the world | Dinosaurs<br>Nature photography | Concert series<br>Comedy show |

## 2 FOCUS ON WRITING

- Read the Writing Skill aloud.
- Tell Ss to individually reread the text in 1B. Say, *Circle the categories and underline the words in each section that are related to the category.*
- Have Ss compare their findings in pairs.
- To review, write the three categories on the board. Invite volunteers to come up to the front and list the words they underlined under each category.

## 3 PLAN YOUR WRITING

**A**
- Read the instructions aloud. Lead a class brainstorm. Ask, *What are things to do in your city?* Elicit ideas from Ss and write categories on the board for reference.
- Have Ss choose three categories and list them in their chart. Give Ss time to brainstorm different events in each category and things to do at each event.
- Allow Ss to use their phones to look up information about events, if appropriate. Monitor. Help with vocabulary and spelling as necessary.

**B**
- In pairs, have Ss take turns talking about the ideas in their chart.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more detail.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart to write an event guide for tourists visiting their city.
- Ask them to include three categories and at least two events in each category. Remind them to use 1B as a model.
- **Higher-level Ss** can include more events.
- Tell Ss to use descriptive language including adverbial intensifiers with adjectives to make their events sound interesting and exciting.

**OPTION** Encourage Ss to be creative and include their text within a pamphlet or poster.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's event guides.
- Have them circle the categories of things of things to do and identify if the events listed are under the correct category.
- Tell Ss to make sure their partner's categories make sense and assess if there is enough detail about each event. If not, tell Ss to take note of the different pieces of information that are missing (dates, times, etc.).

**B**
- Have Ss give feedback. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner fix any errors with descriptive language and add more details to their advice.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- Review the Proofreading tip. Tell Ss to look at 1B. Ask, *What kinds of details did the author include about the events?* (location, date, time, names of performers, etc.)
- Give Ss time to go online and fact-check the details in their event guides.
- If many edits were made, encourage Ss to rewrite a clean version of their essay.

**EXIT TICKET** Ask Ss, *What going on in your city?* Have Ss write their names on a blank card or piece of paper. Ask them to choose one category and describe one event from that category in detail. Tell Ss they can write about a real or imagined event. Ask them to write 3–5 sentences. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

## 2 FOCUS ON WRITING

Read the Writing Skill. Circle the categories in the event guide. Then underline the words in each section that are related to the category.

**WRITING SKILL** Categorize

When you categorize, you put similar things or ideas into groups. Using subheadings is a good way to make your categories obvious and help a reader understand a long list of information.

## 3 PLAN YOUR WRITING

**A** What kinds of things can you do in your city? What categories can you think of? Complete the chart with your categories and event information.

| Category | | | |
|---|---|---|---|
| Events | | | |
| Things to do at events | | | |

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*My city has a lot of festivals so that can be one category ...*

## 4 WRITE

Write an event guide for things to do in your city. Use at least three categories to organize the events that you choose. Use the event guide in 1B as a model.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange event guides and read your partner's ideas for things to do.

1. Circle the categories of things to do.
2. Is each event under the correct category? Do the categories make sense?
3. Does your partner give enough detail about each event?

**B** PAIRS Can your partner improve his or her event guide? Make suggestions.

## 6 PROOFREAD

Read your article again. Check your

- spelling
- punctuation
- capitalization

**Proofreading tip**

Fact-check your writing. Before you finish your event guide. Go online and make sure all of the details about your events are correct.

☐ I CAN WRITE ABOUT LOCAL EVENTS.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



**A** 03-20 Listen or watch. What is the topic of the presentation?
The Tomatina Festival

**B** 03-21 Listen or watch again. Complete the chart.

| | |
|---|---|
| Festival | The Tomatina |
| Location | Bunol, Spain |
| Participants (who, how many) | mostly young adults from all over the world—about 20,000 |
| Activities | throwing tomatoes, parade, fireworks |

**C** Read the Presentation Skill. What kinds of information should you pause after?

**D** Make your own presentation.

Step 1 Find information about a festival in another country. It could be related to a hobby, nature, art, movies, music, or other entertainment. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about the festival you chose. Bring an item or picture related to the festival.

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

### PRESENTATION SKILL

**Use pauses**

Pausing after important phrases gives your audience time to think about what you're saying. Think about the most important information in your presentation and pause after you say it so your audience can focus on that point.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about cultural events
- ☐ Give opinions about TV shows
- ☐ Discuss ways to make life more interesting

**Vocabulary**
- ☐ Cultural events
- ☐ Describing TV shows

**Conversation**
- ☐ Disagree with an opinion

**Pronunciation**
- ☐ Phrases with *of*

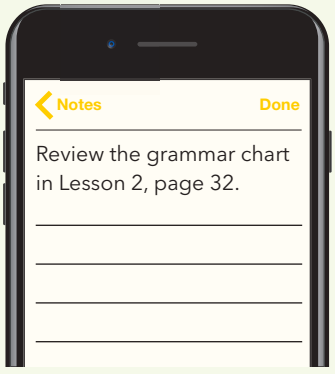
**Listening**
- ☐ Listen for lists of examples

**Grammar**
- ☐ Superlative adjectives
- ☐ Negative questions
- ☐ Adverbial intensifiers with adjectives

**Reading**
- ☐ Construct mental images

**Writing**
- ☐ Categorize

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture. Ask, *What is the first thing that gets your attention, and why? What questions do you have as you look at it?*
- Ask, *What do you think will be the topic of this presentation?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (a festival) *Were your predictions correct?*

**OPTION** If appropriate, pause the video, and ask Ss to predict what's coming up next. Pause after the question *So, what do they do?* Repeat the question aloud. Then, pause after *I can offer a few recommendations.* Ask Ss, *What recommendations will the speaker offer?* Elicit ideas from the class before moving on.

**B**
- In pairs, have Ss recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the chart individually. Write the names *Buñol* and *Tomatina* on the board for Ss' reference.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask Ss, *What other details could you add to your chart?* (For example, time of the main activity; details about what to wear)
- Ask, *What other details do you still want to know?* (For example, ticket cost; where Buñol is located in Spain)
- Ask Ss what comparison for measurement the speaker used in the presentation. (The speaker compared 150 tons of tomatoes to the weight of 30 elephants.) Remind Ss that comparisons for measurement help the audience understand information about size and weight.
- Ask, *What other descriptive language did the speaker use to help you construct a mental image of the festival?* (For example, very large trucks, bright red tomatoes)

**C**
- Read the Presentation Skill and question aloud. Elicit ideas.
- Tell Ss to listen to or watch the student presentation again and listen for pauses. After, ask, *When did the speaker pause?* (after surprising pieces of information, such as *20,000 people*, *for an hour*, *at each other*, and *30 elephants*)

**D**
- Read the three steps aloud for the class. Tell Ss they can present on any festival in another country that interests them. Have them brainstorm festivals and then choose one. Suggest they choose the festival that they know that most about.
- Have Ss complete the chart in Step 1 and share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve each other's idea development.
- Ask Ss to include at least three activities to do at the festival. Remind Ss to go online and fact-check the details of their festival.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their chart. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the festival and location.*
  - ☐ *Describe the participants.*
  - ☐ *Describe at least three activities.*
  - ☐ *Share your opinion about the festival.*
  - ☐ *Include pauses in the presentation.*
  - ☐ *Speak loudly and clearly.*
- Remind them to bring in an item or picture related to the festival to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 4 WHAT SHOULD I BUY?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Give shopping advice** | |
| | ***Vocabulary*** | Shopping online |
| | ***Grammar*** | Embedded *wh-* questions |
| | ***Conversation skill*** | Make suggestions |
| LESSON 2 | **Ask to return a purchase** | |
| | ***Vocabulary*** | A store return policy |
| | ***Grammar*** | *Think*, *imagine*, and *wonder* for requests |
| | ***Pronunciation*** | The prefix *ex-* |
| LESSON 3 | **Discuss how people shop** | |
| | ***Grammar*** | *While* and *whereas* |
| | ***Listening skill*** | Listen for definitions |
| LESSON 4 | **Read about important possessions** | |
| | ***Reading skill*** | Link the past to the present |
| LESSON 5 | **Write a complaint** | |
| | ***Writing skill*** | Use polite language |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Open a store |
| | ***Presentation skill*** | Show enthusiasm |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Say, *I'm going to the mall later.* Ask, *What should I buy?*
- Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. Ask, *What's going on in this photo?* In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Lan Pham) Have them read what Lan says in *Meet the People of TSW Media* on page 4 or play the video of Lan. Then ask, *What do you know about Lan?* (For example, She is an events planner from Ho Chi Minh City.)
- Read Lan's social media message aloud. Ask, *Where is Lan?* (New York) *For how long?* (a few more days) *What does she want to do in New York?* (go shopping)
- Read the target question aloud. Elicit ideas from Ss.

# 4 WHAT SHOULD I BUY?

## LEARNING GOALS

In this unit, you

- give shopping advice
- ask to return a purchase
- discuss how people shop
- read about important possessions
- write a complaint



## GET STARTED

A Read the unit title and learning goals.

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

C Now read Lan's message. Why do you think she wants to shop now?



LAN PHAM

@LanP

My last few days in New York. Time to go shopping!

# LESSON 1 GIVE SHOPPING ADVICE



LAN PHAM
@LanP
It's my friend Lin's birthday next week. I don't know what to get her!

## 1 VOCABULARY Shopping online

**A** 04-01 Read the website. Then listen and repeat the vocabulary words.




**B** Use words from the website in 1A to complete the sentences.

1. When you're going to buy something, you put it in your shopping cart .
2. You can enter a coupon code to get 10% off.
3. When you want something, but aren't ready to buy it, put it on your wish list .
4. There is no charge for shipping an item to your house if you spend more than $30.
5. Returns are not a problem. If you don't like something, you can send it back.
6. There are several brands of earphones. They are all on sale right now.

**C** PAIRS Describe something you or someone you know has bought online. What was the brand? Was it on sale? Were there taxes? Shipping costs?

I bought a new phone online last week. I had to pay tax on it but no shipping costs.

## 2 GRAMMAR Embedded *wh*- questions

Embedded *wh*- questions usually come after verbs like *know, remember, see*, and *tell*. You can embed a *wh*- question in a question or statement. The embedded *wh*- question begins with a question word, but it has statement word order.

| Direct *wh*- question | | Embedded questions | | |
|---|---|---|---|---|
| | | Question word | Subject | Verb |
| What did she buy? | Do you know | what | she | bought? |
| When is the sale? | Please tell me | when | the sale | is. |

We also use question words with infinitive phrases—usually when we're trying to be polite.

| | Question word | Infinitive phrase (*to* + verb) |
|---|---|---|
| I don't know | where | to look. |
| Could you tell me | how | to exchange this item? |

>> FOR PRACTICE, GO TO PAGE 134

# LESSON 1 GIVE SHOPPING ADVICE

- Read the lesson title and the social media message aloud. Explain to Ss that in this context to *get* something means to *buy* it.
- Ask, *What shopping advice would you give Lan?* Elicit ideas.

## 1 VOCABULARY

**A**

- Read the vocabulary title aloud. Ask, *What does it mean to* go shopping online? (to buy items from online stores on the internet)
- Have Ss scan the pictures and captions before listening and underline words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Say, *Listen to the words and phrases to talk about shopping online.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Review the meaning and pronunciation of the terms.
- Ask Ss, *What are your favorite brands?* Take a class survey to see which brands are popular among Ss.

**LANGUAGE NOTE** A *store card* can also be referred to as a *club card*.

**CULTURE NOTE** *Ecommerce* (or electronic commerce) is the buying and selling of goods or services on the internet. As of 2018, 80% of internet users had purchased something online and about 70% of all shoppers preferred online stores to physical establishments.

**EXTENSION** Have Ss write a wish list of five items they want to buy. Have them share their lists in pairs and discuss if they would purchase these items in an online store or a physical one, and why.

**B**

- Read the instructions aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the sentences aloud and call on Ss to read the answers.

**EXTENSION** Tell Ss they've been hired to teach people how to shop online. In pairs, have Ss write a how-to guide with step-by-step instructions for how to make a purchase at an online store. Tell them to use the vocabulary from 1A and include transitions to organize their ideas. For example, *First, open your browser and go to the online store. Next, click on…*

**C**

- Ask Ss, *Have you ever bought anything online?* Read the questions and example aloud.
- In pairs, have Ss talk about online purchases. Encourage them to use the vocabulary in 1A and give details about the items.
- Invite volunteers to share their experiences shopping online with the class.

## 2 GRAMMAR

- Write on the board:
  *Questions: Where are the earphones? Are they on sale?*
  *Statements: The earphones are here. They are on sale.*
- Ask Ss, *What is the difference between question and statement word order?* (subject/verb inversion) Elicit ideas.
- Ask Ss to look at the grammar chart. Read the title aloud. Say, *When something is* embedded, *it means it is part of something else. Sometimes we want to use a question as part of another question or a statement. This is called an* embedded question.
- Read the first explanation and examples aloud. Point out the normal statement word order (subject + verb) in the embedded questions.
- Tell Ss that the embedded *wh-* question in statements is commonly placed as the object of the main clause: *Please tell me* (main clause) *when the sale is* (object).
- Read the second explanation aloud. Ask, *What are all of the* wh- *question words?* (who, whom, what, where, when, why, which, how) Elicit the answers. Write them on the board.
- Read the examples aloud. Point out the infinitive phrases. Ask Ss to work in pairs to write a direct *wh-* question for each of these examples. (For example, Where do I look? How can I exchange this item?) Review answers.
- Remind Ss that embedded *wh-* questions are often used to be polite. Provide additional examples, such as:
  1. Direct *wh-* question: *Where is the restroom?*
     Embedded *wh-* question in a question: *Could you tell me where the restroom is?*
  2. Direct *wh-* question: *Where does Mark work?*
     Embedded *wh-* question in a statement: *I'm not sure where Mark works.*

**LANGUAGE NOTE** Other verbs we often use with embedded questions are *be sure, find out, forget, think about,* and *wonder*.

## 3 CONVERSATION SKILL

**A**
- Ask, *How do you make polite suggestions?* Have Ss discuss. Write their ideas on the board.
- Read the conversation skill aloud. Model the correct intonation of the expressions. Have Ss repeat. Add them to the list on the board if they aren't there already.
- Direct Ss' attention to 3A. Ask Ss to listen to the conversations. Say, *Listen for the expressions to make polite suggestions.* Play the audio.

**B**
- Read the instructions.
- Arrange Ss in same-level pairs. Have them take turns saying their sentences aloud and giving each other shopping advice.
- Invite volunteers to elicit shopping advice from the class. Ask Ss to respond using the expressions from the box.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ahmet and Lan)
- *What is the relationship between Ahmet and Lan?* (co-workers) *What do you think they are talking about*? (shopping online)
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and answer the questions. Say, *This time, focus on the details.* Give them time to preview the questions.
- Play the audio or video again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the conversation if appropriate.
- To review, read the questions aloud and ask volunteers to say the answer. Ask follow-up questions to elicit more information.
- Direct Ss' attention to the discussion question in the sidebar. Ask Ss, *Do you prefer to shop in online or physical stores? Why?* In pairs, have Ss share their preferences. Remind them to give reasons to support their opinion.
- Lead a class brainstorm about the advantages and disadvantages of shopping online. Elicit ideas from Ss. List them in a pro / con T-chart on the board.
- Ask, *What is one thing you would not buy online?* Have volunteers share their ideas.
- Take a class vote to see if more Ss prefer to shop online or in physical stores.

**TEACHING TIP** Remind Ss to use abbreviations and symbols when taking notes on details. Elicit common ways to abbreviate words. Write them on the board for reference. For example, # (number), *e.g.* (for example), = (is), *x* (no / not), ✓ (yes), *b/c* (because).

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

**EXTENSION** Tell Ss to imagine they have to shop for a friend but don't know what to get. In pairs, have Ss make a new version of the conversation in 4C using their own ideas. Ask Ss to include two embedded *wh-* questions and two expressions to make polite suggestions. Invite pairs to role-play their conversations for the class.

## 5 TRY IT YOURSELF

**A**
- Give Ss time to brainstorm three things they need or want and write the items in the first row of the chart in 5B.
- Monitor. Provide help with vocabulary and spelling as necessary.
- Copy the chart on the board. Write *pillow* to the right of the heading *Item*.

**B**
- Model note-taking as you read the conversation aloud with a **higher-level S**. Write *Bed Mart* next to *Where to shop* and *coupons online* next to *How to save money.*
- Ask Ss to walk around and talk to three different classmates. Have them take turns eliciting advice. Tell them to take notes in their charts as they discuss.
- Tell Ss to ask each partner about only one item. Remind them to use the conversation from 4C as a model.
- Encourage Ss to share tips on how to save money. Remind them to make polite suggestions with the expressions from the conversation skill.

**C**
- Invite volunteers to share the advice they got.
- Take a class poll to see if more people suggested buying items online or at physical stores.

**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about shopping online
- ✓ using embedded *wh-* questions
- ✓ making polite suggestions

**EXIT TICKET** Tell Ss you have to buy a present for a family member. Give them details, such as the person's age, interests, and hobbies. Ask, *What should I buy?* Have Ss write their names on a blank card or piece of paper. Tell them to suggest what to buy, where to shop, and how to save money. Remind them to use embedded *wh-* questions and make polite suggestions. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**A** 04-02 **Read the conversation skill. Listen. Notice how the speakers make suggestions.**

1. A: I need some new shoes.
   B: You might want to try Mario's. They're having a big sale right now.
2. A: That's my favorite brand of shampoo, but I can't find it in the store anymore.
   B: Have you thought about looking for it online?

**Make suggestions**

Use expressions like these to make polite suggestions:
*Why don't you …*
*You could try …*
*You might want to …*
*Have you thought about …*

**B** **Complete the statements and questions with your own ideas. Say them to a partner and take turns giving each other shopping advice, using language from the conversation skill box.**

1. I need to buy a new _____ .
2. Can you recommend a good _____ store?
3. I don't know where to get _____ for my friend's birthday.

## 4 CONVERSATION



**A** 04-03 **Listen or watch. What is Lan's problem?**
She doesn't know what gift to get her friend.

**B** 04-04 **Listen or watch again. Answer the questions.**

1. How can Lan search for her friend's wish list? by typing in her email address
2. What does Lan decide to buy her friend? a mug
3. What does Ahmet suggest as a way for Lan to save money? to look for a coupon code

**C** 04-05 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Do you usually buy gifts online or in a store? Are there things you wouldn't buy online?

**Lan:** I have to get a gift for a friend, and I'm trying to figure out __what to get her__ .

**Ahmet:** Is she in the States?

**Lan:** Yeah, that's why I want to get it while I'm here—so I don't have to pay shipping from Vietnam.

**Ahmet:** That makes sense. Do you have any idea __what she wants__ ?

**Lan:** No! That's the problem!

**Ahmet:** I see. __You could try__ checking for a public wish list.

## 5 TRY IT YOURSELF

**A** THINK **Make a list of three things that you need or want to buy soon.**

**B** DISCUSS **Ask three classmates for advice about an item on your list. Take notes in the chart.**

| Item | | | |
|---|---|---|---|
| Where to shop | | | |
| How to save money | | | |

A: Do you know where I can buy a pillow?
B: You might want to try Bed-Mart. They have a big selection and a lot of sales.

**C** ANALYZE **Share the advice you got. Did most people suggest buying your items online or not?**

☐ I CAN GIVE SHOPPING ADVICE.

# LESSON 2 ASK TO RETURN A PURCHASE



LAN PHAM
@LanP

You know that feeling when you buy something, bring it home, and then realize you hate it? 😕 On my way back to the store.

## 1 VOCABULARY A store return policy

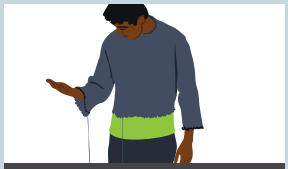
**A** ▶04-06 Read the store policy. Then listen and repeat the vocabulary words.

### RJ's **Store Policy:** Returns

In most cases, you can return **a purchase** for any reason.



It doesn't fit.



It's defective.



I didn't like the color.



I changed my mind.

We do not give cash **refunds**. You may be able to **exchange** your item for one of the same value or receive a **store credit** for the amount you paid. You can spend the credit on any item in the store. **All sales are final** on Red Tag sale items. No returns will be accepted.




All tags must still be attached.




Please have the receipt for your item.

**B** ▶04-07 Listen. Circle the sentence that describes the situation.

1. a. The item is defective.
   b. The item doesn't fit.
2. a. He wants to get a refund.
   b. He wants to exchange the item.
3. a. The skirt doesn't have a tag.
   b. The skirt is on sale.
4. a. The lamp is defective.
   b. She changed her mind.
5. a. He can get a cash refund.
   b. He can get a store credit.
6. a. They are looking at a price tag.
   b. They are looking at a receipt.

**C** PAIRS Talk about a time you returned something to a store. Why did you return it? Did you get an exchange, a refund, or a store credit?

I returned a sweater that my mom bought me. It didn't fit, so I exchanged it for a smaller one. I had the receipt, so it was no problem.

## 2 GRAMMAR *Think*, *imagine*, and *wonder* for requests

Use *think, imagine*, or *wonder* to soften requests and make them more polite.
*Think* and *imagine* can be followed by *that,* but we usually omit it. The request uses normal statement word order.

| | | Subject | *Can / Could* | Verb + rest of sentence |
|---|---|---|---|---|
| Do you think | (that) | I | could | exchange this? |
| I imagine | (that) | you | can | give me a refund. |

*Wonder* is followed by *if* in polite requests.

| | | Subject | *Can / Could* | Verb + rest of sentence |
|---|---|---|---|---|
| I wonder | if | you | could | look up this price for me. |

>> FOR PRACTICE, GO TO PAGE 135

# LESSON 2 ASK TO RETURN A PURCHASE

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

- Read the lesson title and social media message aloud. Ask Ss, *Why is Lan going back to the store?* (to return a purchase) *Have you ever felt the same way as Lan?* Have Ss share shopping experiences in pairs.
- Ask Ss, *What are some words to describe the feeling Lan mentions?* (For example, frustrated, irritated, disappointed, upset) Write Ss' ideas on the board.

**LANGUAGE NOTE** *Purchase* can be a verb (to buy something) and a noun (something you buy). For example, *I purchased this item yesterday, but now I need to return my purchase.*

## 1 VOCABULARY

**A**

- Say, *Let's look at the return policy at a store called RJ's.* Read aloud the text starting with *In most cases…* Then read the four reasons for returning a purchase.
- Ask, *What are other reasons why someone might return a purchase?* Elicit ideas from Ss. Write them on the board.
- Direct Ss' attention to the longer text. Read it aloud for the class. Exaggerate the pronunciation of the words in bold.
- Read the final two sentences aloud. If necessary, show or project additional images of tags and receipts.
- Clarify the meaning of any new words or phrases, such as *defective* (not made or not working correctly), *cash* (money in the form of coins and bills), and *Red Tag sale items* (items categorized for a special sale with a red-colored label).

**TEACHING TIP** Whenever possible, consider bringing realia to class. *Realia* are everyday real objects that can make vocabulary learning more memorable and relevant. Effective realia illustrate how the language is used in the country or countries where it is spoken.

**B**

- Say, *Listen to people talking about returning purchases. Circle the correct answer.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Remind Ss to reference the images in 1A as they hear them mentioned. Replay the audio, if appropriate.
- Have volunteers take turns saying the answers aloud.

**LANGUAGE NOTE** It's common for people to use the terms *cashier, sales associate,* and *sales clerk* interchangeably.

**C**

- List *exchange, refund,* and *store credit* on the board. Review the meanings with the class. Be sure Ss understand how the terms are different before moving on.
- Read the instructions and questions aloud. Ask a volunteer to read the example aloud. Have Ss discuss in pairs.
- Remind Ss to use the vocabulary in 1A.
- Invite volunteers to share their experiences with the class.

## 2 GRAMMAR

- Ask Ss to look at the grammar chart. Read the title aloud. Say, *When we make a request, we often use the verbs* think, imagine, *and* wonder *to soften our language.* Read the explanation and first two examples aloud.
- Point out the parentheses and remind Ss that *that* is optional.
- Read the explanation about *wonder* aloud. Tell Ss that *if* is not optional. Provide additional examples, such as *I wonder if you can help me find my size.*
- Remind Ss that requests with *think, imagine,* and *wonder* follow normal statement word order. Ask, *What is the verb form after* can / could? (base form)
- Have pairs take turns reading the examples aloud. Then ask them to write a direct *wh-* question for each of these examples. (For example, Can I exchange this? Can you give me a refund? Can you look up this price for me?) Review answers.
- Tell Ss that we sometimes pronounce requests with *I wonder* with rising intonation as questions. For example, *I wonder if you could help me?*
- Elicit from Ss additional examples to make polite requests, such as *Do / Would you mind if… Would you care if…*

**LANGUAGE NOTE** Polite requests in the second (*you*) or third person (*she / he*) can also use *would* instead of *can / could* after the subject, but the meaning is slightly different. Using *would* in this way makes the request sound slightly more demanding. For example, *I wonder if you would exchange this?*

**LANGUAGE NOTE** *Might* is also frequently used after the subject in indirect questions that soften a request. For example, *I wonder if you might exchange this.*

**EXTENSION** Tell Ss to imagine they need to return a purchase. In pairs, have them write 3–4 polite requests using *think, imagine,* or *wonder* to use in this situation. Walk around as Ss work and provide help with vocabulary. Make sure they are using the correct verb forms.

## 3 PRONUNCIATION

**A**
- Write the title of the pronunciation note on the board. Ask Ss, *What is a prefix?* (an additional element placed at the beginning of a word to modify its meaning) *What words have the prefix* ex-*?* Elicit ideas. Write them on the board.
- Say, *There are two different ways to pronounce this prefix.* Play the audio for the pronunciation note while Ss read along silently. Tell Ss the black dot marks syllable stress.
- Make sure you say the two pronunciations correctly. *Ex-* with /ks/ is pronounced the same as the letter *x*, and *ex-* with /gz/ is pronounced the same as the word *eggs*.

**B**
- Bring Ss' attention to 3B. Say, *Listen to how the prefix* ex- *is pronounced in the following examples.*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

**C**
- Have Ss predict the pronunciation of the words and pencil in the answers in the chart in 3B.
- Say, *Now, listen to the pronunciation of words. Check your answers.* Play the audio.
- Ask Ss, *Were your predictions correct?* Review answers.
- In pairs, have Ss take turns saying the words aloud.

**TEACHING TIP** Show a paper dictionary or project an online dictionary. Point out the International Phonetic Alphabet transcription of a word beginning with *ex-* to help with pronunciation.

**EXTENSION** Have Ss write 3–5 polite requests to make when checking into a hotel. In each request, ask Ss to use *think, imagine,* or *wonder* and include at least one word from 3B or 3C. For example, *I imagine that you could upgrade us to the executive suite?* In pairs, have Ss read their sentences aloud and give feedback on the pronunciation of the prefix *ex-*.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Lan and a store clerk) *What are they talking about?*
- Have Ss listen or watch. Ask the target question aloud and elicit the answer.

**B**
- Read the questions aloud. Then have Ss listen or watch again and complete the exercise.
- Have Ss compare their answers in pairs. Then review the answers as a class.
- Bring Ss' attention to the Discuss sidebar. Elicit the answer to the first question. Then ask, *Would you do the same thing as Lan? Why or why not?* Have Ss discuss in pairs.
- Take a class poll on how many Ss would do the same thing as Lan. Invite volunteers to give reasons to explain their choice.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Read the instructions. Review the questions.
- Copy the questions on the board. Model note-taking as you talk about a time when you needed to exchange or return something. Say, *Last month I bought a TV. When I turned it on, there was a green line across the screen! I exchanged it because I liked the model. I didn't complain because the problem was solved quickly.*

**B**
- In pairs, give Ss time to share their notes.
- Read the instructions and example conversation aloud with a **higher-level S**.
- Have Ss choose roles and role-play. Encourage the sales associates to make up their own store policy. Time permitting, have Ss swap roles.
- Remind Ss to use *think, imagine,* and *wonder* to make polite requests.
- Monitor. Listen for the correct pronunciation of the prefix *ex-*.

**C**
- Invite volunteers to share the results of their conversations.
- Elicit opinions about what makes a store policy reasonable or not.

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

✓ using the vocabulary to talk about a store return policy
✓ using *think, imagine,* and *wonder* for requests
✓ pronouncing of the prefix *ex-* correctly

**EXIT TICKET** Bring—or have Ss bring—old, used, or broken items from home and put them on a table or desk in the front. Point to the items, and say, *Welcome to RJ's!* Tell Ss they have 30 seconds to go shopping for an item that is not theirs. Say, *RJ's is open!* After 30 seconds, say, *RJ's is closed!* Ask Ss to sit down. Give them time to examine their item and think of a polite way to return it. As Ss leave, ask, *Can I help you?* Have them request to return the purchase. Take notes on any common errors to identify areas for review in later lessons.

## 3 PRONUNCIATION

**A** 04-08 Read and listen to the pronunciation note.

**B** 04-09 Listen. Notice the difference in how the letter *x* is pronounced in examples. Then listen and repeat.

**The prefix *ex-***

The letter *x* in the prefix *ex-* can be pronounced /ks/ or /gz/. We pronounce the *x* as /ks/ when *ex-* is stressed, as in *exercise* /ˈɛksəˌsaɪz/ and when *ex-* is unstressed and followed by a consonant, as in *expire* /ɛkˈspaɪr/. We pronounce the *x* as /gz/ when *ex-* is unstressed and followed by a vowel, as in *exact* /ɛgˈzækt/.

| /ks/ | | | /gz/ | | |
|---|---|---|---|---|---|
| expire | exciting | expression | exactly | example | examine |
| except | experience | extreme | exam | executive | exist |

**C** 04-10 Listen. Write these words in the correct box in 3B. Then listen and repeat.

exam except executive exist experience extreme

## 4 CONVERSATION



**A** 04-11 Listen or watch. Can Lan return or exchange the watch?
Yes, she can, but only for store credit.

**B** 04-12 Listen or watch again. Answer the questions.

1. Why does the sales associate talk to the manager? to ask if Lan can exchange the watch or get a store credit
2. What does the manager say? that Lan can have a store credit
3. What will Lan do right after this conversation? She's going to buy something with her store credit.

How does Lan try to change the sales associate's mind? Would you do this?

**C** 04-13 FOCUS ON LANGUAGE Listen again. Complete the conversation.

| | |
|---|---|
| Lan: | Hi. I was wondering _if I could return this watch_. I bought it here a couple of days ago. |
| Sales associate: | That shouldn't be any problem. Is it defective? |
| Lan: | No, no. I just ... I just changed my mind about it. |
| Sales associate: | OK. Do you have your receipt? |
| Lan: | Yeah, I do. And the tags are still attached. |
| Sales associate: | Hmm. Unfortunately, you bought this during our Red Tag sale, and that means all sales are final. |
| Lan: | Well, do you think _I could just exchange it_? Or get a store credit? |

## 5 TRY IT YOURSELF

**A** THINK Think about a time you needed to exchange or return a purchase. What did you buy? Did you want to return or exchange it? Why?

**B** ROLE PLAY Student A: You're a customer. You want to return or exchange the item in 5A. Explain your situation and ask to return the item. Student B: You're a sales associate. Explain the store policy. Will you accept the return?

A: I was wondering if I could return this TV. I have my receipt.
B: Well, according to the store policy, you can only return a TV if it's defective.

**C** EVALUATE Share the results of your conversation. Did Student B allow Student A to return the item? Was Student B's store policy reasonable? Why or why not?

☐ I CAN ASK TO RETURN A PURCHASE.

# LESSON 3 DISCUSS HOW PEOPLE SHOP



LAN PHAM
@LanP
I just saw a talk about differences in how men and women shop. I think I shop more like a man!

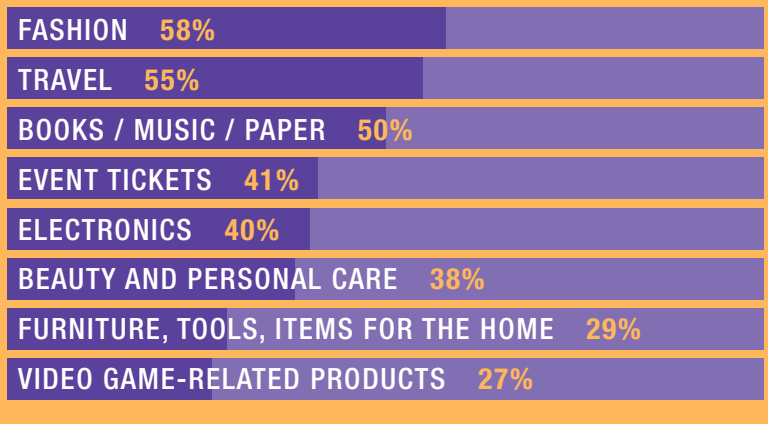
## 1 BEFORE YOU LISTEN

**A** Read the information in the chart. Do you enjoy shopping for these things? Have you ever bought any of them online?

**Popular Online Shopping Categories**

Percentage of internet users who have bought:






**B** 04-14 VOCABULARY Listen. Then listen and repeat. Do you know these words?

**market research**: the act of collecting information about what people like or need
**specific**: exact
**particular**: choosing what you like very carefully
**a survey**: a set of questions you ask a large number of people in order to find out about their opinions or behavior
**confirm**: to say or show that something is definitely true
**a scan**: a medical test in which a machine produces a picture of something inside your body

**C** Complete the sentences with words from 1B.

1. Companies do market research to find out if their products will be popular.
2. I do online research about products to confirm what companies say in ads.
3. My sister is very particular about her clothing. She'll only wear certain styles.
4. A scientist can use a brain scan to help learn how a person's mind works.
5. The researchers asked shoppers to fill out a survey with ten questions.
6. I only shop for specific items. I know exactly what I want.

## 2 GRAMMAR *While* and *whereas*

Use *while* and *whereas* to contrast actions or ideas. The clause with *while* or *whereas* can come before or after the main clause.

| **Main clause** | ***While* or *whereas* clause** |
|---|---|
| Some women get together with friends to shop, | whereas some women like to shop alone. |
| ***While* or *whereas* clause** | **Main clause** |
| While few people buy groceries online, | large numbers of people buy clothing online. |

>> FOR PRACTICE, GO TO PAGE 136

# LESSON 3 DISCUSS HOW PEOPLE SHOP

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

- Read the lesson title aloud. Ask, *What do you buy when you shop?* Elicit answers.
- Read the social media message aloud. Ask, *What was the topic of the talk Lan saw?* (differences in how men and women shop) *Why do you think Lan says,* I think I shop more like a man?

## 1 BEFORE YOU WATCH

**A**

- Have Ss look at the chart. Read the title aloud. Have a volunteer read the categories aloud. Elicit an example from each category to check Ss' understanding.
- Have Ss read through and analyze the information in the chart in pairs. Ask them questions to check their understanding of how this chart is presenting data, such as:
  1. *What is being compared in the chart?* (popular online shopping categories)
  2. *How does it compare them?* (shows the percentage of internet users who have bought something in each one)
  3. *What category is the most popular?* (fashion) *The least?* (video game-related products)
- Read the questions aloud. Have Ss discuss their answers in the same pairs.
- Ask, *What are other popular online shopping categories?* Elicit ideas and write them on the board.
- Take a class survey to see the most popular online shopping categories in the class.

**EXTENSION** Lead a class discussion. Ask, *Why do you think fashion is the most popular online shopping category? Why do you think video game-related products are less popular?*

**EXTENSION** If possible, have Ss use their phones to find images of their favorite items online. Ask them to show the photos to a partner, say what shopping category the items are in, and describe them in detail.

**B**

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

**C**

- Read the instructions aloud. Tell Ss that not every word from 1B will be used.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To review, have volunteers take turns reading the sentences aloud.

**LANGUAGE NOTE** One meaning of *scan* as a verb is to use a piece of equipment to read and store information in digital form. For example, People *scan* products' barcodes for mobile shopping, store inventory management, or self-checkout in stores.

## 2 GRAMMAR

- Write on the board: *Amidah speaks four languages, whereas her brother only speaks Arabic.* Read the two clauses aloud. Ask, *What is the difference in meaning between the two clauses in this sentence?* Elicit ideas from the class.
- Ask Ss to look at the grammar chart. Read the first sentence aloud. Say, To contrast *means that the central idea or situation of one clause is opposite to the idea or situation in the second clause.*
- Read the rest of the explanation. Say, *The* while *or* whereas *clause can be placed before or after the main clause*. Explain that the *while* or *whereas* clause is often placed before the main clause to emphasize the content or to place longer content toward the end of the sentence.
- Have volunteers take turns reading the examples aloud. Point out that in both examples a comma separates the clauses.
- Provide additional examples, such as *While I like to read e-books, my mom still prefers to read paper books.*

**LANGUAGE NOTE** Other common transition words used for contrast are *but, however, although, even though, despite,* and *on the other hand*.

**LANGUAGE NOTE** Tell Ss not to confuse the conjunction *while* with the adverb *awhile*. *Awhile* means for a short time. For example, *I'm tired. I need to sit and rest awhile.*

**EXTENSION** Ask Ss to write two sentences using *while* and *whereas* about the results in 1A.

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud. Ask, *How do you think men and women shop? Are there differences? What are they?* Give Ss time to discuss in pairs.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Remind Ss that *point of view* means *opinion* or *perspective*.
- Play the audio or video. Ask Ss, *What is the speaker's point of view?* (b)
- Ask, *Were your predictions correct?*

**B**
- Ask Ss to look at the Listening Skill. Read the explanation and examples aloud.
- Provide additional examples using *that is* or *meaning*, such as *My cousin is color blind, that is, it's difficult for him to see differences in color.*
- For the second listening or viewing, tell Ss to listen specifically for definitions. Ask Ss to preview the exercise items and underline *meaning* and *that is*.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class. Replay the talk if necessary.

⊕ **EXTENSION** Have Ss write three sentences using the vocabulary words *particular, confirm, psychologist, scan,* or *specific*. In the same sentence, ask them to also define the term using *that is* or *meaning*. Tell them to re-read the Listening Skill for models.

**C**
- For the third listening or viewing, have Ss listen for details. Allow them to preview the questions and answer choices and circle what they remember.
- Remind Ss that more than one answer is possible for each exercise item.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- Elicit further details about each topic. Ask,
  1. *How do some psychologists explain the differences between men and women's shopping habits?* (history of hunting and gathering)
  2. *What was men's role in hunting and gathering?* (hunting an animal and bringing back fresh meat)
  3. *What was women's role?* (searching for edible plants)
  4. *What are some ways males are becoming more particular shoppers?* (reading detailed product descriptions and customer reviews)

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions. Encourage them to use *that is* and *meaning* as they discuss.
- Review answers as a class. Reference the following definitions if necessary:
  1. *generalization:* a statement that is true in most, but not all, situations
  2. *influence:* to affect the way someone thinks or behaves
  3. *ancestor:* someone who is related to you who lived a long time ago
- Ask Ss questions to check understanding, such as *What generalizations do people have about men and women in the workplace? What traditions or customs influence your behavior and choices? What do you know about your ancestors?* Have Ss discuss in pairs.

## 4 DISCUSSION

**A**
- Read the first question aloud. Take a class survey. Invite volunteers to explain why their shopping behavior does or doesn't fit the traditional descriptions.
- Read the second question aloud. Have Ss discuss in pairs. Remind them to give reasons for their opinions.

⊕ **EXTENSION** Ask Ss to think about how their family members or friends shop and share in pairs if these behaviors fit the traditional description of male or female shopping behavior.

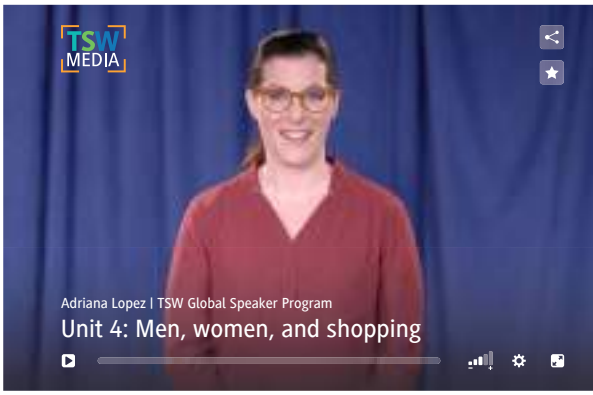
**B**
- Have pairs form groups of four and share their ideas from 4A. Read the examples aloud.
- Ask them to take notes as they discuss.

**C**
- Lead a class discussion about how people's shopping behavior will change in the future.
- Elicit a response from each group. Write Ss' ideas on the board.
- Have the class vote on which idea is the most likely.

**LOOK FOR** While Ss are discussing, make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss how people shop
- ✓ using *while* and *whereas* to contrast actions or ideas
- ✓ listening for definitions

**EXIT TICKET** Write on the board: *How will people shop in the future*? Have Ss write their names on a blank card or piece of paper. Ask them to write a short paragraph (3–4 sentences) to answer the question on the board. **Higher-level Ss** can write a longer paragraph. Tell Ss to consider both where people will shop as well as male and female shopping behavior. Remind them to use *while* and *whereas* for contrast. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 04-15 Listen or watch. Which statement matches the speaker's point of view?

a. Men and women will probably always have different shopping behaviors.
b. The shopping behaviors of men and women will probably change in the future.

**B** 04-16 Read the Listening Skill. Listen or watch again. Complete the definitions.

1. Men are usually more goal oriented, meaning that they focus on making a specific purchase when shopping.
2. Women are more likely to make impulse purchases, that is, to buy something they hadn't planned on buying.

**LISTENING SKILL** Listen for definitions

Sometimes speakers define words as they are speaking. Listen for definitions beginning with *that is* or *meaning*.

*They often give customers a survey, **that is**, a list of questions, to find out what they think.*

*Companies need to do market research, **meaning** that they need to gather information about whether people want or need their product.*

**C** 04-17 Listen or watch again. Circle all correct answers.

1. What are some traditional male shopping behaviors?
   a. They don't like shopping.
   b. They look for a specific purchase.
   c. They shop with friends.
   d. They look for deals.
2. What are some traditional female shopping behaviors?
   a. They like shopping.
   b. They view it as a social activity.
   c. They go to several stores.
   d. They look for deals.
3. What differences have been found between younger and older men?
   a. Older men like to browse online.
   b. Older men spend more time looking for bargains.
   c. Younger men enjoy shopping more.
   d. Younger men shop with friends.

**D** VOCABULARY EXPANSION Read the sentences. What do the underlined expressions mean?

Answers will vary.

1. Of course, I'm not describing everyone, but we can make these generalizations about men and women because there are many market research surveys to confirm them.
   a statement about a group which may not be true about all of the members of the group
2. Differences between men's and women's shopping habits are explained by our history of hunting and gathering. These ancient behaviors still influence us today. affecting what people do or think
3. No matter what our ancestors did, these traditional habits appear to be changing.
   a member of your family who lived a long time before you were born

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Do you fit the traditional description of male or female shopping behavior? How do you think people's shopping behavior will change in the future?

**B** DISCUSS In small groups, talk about your ideas in 4A. Take notes about the ways your group thinks people's shopping behavior will change in the future.

I'm really careful when I shop online for electronics. I read reviews and compare prices. I think people will get more particular as they shop online more.

**C** EVALUATE As a class, discuss the ways you think shopping behaviors will change. Which ideas seem the most likely?

☐ I CAN DISCUSS HOW PEOPLE SHOP.

# LESSON 4 READ ABOUT IMPORTANT POSSESSIONS



LAN PHAM

@LanP

What's one thing that you would never get rid of? For me, it's an old blanket my grandmother made.

## 1 BEFORE YOU READ

**A** PAIRS Do you keep objects from your childhood? Or gifts from a loved one? Do you have an object that makes you think of a special time or person?

*I have an old guitar that my grandfather gave me. I like to play it because ...*

**B** 04-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

| | | | |
|---|---|---|---|
| a possession | identity | remind (someone) of | an heirloom |
| have sentimental value | pass away | a substitute | associate |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 136

## 2 READ

**A** PREVIEW Look at the title and the headings. What do you think this article is about?

**B** 04-19 Read and listen to the article. Was your prediction correct?

# What would you save?

When you hear about a tragic event, like a fire or a flood, it's natural to feel sad for the people involved. It's also natural to think, "If this happened to me, what would I save?" Many people, like me, would take things that aren't expensive or even very useful. Why? There are a few reasons.







### It's a part of me!

Sometimes, a possession has been around so long that it becomes an important part of the owner's identity, representing their skills, goals, or experiences.

**Jeremy** "I am a professional photographer, and I own several expensive, modern cameras. However, I also have a much older camera—it uses film! My father gave it to me years ago when I said I wanted to become a photographer. I took it with me everywhere—it was like a part of my body! My first camera reminds me of when I decided what I wanted to be."

### Not "what" but "who"

An heirloom can have sentimental value because it connects us to a loved one who has passed away, becoming a sort of substitute for that person.

**Sara** "I have a teapot that used to be my grandmother's. For many years, I would visit my grandmother on Sundays, and she would serve tea from this beautiful teapot. If I was feeling sad or angry about something, talking with my grandmother over tea always helped. She always said, 'Tea makes everything better.' My grandmother passed away two years ago. Now her teapot is on a shelf in my kitchen. It's like a part of her is still with me."

### I remember ...

Many times, we associate our things with a specific memory. Even if we can't be in that place or time again, we go back there in our minds.

**Dana** "Five years ago, when I came home from work, I walked up to my front door and heard someone inside my apartment. I ran to the café next door and called the police. A police officer came to the café and said, 'Come with me, please.' We walked into my apartment and my friends jumped up and yelled, 'Happy Birthday' and put a paper crown on my head. I wasn't being robbed—it was a surprise party! Every time I see that paper crown, I laugh."

# LESSON 4 READ ABOUT IMPORTANT POSSESSIONS

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

- Read the lesson title aloud. Ask Ss, *What is a possession?* (something that you own)
- Read the social media message aloud. Ask, *What does it mean to* get rid of *something?* (to do something so that you no longer have or are bothered by something or someone) Provide additional examples, such as *I got rid of some old furniture by selling it online.*
- Ask, *What's the one thing that Lan would never get rid of?* (an old blanket her grandmother made)

**LANGUAGE NOTE** To express that a possession is important, it's common to say that it is *prized* or *treasured*. For example, *What is your most prized possession? My most treasured possession is a teddy bear I won at a carnival when I was young.*

## 1 BEFORE YOU READ

A
- Read the questions and the example aloud. Give Ss time to discuss in pairs.
- Ask, *What's one thing that you would never get rid of?* Invite volunteers to share their answers with the class.
- Take a class survey to see what kinds of possessions are the most important for Ss.

B
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Review the definitions as a class.
- Remind Ss they can go to page 136 for further clarification and practice.

## 2 READ

A
- Read the title and headings of the article aloud. Ask, *What do you think this article is about? What does the title refer to?* Have Ss discuss in pairs.
- Direct Ss' attention to the pictures. Ask, *What do you see? How do you think these items relate the topic of the article?* Elicit descriptions and ideas from Ss.

B
- Have Ss listen to the article and read along silently. Suggest that **lower-level Ss** follow along with a finger.
- Ask Ss to underline any vocabulary words in the article. Have them circle words they are unfamiliar with.
- After listening, ask, *Were your predictions correct?*
- Point out the use of quotations marks. Ask Ss, *Why does the writer use quotations here?* (to signal a thought or direct quote)
- Point out the names of people. Ask Ss, *Why does the writer include these names?* (to show that those people said the following quote)
- Clarify the meaning of any new words or phrases, such as *tragic* (causing or involving great sadness), *flood* (a large amount of water covering an area that was dry before), and *robbed* (when somebody illegally took your money or property).

**OPTION** Read the article aloud and pause after each person's name. Ask Ss, *Who can be Jeremy? Sarah? Dana?* Ask three different volunteers to read the direct quotes for the class.

**EXTENSION** Have Ss analyze the use of headings in an article. Write on the board:

1. *What are headings?* (short phrases describing what the next section is about)
2. *What do they look like?* (in bold)
3. *When do we use them?* (in longer articles with many paragraphs)
4. *What is their purpose?* (to help readers identify the main points of each section in the article)

In pairs, have Ss discuss the questions. Lead a class review of the answers.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class. Ask, *Do you agree with this answer? Why or why not? What are other reasons why people become attached to their possessions?* Elicit ideas from Ss.

**EXTENSION** Ask, *Do you think people's important possessions are similar across cultures? Why or why not?* Have Ss discuss in pairs. Elicit ideas from the class.

**CULTURE NOTE** Surveys have shown that in the United States people's most important possessions are their homes, family photos, and personal technology, such as computers and smartphones.

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

**C**
- Ask a volunteer to read lines 1–4 of the article aloud for the class.
- Read the questions and answer choices aloud. Have Ss discuss in pairs.
- Review the answers as a class.
- Point out that the writer also uses the word *like* to give examples of tragic events.

**D**
- Read the Reading Skill aloud. Arrange Ss in groups of three. Read the instructions aloud. Have group members take turns rereading the descriptions aloud.
- In each description, have Ss underline how the person feels today and circle what happened in the past to cause those feelings.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Have Ss look back at the article in 2B. Point out that the few sentences after the headings usually give information about the main ideas.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

## 4 MAKE IT PERSONAL

**A**
- Read the instructions. Copy the chart on the board.
- Model note-taking as you elicit an example from the class. Ask Ss, *What is one object that is important to you?* Elicit the answer from a volunteer. Write it in the chart.
- Then ask the volunteer, *Is it important because it's part of your identity, because it has sentimental value, or because of a specific memory?* Point to each heading in the chart as you say it aloud. Write the answer in the appropriate column in the chart.
- Have Ss complete the chart based on their own experiences. Remind them to include one or more reasons for why each object is important.
- Walk around as Ss work. Provide help with spelling and vocabulary as necessary.

**B**
- Have Ss compare their charts in pairs. Tell them to give reasons to explain why they chose those three objects.
- Invite volunteers to share their stories with the class.

**EXTENSION** Ask Ss to bring in an important possession and present it to the class or in small groups. Have them describe why it's important to them and provide any details about how they got it in the past.

**EXTENSION** Direct Ss' attention to the research question. Have Ss interview a friend or family member about their most important possession. Ask Ss to ask the person about the reason or reasons why this object is so important. Remind Ss to take notes. Back in class, have Ss share their findings in small groups. To wrap up the activity, ask Ss, *Did you learn anything surprising or interesting in your interview?* Invite volunteers to share their answer with the class.

**EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Ask them to choose one object from their chart in 4A and write a short paragraph about why it's important to them. Ask Ss to describe how they got the possession in the past and how it makes them feel today. Remind them to describe the event in the past in detail to help their reader understand why the object is important. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING

**A** **Read the article again. According to the article, what are three things that make someone want to keep a possession? Circle the correct answer.**

a. They are useful, cost a lot of money, and have sentimental value.
b. They are useful, connect us to a loved one, and are associated with a bad memory.
c. They are part of our identity, a substitute for a loved one, and a reminder of a special time.

**B** **Circle the correct answers, according to the article.**

1. Jeremy's old camera ___ .
   a. is a family heirloom.
   b. is part of his identity
   c. doesn't work anymore
2. Sarah's teapot ___ .
   a. is used every day
   b. is a priceless antique
   c. belonged to her grandmother.
3. Dana associates her crown with___ .
   a. one special memory
   b. one special person
   c. all of her birthdays

**C** CLOSE READING **Reread lines 1–4. Then choose the correct answers.**

1. What sentence is closest in meaning to the first sentence?
   a. Most people have been in a fire or flood and feel sad about it.
   b. Most people feel sad for others who have had something bad happen to them.
   c. Fires and floods are normal events in many people's lives.
2. Why does the author use the phrase *like me*?
   a. to say that he is the same as many other people
   b. to say that he is a popular person
   c. to say that he is unusual when compared to other people

**D** **Read the Reading Skill. Reread the descriptions of important possessions. Underline how each person feels today. Then circle the events in the past that help explain why he or she feels that way.**

**READING SKILL**
**Link the past to the present**

Writers often describe something in the past in detail to explain how they feel today. Look for these details to better understand the writer and his or her meaning.

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

*The article is about why people value some of their possessions ...*

## 4 MAKE IT PERSONAL

What are other reasons people become attached to their possessions?

**A** **What three objects are the most important to you? Complete the chart. Write the object and a short reason or reasons for why it's so important.**

| Object | Identity | Sentimental value | Memory |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**B** PAIRS **Compare your ideas in 4A. Use your notes in the chart to explain why you chose those three objects.**

*My first object is my high school swimming award because ...*

☐ I CAN READ ABOUT IMPORTANT POSSESSIONS.

# LESSON 5 WRITE A COMPLAINT



LAN PHAM

@LanP

A clothing store messed up my online order. I hope they fix the problem soon!

## 1 BEFORE YOU WRITE

**A** What do you do when you buy something online and it doesn't work or you are sent the wrong product? Do you complain?

**B** Read the complaint. What problems did Lan have with her online order?

She was sent two wrong items. The items were sent late.

Subject: Wrong clothes sent Date: May 30

From: Lan Pham To: Ida Green, Manager of Clothes and More

Dear Ms. Green,

This email is to tell you about a problem that I had with one of my orders from your online store. On May 5, I ordered two shirts from your website to wear on a special family vacation. Unfortunately, they not only arrived late, but they were also the wrong shirts.



Because the vacation started on May 20, I paid extra for fast delivery. Your website said that I would receive my order by May 10. However, it did not arrive until May 13. When I opened the package, I saw that I was sent the wrong items. I had ordered the "Madeline" style, one in red and one in yellow, both size 12. In the package were two blue shirts, size 8. Please see the attached pictures. I called your customer service number, and Marie, who was very understanding, told me that the correct shirts would be mailed to me overnight. They didn't arrive until May 21, the day after I left for my vacation.



I have shopped with your store before and never had a problem. I love your clothes, too. That's why I'm hoping that you will refund my money for the two shirts, as well as the extra money I spent for fast delivery.

Thank you for your help. I hope to hear from you soon.

Sincerely,

Lan Pham

**C** Reread the complaint. Complete the outline with information from the complaint.

**A: Recipient (who the complaint is to)** Ida Green, Manager of Clothes and More

**B: Body of letter**

1. Reasons for complaint
   a. The shirts arrived late.
   b. They were the wrong shirts.
2. Details of complaint
   a. needed the shirts by May 20
   b. paid extra for fast delivery
   c. customer service resent the right shirts, but too late
3. Suggested resolution refund money for shirts and fast delivery

**C: Closing and sender** Sincerely, Lan Pham

# LESSON 5 WRITE A COMPLAINT

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

- Read the lesson title and the social media message aloud. Ask, *What does* mess up *mean?* (to make a mistake) *Who messed up Lan's online order?* (a clothing store)
- Ask Ss, *Has an online store ever messed up your order?* Ask volunteers to share their experiences with the class.

## 1 BEFORE YOU WRITE

**A**
- Read the questions aloud. Take a class survey to see how many Ss have bought something online that didn't work or were sent the wrong product.
- Have them discuss what they did about this problem in pairs. If Ss haven't had this problem, ask them to describe what they would do in this situation.
- Ask, *How many people would complain?* Take a class poll. Then ask, *Why or why not?* Elicit reasons from the class.

**B**
- Tell Ss to look at the text. Ask, *What is it?* (an email) *Who is it from?* (Lan Pham) *Who is it to?* (Ms. Green) *Who is Ms. Green?* (the store manager)
- Have Ss follow along in their books as you read the email aloud for the class. Ask the target question, *What problems did Lan have with her order?* (The clothes arrived late. They were the wrong shirts.)
- Have Ss take turns reading the email aloud in pairs. Tell them to chanve roles every 3–4 lines.
- Ask additional questions to check for understanding, such as:
  1. *What is the name of the clothing store?* (Clothes and More)
  2. *What was different about the order Lan made and the order she received?* (She ordered two shirts in red and yellow, size 12. She received two blue shirts, size 8.)
  3. *What did she do when she received the wrong order?* (called customer service)
  4. *Has Lan shopped at this store before? What was her experience like?* (Yes, and her experience was good.)
- Bring the class back together. Ask, *Do you think Ms. Green is going to give her a refund? Why or why not?* Elicit opinions.

**OPTION** Have a **higher-level S** read the email aloud as the rest of the class follows along.

**OPTION** Draw a timeline on the board to help Ss understand the order of events described in the email. Ask Ss comprehension questions, such as *How much time passed between when Lan made and received her first order?* (8 days) Include the following dates:
- May 5: Lan made her order.
- May 10: She was supposed to receive her order.
- May 13: She received the first order.
- May 20: Her vacation started.
- May 21: She received her second order.
- May 30: She sent her email of complaint.

**TEACHING TIP** A timeline presents information about events on a vertical or horizontal line with specific intervals shown chronologically.

**EXTENSION** Ask Ss, *Do you think it's common and appropriate to write a letter of complaint in all cultures? Why or why not?* Have Ss discuss in pairs. Elicit ideas from the class.

**C**
- Read the instructions and review the outline with the class.
- Make sure Ss understand the headings before moving on. Ask, *What is a* recipient? (someone who receives something) *What does the* body of the letter *refer to?* (the main part of the letter) *What is a* closing? (the last part of a letter or speech) *What is a* sender? (someone who sends something—in this case, the person sending the message, or the writer of the complaint)
- Have Ss work in pairs to complete the exercise but fill in the outline individually. Walk around to provide help as necessary.
- Review answers as a class.

**EXTENSION** Ask the class, *If you were in this situation, would you react in the same way as Lan? Why or why not?* Have Ss discuss in small groups. Elicit opinions from volunteers.

**EXTENSION** Write on the board: *What should I do?* Tell Ss to imagine that Lan is their friend, and she is asking them for help about how to handle the problems described in the email. Ask them to write down 3–4 suggestions using the expressions in the conversation skill on page 43. For example, *Have you thought about contacting the store manager? Why don't you exchange the shirts for the right color and size?* Then have Ss role-play a conversation in pairs. Tell Student A to be Lan and describe the problems. Tell Student B to be her friend and make suggestions. Time permitting, have them swap roles and practice again.

## 2 FOCUS ON WRITING

- Read the Writing Skill aloud. Ask Ss, *Do you think polite language can also help when making a complaint in person?* Elicit opinions from the class.
- Tell Ss to individually reread the text in 1B. Say, *Circle the polite language in the email.*
- Have Ss compare their findings in pairs.
- To review, ask, *What words or expressions did you circle in the email?* Write Ss' answers on the board.
- Elicit additional examples of polite language from Ss. Add their ideas to the board.

## 3 PLAN YOUR WRITING

A
- Read the instructions aloud. Have Ss complete the exercise. Tell them to use the outline in 1C as a model.
- Remind Ss that the recipient of this complaint email is the manager of the store where they purchased their item. Time permitting, teach Ss how to look up this information online or allow them to make up a name.
- Walk around as Ss work. Ask them the target questions to help with idea development.

**LANGUAGE NOTE** Use the phrase *To Whom It May Concern* when the identity of the recipient is unknown.

**LANGUAGE NOTE** Additional closings for a polite or professional email are: *Regards*, *Best*, *Best regards*, *Thank you,* and *Cordially*. Closings such as *Sincerely yours*, *Yours truly*, *See ya,* or *Take care* are too personal or informal for this situation.

B
- In pairs, have Ss take turns talking about the ideas in their outline.
- Tell Ss to ask follow-up questions and provide feedback on ways their partner can add more detail or make their language politer.
- Encourage Ss to give each other suggestions using the expressions in the conversation skill on page 43.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their outline to write a complaint email.
- Ask them to include at least two reasons for complaint, three details about the main problem, and one suggested resolution.
- Ask Ss to look back at the email in 1B. Point out the opening *Dear*. Tell Ss to start their email in this way.
- Ask, *What verb tenses does the writer use?* Elicit the answer. Remind Ss to use the past tense to describe their problem.
- Encourage Ss to write polite requests using *think, imagine,* and *wonder* when suggesting a resolution. For example, *Do you think that you could refund the money for the two shirts?* or *I wonder if you can give me a refund for the fast delivery fee.* If necessary, have Ss refer to the grammar chart on page 44.
- Remind Ss to use polite language to make their suggested resolution more convincing.
- Review the Writing tip. Remind Ss to describe the problem at the beginning of their email.

## 5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's emails.
- Have Ss underline the main problem and check that it's in the first paragraph.
- Then have them put a check mark next to the details of the main problem and look for polite language.

B
- Have Ss give feedback. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner fix any errors with polite language and add more details to their main problem.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

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

**EXIT TICKET** Write on the board: *What was the problem?* Give Ss one minute to silently review their email of complaint. In small groups, have Ss take turns asking and answering the question on the board. Ask them to include the reasons for complaint, details about the problem, and their suggested resolution. Keep time. Give each S two minutes to share. **Lower-level Ss** can refer to their outlines and emails if necessary. Tell **higher-level Ss** to share without looking at their notes. As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

## 2 FOCUS ON WRITING

Read the Writing Skill. Then circle the polite language that you find in the complaint.

**WRITING SKILL** Use polite language

Use polite language in a written complaint so that a person or company will be more likely to help. Writers use softening words like *unfortunately* and give compliments when they can to make a complaint sound more polite.

## 3 PLAN YOUR WRITING

**A** Think of an item you bought that you had a problem with or use your imagination to think of a new situation. What did you buy? What was the problem with it? How would you like the store to resolve the problem? Take notes in the outline.

**A: Recipient (who the complaint is to)** _____

**B: Body of letter**

1. Reasons for complaint
   a. _____
   b. _____
2. Details of complaint
   a. _____
   b. _____
   c. _____
3. Suggested resolution _____

**C: Closing and sender** _____

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*I think your complaint is clear, but you could ...*

## 4 WRITE

Write an email to complain about an item that you bought. Make sure you use polite language in your complaint. Use the complaint in 1B as a model.

**Writing tip**

Put the important information first. If you put it somewhere in the middle or at the end, the reader might not understand why you are writing.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange emails and read your partner's complaint.

1. Underline the main problem. Is it in the first paragraph?
2. Put a check mark (✓) next to each detail of the problem. Are the details clear?
3. Did your partner use polite language?

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

## 6 PROOFREAD

Read your article again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A COMPLAINT.

# PUT IT TOGETHER



## 1 PRESENTATION PROJECT

**A** 04-20 Listen or watch. What is the topic of the presentation?
a description of a bicycle store

**B** 04-21 Listen or watch again. Complete the chart.

| | |
|---|---|
| Name of store | Chain Reaction |
| Product or service | bicycle store and repair |
| Why offer this product or service | positive effects of bikes: fun, health, stress relief, and happiness |
| How to attract customers | coupon codes, free workshops about bike maintenance and safety, and weekly bike rides |
| Plan to offer quality service | personal attention, helpful employees to answer questions and do repairs, and refunds |

**C** Read the Presentation Skill. How do you know when a presenter is excited about a topic. Make a list.

**D** Make your own presentation.

Step 1 Pretend you are going to open a store. You may provide a service or sell a product. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about your store. Bring an item or picture related to the product or service you will provide.

Step 3 Give your presentation to the class. Remember to show enthusiasm. Answer questions and get feedback.

**PRESENTATION SKILL**

**Show enthusiasm**
It's easier for audience members to pay attention if you are excited about your topic. Use your voice and body language to show enthusiasm.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Give shopping advice
- ☐ Ask to return a purchase
- ☐ Discuss how people shop

**Vocabulary**
- ☐ Shopping online
- ☐ A store return policy

**Conversation**
- ☐ Make suggestions

**Pronunciation**
- ☐ The prefix *-ex*

**Listening**
- ☐ Listen for definitions

**Grammar**
- ☐ Embedded *wh-* questions
- ☐ *Think, imagine,* and *wonder* for requests
- ☐ *While* and *whereas*

**Reading**
- ☐ Link the past to the present

**Writing**
- ☐ Use polite language

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you think will be the topic of this presentation?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation? Were your predictions correct?*

**B**
- Give Ss time to preview the chart. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the chart individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What verb tense does the speaker use most? Why?* (Future tense; the store will open in the future.)
- Ask Ss additional comprehension questions. For example, *What are two reasons why the speaker wants to name the store* Chain Reaction*? What will the store policy be?* (If a customer isn't satisfied, they can always make returns or exchanges.) Elicit answers.

**C**
- Read the Presentation Skill and question aloud. Give Ss' a few minutes to write down their ideas.
- Ask, *What tone of voice and body language show excitement or enthusiasm?* (tone of voice is higher and louder; body language includes smiling, raising eyebrows, and using gestures) Elicit more examples from the class.

**D**
- Read the three steps aloud for the class. Have Ss brainstorm ideas for a store. Suggest they list ideas and choose the service or product they are most passionate about.
- Walk around as Ss work and approve their topics before moving on.
- Have Ss complete the chart in Step 1 and share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Ask Ss to include at least two reasons why they want to offer their product or service. Remind them to include a plan to attract customers and provide quality service.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their chart. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the store by name.*
  - ☐ *Describe the product or service.*
  - ☐ *Give at least two reasons why you are offering this product or service.*
  - ☐ *Present a plan to attract customers and offer quality service.*
  - ☐ *Speak loudly and clearly.*
- Encourage them to bring in an item or picture related to their store to show during their presentations.
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 5 DO YOU BELONG TO A GYM?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about health resolutions** | |
| | ***Vocabulary*** | Healthy living |
| | ***Grammar*** | Past intentions |
| | ***Conversation skill*** | Show understanding |
| LESSON 2 | **Describe symptoms and injuries** | |
| | ***Vocabulary*** | Symptoms and injuries |
| | ***Grammar*** | *So*, *too*, *neither*, and *either* |
| | ***Pronunciation*** | Blending phrases with *so* and *neither* |
| LESSON 3 | **Discuss sleep habits** | |
| | ***Grammar*** | Plans and intentions for the future |
| | ***Listening skill*** | Listen for understood comparisons |
| LESSON 4 | **Read about the habits of top athletes** | |
| | ***Reading skill*** | Notice concluding sentences |
| LESSON 5 | **Write about bad habits** | |
| | ***Writing skill*** | Use a hook |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Home remedies |
| | ***Presentation skill*** | Use large visual aids |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask Ss, *Do you belong to a gym?*
- Tell Ss to read the learning goals. Answer any questions they have. If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. Ask, *What's going on in this photo?* In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words and phrases on the board, such as *gym*, *working out*, *exercise equipment, treadmill, bike*.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Ahmet Tanir) Have them read what Ahmet says in *Meet the People of TSW Media* on page 4 or play the video of Ahmet. Then ask, *What do you know about Ahmet?* (For example, He's a Turkish American illustrator living in New York.)
- Read Ahmet's social media message aloud. Ask, *What has Ahmet been thinking about?* (his health) *Do you think about your health often?* Elicit answers from the class.
- Read the target question aloud. Elicit ideas from Ss.

# 5 DO YOU BELONG TO A GYM?

## LEARNING GOALS

In this unit, you

- talk about health resolutions
- describe symptoms and injuries
- discuss sleep habits
- read about the habits of top athletes
- write about bad habits



## GET STARTED

A Read the unit title and learning goals.

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

C Now read Ahmet's message. What kind of habits does he want to start?



AHMET TANIR

@AhmetT

I've been thinking about my health lately. Time to start some new habits!

# LESSON 1 TALK ABOUT HEALTH RESOLUTIONS



AHMET TANIR
@AhmetT
I try to be healthy, but sometimes it's so hard! 😕

## 1 VOCABULARY Healthy living

**A** 05-01 Listen. Then listen and repeat.



stop drinking soda


get more exercise

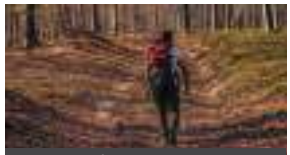

drink more water


get more sleep


practice meditation


get regular checkups


eat healthier food


spend time in nature

**B** 05-02 Listen. What advice is the person giving? Circle the correct answer.

| | | | |
|---|---|---|---|
| 1. | a. get more exercise | b. practice meditation | (c.) spend time in nature |
| 2. | (a.) stop drinking soda | b. eat healthier food | c. drink more water |
| 3. | a. get more sleep | (b.) get more exercise | c. drink more water |
| 4. | (a.) practice meditation | b. eat healthier food | c. get more exercise |
| 5. | a. get regular checkups | (b.) get more sleep | c. spend time in nature |
| 6. | a. drink more water | (b.) eat healthier food | c. practice meditation |
| 7. | (a.) get regular checkups | b. spend time in nature | c. stop drinking soda |
| 8. | a. eat healthier food | b. practice meditation | (c.) drink more water |

**C** PAIRS Give an example of how someone could accomplish each of the health resolutions in 1A.

A: You could stop drinking soda during the week and have it only on weekends.
B: You could get more exercise by walking to work instead of driving.

## 2 GRAMMAR Past intentions

To talk about things you wanted to do in the past but didn't do, use the past continuous of *go*, *plan*, *hope*, *plan on*, and *think*.
*He was going to start his diet, but he didn't.*

| | ***Was / were*** | ***Going / planning / hoping*** | **Infinitive** | |
|---|---|---|---|---|
| I | was | going | to start | my diet this week. |
| They | were | planning | to drink | more water. |
| She | was | hoping | to leave | early. |
| | | ***Planning on / thinking about*** | **Gerund** | |
| He | was | planning on | going | out. |
| I | was | thinking about | joining | the gym. |

Use *was about* + infinitive to talk about something that was going to happen very soon but didn't (or hasn't yet).
*I was about to leave.*

>> FOR PRACTICE, GO TO PAGE 137

# LESSON 1 TALK ABOUT HEALTH RESOLUTIONS

- Read the lesson title aloud. Ask, *What is a* resolution? (a promise to yourself that you will make a serious effort to do something that you should do)
- Read the social media message aloud. Ask, *What is hard for Ahmet to do?* (be healthy) *Why do you think it's hard?* Elicit ideas.

**CULTURE NOTE** Around the word people make New Year's resolutions, that is, promises to do something different in the new year. The most common New Year's resolutions in the United States are to eat healthier, to get more exercise, and to save more money.

## 1 VOCABULARY

**A**
- Ask Ss to close their books. Write the vocabulary title on the board. Ask, *What are some ways to live in a healthier way?* Elicit ideas. Write them on the board.
- Have Ss open their books and scan the pictures and captions. Ask them to underline words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Say, *Listen to the words and phrases to talk about healthy living.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Review the meaning and pronunciation of the terms.
- Ask Ss, *Which of these activities do you do? Which do you want to do more?* Take a class survey to see which healthy activities are common among Ss.

**B**
- Say, *Listen to eight people give advice about healthy living. Circle the activity each person talks about.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to say the answers. Elicit further details about each piece of advice.
- Ask Ss if they agree or disagree with the advice in the listening. For example, *Do you think listening to birds is relaxing? Do you agree that soda has no nutritional value?*
- Take a class vote on which of the activities will most increase healthy living.

**C**
- Read the instructions. Write on the board: *How do I ___?*
- Ask, *How do I stop drinking soda? How do I get more exercise?* Ask volunteers to take turns reading the examples aloud for the class.
- Point out the use of *could* to give advice in the examples. Ask Ss to recall other ways of making polite suggestions and giving advice. Encourage them to use these expressions as they discuss.
- In pairs, have Ss talk about how to accomplish health resolutions. Encourage them to use the vocabulary in 1A and give detailed advice.
- Read each health resolution aloud. Elicit advice from the class. Write Ss' ideas on the board. Circle any ideas the class found particularly interesting.

**EXTENSION** Say, *Some people say that making resolutions creates unrealistic goals. Others say they support positive change and self-reflection.* Write on the board: *unrealistic goals* and *positive change*. Ask Ss, *Which opinion do you agree with? Why?* Ask Ss to take notes individually and then discuss in pairs. Remind them to give reasons to support their opinions. Take a class vote to see how many Ss think resolutions promote unrealistic goal-making or support positive change.

## 2 GRAMMAR

- Ask Ss to close their books. Write on the board: *I was going to join the gym last week.* Ask, *What verb tense does this sentence use? What does this sentence mean?* (Past continuous; I was planning on going to the gym last week, but I didn't.)
- Ask Ss to open their books and look at the grammar chart. Read the title aloud. Ask, *What is an* intention? (a plan in your mind to do something)
- Read the explanation and example aloud. Explain the example in other words. For instance, *This means that he planned to start his diet in his mind, but, in the end, he didn't actually start eating any differently.*
- Read the examples in the chart. Ask, *What verb tense is used in these examples?* (past continuous)
- Point out the verb + preposition combinations used in the last two examples. Explain that you can only use gerunds after *planning on* and *thinking about*.
- Bring Ss' attention to the note. Read it aloud. Provide additional examples, such as *I was about to call you.*

**LANGUAGE NOTE** It's common to use the phrase *just about* to stress the meaning of *almost* or *nearly*. For example, *I was just about to leave.* or *I was just about to call you.*

**LANGUAGE NOTE** *Think of* is another verb + preposition combination that is commonly used with gerunds to express past intentions. For example, *I was thinking of making stew for dinner.*

## 3 CONVERSATION SKILL

**A**
- Ask, *What expressions can you use to show that you understand how someone feels or that you have had a similar experience?* Write Ss' ideas on the board.
- Read the Conversation Skill aloud. Model the correct intonation of the expressions. Have Ss repeat.
- Ask Ss, *What non-verbal language helps show understanding?* Elicit from Ss facial expressions, body language, and gestures that help show understanding, such as smiling, nodding, and making eye contact.
- Direct Ss' attention to 3A. Ask Ss to listen to the conversations. Say, *Listen for the expressions to show understanding.* Play the audio.

**B**
- Read the instructions. Tell Ss to make the statements true for them.
- Arrange Ss in same-level pairs. Have them take turns saying their sentences aloud and responding with expressions to show they understand.
- Have **higher-level Ss** write and share two more statements.
- Invite volunteers to share their statements with the class.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Lan and Ahmet)
- *What is the relationship between Lan and Ahmet?* (co-workers) *What do you think they are talking about*? Have Ss preview the answers and guess.
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and answer the questions. Say, *This time, focus on the details.* Give them time to preview the questions.
- Play the audio or video again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the conversation if appropriate.
- To review, read the questions aloud and ask volunteers to say the answers. Ask follow-up questions to elicit more information.
- Ask Ss additional comprehension questions to check understanding, such as:
  1. *Does Lan belong to a gym? What does she do to exercise? Does Ahmet? Why not?* (Lan doesn't, and Ahmet doesn't.)
  2. *What is a suggestion Lan gives to Ahmet about going to the gym?* (bring clothes to work and go to the gym at lunchtime)
  3. *What are Lan's health resolutions?* (get more exercise, drink more water, get more sleep)
- Read the first question in the Discuss sidebar aloud. In small groups, have Ss brainstorm reasons why Ahmet and Lan didn't keep their health resolutions. Ask Ss to take notes as they discuss.
- Elicit ideas from Ss. Write them on the board.
- Ask, *What advice would you give Ahmet and Lan about keeping their health resolutions?* Invite volunteers to share their advice with the class.
- Read the second question aloud. Take a class vote. Then ask, *Why do you think most people have trouble keeping their health resolutions?* Add any new ideas to the board.

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

## 5 TRY IT YOURSELF

**A**
- Ask Ss to list 3–5 resolutions they made in the past but didn't keep.
- Encourage them to write a reason to explain what happened with each resolution.
- Monitor. Provide help with vocabulary and spelling as necessary.

**B**
- In pairs, have Ss take turns reading their resolutions aloud and providing their reasons. Read the example conversation aloud with a **higher-level S**.
- Remind Ss to use the past continuous to describe their resolutions followed by a *but* clause to provide the excuse or reason.
- Encourage them to show understanding with the expressions in the Conversation Skill box.

**C**
- Invite volunteers to share their stories with the class.
- Take a class survey to determine the most common reasons Ss didn't keep resolutions.
- Lead a class brainstorm for ways to overcome the problems. Write Ss' ideas on the board.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about healthy living
- ✓ expressing past intentions with verbs in the past or past continuous
- ✓ showing understanding

**EXIT TICKET** Write on the board: *My family's health resolutions.* Have Ss write their names on a blank card or piece of paper. Tell Ss to write 4–5 sentences about health resolutions their family members made but didn't keep, and what happened. If Ss don't know, tell them to guess what resolutions their family might make. For example, *My mom was hoping to practice meditation in the morning, but she had to get my brother up for school.* Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**Show understanding**

Use expressions like these to show that you understand how someone feels or that you have had a similar experience:

*I'm the same way.*
*I have the same problem.*
*I know how that is.*
*I know how you feel.*
*I know exactly what you mean.*

**A** 05-03 Read the conversation skill. Listen. Notice how the speakers show understanding.

1. A: I was planning to run in the park this weekend, but I was too tired.
   B: I know how that is. I'm always tired on the weekends.
2. A: I want to eat healthier food, but I love sweets.
   B: I'm the same way.

**B** Complete the statements with your own ideas. Say them to a partner and take turns showing that you understand. Use the language from the conversation skill box.

1. I was planning _____ , but _____ .
2. I was going _____ , but _____ .

## 4 CONVERSATION



**A** 05-04 Listen or watch. What are they talking about?

a. the importance of exercise
b. foods in a healthy diet
c. health habits they'd like to change

**B** 05-05 Listen or watch again. Answer the questions.

1. Why does Ahmet want to go on a diet?
   He wants to be healthier.
2. How does Ahmet's wife make sure she drinks enough water?
   She fills a bottle in the morning and makes sure to finish it by the end of the day.
3. What does Lan say about her sleeping habits? What does Ahmet say about his? Lan doesn't get enough sleep. Ahmet always gets enough sleep.

Why do you think Ahmet and Lan have trouble keeping their health resolutions? Do you think most people have trouble keeping their health resolutions?

**C** 05-06 FOCUS ON LANGUAGE Listen. Complete the conversation.

**Lan:** My hotel has a really nice gym. I was planning on going there every day, but I've been here for a week and I haven't gone once!

**Ahmet:** Do you belong to a gym at home?

**Lan:** No. I go to yoga classes sometimes, not as often as I should. I'm just so busy all the time.

**Ahmet:** I know what you mean. I was thinking about joining the gym near my house, but by the time I get home from work, I'm always too tired to go.

## 5 TRY IT YOURSELF

**A** THINK Make a list of health resolutions or other resolutions that you made but didn't keep.

**B** PAIRS Explain what happened. Why didn't you do what you were planning to do?

A: I was going to take an exercise class, but I haven't done it yet. I'm just so busy.
B: I'm the same way. It's hard to find the time.

**C** ANALYZE Share stories with the class. Determine what are the most common reasons people don't do what they plan to do. Make a list of ideas for overcoming the problems.

☐ I CAN TALK ABOUT HEALTH RESOLUTIONS.

# LESSON 2 DESCRIBE SYMPTOMS AND INJURIES



AHMET TANIR
@AhmetT
Running is usually good for you … but sometimes it's not!

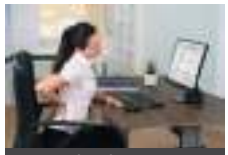
## 1 VOCABULARY Symptoms and injuries

**A** 05-07 Listen. Then listen and repeat.


My feet ache.


I pulled a muscle.

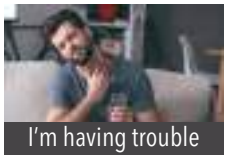

My ankles are swollen.


My back is sore.


I sprained my wrist.


My knee hurts.


I feel exhausted.


I'm having trouble swallowing.


I broke my thumb.


I have a stiff neck.

**B** Write the statements from 1A in the correct column.

| Symptoms | | Injuries |
|---|---|---|
| My feet ache. | My ankles are swollen. | I pulled a muscle. |
| My back is sore. | My knee hurts. | I sprained my wrist. |
| I feel exhausted. | I'm having trouble swallowing. | I broke my thumb. |
| I have a stiff neck. | | |

**C** PAIRS Talk about each symptom or injury in 1A. When would or wouldn't you go to the doctor for this problem?

I wouldn't go to the doctor if my feet ached after a long walk.

In conversation, we often use *me too* and *me neither* to show similarity or agreement.

## 2 GRAMMAR *So, too, neither,* and *either*

Use short responses with *so, too, neither,* and *either* to show similarity or agreement.

| Verbs other than *be* | To agree with affirmative statements, use *So* + auxiliary verb + subject OR Subject + auxiliary verb + *too.* | To agree with negative statements, use *Neither* + auxiliary verb + subject OR Subject + negative auxiliary verb + *either.* |
|---|---|---|
| **Present** | A: I have a sore back.<br>B: **So do I. / I do, too.** | A: I don't have time to exercise.<br>B: **Neither do I. / I don't either.** |
| **Past** | A: I pulled a muscle.<br>B: **So did I. / I did, too.** | A: I didn't get sick last year.<br>B: **Neither did I. / I didn't either.** |
| **Modal** | A: I can run pretty fast.<br>B: **So can I. / I can, too.** | A: I can't go to the Fun Run.<br>B: **Neither can I. / I can't either.** |
| **Present perfect** | A: I've sprained my ankle twice.<br>B: **So have I. / I have, too.** | A: I've never broken my arm.<br>B: **Neither have I. / I haven't either.** |
| ***Be*** | ***So* + *be* + subject OR Subject + *be* + *too*** | ***Neither* + *be* + subject OR Subject + negative *be* + *either*** |
| | A: I'm exhausted.<br>B: **So am I. / I am, too.** | A: I wasn't at the race.<br>B: **Neither was I. / I wasn't either.** |

>> FOR PRACTICE, GO TO PAGE 138

# LESSON 2 DESCRIBE SYMPTOMS AND INJURIES

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

- Read the lesson title aloud. Write *symptoms and injuries* on the board. Ask, *What is a* symptom? (something that shows you may have a physical problem) *What is an* injury? (damage to the body) Elicit definitions and examples. Write Ss' ideas on the board.
- Read the social media message aloud. Ask Ss, *Do you think running is good for you? Why do you think Ahmet says that sometimes it's not?* Elicit Ss' ideas.

## 1 VOCABULARY

**A**
- Have Ss scan the pictures and captions. In pairs, tell them to share which words they know and circle any they are unfamiliar with.
- Tell Ss to listen to statements about symptoms and injuries, and then listen again and repeat. Play the audio. Review any tricky pronunciations with the class.

**B**
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Copy the chart on the board. Invite volunteers to add their ideas to the chart. Review answers as a class.
- Clarify the meaning of the vocabulary before moving on.
  1. *ache* (v): have continuous pain that is unpleasant, but not strong
  2. *pull* (v): injure a muscle by stretching it too much
  3. *swollen* (adj): when an area of your body is larger than normal
  4. *sore* (adj): painful and uncomfortable
  5. *sprain* (v): injure a joint (such as a knee, ankle, or wrist) by twisting it in a sudden and painful way
  6. *hurt* (v): feel pain
  7. *exhausted* (adj): extremely tired and without energy
  8. *break* (v): cause a bone to separate into two or more pieces
  9. *trouble* (adj): when a health problem affects a part of your body
  10. *stiff* (adj): painful to move or use

**LANGUAGE NOTE** English has a high number of silent letters, that is, letters that are not pronounced. In 1A, the following words have silent letters: *ache* (silent *-h* and *-e*), *muscle* (silent *-c*), *wrist* (silent *-w*), *knee* (silent *-k*), and *thumb* (silent *-b*).

**EXTENSION** In pairs, have Ss play charades to review word meaning and usage.

**C**
- Read the instructions and question aloud.
- Write the example on the board. Underline the verb (*wouldn't go*) and the time expressions (*after a long walk*). Ask, *When* would *you go to the doctor?* Elicit a response. (For example, I would go to the doctor if my feet ached every day.) Write it on the board, underlining the verb (*would go*) and time expression (*every day*) as in the first example. Reread the two sentences aloud, emphasizing the differences.
- Walk around as Ss discuss. Listen for the correct pronunciation and word use.

## 2 GRAMMAR

- Ask Ss to look at the grammar chart. Read the title and explanation aloud.
- Write on the board: *1. I have a sore back. 2. I do not (don't) have time to exercise*. Point to the underlined verbs and say, *Number one is an affirmative statement, and number two is negative because it includes the word* not.
- Say, *There are two short responses we can use to agree with affirmative statements using verbs other than* be. Ask a **higher-level S** to be speaker A and read the affirmative examples aloud for the class.
- Point out the verb tense in speaker A's statements and the auxiliary verbs in speaker B's short responses.
- Repeat with a different **higher-level S** for the negative examples.
- Then say, *Use the following short responses to agree with affirmative and negative statements using the* be verb. Ask a different **higher-level S** to be speaker A and read the *be* examples aloud for the class.
- Explain to Ss that we also use these short responses to avoid repetition. Write on the board: *A: I have a sore back. B: ~~I have a sore back, too~~.* → *So do I. / I do, too.*
- Bring Ss' attention to the note. Read it aloud. Tell Ss the short responses *me too* and *me neither* are more informal and commonly used in conversation.
- Have Ss practice the example conversations in pairs. Time permitting, have them swap roles and practice again.

**LANGUAGE NOTE** It is also common to say *me either* in addition to *me neither*.

**LANGUAGE NOTE** *Me too* is more commonly used in a present, immediate context, and less commonly used for an activity or action in the past.

## 3 PRONUNCIATION

**A**
- Read the title of the pronunciation note aloud. Ask, *What does it mean to* blend *a phrase?* (to join or combine the words in the phrase)
- Play the audio for the pronunciation note.
- Write the examples on the board. Place a dot above *so* and *neither* and underline the pronoun. Read them aloud. Place heavy stress on *so* and *neither,* and light stress on *I* and *you*. Have Ss repeat.

**B**
- Say, *Listen to the blended phrases.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

**C**
- In pairs, have Ss pencil in the answers with *so* and *neither* and predict the pronunciation of the short responses.
- Say, *Listen to the pronunciation of the responses with* so *and* neither. *Check your answers.* Play the audio.
- Ask Ss, *Were your predictions correct?* Review answers.
- In pairs, have Ss take turns saying the sentences aloud.

⊕ **EXTENSION** Have Ss write three sentences about things they have or haven't done. In pairs, have Ss take turns reading their sentences aloud and giving short responses using *so* or *neither.* Monitor. Listen for correct pronunciation.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ahmet and Marcos) *What's going on?* (Marcos is holding out a flyer.) *What are they talking about?*
- Play the audio or video. Ask, *What did Marcos and Ahmet decide to do?*

**B**
- Read the questions aloud. Then have Ss listen or watch again and complete the exercise.
- Have Ss compare their answers in pairs. Review answers.
- Ask additional questions, such as *Why can't Ahmet run? How do Marcos and Ahmet feel about not doing the Fun Run?*
- Ask, *What does it mean to* raise money for charity*?* (collect money for an organization that helps people)
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups.
- Ask Ss to list ideas for prevention and recovery.
- On the board, write: *prevention* and *recovery.* Ask the questions again. Elicit ideas. Write Ss' ideas under the appropriate heading.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Review answers. Ask, *Are other answers possible?* (Yes, for the first blank: *Neither can I.*)
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Read the instructions. Ask Ss to write a description of how the injury or symptom happened and what it feels like.
- Monitor. Provide help with vocabulary.
- Lead a class review. On the board, draw a chart with three headings: *Injury/Symptom, What happened, How it feels*.
- Invite 3–4 volunteers to share. Ask, *What is it? How did it happen? How does it feel?* Add their ideas to the chart.

**B**
- Read the instructions and example conversation aloud with a **higher-level S**.
- In pairs, have Ss take turns sharing their health conditions. Time permitting, have Ss swap roles.
- Remind them to show understanding with the expressions in the Conversation Skill box.
- Tell them to say if they've had a similar experience using *so*, *too*, *neither*, and *either*.
- Monitor. Listen for the correct blending of words in phrases with *so* and *neither.*

**C**
- Invite volunteers share how their partner is feeling. Give them 1–2 minutes to describe symptoms.
- Elicit ideas for treatment. Write Ss' ideas on the board.
- Take a class vote on if the S should go to the doctor.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure Ss are correctly doing the following:
- ✓ using the vocabulary to talk about symptoms and injuries
- ✓ using *so*, *too*, *neither*, and *either*
- ✓ blending phrases with *so* and *neither*

**EXIT TICKET** Write on the board: *What happened?* Give Ss a few minutes to review the target vocabulary and prepare an answer. Ask Ss to walk around and talk to three different classmates, asking and answering the question on the board with information about their injury or symptom. Monitor. Take notes on any common errors to identify areas for review in later lessons.

## 3 PRONUNCIATION

**A** 05-08 Read and listen to the pronunciation note.

**B** 05-09 Listen. Notice how the words in the examples are blended. Then listen and repeat.

So can I. Neither can I.
So did they. Neither are they.
So is she. Neither does she.
So have I. Neither have you.

**C** 05-10 Listen. Write the phrase you hear.

1. A: Jack couldn't finish the race.
   B: Neither could I .
2. A: I've never broken a bone.
   B: Neither have I .
3. A: I can run pretty fast.
   B: So can I .

**Blending phrases with *so* and *neither***

Blend the words in phrases with *so* and *neither*. The words *so* and *neither* are stressed. The pronoun can also be stressed. The auxiliary verb is unstressed.

*So can I.* *Neither do you.*

## 4 CONVERSATION



How can you avoid injuries like Marcos's and Ahmet's? How can they recover?

**A** 05-11 Listen or watch. What do Marcos and Ahmet decide to do? They decide to go to the race to cheer the runners on.

**B** 05-12 Listen or watch again. Answer the questions.

1. What is the Fun Run? It's a run to raise money for charity.
2. Who is going on the Fun Run? A lot of people from the office.
3. Why does Marcos decide not to run? He picked up a heavy box and pulled a muscle in his back.

**C** 05-13 FOCUS ON LANGUAGE Listen again. Complete the conversation.

**Marcos:** So I guess I can't do the Fun Run.
**Ahmet:** Well, I can't either .
**Marcos:** Oh, no! What happened to you?
**Ahmet:** I fell during a practice run and broke my ankle. It got really swollen and was so painful.
**Marcos:** Oh, man. That's too bad.
**Ahmet:** I know. I was looking forward to the run. But I am going – to cheer them on. I can at least do that.
**Marcos:** I can, too ! That's a great idea!

## 5 TRY IT YOURSELF

**A** THINK Imagine you have a symptom or an injury. How did it happen? How did it feel?

**B** ROLE PLAY Student A: Tell your partner about your symptom or injury. Student B: Ask questions and show sympathy. Say if you have had a similar experience.

A: My knee hurts. B: Oh, I'm sorry. What happened to it?

**C** ANALYZE Report to the class how your partner is feeling and describe the symptoms. Make a list of ideas for treatment. Decide whether the person should go to the doctor.

☐ I CAN DESCRIBE SYMPTOMS AND INJURIES.

# LESSON 3 DISCUSS SLEEP HABITS



AHMET TANIR

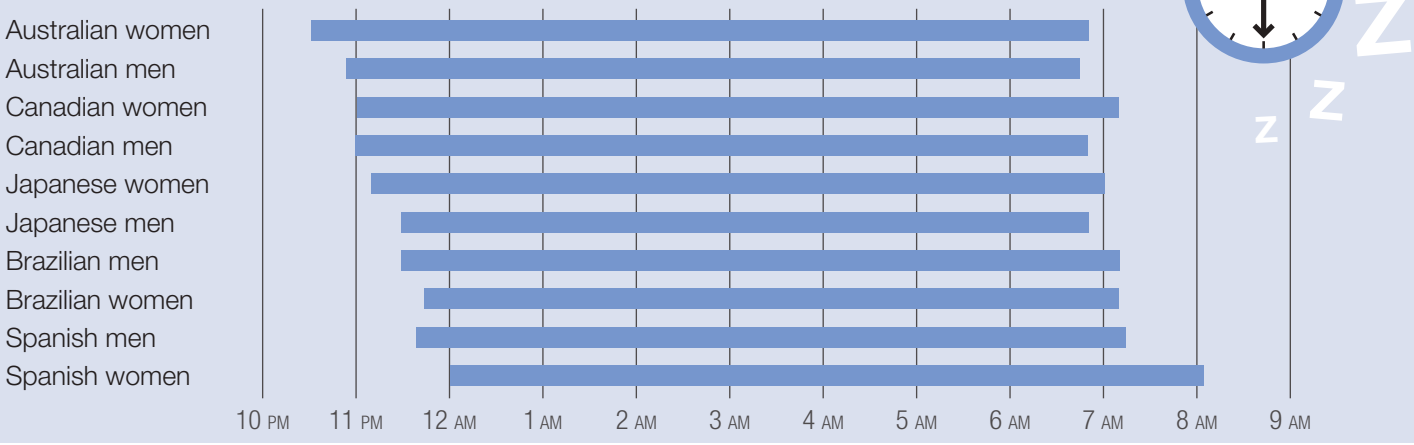
@AhmetT

Did you know that more than 30% of people have trouble falling asleep at night?

## 1 BEFORE YOU LISTEN

**A** Read the information in the chart. Which sleep pattern is most similar to yours?

### When Do People Sleep?




**B** 05-14 VOCABULARY Listen. Then listen and repeat. Do you know these words?

**concentrate**: to think very carefully about something you are doing
**depressed**: very sad
**overweight**: too heavy
**an illness**: a sickness or disease
**a risk**: the chance that something bad might happen
**diabetes**: a medical condition in which you have too much sugar in your blood
**heart disease**: an illness affecting the heart
**rest**: time to relax or sleep

**C** Answer the questions. Answers will vary. Possible answers:

1. What is one thing that can make it difficult to concentrate? noise
2. What should people do if they're feeling a little depressed? call a friend
3. What's the most important thing people should do if they're overweight? exercise
4. What is one thing that can contribute to heart disease or diabetes? an unhealthy diet

**D** PAIRS Ask and answer the questions in 1C. Do you agree with your partner?

## 2 GRAMMAR Plans and intentions for the future

Use *intend / mean / plan* + infinitive to talk about plans for the future.

| | *Intend / mean / plan* | Infinitive | |
|---|---|---|---|
| We | **intend** | **to go** | to bed early. |
| He | **means** | **to get up** | at 7:00. |
| They | **plan** | **to wake up** | at the same time every day. |

>> FOR PRACTICE, GO TO PAGE 139

# LESSON 3 DISCUSS SLEEP HABITS

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

- Read the lesson title aloud. Say, *I always drink tea before I go to bed.* Ask, *What sleep habits do you have?* Have Ss share in pairs.
- Read the social media message aloud. Ask, *What percentage of people have trouble falling asleep at night?* (over 30%) *Why?* Elicit ideas from the class.

## 1 BEFORE YOU WATCH

**A**

- Have Ss analyze the bar graph. Ask questions to check understanding of how this graph is presenting data, such as:
  1. *What is being compared in the bar graph?* (the sleeping patterns of men and women from Australia, Canada, Japan, Brazil, and Spain)
  2. *How does it compare them?* (It shows when each group typically sleeps.)
  3. *How does it organize the results?* (by hour intervals from 10:00 PM to 9:00 AM)
- Ask questions to check understanding of the results, such as:
  1. *Who falls to sleep the earliest?* (Australian women) *The latest?* (Spanish women)
  2. *In general, do women or men sleep longer?* (women) *In what country to men sleep longer than women?* (Brazil)
  3. *How can you explain these results?* Elicit ideas from the class.
- Read the target question aloud. Have Ss share their answer in pairs. Then take a class survey to see the most common sleep pattern among Ss.

⊕ **EXTENSION** In pairs, have Ss take turns giving a spoken or written summary of the information presented in the bar graph.

⊕ **EXTENSION** Arrange Ss in groups of four. Have them take turns sharing where they are from and what time they generally go to bed and wake up. Then, tell the groups to make a graph or chart that presents the sleep patterns of their group members.

**B**

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

⊕ **EXTENSION** In pairs, have Ss ask and answer additional questions to check vocabulary comprehension. For example,

1. *What is one thing that requires you to concentrate?*
2. *When somebody is feeling depressed, what could make them feel better?*
3. *What are some ways someone can prevent becoming overweight?*
4. *What are three tips to prevent illness?*
5. *Do you like to take risks? Why or why not?*
6. *Why do you think more children have been diagnosed with diabetes in recent years?*
7. *What are some treatments for heart disease?* (lifestyle changes, medications, surgery)
8. *How often do you get rest?*

**C**

- Read the questions aloud.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To review, ask the questions and have volunteers answer.

**TEACHING TIP** Ss may not be comfortable discussing topics related to physical or mental illness in class. In this case, allow Ss to participate by taking notes and listening.

## 2 GRAMMAR

- Ask Ss to look at the grammar chart. Read the explanation aloud.
- Have volunteers take turns reading the examples aloud.
- Provide additional examples, such as *I intend to arrive early to the meeting* and *We mean to get together for the holidays.*
- Have Ss write three sentences using *intend, mean,* and *plan* for future plans and intentions. Ask them to write sentences that are true for them.
- In pairs, have them take turns reading their sentences aloud and providing each other with feedback regarding verb tense and use.

**LANGUAGE NOTE** To mean to do something can also be understood as an intention that is bad or wrong. For example, *Did you mean to sleep so late?* or *Sorry! I didn't mean to step on your foot.*

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud. Ask, *How many hours of sleep do you think is a "good night's sleep"?* Elicit responses from the class.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud.
- Play the audio or video. Ask Ss, *What was the main purpose of the talk?*

**TEACHING TIP** To prevent Ss from getting overwhelmed during listening activities, remind them to focus on listening for main ideas and not to worry if they don't understand every word.

**B**
- Ask Ss to look at the Listening Skill. Read the explanation and examples aloud.
- Provide additional examples using *more likely*, such as *If you don't exercise, you are more likely to have trouble falling asleep.* (Understood: You are more likely to have trouble falling asleep than people who do get exercise.)
- For the second listening or viewing, tell Ss to listen specifically for comparisons. Say, *Complete the sentences with the missing word or phrase.* Ask Ss to underline any key words or phrases to listen for.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class. Replay the talk if necessary.

**C**
- For the third listening or viewing, have Ss listen for details. Allow them to preview the questions and answer choices and circle what they remember.
- Remind Ss that more than one answer is possible for each exercise item.
- Play the audio or video. Have Ss complete the exercise. Review answers as a class.
- Ask Ss follow-up questions about each topic. For example,
  1. *What happens to you when you don't get enough sleep?*
  2. *Do you take naps? How often? How do you feel after?*
  3. *What healthy habits do you have before you go to bed? What are habits you want to develop?*

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Ask the class question number one. Take a poll on how many Ss feel sleepy and tired in the afternoon.
- Ask, *How can you prevent dozing off in the afternoon?* Elicit ideas from Ss.

## 4 DISCUSSION

**A**
- Read the questions aloud. Have Ss discuss in pairs.
- Encourage them to provide reasons and real-life examples to support their ideas.

**B**
- Have pairs form groups of four and share their ideas from 4A. Read the examples aloud.
- Ask Ss to take notes as they discuss.

**C**
- Lead a class discussion about why people have trouble sleeping.
- Invite volunteers to give reasons. Write their ideas on the board.
- Elicit from Ss pieces of advice from the talk that would help people fix this problem. List the advice on the other side of the board.
- Take a class vote on the three most effective pieces of advice.

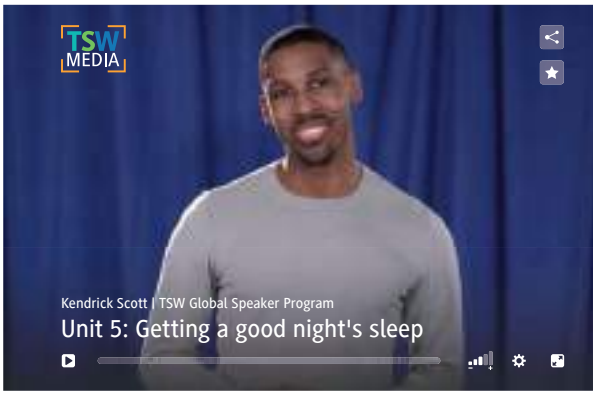
**LOOK FOR** While Ss are discussing, make sure Ss are correctly doing the following:
- ✓ using the vocabulary to discuss sleep habits
- ✓ using *intend, mean,* and *plan* to talk about future plans
- ✓ listening for understood comparisons

**EXTENSION** Ask Ss to track their sleep patterns and habits for a few days in a journal or with a phone app. Print off and pass out the following list for Ss to reference. Ask them to include any of the information that is relevant:
- ☐ *The time you went to bed and woke up*
- ☐ *How long and well you slept*
- ☐ *What/when you ate and drank*
- ☐ *Exercise you had during the day and what time*
- ☐ *What emotion or stress you had*

Back in class, have Ss share what they learned in pairs or small groups. Ask, *Were you surprised by the results?* Invite volunteers to share their experience with the class.

**EXIT TICKET** Write on the board: *How can you improve your sleep habits*? Have Ss write their names on a blank card or piece of paper. Ask them to describe their sleep habits using *intend*, *mean*, and *plan* and write 3–4 pieces of advice to answer the question on the board. **Higher-level Ss** can write a longer paragraph. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 05-15 Listen or watch. What is the main purpose of the talk?

a. to explain why people don't get enough sleep
b. to recommend ways to get a better night's sleep
c. to describe the benefits of sleeping for eight hours a night

**B** 05-16 Read the Listening Skill. Listen or watch again. Complete the comparisons.

1. They may take longer to recover from illnesses and have higher risks of diabetes and heart disease.
2. Start following this advice immediately. You'll be healthier and happier. Your mind will be clearer, and you won't fall asleep at work.

**LISTENING SKILL**
**Listen for understood comparisons**

Sometimes speakers use comparisons without saying exactly what they are comparing. The listener needs to understand what is being compared from the context.

*People who don't sleep enough are more likely to get colds.*

(Understood: They are more likely to get colds than people who do sleep enough.)

**C** 05-17 Listen or watch again. Circle all the correct answers.

1. What effects of not getting enough sleep does the speaker mention?
   a. trouble concentrating b. getting injured c. getting sick d. getting depressed
2. What does the speaker recommend instead of taking a nap?
   a. read a book b. take a walk c. drink water d. call a friend
3. Which things does the speaker say you should *not* do before bed?
   a. eat a big meal b. take a bath c. drink water d. exercise

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean? Answers will vary.

1. Do you find yourself dozing off in the afternoon when you should be working? falling asleep
2. Chances are you don't get enough sleep. Lack of sleep is a big problem nowadays. to not have something
3. Don't sleep on your stomach because it twists your neck. to injure a part of your body by turning it too much or the wrong way.

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Why do you think lack of sleep is a big problem nowadays? Why is it so hard for people to get enough sleep?

**B** DISCUSS In small groups, share your ideas in 4A. Take notes about the reasons it is difficult for people to sleep.

Lots of people watch TV at night. They plan to go to bed early, but then they get interested in a program and stay up late.

**C** EVALUATE Share the ideas you discussed with the class. As a class, decide which three pieces of advice from the talk would be the most useful for most people.

☐ I CAN DISCUSS SLEEP HABITS.

# LESSON 4 READ ABOUT THE HABITS OF TOP ATHLETES



AHMET TANIR

@AhmetT

I read about how top athletes prepare for competition. I'm no athlete, but I think I could learn a few things from them!

## 1 BEFORE YOU READ

**A** PAIRS What is your favorite sport? What skills do athletes need to play it?

*I love beach volleyball. Players have to be quick ...*

**B** 05-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

| | | |
|---|---|---|
| peak performance | endurance | vary |
| a positive attitude | a means to an end | a commitment |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 139

## 2 READ

**A** PREVIEW Look at the title and the photographs. What do you think this article is about?

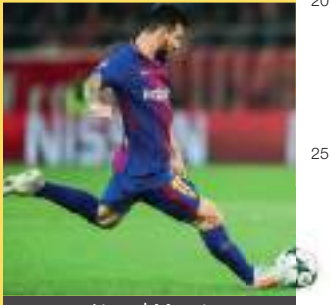
**B** 05-19 Read and listen to the article. Was your prediction correct?



Yuzuru Hanyu



Serena Williams



Lionel Messi

# REACHING THE PEAK

How can Yuzuru Hanyu do those amazing spins and jumps on the ice? How does Serena Williams win so many tennis tournaments? How is Lionel Messi able to make so many goals? You might think the answer is "practice, practice, practice," but according to a new study from psychologist Brooke Macnamara, you would be wrong. Practice is important for all athletes, of course, but there are other things that make the difference between being good and being one of the best. To reach peak performance, athletes need to watch their diets carefully, get plenty of sleep, and achieve the right state of mind. And when you think about it, those are habits we could all benefit from.

Top athletes know that their bodies need the right fuel. For them, diet is not about body shape—it's about strength, endurance, and energy levels. Of course, their diets vary a lot. Williams eats a lot of nuts, beans, and fruit. Hanyu has soup with pork and soy before every competition. In addition to healthy food, a good diet also includes good hydration. It's important for athletes to get plenty of water and other fluids. The best athletes know that everything they put into their bodies affects their performance.

When athletes train for six hours a day, six days a week, it does a lot of damage to their muscles, and sleep is the only way to repair that damage. Athletes need eight to ten hours of sleep a night—more sleep than the average person. Messi often gets twelve! And many top athletes make an extra effort to get deep, high-quality sleep. A very dark room and cool temperatures are the solution for some. Others use a fan or a white noise machine to block out other sounds. Their specific habits may vary, but all elite athletes know that they need a good night's sleep every night to be at their best.

Finally, the right mental state can make the difference between a good performance and peak performance. Many athletes prepare for competitions by concentrating on positive thoughts or repeating calming words to themselves. They also work hard to keep a positive attitude about the endless hours of training. They make an active effort to enjoy improving their skills rather than just viewing training as a means to an end. And when they are injured, they don't let it get them down but instead focus on what's necessary for recovery. When Hanyu was injured, he continued preparing for the next Olympics with visualization exercises—imagining himself doing his jumps. Many athletes will say that these habits of mental discipline are what put them on top of their game.

For elite athletes, the commitment to peak performance affects every part of their lives. From what they eat for breakfast to when they go to bed at night to how they deal with stress, every habit can make a difference. That's how they make leaping on the ice or slamming the ball over the net look so easy. Most of us are not athletes, but we can apply some of their strategies for success in our own lives.

# LESSON 4 READ ABOUT THE HABITS OF TOP ATHLETES

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

- Read the lesson title aloud. Ask Ss, *What is a top athlete?* (an athlete high in rank, success, or importance) Provide additional examples, such as *She's one of the top players on the soccer team.*
- Read the social media message aloud. Ask, *What did Ahmet read about?* (how top athletes prepare for competition) *Do you think he can learn a few things from them?*
- Ask, *How do you think top athletes prepare for competition?* Elicit ideas from the class.

## 1 BEFORE YOU READ

**A**

- Ask the class the first question. List Ss' answers on the board.
- Read the second question aloud. Lead a class brainstorm. Ask, *What kinds of skills are needed to play sports?* (For example, coordination, communication, listening, quick decision-making) Write the skills on the board for reference.
- In pairs, have Ss talk about the skills needed to play their favorite sports. Read the example aloud. Ask them to take notes as they discuss.
- Review the list of different sports on the board. For each, ask, *What skills do athletes need to play this sport?* Write one or two skills next to each sport.
- Take a class survey to see what skills Ss think are the most important for playing sports.

⊕ **EXTENSION** Bring Ss' attention to the skills listed on the board. Ask, *How do you think top athletes develop these skills?* Have Ss discuss in pairs.

**B**

- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Review the definitions as a class.
- Remind Ss they can go to page 139 for further clarification and practice.

## 2 READ

**A**

- Read the title of the article aloud. Ask, *How does this title relate to the topic of this lesson?* Elicit ideas from Ss.
- Direct Ss' attention to the pictures. Ask, *What sports do these top athletes do? Which athletes are you familiar with?* Elicit descriptions and ideas from Ss.

**LANGUAGE NOTE** The title *Reaching the Peak* refers to the term *peak performance*, meaning when someone is at their highest or greatest level, as well as the other meaning of *peak*, the top of a mountain.

**B**

- Have Ss listen to the article and read along silently.
- Pause the audio after the first paragraph. Have Ss cover up the article. Ask, *What is a good diet for these athletes? What are their sleep habits? What is the "right" state of mind?* Give Ss a few minutes to discuss before moving on.
- Ask Ss to look at the second paragraph. Play the audio. Have Ss listen to and read the rest of the article.
- Tell Ss to underline any vocabulary words in the article. Have them circle words they are unfamiliar with.
- Point out the phrase in line three, "practice, practice, practice." Ask Ss, *Why does the writer use quotations here?* (to show it's a common phrase)
- Clarify the meaning of any new words or phrases, such as *fuel* (something that gives support or strength to someone), *hydration* (the process of providing a body with water or other liquids), *deep sleep* (a deep sleep is one that you do not wake up easily from), *white noise* (a constant low noise from a special machine), and the phrase *on top of one's game* (to do well at an activity that one is required to do).

⊕ **EXTENSION** Ask Ss, *Which of the habits from the article could help you improve your performance?* Give Ss time to skim the article again; then have them answer the question in pairs. Invite volunteers to share which habits they want to incorporate in their lifestyle.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class. Ask, *Do you agree with this answer? Why or why not? What else makes top athletes different from other athletes?* Elicit ideas from Ss.

⊕ **EXTENSION** Ask, *Do you believe top athletes are born with more natural ability, or do you think they have developed the right skills and habits? Or is it a combination of both?* Have Ss discuss the questions in small groups. Elicit opinions from the class. Take a class vote on how many Ss think natural ability plays a part in being a top athlete.

**B**
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Then go over the answers as a class.

**C**
- Ask a volunteer to read lines 19–26 aloud for the class. Elicit the meaning of *rather than* and *instead* in this context.
- Have Ss complete the exercise. Review the answers as a class.
- Provide additional examples of sentences using *rather than* and *instead*, such as *To exercise, I prefer to walk rather than run.* or *Drink caffeine-free tea instead of coffee if you feel anxious.*
- Ask, *What other words or phrases express contrast?* (as opposed to, in place of) Elicit ideas from Ss.

**D**
- Read the Reading Skill and the instructions aloud. Explain that the *concluding* sentence means the *final* or *last* sentence.
- Have Ss complete the activity individually, and then compare their answers in pairs.
- Ask volunteers to say the main idea of each paragraph aloud for the class. Review answers.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Have Ss look back at the article in 2B. Point out that the few sentences in the article usually give information about the main ideas.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

⋯ **OPTION** Have Ss do a written rather than spoken summary. Tell them to write no more than 5–6 sentences and include the main idea of each paragraph.

⊕ **EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss choose their favorite athlete and research what makes this person different from other athletes. In particular, tell Ss to take notes on the athlete's name and sport, diet, sleep habits, and state of mind. Back in class, give Ss 1–2 minutes to present this athlete to the class or in small groups.

⊕ **EXTENSION** Ask, *How is the information in the article the same or different for top performers in other areas, such as business, politics, or public service?* Have Ss discuss in small groups. Encourage them to draw on their personal experiences to answer. For example, *My aunt is the CEO of a technology startup. When there is a company crisis, she keeps a positive attitude to help her team overcome it.*

## 4 MAKE IT PERSONAL

**A**
- Read the instructions. Copy the chart on the board. Read the headings aloud.
- Model note-taking as you talk about habits that affect your performance. Say, *I'm pretty careful about eating healthy food, and I think that helps me stay focused at work.*
- Have Ss complete the chart based on their own experiences. Ask them to include one or two habits for each category.
- Walk around as Ss work. Provide help with spelling and vocabulary as necessary.

**B**
- Have Ss compare their charts in pairs. Tell them to give details and real-life examples about how their habits affect different areas of their life.
- Invite volunteers to share how their habits impact their performance with the class.

🎟 **EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Ask them to choose one healthy habit from the article and write a short paragraph about why it's so important to top athletes. Encourage them to use the target vocabulary from 1B. Suggest they use the phrase *more likely* to express understood comparisons. For example, *Athletes are more likely to perform better after a good night's sleep.* Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the article again. According to the article, what makes top athletes different from other athletes? Circle the correct answer.

a. Top athletes are born with more natural ability.
b. Top athletes develop a variety of habits to improve their performance.
c. Top athletes spend more hours training than other athletes do.

**B** Circle the correct answers, according to the article.

1. Top athletes ___ .
   a. eat mostly fruits and vegetables
   b. have a special meal before competitions
   c. follow different kinds of diets
2. It's important for athletes to ___ .
   a. get eight to ten hours of sleep
   b. take naps between training sessions
   c. sleep in cool temperatures
3. When Hanyu was injured, he ___ .
   a. focused on eating a healthy diet
   b. practiced skating by picturing himself jumping
   c. used meditation to relax

**C** CLOSE READING Reread lines 19–26. Then choose the correct answers.

1. What is shown by the words *rather than* and *instead*?
   a. comparison b. contrast c. addition
2. Which sentence best summarizes the idea of the paragraph?
   a. They like to improve their skills and try not to get injured while training.
   b. They focus on training and recovering because that is how they can win.
   c. They try to have a good attitude when training and recovering from injuries.

Answers to D:

Paragraph 2: Top athletes pay close attention to their diets.

Paragraph 3: Top athletes try to get a good night's sleep.

Paragraph 4: Top athletes have good habits of mental discipline.

**D** Read the Reading Skill. Go back to the article and underline the concluding sentences in paragraphs 2, 3, and 4. What is the main idea of each paragraph?

**READING SKILL Notice concluding sentences**

Writers often finish a paragraph with a sentence that summarizes the main idea. This concluding sentence helps readers focus on what was important about the information presented earlier in the paragraph.

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

The article is about how top athletes ...

What are some habits of your favorite athlete?

## 4 MAKE IT PERSONAL

**A** Make notes about some of your own habits in the chart. How do these habits affect your performance in class, at work, or in any sports you play?

| Food / Water | Sleep | Attitude |
|---|---|---|
| | | |

**B** PAIRS Compare your ideas in 4A. Explain how your habits affect your performance.

I'm pretty careful about eating healthy food, and I think that helps me ...

☐ I CAN READ ABOUT THE HABITS OF TOP ATHLETES.

# LESSON 5 WRITE ABOUT BAD HABITS



AHMET TANIR

@AhmetT

I'm trying to break my habit of eating sweets. It was going well until Ed brought cookies into the office!

## 1 BEFORE YOU WRITE

**A** Do you have any bad habits that affect your health? How do you try to change them?

**B** Read the blog post. What examples of bad habits does it mention?
not exercising enough; eating unhealthy food; watch too much TV

Home | About Me | Health | Family | Work

Search

### Let's break those bad habits!

Posted on June 13



My alarm clock rings. It's 6:30 A.M., and I promised myself I was going to start going to the gym before work. But I hate getting up early, so I roll over and close my eyes …

We all have bad habits that we struggle to overcome. Maybe, like me, you don't exercise enough or you eat unhealthy foods. Many people watch too much TV. We all know that these habits are unhealthy, so the question is: Why are bad habits so hard to break, and what can we do about it?

First, you have to think about why bad habits start in the first place. Many bad habits give us pleasure or enjoyment. For example, eating delicious food is a pleasurable experience, even when the food has too much fat and sugar. Some bad habits take our minds off stressful problems we may have. Watching TV for hours is a way to avoid thinking about what's happening in your life. And some bad habits start because the good habit seems unpleasant or difficult. For me, getting up early and exercising just doesn't seem fun at all, so I avoid it.

How do we begin to break a bad habit? One way is to replace the bad habit with a good one. Instead of buying unhealthy foods, fill your refrigerator with healthy snacks that you enjoy. Instead of watching TV, learn a new hobby, like knitting or photography, that can focus your mind on positive things and help you de-stress.

As for me, I've decided to take a kickboxing class after work. I won't have to get up early, and it sounds like a lot more fun than a treadmill! Breaking a bad habit is never easy, but when you succeed, it not only makes you physically healthier, but it also makes you feel great about yourself. Let's do this!

**Leave a Reply**

Enter your comment here…

The Modern Life of
DAVE TANNER

**Archive**

- January (5)
- February (6)
- March (5)
- April (7)
- May (7)
- June (3)

**C** Read the blog post again. Complete the chart with information from the post.

| Bad Habits | → | Why they're hard to break | → | What to do about them |
|---|---|---|---|---|
| Don't exercise enough; eat unhealthy foods; watch too much TV | | Gives pleasure or enjoyment; takes mind off problems; good habit is unpleasant | | replace with good habit; learn a new hobby; find a more pleasurable way to do a good habit |

# LESSON 5 WRITE ABOUT BAD HABITS

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

- Read the lesson title and the social media message aloud. Ask, *What is a bad habit?* (a habit that negatively affects your health) *What does it mean to* break *a habit?* (change it)
- Ask, *What is Ahmet's bad habit?* (eating sweets) *What are examples of sweets?* (candy, soft drinks, desserts) *How many people have a bad habit of eating sweets?* Take a class survey.

## 1 BEFORE YOU WRITE

**A**
- Read the questions aloud. Have Ss discuss their bad habits in pairs. Tell Ss to give each other advice for how to break them.
- Ask volunteers to share their bad habits with the class. List them on the board. Then ask, *What are ideas to change these habits?* List pieces of advice next to each bad habit.

**B**
- Tell Ss to look at the text. Ask, *What is it?* (a blog post) *What is the name of the blog?* (The Modern Life of Dave Tanner) *Who do you think wrote the blog post?* (Dave Tanner)
- Have Ss follow along in their books as you read the blog post aloud for the class. Ask the target question, *What examples of bad habits does it mention?* (not exercising enough, eating unhealthy food, watching too much TV) Elicit answers. Write them on the board.
- Have Ss take turns reading the blog aloud in pairs. Tell them to change roles every 3–4 lines.
- Bring the class back together. Ask, *Is the blog post written in a formal or informal style?* (informal) *How do you know?* (use of first person, tone is conversational and friendly)
- Clarify any new or confusing words, such as *struggle* (to try hard to do something that you find very difficult), *overcome* (to successfully deal with or gain control of something difficult), *kickboxing* (a form of boxing in which fighters are allowed to kick each other with their bare feet), and *treadmill* (a piece of exercise equipment with a flat moving surface that you walk or run on while staying in the same place).

⊕ **EXTENSION** Show or project side-by-side photos of someone kickboxing and someone walking or running on a treadmill. Ask, *Which looks more fun to you? Which is more effective? Which would you prefer?* Have Ss discuss in pairs or small groups. Take a class vote on which is more fun and effective. Ask, *What are your preferred forms of exercise?* Invite volunteers to share with the class.

⊕ **EXTENSION** Ask, *What health or lifestyle blogs do you follow?* In small groups, give Ss time to talk about their favorite blogs. If appropriate, allow them to show each other the websites on their phones. Invite volunteers to share blogs that interest them with the class.

**C**
- Copy the chart on the board. Read the instructions. Elicit the bad habits mentioned in the article. Add them to the chart. Tell Ss to do the same.
- Make sure Ss understand the headings before moving on. Ask, *According to the post, why are habits so hard to break, and what are some ideas to help us break them?*
- Have Ss work in pairs to complete the exercise but fill in the chart individually. Ask them to include examples from the post.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class. Elicit from Ss any additional ideas for how to break these bad habits.

⊕ **EXTENSION** Bring Ss' attention to the comment section at the bottom of the blog post. Ask Ss, *How would you respond to this blog post?* Give Ss a few minutes to write 2–3 comments and then share them in small groups. Have volunteers share their comments with the class.

## 2 FOCUS ON WRITING

- Read the Writing Skill aloud. Tell Ss to reread the text in 1B and underline the hook.
- Have a volunteer read the hook aloud. Ask, *How does this personal experience catch the readers' interest? Does it make you want to read more? Why?* Lead a class discussion about why this is an effective hook.
- Ask, *Other than using an anecdote, what could be effective ways to write a hook?* (ask a question, include a quotation, report statistics) Elicit ideas.

**LANGUAGE NOTE** *To catch the interest of someone* means to have a sudden effect on someone's attention or imagination.

## 3 PLAN YOUR WRITING

**A**
- Read the instructions aloud. Have Ss complete the chart, using 1C as a model.
- Remind Ss they can write about their own bad habits or someone else's.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

**B**
- In pairs, have Ss share their ideas.
- As they share bad habits, encourage them to show understanding using the expressions in the Conversation Skill on page 55.
- Tell Ss to ask follow-up questions and provide feedback on ways their partner can add more detail or examples.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their graphic organizer to write a blog post.
- **Lower-level Ss** can write about one bad habit; **higher-level Ss** can write about two.
- Explain that Ss' posts should have four short paragraphs: one for the hook and then one paragraph for each of the boxes in the chart.
- Suggest that Ss include the main idea of each paragraph in their concluding sentences.
- Ask Ss to look back at the last expression, *Let's do this!* Encourage Ss to end their blog post with a similar motivational expression, such as *Nice work!* or *Here we go!*

## 5 REVISE YOUR WRITING

**A**
- Review the Revising tip. Tell Ss that revising often has to do with ideas or the organization of information.
- Write on the board: *My alarm cloc rings and its 6:30 AM and I promised me I wanted to start going to the gim before work.* Say, *Proofread this sentence; fix any problems with spelling, grammar, or punctuation.*
- Have Ss compare their answer to the first sentence of the blog post in 1B. Invite a volunteer to edit the sentence on the board.
- Arrange Ss in same-level pairs. Ask them to exchange and read each other's blog posts.
- Have Ss underline the hook and consider if readers can relate to or might be interested by it.
- Have them put a check mark next to examples of why someone has this bad habit and circle the suggestion(s) for how to break it.

**B**
- Tell Ss to take turns asking and answers the questions in 5A. Encourage them to ask clarification questions if information was unclear.
- Encourage Ss to help their partner add more details or examples.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

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

**EXIT TICKET** Write a bad habit on the board, such as *eat unhealthy food.* In small groups, have Ss discuss if they have this bad habit, why it's hard to break, and what to do about it. Remind them to show agreement by using short responses with *so*, *too*, *neither*, and *either* and to show understanding by using the expressions in the Conversation Skill on page 55. Walk around to make sure they are all participating. Take notes on areas for review and extra practice in later lessons.

## 2 FOCUS ON WRITING

Read the Writing Skill. Underline the hook in the blog post.

**WRITING SKILL** Use a hook

Use an anecdote or a personal experience at the beginning of your writing as a "hook" to catch readers' interest. A hook helps the reader relate to your experience and makes him or her want to read more.

## 3 PLAN YOUR WRITING

**A** Think of a bad habit that you have or someone you know has. What is the bad habit? Why is it hard to break this bad habit? What can someone do to break the bad habit? Take notes in the chart.

| Bad Habits | → Why they're hard to break | → What to do about them |
|---|---|---|
| | | |

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*I think you explain the bad habit well, but you should include ...*

## 4 WRITE

Write a blog post to explain a bad habit. Make sure you use a hook that the reader can relate to. Use the blog post in 1B as a model.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange blog posts and read your partner's description of a bad habit.

1. Underline the hook. Can many readers relate to it?
2. Put a check mark (✓) next to examples of why someone has this bad habit. Is the reason clear?
3. Circle the suggestion(s) for what to do about the bad habit. Is it a good idea that anyone can do?

**Revising tip**

Understand the difference between revising and proofreading. When we revise, we change anything that can make the text clearer or more interesting to the reader. These can include big or small changes. When we proofread, we look for problems in spelling or grammar and mark them.

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

## 6 PROOFREAD

Read your blog post again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT BAD HABITS.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



**A** 05-20 Listen or watch. What is the topic of the presentation?
home remedies

**B** 05-21 Listen or watch again. Complete the chart.

| Problem | Home remedy | Would the speaker try it? |
|---|---|---|
| sunburn | aloe vera plant | yes |
| a pulled muscle, a sore back, or swollen ankles | Epsom salts | yes |
| colds | onion in your sock while you sleep | no |
| trouble falling asleep | cup of warm milk | yes |

**C** Read the Presentation Skill. What are examples of visual aids? Make a list.

**D** Make your own presentation.

Step 1 Find information about home remedies. Think about whether you would try each one. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about home remedies. Remember to include large visual aids. Bring items or pictures related to them.

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

**PRESENTATION SKILL**

**Use large visual aids**

Visual aids, like pictures or charts, make a presentation easier to understand and keep the audience interested. Use visual aids that are large enough for everyone in the audience to see.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about health resolutions
- ☐ Describe symptoms and injuries
- ☐ Discuss sleep habits

**Vocabulary**
- ☐ Healthy living
- ☐ Symptoms and injuries

**Conversation**
- ☐ Show understanding

**Pronunciation**
- ☐ Blending phrases with *so* and *neither*

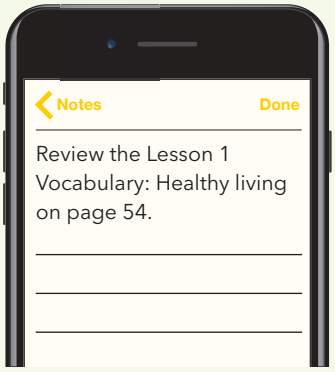
**Listening**
- ☐ Listen for understood comparisons

**Grammar**
- ☐ Past intentions
- ☐ *So, too, neither,* and *either*
- ☐ Plans and intentions for the future

**Reading**
- ☐ Notice concluding sentences

**Writing**
- ☐ Use a hook

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (garlic, oranges, grapefruits, cinnamon, honey, ginger, tea) Write Ss' answers on the board. Ask, *What do you think the topic of this presentation will be?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation? Were your predictions correct?*

**OPTION** If appropriate, pause the video, and ask Ss to predict what's coming. For example, pause after *For minor problems, though, you can try simple home remedies*. Ask Ss, *What are examples of minor health problems? What might be home remedies to cure them*? You can also pause the video to have Ss reflect on what was said. For example, pause after *I would try it because it sounds relaxing*. Ask Ss, *Would you try this home remedy? Does it sound relaxing to you?* Ask similar questions after each remedy the speaker presents.

**B**
- Give Ss time to preview the chart. If necessary, clarify the meaning of *home remedy* (a medicine made with ingredients available at home).
- In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the chart individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What kind of hook did the speaker use?* (asked a question) *Do you think this was an effective hook? Why or why not?* Have Ss share their opinions with the class.
- Have Ss listen or watch again. Ask, *What words or phrases did the speaker use to present each problem and remedy?* Elicit answers and list them on the board. For example:
  1. *One problem I've heard a home ready for is…*
  2. *A problem that I did use a home remedy for was…*
  3. *… also have several home remedies.*
  4. *One of these is…*
  5. *Last,*

  Encourage Ss to use these words or phrases in their presentations.

**C**
- Read the Presentation Skill and question aloud. Have Ss make individual lists. Then elicit examples and write them on the board (pictures, charts, graphs, tables, infographics, diagrams).

**D**
- Read the three steps aloud for the class. Have Ss find information about different home remedies. Allow them to use their phone to research, but also encourage them to base their presentation on their personal experiences.
- Suggest Ss complete a chart like the one in 1B to organize their ideas.
- **Higher-level Ss** should present on four problems and home remedies. Allow **lower-level Ss** to present on 2–3.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary.
- Have Ss share the ideas in their charts in pairs. Encourage them to ask each other questions and give feedback to help improve their idea development.
- For homework, ask Ss to prepare a 2-minute presentation based on the information in their chart and bring in an item or picture related to it to show during their presentation. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce each problem.*
  - ☐ *Describe the home remedy.*
  - ☐ *State if you would try it, and why or why not.*
  - ☐ *Use a large visual aid.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 6 HAS THE CRIMINAL BEEN CAUGHT?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Describe a crime** | |
| | ***Vocabulary*** | Crime and criminals |
| | ***Grammar*** | Past perfect |
| | ***Conversation skill*** | Keep your listener interested |
| LESSON 2 | **Talk about law and order** | |
| | ***Vocabulary*** | The legal process |
| | ***Grammar*** | Present perfect passive |
| | ***Pronunciation*** | The letters *-se* |
| LESSON 3 | **Discuss crime-solving technology** | |
| | ***Grammar*** | *Do / did* as a verb substitute |
| | ***Listening skill*** | Listen for contrasts |
| LESSON 4 | **Read about Sherlock Holmes** | |
| | ***Reading skill*** | Identify examples |
| LESSON 5 | **Write about a crime** | |
| | ***Writing skill*** | Use the 5 Ws and *how* |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | True crime stories |
| | ***Presentation skill*** | Make eye contact |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask the class, *What is a criminal?* (someone who acts illegally)
- Tell Ss to read the learning goals. Answer any questions they have. Tell Ss they will learn who Sherlock Homes is later.
- If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Have pairs report back. Write key words on the board: *police, investigation, gloves, camera, evidence, forest*.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Marcos Alves) Have them read what Marcos says in *Meet the People of TSW Media* on page 4 or play the video of Marcos. Then ask, *What do you remember about Marcos?* (For example, He's a Brazilian market research analyst.)
- Read Marco's social media message aloud. Ask, *What does Marcos mean when he says the show is a* true *crime show?* (a show about real-life criminal situations) *What does* fascinating *mean?* (very interesting or appealing) *Why do you think Marcos finds these shows fascinating?*
- Further explore the context of the photo. Ask, *What profession do these people work in? Is that a profession you'd like to get into? Why or why not?*

# 6 HAS THE CRIMINAL BEEN CAUGHT?

## LEARNING GOALS

In this unit, you

- describe a crime
- talk about law and order
- discuss crime-solving technology
- read about Sherlock Holmes
- write about a crime




## GET STARTED

**A** Read the unit title and the learning goals.

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

**C** Now read Marcos' message. Why do you think he finds true crime shows fascinating?



MARCOS ALVES

@MarcosA

My favorite show is on tonight. It's a true crime show—they're so fascinating!

# LESSON 1 DESCRIBE A CRIME



MARCOS ALVES
@MarcosA
Stayed up too late watching a true crime show last night. I just had to know how it ended!

## 1 VOCABULARY Crime and criminals

**A** ▶06-01 Read the poster. Then listen and repeat the vocabulary words.

### TRUE CRIME STORIES

#### *MONA LISA* THEFT



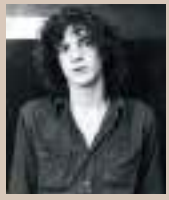
On August 21, 1911, an art **thief** walked into the Louvre Museum in Paris and **stole** the *Mona Lisa*. At first no one noticed the **theft**. The man just cut the famous painting out of its frame and walked out with it under his clothing. It took the French police more than two years to find the thief and the painting.

#### THE GREAT TRAIN ROBBERY

In 1963, a **gang** of 15 **robbers** got away with over $4 million when they carried out a complicated train **robbery** in the UK. Working together, they stole 120 bags of money off the train in 15 minutes.



#### JOHN PAUL GETTY III KIDNAPPING



Seventeen-year-old John Paul Getty III was the grandson of the richest man in the world when he was **kidnapped** in Rome in 1973. His father refused to pay at first, but eventually he gave the **kidnappers** $2.9 million and the teenager was returned.

#### JACK THE RIPPER MURDERS

Jack the Ripper is the name given to a **murderer** who **killed** five women in London in 1888. Police never caught him, and some people think he committed six other **murders** around the same time. Today thousands of tourists visit the scenes of his crimes.



**B** Complete the chart with the bold words in 1A.

| People | Crimes | Actions |
|---|---|---|
| thief, gang, robbers, kidnappers, murderer | theft, robbery, murders | stole, kidnapped, killed |

**C** PAIRS Talk about a crime that you've heard about in real life or on a TV show. Use at least two of the words from 1A.

There was a robbery at Len's Jewelry Store a few weeks ago. I saw it on the news ...

## 2 GRAMMAR Past perfect

Use the past perfect to talk about an action that occurred before another time in the past.

| | *Had* | Past participle | |
|---|---|---|---|
| The police discovered that the thief | **had** | **taken** | the painting. |
| Before the robbery, the gang | **had** | **dug** | a tunnel to the bank. |

Notes

- The past perfect is sometimes used with *before, after, by the time*, and *when*.
  ***By the time*** *police arrived, the robbers had already left.*
- We often use contractions with subject pronouns and *had* with the past perfect.
  *They'**d** robbed another bank earlier that week.*
- We also use the contraction *hadn't* with negative past perfect sentences.
  *They didn't stop the thief because they **hadn't** noticed the theft yet.*

>> FOR PRACTICE, GO TO PAGE 140

# LESSON 1 DESCRIBE A CRIME

- Read the lesson title and the social media message aloud. Ask, *What did Marcos stay up late last night doing?* (watching a true crime show) *Why?* (He had to know how it ended.)
- Ask, *Have you ever seen a true crime show? Do you find this kind of TV show as fascinating as Marcos does?*

## 1 VOCABULARY

**A**
- Read the vocabulary title aloud. Ask, *What the difference between a crime and a criminal?* (*Crime* is the illegal activity. *Criminals* are the people who have committed the crime.)
- Say, *Let's read about four true crime stories*. Have Ss follow along as you read the stories aloud.
- Say, *Now listen for the vocabulary*. Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, ask Ss to take turns rereading the stories aloud and defining the vocabulary words in bold. Tell them to share and compare their previous knowledge.

**OPTION** Ask volunteers to take turns reading the crime stories aloud for the class.

**OPTION** In groups of four, have Ss take turns reading the crime stories aloud and guessing the meaning of the vocabulary terms in bold.

**LANGUAGE NOTE** The crimes of *theft* and *robbery* both involve taking someone else's money or property without permission. The main difference is that *robbery* involves the use of force or intimidation, and is therefore considered a more serious crime.

**EXTENSION** Arrange Ss in same-level pairs. Have each partner reread two of the four stories. Then tell Ss to take turns retelling the stories. Ask them to include as many details as possible. Ask, *What was the* Mona Lisa *Theft?* Keep time. After one minute, ask, *What was the Great Train Robbery?* Repeat for all four crime stories. Challenge **higher-level Ss** to retell the stories without looking at their books.

**B**
- Read the headings in the chart aloud. Have Ss complete the exercise individually and then compare their answers in pairs.
- Copy the chart on the board. Ask volunteers to add their answers to the chart.
- Review answers as a class. Clarify any terms that are still confusing to Ss.

**LANGUAGE NOTE** The root of a word is the part that holds the basic meaning but often does not stand alone. Affixes, such as prefixes and suffixes, can be added to the root to change the meaning of the word. For example, the root of the nouns *robber* and *robbery* is *rob*.

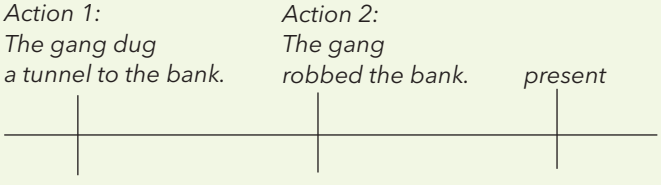
**C**
- In pairs, have Ss discuss news about crimes and criminal using the words in 1A.
- Encourage Ss to give suggestions based on their personal experiences. Invite volunteers to share their answers with the class.

**OPTION** Before class, choose a segment of a local news show that reports on crime or criminals. Make sure the video clip has no violence or profanity. In class, play the segment for Ss. In pairs, have them discuss the clip using the words in 1A.

**EXTENSION** In pairs, have Ss research another true crime story from the past. Ask them to write a short text describing the key details of the event and using words from 1A. Have pairs form groups of four and take turns sharing their crime stories.

## 2 GRAMMAR

- Write on the board: *The thief has taken the painting.* Ask, *What's the verb tense used in this sentence?* (present perfect) Underline *has taken*. Ask, *How do we change this verb to the past perfect?* (change *has* to *had*) Cross out *has* and write *had*. Read the new sentence aloud.
- Ask Ss to look at the grammar chart. Read the explanation and examples aloud. Copy the following timeline on the board for the second example.




- Ask Ss, *How is the regular past participle formed?* (add an *-ed* ending) Bring Ss' attention to the past participles in the examples. Ask, *Do these participles have an* -ed *ending?* (no) *Why not?* (They are irregular verbs.)
- Remind Ss that there is no fixed rule to make past participles for irregular verbs, but that many end in *-en*.
- Go over the Notes at the bottom of the chart. Provide additional examples of the past perfect with time expressions, such as *After two years, the police discovered who had taken the painting*.
- Provide additional examples of *had* reduced to *'d* and *hadn't*.

## 3 CONVERSATION SKILL

**A**
- Ask Ss, *How do you keep your listener interested when telling a story?* Elicit expressions.
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Direct Ss' attention to 3A. Read the instructions aloud, and ask Ss to listen.
- Play the audio. Ask, *What expression did the speaker use to keep the listener interested?* (It gets better)

**B**
- Have Ss complete the conversations individually.
- In same-level pairs, have Ss practice each other's conversations. Time permitting, have Ss swap roles and practice again.
- Encourage **higher-level Ss** to continue the conversation by asking follow-up questions.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Marcos and Leti) *What is their relationship?* (co-workers) *What do you think Marcos and Leti are talking about?* (a true crime show)
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and write short answers. Give them time to preview the questions.
- Play the audio or video again. Have Ss take notes as they listen and then compare their answers in pairs.
- Lead a class discussion of the answers.
- Clarify the meaning of any new words, such as *vault* (a strongly protected room in a bank where money is kept), *landscaper* (someone who makes an area of land more attractive by adding trees or plants), and *tunnel* (a passage that goes under the ground). If possible, show pictures of a vault and tunnel.
- Focus Ss' attention on the Discuss sidebar. Have Ss discuss the questions in pairs.
- Take a class poll to see how many Ss like crime shows. Elicit reasons.

⊕ **EXTENSION** Write on the board: *Violence on TV has a negative effect on children and teenagers*. Ask, *Do you agree or disagree with this statement?* Have Ss discuss in pairs and write down reasons that support their opinion. Invite volunteers to share their opinions with the class.

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

⊕ **EXTENSION** Ask, *What expressions does Marcos use to keep Leti interested in the story?* Replay the audio. (But wait, it gets better! You're not going to believe…)

## 5 TRY IT YOURSELF

**A**
- Read the instructions. If appropriate, allow Ss to research or review details about the crime on their phones or class computers.
- Monitor. Assist as needed.
- Encourage Ss to make a timeline of events.

**B**
- Arrange Ss in same-level pairs. Have them summarize the information in their notes.
- Remind Ss to use expressions to keep their partner interested and ask follow-up questions to get more information about the crime.

**C**
- Give 3–4 volunteers one minute each to share their crime story with the class. Write down key details about each crime on the board.
- Take a class poll on which of the stories is the scariest and the most unusual.

⋯ **OPTION** Select two true crime stories to share with the class as a short video clip or newspaper report. Have Ss take notes on the key details as they watch or listen. In small groups, have Ss review the sequence of events of each crime. Bring the class back together. Ask, *What questions do you still have about the crimes? Which is scarier / more unusual?*

**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 crime and criminals
- ✓ using the past perfect
- ✓ using expressions to keep their listener interested

**EXIT TICKET** Have Ss retell the crime story discussed in the conversation in 4–5 sentences. Remind Ss to use the past perfect to describe the sequence of events. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**A** 06-02 **Read the conversation skill. Listen. Notice how the speaker tries to keep the listener interested.**

A: A guy robbed a store yesterday, and dropped the money on the way out the door.
B: You're kidding!
A: It gets better—he also dropped his ID!

**Keep your listener interested**

When you tell a story, use expressions like these to keep your listener interested:
*You're not going to believe …*
*It gets better …*
*Wait until I tell you …*

**B** **Complete Student A's part of the conversations. Then practice the conversations with a partner.**

1. A: Wait until I tell you what I saw on the other day. I saw _____ !
   B: Wow! That's amazing!
2. A: You're not going to believe what my friend did. He _____ !
   B: I can't believe that!

## 4 CONVERSATION



**A** 06-03 **Listen or watch. What are they talking about?**

a. a series of bank robberies
b. the details of a bank robbery
c. how a bank robber got caught

**B** 06-04 **Listen or watch again. Answer the questions.**

1. Why did the robbers pretend to be working near the bank? so they could dig a tunnel
2. How long did they spend taking the money? the whole weekend
3. What is Marcos going to tell Leti about? how one of the robbers got caught

How does Leti feel about true crime shows? Do you like shows about crimes?

**C** 06-05 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Marcos: Well, when the bank employees came to work Monday morning, they didn't even know there had been a robbery. Everything seemed fine. Then they opened the vault, and it was completely empty!
Leti: What? How is that possible? Didn't they have alarms?
Marcos: They did, but the robbers had kidnapped a guard and forced him to turn off the alarm on Friday night.

## 5 TRY IT YOURSELF

**A** THINK **Think about a crime story you read about or saw on TV. Take notes about what happened the day of the crime and what had happened before.**

**B** PAIRS **Tell the story. Ask and answer questions about the crime.**

A: I read that a couple came home, and thieves had stolen all of their furniture.
B: Did the police catch the thieves?

**C** COMPARE **Tell your story to the class. Which is the scariest? Which is most unusual?**

☐ I CAN DESCRIBE A CRIME.

# LESSON 2 TALK ABOUT LAW AND ORDER



MARCOS ALVES
@MarcosA
Some criminals just aren't very smart. You'll never believe what this one guy did!

## 1 VOCABULARY The legal process

**A** 06-06 Listen. Then listen and repeat.

**a detective**: a police officer whose job is to find out who has committed a crime
**arrest**: when the police take someone away because they think he or she has done something illegal
**a victim**: a person who has been hurt or killed by someone
**a suspect**: someone who the police think may have committed a crime
**jail / prison**: a place where criminals are sent to stay as punishment
**a judge**: the person in control of a court who decides if criminals should be punished
**a lawyer**: someone whose job is to advise people about the law and speak for them in court
**a witness**: someone who tells a court what he or she knows about a crime
**a sentence**: a punishment that a judge gives to someone who is guilty of a crime
**a prisoner**: someone in prison or jail

**B** 06-07 Listen. Who is speaking? Write the correct words from the box.

| a detective | a judge | a lawyer | a prisoner | a suspect | a victim | a witness |
|---|---|---|---|---|---|---|

1. a witness
2. a detective
3. a judge
4. a victim
5. a lawyer
6. a prisoner
7. a suspect

**C** PAIRS Use the words in 1A to describe something you've read about or seen on TV.

*I've seen lots of detective shows because my mom loves them. They always arrest the criminal!*

## 2 GRAMMAR Present perfect passive

Use the present perfect passive to talk or ask about things that have already happened or haven't happened yet. These sentences sometimes include a *by* phrase that tells who did the action.

| **Statements–things that have already happened** | | | | | |
|---|---|---|---|---|---|
| | ***Has / have*** | ***(Already)*** | ***Been*** | **Past participle** | |
| The video | **has** | (already) | **been** | **seen** | by millions of people. |
| The thieves | **have** | | | **arrested**. | |
| **Statements–things that haven't happened yet** | | | | | |
| | ***Hasn't / haven't*** | ***Been*** | **Past participle** | ***(Yet)*** | |
| The painting | **hasn't** | **been** | **returned** | yet. | |
| The other robbers | **haven't** | | **caught** | | |
| **Questions** | | | | | |
| ***Has / Have*** | **Subject** | ***Been*** | **Past participle** | | |
| **Have** | the suspects | **been** | **questioned** | by the new detective? | |
| **Note:** The passive focuses on the receiver of the action. | | | | | |

>> FOR PRACTICE, GO TO PAGE 141

# LESSON 2 TALK ABOUT LAW AND ORDER

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

- Read the lesson title. Ask Ss, *What does* law and order *mean?* (safe and peaceful conditions in society that result when people obey the law)
- Read the social media message aloud. Ask Ss, *Why does Marcos say that some criminals just aren't very smart?*

## 1 VOCABULARY

**A**
- Write the vocabulary title on the board. Underline *legal*. Say, *The word* legal *describes anything relating to the law. Listen to the terms that are commonly used to talk about the legal process*.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Point out that the terms *jail* and *prison* have the same meaning.
- In pairs, ask Ss to take turns reading the terms and definitions aloud.

**LANGUAGE NOTE** The pronunciation of the word *suspect* depends on how the word is being used. As a noun, the stress is on the first syllable: **sus**·pect. As a verb, the stress is on the second: sus·**pect**.

**B**
- Tell Ss, *You will hear seven people talk about crime and criminals*. Read the terms in the word bank aloud. Say, *For each number, write which of these people is talking*.
- Give Ss a minute to review the meaning of the terms in 1A.
- Do number one as a class. Play the audio and pause after the expression *I was so scared!* Ask, *Which person is talking?* (witness) *How do you know?* (She said she saw robbers go into a bank.)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, replay the audio and pause after each number. Ask, *Who is speaking? How do you know?* Elicit answers from volunteers.

**C**
- Arrange Ss in same-level pairs. Read the instructions and the example aloud.
- Give **lower-level Ss** time to take notes before discussing.
- Invite volunteers to share their answers with the class.

**OPTION** Project or show an image of a criminal trial courtroom. In pairs, ask Ss to describe what's happening and who they see using the words in 1A. Elicit descriptions from volunteers.

**TEACHING TIP** Some Ss may not feel comfortable talking about the legal process as it pertains to victims, prisoners, jail / prison, etc. In this case, allow those Ss to participate by listening rather than discussing.

## 2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board: *Millions of people have seen the video*. Ask, *What verb form is* have seen? (present perfect) *What is it used for?* (to show continuation from past to present)
- Ask, *What is the subject of the sentence?* (millions of people) *What is the object?* (the video) Label the parts of the sentence: *S + V + O*.
- Ask, *How can we change this statement from the active voice to the passive?* Elicit ideas.
- Have Ss open their books and look at the grammar chart. Read the explanation and the first example aloud. Ask, *Were your predictions correct?*
- Under the example on the board, write: *The video has been seen by millions of people*. Label the parts of the sentence, *O + V + S*, and circle *by*.
- Read the second example in the grammar chart aloud. Say, *We can use* already *with affirmative present perfect passive statements*. Point out the placement and optional use of *already* in the first two examples.
- Read the next two examples aloud. Say, *We can use* yet *with negative present perfect passive statements*. Point out the placement and the optional use of *yet*.
- Tell Ss the *by* phrase in negative present perfect passive statements is usually placed before *yet*. For example, *The painting hasn't been returned by the thieves yet*.
- Read the final example aloud. Point out the placement of the subject.
- Tell Ss, *We can also use* yet *with present perfect passive questions. For example, Have the suspects been questioned by the new detective yet?*
- Read the Note at the bottom of the grammar chart. Remind Ss that the active voice focuses on the doer of the action while the passive voice focuses on the receiver of the action.
- Review how to change a present perfect active statement to the present perfect passive statement. If necessary, walk Ss through the process step by step:
  1. Move the object to the subject position.
  2. Place the subject in a *by* phrase in the object position.
  3. Make sure *have* auxiliary agrees in number with the new subject.
  4. Insert *been* after *have* auxiliary and before the past participle.

## 3 PRONUNCIATION

**A**
- Play the audio for the pronunciation note about the letters *-se*.

**B**
- Bring Ss' attention to 3B. Read the instructions.
- Play the audio.

**TEACHING TIP** To help Ss understand the difference in pronunciation between /s/ and /z/, ask them to lightly place two fingers on their throat and pronounce the sounds. When pronouncing /s/, Ss shouldn't feel anything. When pronouncing /z/, Ss should feel a vibration coming from their vocal chords.

**TEACHING TIP** Remind Ss that most dictionaries provide International Phonetic Alphabet transcriptions that show if the letters *-se* at the end of a word are pronounced as /s/ or /z/.

**C**
- Read the directions aloud. Give Ss a minute to predict the answers in pairs.
- Do number one as a class. Play the audio and pause after *supervise*. Ask, *Which of these words is pronounced differently than the rest?* (case) Tell Ss to circle *case* in their books.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Review the answers as a class. Encourage Ss to note the pronunciation by writing /s/ or /z/ next to each word. Ask, *Were your predictions correct?*
- Play the audio again. Tell Ss to listen again and repeat.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Marcos and Leti) *What have they been talking about?* Ask Ss what they recall from Marcos and Leti's conversation. Elicit ideas.
- Give Ss time to preview the exercise items. Ask, *What do you think Marcos and Leti are talking about now?* (how the robber got caught)
- Have Ss listen or watch and circle the correct answer. Review.

**B**
- Read the questions aloud. Have Ss listen or watch again and write short answers.
- Review. Ask Ss additional questions to elicit further details, such as *What was the robber doing in the video? Why? How many people have seen the video?*
- Ask Ss, *Why does Leti say* Oh boy? (to express disbelief about the video) *Why does Marcos say* surprise, surprise? (to express sarcasm; he wasn't actually surprised the robber got caught) Replay audio if necessary.
- Ask Ss, *Do you think the guard was really scared? Or did he just want the money?* Take a class vote.
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups.
- Invite volunteers to share their opinions. As a class, decide how long of sentences the robber and guard should have gotten.

**LANGUAGE NOTE** The expression *oh boy* conveys many feelings. When said with a falling intonation, it expresses disbelief, resignation, or annoyance. When said with a rising intonation, it expresses enthusiasm and excitement.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Have two volunteers read the newspaper headlines aloud. In pairs, have Ss create a story about one of the crimes.
- Tell Ss to take notes in the chart. Monitor. Provide help with vocabulary and spelling.

**B**
- Have pairs form groups of four. Read the example conversation aloud with a **higher-level S**. Give Ss time to share their stories.
- Remind Ss to use the simple past and past perfect to describe what happened and the present perfect passive to talk about what hasn't happened yet.
- Encourage Ss to ask each other follow-up questions using the present perfect passive.

**C**
- Elicit a crime story about each headline. Invite volunteers to come to the front to tell their story. Encourage Ss to ask follow-up questions.
- Take a class vote on who told the most interesting story, and why.

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

✓ using the vocabulary to talk about the legal process
✓ using the present perfect passive
✓ pronouncing the letters *-se* at the end of a word

**EXIT TICKET** Say, *Write a short report for the newspaper about one of these recent crimes.* Have Ss write their names on a blank card or piece of paper. Tell them to copy one of the headlines from the book and write a short paragraph describing the crime. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need more practice.

## 3 PRONUNCIATION

**A** 06-08 Read and listen to the pronunciation note.

**B** 06-09 Listen. Notice how *-se* is pronounced. Then listen and repeat.

/z/: because, surprise, please, lose
/s/: release, defense, promise, worse

**The letters *-se***

At the end of a word, the letters *-se* can be pronounced either /s/ or /z/: *chase* /s/, *cause* /z/. When *-se* follows a consonant, it is usually pronounced /s/: *horse*, *expense*. When you learn a new word ending in *-se*, notice how *-se* is pronounced.

**C** 06-10 Listen. Circle the word in each group that has a different sound of *-se*.

1. rose, pause, case, supervise
2. purpose, suppose, decrease, expense
3. choose, false, loose, nurse
4. refuse, advise, exercise, erase

## 4 CONVERSATION



**A** 06-11 Listen or watch. What are they talking about?

a. why the robbers participated in the bank robbery
b. how the lawyer helped the robber who got caught
c. what happened to one of the robbers and the guard

**B** 06-12 Listen or watch again. Answer the questions.

1. How did the robber get caught? He posted a video about the crime.
2. Why did the guard go to jail? He accepted stolen money the robbers paid him to keep quiet.
3. Why did the guard get a shorter sentence? He didn't have a criminal record, he had worked at the bank a long time, and witnesses said he had a good character.

What sentences do you think the robber and guard should have gotten? Why?

**C** 06-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Marcos: Not long after the video went up, he had two detectives knocking at his door, and they arrested him.
Leti: You're kidding. And have the rest of the robbers ___been caught___, too?
Marcos: Nope. They only caught the one guy. They're still looking for them. And the rest of the money ___hasn't been found___ yet.

## 5 TRY IT YOURSELF

**A** PAIRS Choose one of the crimes. Work together to create a story about it. Take notes.

**Jewelry Store Robbery—**
**Hundreds of diamonds stolen!**

**Escape from Newton Jail—**
**Police searching for 7 prisoners**

| What happened? | What hasn't happened yet? |
|---|---|
| | |

**B** GROUPS Meet with another pair to tell your stories. Ask and answer questions about what has and hasn't happened yet.

A: Have the robbers been caught yet?
B: No, they haven't. The police have interviewed some witnesses, but they haven't found the suspects yet. And the diamonds haven't been found, either.

**C** EVALUATE Share your stories with the class. Who told the most interesting story? Why?

☐ I CAN TALK ABOUT LAW AND ORDER.

# LESSON 3 DISCUSS CRIME-SOLVING TECHNOLOGY



MARCOS ALVES
@MarcosA
It's amazing how real-life crime-solving technology is catching up to TV!

## 1 BEFORE YOU LISTEN

**A** 06-14 VOCABULARY Listen. Then listen and repeat.


a bloodstain


DNA


a fingerprint


a bullet


a forensic investigator


a bullet hole


a wound


a bruise

**B** Write the correct word from 1A next to each definition.

1. a cut made in your skin by something such as a knife or bullet ___a wound___
2. a small piece of metal that comes out of a gun ___a bullet___
3. a person who uses science to try to find out what happened in a crime ___a forensic investigator___
4. a substance in the cells of your body that carries genetic information ___DNA___
5. a mark that a finger makes ___a fingerprint___
6. a mark made by blood ___a blood stain___
7. a circular shape left after someone shoots a gun ___a bullet hole___
8. a mark left on the skin after a hit or other injury ___a bruise___

**C** PAIRS Discuss the kinds of information that investigators might get from the items in 1A.

**A:** A blood stain might tell them where a crime happened.
**B:** True. And it might also tell them how badly someone was hurt.

## 2 GRAMMAR *Do / did* as a verb substitute

Use *do* or *did* to replace verbs or verb phrases instead of repeating them.

| | Verb phrase | | Do / don't |
|---|---|---|---|
| On TV, DNA samples | come back immediately, | but in real life, they | **don't**. |
| Fingerprints don't usually | lead straight to the criminal, | but sometimes they | **do**. |
| Nowadays, we don't | need a large DNA sample, | but in the old days, we | **did**. |

>> FOR PRACTICE, GO TO PAGE 142

# LESSON 3 DISCUSS CRIME-SOLVING TECHNOLOGY

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

- Read the lesson title and the social media message aloud. Ask, *What does Marcos mean when he says that real-life crime-solving technology is* catching up *to TV?* (that real-life technology has improved so much that it's similar to the technology shown on TV shows)
- Ask, *What crime-solving technology have you seen on TV or in real life?* Elicit examples from Ss.

## 1 BEFORE YOU WATCH

**A**
- Say, *The terms in 1A are often used when solving crimes*. Have Ss scan the pictures and captions before listening and circle any terms they are unfamiliar with.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

**B**
- Have Ss complete the exercise in pairs but write down their answers individually.
- Have Ss take turns reading the terms and definitions aloud.
- Clarify the meaning of *genetic* (relating to patterns of chemicals within a cell that carry information about the qualities passed to a living thing from its parents).
- Ask, *What are examples of genetic information?* (gender, race, height, weight) *What are not examples of genetic information?* (muscle development, darkening of skin due to exposure to sunlight)

**OPTION** Have Ss first define the terms in pairs and then compare their definitions with the answers in 1B.

**C**
- Read the instructions and example conversation aloud with a **higher-level S**.
- Have Ss discuss in pairs. Encourage them to take notes.
- To review, say the items in 1A aloud. For each, ask, *How can this item help forensic investigators solve crimes?* Elicit answers from Ss.

**OPTION** Write each term in 1A in the middle of a large blank piece of paper. Tape the eight pieces of paper up around the room. Have Ss walk around the room and write down one piece of information that investigators might get from each item. Arrange Ss in eight pairs or small groups and assign each an item. Give them a few minutes to read their classmates' ideas then have each pair or group to present their item to the class. Tell them to describe how their particular item can help forensic investigators solve crimes.

## 2 GRAMMAR

- Read the grammar title and explanation aloud.
- Write on the board: *On TV, DNA samples come back immediately, but in real life, DNA samples don't come back immediately*. Ask Ss, *What parts of this sentence are repetitive?*
- In the second clause, cross out *DNA samples* and write *they* above it. Cross out *come back immediately*. Draw an arrow from *don't* pointing back to the verb phrase in the first clause.
- Read the other examples aloud for the class. Point out that *but* begins the second clause and that the time markers *in real life, sometimes,* and *in the old days* determine the verb tense of *do*.
- Tell Ss that *do / did* cannot be used as a verb substitute when the *be* verb is used in the contrasting clause. Write the following sentences on the board and point out the differences:
  1. *She was sick all last week, but now she isn't.* (NOT: *She was sick all last week, but now she ~~doesn't~~.*)
  2. *She had the flu last week, but now she doesn't.*

## 3 LISTENING

**A**
- Have Ss look at the picture. Ask, *What is the first thing that gets your attention, and why? How does this image relate to Lesson 3?* (It represents advances in DNA technology.)
- Read the presentation title aloud. Tell Ss they are going to listen to or watch a presentation with photos.
- Ask Ss, *Have you seen forensic science on TV? How realistic do you think these TV shows are?* Elicit ideas.
- Read the question and answer choices aloud. Ask, *Which statement do you think matches the speaker's point of view?* Elicit Ss' ideas.
- Play the audio or video. Pause after *they aren't realistic at all*. Ask Ss, *Which statement matches the speaker's point of view? Were your predictions correct?*
- Ask, *What does the speaker mean when she says,* A show of hands, please. (She's asking for audience to raise their hands.)

**B**
- Read the Listening Skill aloud. Have Ss repeat the contrast words.
- Elicit from Ss additional words or phrases that signal contrast. (For example, but, even though, although, conversely, in contrast, on the other hand, in spite of, different from, despite)
- For the second listening or viewing, tell Ss to listen specifically for contrasts. Ask them to preview the exercise items.
- Play the audio or video again. Have Ss complete the exercise. Review answers as a class.

⊕ **EXTENSION** Ask Ss additional questions, such as:
1. *Have you heard of lasers? What do they do?*
2. *How do you think cameras help police in a crime investigation?*
3. *Where can scientists find someone's DNA?*

**C**
- For the third listening or viewing, have Ss focus on the details.
- Give them time to preview the list of forensic technologies and pencil in which items they think the speaker mentions.
- Play the whole audio or video again. Have Ss complete the exercise individually and compare answers in pairs.

⊕ **EXTENSION** Ask, *What are two examples of how forensic science is different on TV and in real life?* Give Ss a few minutes to discuss in pairs. Remind them to use *do / did* as a verb substitute when comparing TV and real life. Call on Ss to share their answers. (For example, 1. On TV, DNA tests come back from the lab immediately. In real life, they take two weeks. 2. On TV, fingerprints lead to the criminal. In real life, most fingerprints don't.)

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Review answers as a class. Provide additional examples of sentences using *the naked eye,* such as, *Most worm eggs are so small that they cannot be seen with the naked eye*.
- Ask Ss, *What are some things that cannot be seen with the naked eye?* (For example, air, UV light, radiation)

## 4 DISCUSSION

**A**
- Write *lasers, cameras,* and *DNA* on the board. Ask, *How do these three things help forensic scientists solve crimes?* Have Ss discuss in pairs. Elicit ideas from the class and write them on the board.
- Read the question aloud. In their same pairs, have Ss list all the ways forensic technology has changed crime solving.
- Monitor. Provide help with vocabulary as necessary. Encourage Ss to list as many ideas as they can think of.

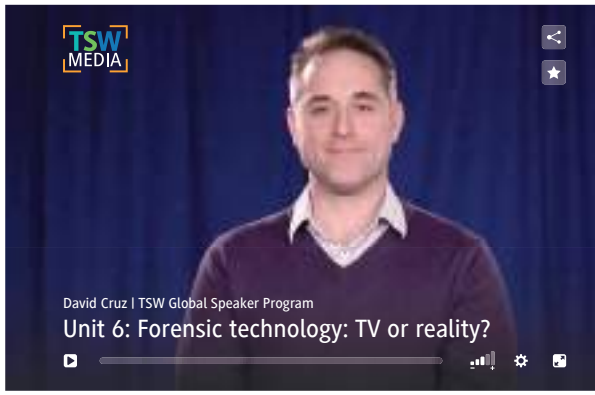
**B**
- Have pairs form groups of four and share their lists.
- Then ask, *How will forensic technology continue to change crime solving in the next 50 years?* Read the example conversation aloud with a **higher-level S**.
- Ask each group to take notes on their ideas as they discuss.

**C**
- Lead a class discussion about the future of crime solving. Elicit technological development from Ss. Write their ideas on the board.
- Ask the target question. Take a class vote.

**LOOK FOR** While Ss are discussing, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss crime-solving technology
- ✓ using *do / did* as a verb substitute
- ✓ listening for and understanding contrasts

**EXIT TICKET** Write on the board: *How do forensic technologies help solve crimes?* Have Ss write their names on a blank card or piece of paper. Give them time to write 4–5 sentences to answer the question. Remind them to use the target vocabulary and provide specific examples from the talk. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 06-15 Listen or watch. Which statement matches the speaker's point of view?

a. The forensic science you see on TV is nothing like real forensic science.
b. Real forensic science is getting closer to what you see on TV shows.
c. Real forensic science has gotten more advanced than what you see on TV.

**B** 06-16 Read the Listening Skill. Listen or watch again. Complete the sentences with contrast words.

**LISTENING SKILL** Listen for contrasts

Sometimes speakers signal a contrast by using words such as:
*nevertheless* *however* *in contrast*

1. On TV, fingerprints often lead straight to the criminal, but in reality, most fingerprints usually don't. Nevertheless , thanks to advances in technology, there are lots of new developments in forensics that are just as cool as what you see on TV.
2. You already know that scientists can use DNA samples to identify specific people. However , that's only useful if a suspect's DNA can be compared to crime scene evidence.

**C** 06-17 Listen or watch again. Check (✓) all the forensic technologies that the speaker mentions.

- [x] lasers that can analyze small pieces of glass
- [ ] computer programs that can match criminals' faces to police records
- [x] photography that can track high-speed bullets
- [x] cameras that can show damage beneath the skin of a victim
- [ ] cameras that can analyze blood stains
- [x] DNA tests that can tell age, ethnic background, and family members
- [x] DNA tests that can provide information about people's habits

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean? Answers will vary. Possible answers:

1. In some ways, the TV shows aren't realistic at all. For example, on TV, DNA tests come back from the lab immediately, but in real life, they can take two weeks. showing things as they are in real life
2. Thanks to advances in technology, there are lots of new developments in forensics that are just as cool as what you see on TV. new events or pieces of work that change things
3. They can see damage beneath a person's skin, before it's visible to the naked eye. how someone sees without any instruments to help

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK How has forensic technology changed crime solving in the last 50 years? Make a list.

**B** DISCUSS Share your ideas in small groups. Then discuss how you think technology will change crime solving in the future.

A: In the old days, they didn't have criminal records stored on computers, but now they do.
B: Yeah, and in the future, they'll be able to find that information even more quickly.

**C** EVALUATE Share the group's ideas about the future of crime solving. Which developments do you think will have the biggest effect on crime solving?

☐ I CAN DISCUSS CRIME-SOLVING TECHNOLOGY.

# LESSON 4 READ ABOUT SHERLOCK HOLMES



MARCOS ALVES
@MarcosA

Just read an article about Sherlock Holmes. I had no idea how much influence he had on the real world!

## 1 BEFORE YOU READ

**A** PAIRS Do you like detective stories or police shows? Why or why not? What do you know about Sherlock Holmes?

I like shows about detectives because ... I think Sherlock Holmes was ...

**B** 06-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

| | | | |
|---|---|---|---|
| figure out | catch red-handed | accuse | a technique |
| analysis | influence | preserve | rigorous |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 142

## 2 READ

**A** PREVIEW Look at the title and the photographs. What do you think the article is about?

**B** 06-19 Read and listen to the article. Was your prediction correct?

# A Fictional Detective & REAL FORENSICS



A woman walks into a detective's office. The detective takes one look at her and says, "I see that you work at the factory in Smithfield." The woman is amazed as he explains that he has figured it out from the mud on her shoe and the color of her dress. But we in the audience aren't surprised. The detective is Sherlock Holmes, and his remarkable skills have been entertaining us since 1892, first in the books by Sir Arthur Conan Doyle, and in movies and television shows ever since. Everybody loves Sherlock Holmes. But what you may not realize is that even though he is a fictional character, he played a big role in the real history of forensic science.

Back when Conan Doyle started writing, criminals were usually arrested because they were caught red-handed or because they were accused by a witness. But because cities were getting busier and more crowded, crime was increasing. Conan Doyle studied medicine, and he believed that applying rigorous scientific methods to solving crimes could help authorities identify more criminals. So he wrote stories in which his Sherlock Holmes character used the latest techniques. And in some areas, Conan Doyle was way ahead of his time.

One way that Conan Doyle predicted real forensics was in his character's use of fingerprints. At that time, some police departments used a method for identifying criminals that involved measuring twelve characteristics of the body, like the length of the arm or the distance between the mouth and nose. Other departments used fingerprinting. Conan Doyle had Sherlock use fingerprint analysis in the story *The Sign of the Four* in 1890, and he made the right choice. London's police force began using fingerprint identification in 1901.

Conan Doyle was also ahead of his time when it came to typewriter analysis. In the 1891 story *A Case of Identity*, Sherlock Holmes solves a case because he is able to identify the specific machine that a typewritten letter came from. The amazing thing is that Conan Doyle wrote this story three years before the first time that typewriter analysis was used in court—and around forty years before the FBI began using it officially.

Sherlock Holmes and his creator didn't just predict new developments; they actually influenced forensic scientists. The French detective Edmond Locard, who started the first forensics lab in the 1900s, was such a big fan that he asked his police science students to read the stories to understand the importance of preserving a crime scene.

>>

# LESSON 4 READ ABOUT SHERLOCK HOLMES

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

- Read the lesson title aloud. Ask Ss, *Who has heard of Sherlock Homes?* Take a class poll.
- Read the social media message aloud. Ask Ss, *Is Sherlock Homes a real person or a fictional character?* Elicit ideas from Ss.

## 1 BEFORE YOU READ

**A**
- Recall vocabulary from Lesson 2. Ask Ss, *What's a* detective? (a police officer whose job is to find out who has committed a crime)
- Read the questions aloud. Point out the sentence starters. Encourage Ss to start their conversations in this way.
- Give Ss time to discuss in pairs. Remind Ss to share any real-life experiences they've had with these kinds of shows.
- Ask Ss, *How many people like detective and police shows?* Take a class poll.

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Review definitions as a class.
- Ask Ss additional questions to increase understanding. For example,
  1. *On TV, do detectives usually have trouble figuring out who committed crimes?*
  2. *How often do you think criminals are caught red-handed while committing a crime?*
  3. *Do you think it's right to accuse someone of a crime before having all the evidence?*
  4. *What are some techniques forensic scientists use to solve crimes?*
  5. *What forensic technologies can be used to conduct an analysis of evidence?*
  6. *Do you think crime stories on TV have a positive or negative influence on society?*
  7. *How difficult do you think it is to preserve crime scene evidence? Why?*
  8. *How can detectives be more rigorous in their investigations?*
- Remind Ss they can go to page 142 for further clarification and practice.

## 2 READ

**A**
- Read the title of the article aloud. Direct Ss' attention to the pictures.
- Ask, *Who or what do you see in the pictures? What do you think this article is about?* Have Ss share their ideas in pairs.

**B**
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with. Suggest that **lower-level Ss** follow along with a finger.
- Ask, *Were your predictions correct?*
- Clarify the meaning of key phrases in the text. Ask Ss, *What does it mean to say Sherlock Holmes* played a big role *in the real history of forensic science?* (that he was involved in the history in a way that it was important) *What does it mean to say Conan Doyle was* way ahead of his time? (that he was much more modern or advanced than most other people)

**OPTION** Make copies of the article. Cut each copy into six pieces based on paragraphs. Leave the title on the same piece as the first paragraph. Mix up the order of the paragraphs and group the pieces together in an envelope or similar container. Arrange Ss in small groups. Pass an envelope out to each group. Ask Ss to put the paragraphs in the correct order. Remind Ss to make a logical flow between the last sentence of one paragraph and the first sentence of the next paragraph.

Walk around as Ss work, pointing out transition words and providing clues if necessary. Then have Ss look at 2B and check their work.

**CULTURE NOTE** There have been over 25,000 products and productions made relating to the stories of Sherlock Holmes by Arthur Conan Doyle, including games, ballets, films, musicals, radio and television programs, children's books, cartoons, and comics.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class. Ask, *Do you agree with this answer? Why or why not?*

**B**
- Tell Ss to preview the exercise items and complete the sentences they can. Say, *Read the article one more time to answer any questions you are not sure about*.
- Have Ss compare their answers in pairs. Call on Ss to read the answers aloud.

**C**
- Ask a volunteer to read lines 27–37 aloud for the class.
- Have Ss order the events individually. Review the answers as a class.

**D**
- Read the Reading Skill aloud. Give Ss time identify and underline specific examples in the article.
- In same-level pairs, have Ss compare their answers. Have **higher-level S** identify another example of how Sherlock influenced forensic scientists.

⊕ **EXTENSION** Have Ss watch an episode of a true crime TV show or documentary. Ask Ss to take notes on different ways Sherlock Holmes may have influenced how the detectives and forensic scientists in the TV show solved that episode's crime. In small groups, have Ss describe the crime and give specific examples of Sherlock Holmes's influence.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

⊕ **EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research how else Sherlock Holmes influenced real forensics. Ask Ss to write down their findings and report back to the class or small groups.

## 4 MAKE IT PERSONAL

**A**
- Say, *Sherlock Holmes has influenced the work of Edmond Locard and many others*. Read the instructions. Say, *Write in the chart about a fictional character who has influenced you or others*.
- Copy the chart on the board. Model notetaking as you share your story. Say, *My favorite character is Spider-Man. He's a teenager who also had humble beginnings. His story always reminds me to never give up*.
- Have Ss complete the chart based on their own ideas and real-life experiences.

**B**
- Have Ss compare their charts in pairs. Remind them to give specific examples of how the character has influenced their lives.
- Invite volunteers to share what fictional characters have influenced them, and why. Write Ss' ideas on the board.
- If possible, show or project pictures or video clips of the fictional characters listed on the board. Take a class vote on which character has the biggest influence on Ss.

🎟 **EXIT TICKET** Write on the board: *The influence of Sherlock Holmes*. Have Ss write their names on a blank card or piece of paper. Tell Ss to list two general ways Sherlock has influenced forensic science and give one specific examples of each. Challenge **higher-level Ss** to complete task without looking at the article. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

> Much of what Sherlock Holmes could do was not realistic—even the best detectives can't just look at a person and guess what he or she ate for breakfast. But Conan Doyle and his hero predicted forensics in surprising ways. And all you have to do is turn on the TV to see that our fascination with Sherlock Holmes, and with forensic science in general, is still going strong more than 100 years later.



## 3 CHECK YOUR UNDERSTANDING

**A** Read the article again. According to the article, why are the Sherlock Holmes stories important? Circle the correct answer.

a. They invented fingerprint and handwriting analysis.
b. They predicted and influenced forensic science.
c. They have entertained us for more than 100 years.

**B** Complete the sentences with information from the article.

1. At the time Arthur Conan Doyle started writing, criminals were usually caught red-handed or because they were accused by a witness .
2. Unlike many police departments, Holmes used fingerprints to identify criminals, instead of characteristics of the body .
3. Conan Doyle inspired Locard with his ideas about the importance of preserving a crime scene.

**C** CLOSE READING Reread lines 27–37. Then answer the question.

1. What is the sequence of events? Number them in order.
   3 The FBI began using typewriter analysis.
   1 Sherlock Holmes used typewriter analysis in a story.
   2 Typewriter analysis was used for the first time in court.

**D** Read the Reading Skill. Go back to the article. Identify two examples of Sherlock Holmes being ahead of his time and one example of his influence on forensic scientists.

**READING SKILL** Identify examples

Writers include examples to illustrate their ideas and make them clear. Sometimes examples are introduced with phrases such as *like* or *for example*, but often they are not. They may just be specific stories that come after the general idea that they are illustrating.

being ahead of his time—use of fingerprints, typewriter analysis influencing forensic scientists—Edmond Locard

**E** PAIRS What is the article about? Summarize the most important ideas in your own words.

The article is about how Sherlock Holmes ...

How else did Sherlock Holmes influence real forensics?

## 4 MAKE IT PERSONAL

**A** Who is your favorite fictional character? How has he or she influenced you or others? Take notes in the chart.

| Character | Important actions or personality traits | Influence on you or others |
|---|---|---|
| | | |

**B** PAIRS Compare your ideas in 4A.

My favorite character is Spider-Man. He's a teenager who ...

☐ I CAN READ ABOUT SHERLOCK HOLMES.

# LESSON 5 WRITE ABOUT A CRIME



MARCOS ALVES
@MarcosA
When I read some crime stories, I have to wonder what people are thinking.

## 1 BEFORE YOU WRITE

**A** Have you read newspaper articles about crimes? What information is important to include in an article about a crime?

**B** Read the newspaper article about a local crime. What crime was committed? littering and vandalism

*Middletown News*

# POLICE PUZZLED BY GREEN GOLF BALLS

Middletown Police are investigating a series of incidents that occurred in Davis Park downtown. According to Police Chief May Fowler, one or more people have been playing golf in the park after the park closes and leaving behind dozens of green-colored golf balls.

Fowler said the incidents occurred over the last three nights. The Middletown Parks Department (MPD) staff arrived at the 20-acre park, which is located across from the town hall, and found the grounds covered with approximately 200 golf balls—all green in color. The Parks Department staff arrives at Davis Park every morning at 5:30 a.m. to empty the garbage cans, perform landscaping duties, and set up for any events that day.

"The Parks Department staff doesn't have time to pick up all of these golf balls, and no one is supposed to be in the park after closing time anyway," Fowler said.



The golf balls are not only a waste of time for the MPD, but they also pose a danger for users of the park who run and bike through the park. Yesterday one early morning jogger tripped and hurt his ankle because he didn't see the ball in the grass.

Chief Fowler reported that officers have found several pieces of evidence, including a golf club, and are processing them for fingerprints. The charges could include vandalism (damaging public property) and littering. The police are not planning to arrest anyone—they just want the golfing to stop.

## 2 FOCUS ON WRITING

**A** Read the Writing Skill. Underline the information in the article: who do police think committed the crime; what was the crime; when was the crime committed; where was the crime committed; how was the crime committed.

**WRITING SKILL** Use the 5 Ws and *how*

In a news story, always include the 5 Ws–*who*, *what*, *when*, *where*, *why*–and *how*. These are the most important facts, and they are usually presented at the beginning of a news story. Without these facts, the reader may not understand the news story correctly.

**B** Read the newspaper article again. Complete the chart with information about the crime.

| Who? | What? | When? | Where? | Why? | How? |
|---|---|---|---|---|---|
| one ore more people | leaving behind hundreds of green golf balls | over the last three nights | Davis Park | unknown | playing golf in the park after it closes |
| Any other important details | | | | | |
| Waste of time for MDA; balls are green; dangerous for park users; police have evidence; police don't want to arrest anyone | | | | | |

# LESSON 5 WRITE ABOUT A CRIME

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

- Read the lesson title and the social media message aloud. Ask Ss, *What is your reaction when you read crime stories? Is it similar or different than Marcos's reaction?* Elicit answers.

## 1 BEFORE YOU WRITE

**A**

- In pairs, have Ss discuss crime stories they have read in newspaper articles. Ask them to make a list of important information that is typically included.
- Lead a class brainstorm. Ask, *What information is normally included when reporting on a crime?* Elicit ideas from the class. List them on the board.
- Ask Ss, *What other information do you think should be included?* Add Ss' ideas to the board.

**OPTION** Have a **higher-level S** take notes on the board as Ss share their ideas.

**B**

- Tell Ss to look at the text. Ask, *What is it?* (a newspaper article) *Where was it published?* (in *Middletown News*) *What do you think is the purpose of this newspaper article?* (to report on a local crime)
- Ask Ss to look at the title but cover the article. Read the title aloud. Ask, *What crime do you think was committed?* Elicit ideas from Ss.
- Have Ss follow along in their books as you read the article aloud for the class. Ask the target question. Give Ss time to discuss the answers in small groups.
- Clarify any new or confusing words, such as *incident* (an unexpected and usually unpleasant thing that happens), *grounds* (an area of land and the structures on it that are intended to be used for a particular purpose), *trip* (to hit your foot on something and fall down), and *littering* (throwing or leaving trash on the ground in a public place).

**TEACHING TIP** Show or project photos of vandalism and littering to help illustrate the terms.

**OPTION** In groups of four, have Ss take turns reading one paragraph of the newspaper article aloud.

## 2 FOCUS ON WRITING

**A**

- Ask Ss, *What are the 5 Ws in English?* Elicit ideas from the class.
- Bring Ss' attention to the Writing Skill. Read it aloud. Say, *The 5 Ws and* how *refer to words we use to ask information questions*.
- Tell Ss to individually reread the text in 1B. Review the five pieces of information Ss should look for. Say, *Underline the important facts in the article*.
- Have Ss compare their findings in pairs.

**EXTENSION** Give Ss time to individually rank the crime in order of how serious it is. Write on the board: *1 (very serious) – 5 (not serious).* Ask them to think of reasons to support their ranking. Tell Ss to get in small groups and compare their rankings.

**B**

- Have Ss complete the chart with the information they underlined in the newspaper article. Ss can work in pairs but should write their answers individually.
- Copy the chart on the board. Invite volunteers to add the important facts and other important details from the article.
- To review, call on Ss to answer the information questions in 2A.
- Say, *There is one W that is not mentioned in the article: why*. Ask, *Why do you think people would commit this crime?* In small groups, have Ss discuss the final important fact.
- Elicit ideas from the class. Take notes on the board. Take a class vote on the most convincing reason why somebody would commit this crime.

**EXTENSION** Ask, *Do you think the people responsible for this crime should be charged with vandalism and littering? Why or why not? What other charges may be appropriate?* Have Ss analyze the situation in small groups and report back to the class with their answers.

## 3 PLAN YOUR WRITING

**A**
- Read the instructions aloud. Model notetaking as you fill in the chart on the board.
- Say, *On the news, I saw that police are investigating an incident of vandalism with spray paint at the local high school that happened last night. The suspects haven't been caught yet, but police say a surveillance video shows three teenagers committing the crime*.
- Elicit answers from Ss about the incident. Ask,
  1. *Who do police think committed the crime?* (three teenagers)
  2. *What was the crime?* (vandalism)
  3. *When was the crime committed?* (last night)
  4. *Where was the crime committed?* (local high school)
  5. *How was the crime committed?* (with spray paint)

  Add Ss' answers to the chart on the board.
- Tell Ss they can write about a true crime story or create their own. Monitor and assist as needed.

**B**
- In pairs, have Ss use their notes to take turns sharing information about a crime. Remind them to use the past perfect to talk about past actions.
- Encourage Ss to ask follow-up questions using the present perfect passive. For example, *Have the suspects been questioned by the police yet?*
- Ask Ss to provide feedback on ways their partner can add more detail about the incident.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart to write their article.
- Remind them to use 1B as a model and include information about the 5 Ws, *how*, and other important details.
- Tell Ss to include a newspaper headline to draw attention to their crime story. Suggest they reference other headlines used in this unit for ideas.
- Point out that newspaper articles about crimes are typically written in the third person. Encourage Ss to write their article in this way. Say, *This article is reporting on facts, not opinions*.
- Remind Ss to use time expressions such as *before, after, by the time,* and *when* to help show the relationship between two actions or events that occurred in the past.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's articles.
- Have Ss underline the 5 W's in their partner's news story. Ask them to identify if the important facts are near the beginning of the article and if they are easy to understand. If not, ask Ss to write down clarification questions to ask in 5B.
- Have Ss also put a check mark next to any additional important details and identify if they are important to the story or not. If not, Ss can suggest their partners omit the information.
- Review the Revising tip. Tell Ss that it's common for authors to do up to ten drafts of their writing, but for this task, they should do one revision and three proofreading drafts.

**B**
- Have Ss give feedback. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner fix any errors with verb form in the past perfect or present perfect passive and add more details to help explain what happened.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

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

**EXIT TICKET** Give Ss a few minutes to review the 5 W's and *how* of their crime story. Then ask them to walk around and take turns asking and answering questions with three different classmates. Keep time. For each conversation, Ss get one minute to share the important facts of their story before swapping roles. Listen and take notes on areas for review and extra practice in later lessons.

## 3 PLAN YOUR WRITING

**A** Think of a crime that you saw on the news or a TV show or use your imagination to think of your own idea. What are the 5 Ws of the crime? Complete the chart with information about the crime.

| Who? | What? | When? | Where? | Why? | How? |
|---|---|---|---|---|---|
| | | | | | |
| Any other important details | | | | | |
| | | | | | |

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*Your crime story is interesting, but you should include information about ...*

## 4 WRITE

Write about a crime that you saw on the news or a TV show or your own idea. Make sure you include information about the 5 Ws and also other important details that the reader should know. Use the newspaper article in 1B as a model.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange articles and read your partner's story.

1. Underline the 5 Ws. Are the 5 Ws all near the beginning of the article?
2. Are the 5 Ws written in a way that is easy to understand?
3. Put a check mark (✓) next to the other important details. Are all the details included important to the story or not?

**Revising tip**

Review your writing multiple times. Each time look at a different specific thing.

**B** PAIRS Can your partner improve his or her newspaper article? Make suggestions.




## 6 PROOFREAD

Read your newspaper article again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A CRIME.

# PUT IT TOGETHER



## 1 PRESENTATION PROJECT

**A** 06-20 Listen or watch. What is the topic of the presentation?

mistakes are made by people committing crimes

**B** 06-21 Listen or watch again. Answer the questions.

1. What were the criminals trying to do?
   Criminal 1: burglarize a house
   Criminal 2: use the carpool lane illegally
2. What mistakes did they make?
   Criminal 1: fell asleep
   Criminal 2: tried to trick the police by using a skeleton

**C** Read the Presentation Skill. How can you practice making eye contact?

**D** Make your own presentation.

**Step 1** Find information about criminals who made mistakes.

- What were the criminals trying to do?
- What mistakes did they make?

**Step 2** Prepare a two-minute presentation about criminals who made mistakes. Bring an item or picture that is related to the mistakes.

**Step 3** Give your presentation to the class. Remember to make eye contact with your classmates. Answer questions and get feedback.

### PRESENTATION SKILL

**Make eye contact**

People in an audience pay more attention when a speaker is connecting with them. Make eye contact for a few seconds with several people in the audience to show that you are focused on them and to keep their attention.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Describe a crime
- ☐ Talk about law and order
- ☐ Discuss crime-solving technology

**Vocabulary**
- ☐ Crime and criminals
- ☐ The legal process

**Conversation**
- ☐ Keep your listener interested

**Pronunciation**
- ☐ The letters *-se*

**Listening**
- ☐ Listen for contrasts

**Grammar**
- ☐ Past perfect
- ☐ Present perfect passive
- ☐ *Do / did* as a verb substitute

**Reading**
- ☐ Identify examples

**Writing**
- ☐ Use the 5 Ws and *how*

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (a police car) *What do you think this presentation will be about?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (true crime stories about criminals who make stupid mistakes) Review the answer as a class.

**OPTION** If appropriate, pause the video, and ask Ss to predict what's coming. For example, pause after *listen to what he did next.* Ask Ss, *What do you think the lazy thief did next?* Pause after *But wait—it gets better.* Ask Ss, *What did he do after he ate the chicken?*

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Ask Ss, *How did the speaker start his presentation?* (You're not going to believe these two stories about mistakes that have been made by people committing crimes.) Encourage Ss to start their presentation in a similar way.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask Ss, *Do you think these are stupid mistakes? Why or why not? Why do you think the criminals made these mistakes?* Invite volunteers to share their answers with the class.
- Ask Ss, *What expressions does the presenter use to keep the audience interested?* (listen to what he did next; But wait—it gets better)
- Ask Ss, *What words or phrases did the speaker use for contrast?* (instead of)

**C**
- Read the Presentation Skill and question aloud. Elicit ideas. Encourage Ss to work on eye contact by practicing their presentations in front of a mirror. Remind Ss to not keep eye contact with just one audience member for too long while presenting.

**D**
- Read the three steps aloud for the class. Tell Ss they can present on any criminals that have made stupid mistakes.
- Give Ss time to read through news stories in local newspapers or online. Encourage Ss to share funny stories to help each other develop ideas.
- Have Ss write down several ideas and choose two criminals to report on. Ask them to answer the questions in Step 1 and share their ideas in pairs. Encourage Ss to ask each other questions and give feedback to help improve their idea development.
- Walk around as Ss work and listen for correct verb use and form. Provide help with pronunciation as necessary.
- Remind Ss to use clear transitions and time expressions in their presentations to help describe the sequence of events, such as *The first one, the second story, after*.
- Suggest Ss bring in an item or picture related to their crime story to show during their presentations.
- For homework, ask Ss to prepare a two-minute presentation based on the information they found. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce each story.*
  - ☐ *Describe what the criminal was trying to do.*
  - ☐ *Talk about the criminal's stupid mistakes.*
  - ☐ *Share what ended up happening to the criminal.*
  - ☐ *Use transitions and time expressions.*
  - ☐ *Include an item or picture related to the crime story.*
  - ☐ *Make eye contact.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 7 DID YOU SEE WHAT SHE'S WEARING?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about people's clothes** | |
| | ***Vocabulary*** | Clothing verbs and adjectives |
| | ***Grammar*** | Reduced defining relative clauses |
| | ***Pronunciation*** | Emphatic stress |
| LESSON 2 | **Talk about clothing repairs** | |
| | ***Vocabulary*** | Clothing repair |
| | ***Grammar*** | Passive causatives |
| | ***Conversation skill*** | Accept compliments |
| LESSON 3 | **Discuss fashion and attitude** | |
| | ***Grammar*** | *Would rather (than)* |
| | ***Listening skill*** | Listen for opinions |
| LESSON 4 | **Read about a fashion designer** | |
| | ***Reading skill*** | Identify reasons |
| LESSON 5 | **Write about personal style** | |
| | ***Writing skill*** | Express opinions |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Don't judge a book by its cover |
| | ***Presentation skill*** | Use notes |

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

## GET STARTED

**A**
- Read the unit title. Ask Ss, *What are you wearing today?* Have Ss describe what they're wearing in pairs.
- Tell Ss to read the learning goals. Answer any questions they have. Ask, *Are you interested in fashion?*

**B**
- Direct Ss' attention to the photo. Ask Ss what they see. Write key words and phrases on the board, such as *lights*, *cameras*, *model*, *makeup designer*, *director*, *studio*, *pink dress*, *green coat*.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Ed Miller) *What do you remember about Ed?* (For example, He's a copywriter from New York.)
- Read Ed's social media message aloud. Ask, *What does Ed mean when he says he* can't wait? (He is very excited.)
- Ask, *What is* Circle of Kings? (a TV show) *What do you remember about this show from Unit 3?* (Both Ed and Paula like the show. The character of Princess Kaliya is fantastic. Season three wasn't as good as previous seasons.)
- Read the target question aloud. Take a class survey to see which Ss watch award shows. Ask, *What award shows have you watched before?*

**CULTURE NOTE** The most watched award shows in the United States for film and television are the Academy Awards, Golden Globe Awards, and Emmy Awards. For music, the most popular award shows are the Grammys and Country Music Association Awards.

# 7 DID YOU SEE WHAT SHE'S WEARING?

## LEARNING GOALS

In this unit, you

- talk about people's clothes
- talk about clothing repairs
- discuss fashion and attitude
- read about a fashion designer
- write about personal style



## GET STARTED

A Read the unit title and the learning goals.

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

C Now read Ed's message. Do you watch award shows?



ED MILLER

@EdM

The awards are on tonight. Can't wait to see if *Circle of Kings* won something!

# LESSON 1 TALK ABOUT PEOPLE'S CLOTHES



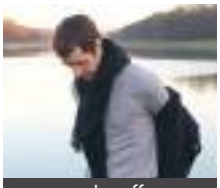
ED MILLER
@EdM
Watching the red carpet interviews. There are some pretty interesting outfits this year!

## 1 VOCABULARY Clothing verbs and adjectives

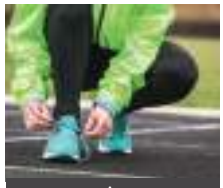
**A** 07-01 **Listen and repeat.**

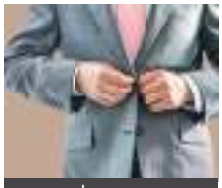
Verbs related to clothing


zip up

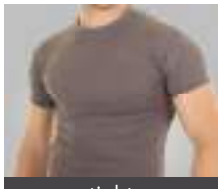

take off

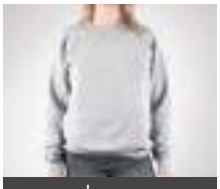

put on


tie


button

Adjectives to describe clothing


tight


loose


long-sleeved


short-sleeved


sleeveless


floral


striped


plaid


polka-dotted


solid blue

**B** **Write short answers to the questions.**

1. Did you zip up a clothing item this morning? Which one? _____
2. What clothing item do you take off first when you get home? _____
3. Is anyone in your class wearing something floral, striped, or plaid? _____
4. Do you prefer wearing tight clothing or loose clothing? _____
5. Do you prefer wearing long-sleeved, short-sleeved, or sleeveless shirts? _____

**C** PAIRS **Ask and answer the questions in 1B.**

## 2 GRAMMAR Reduced defining relative clauses

Relative clauses with *be* + verb + *-ing* can be shortened by deleting *who* or *that* and the verb *be*.

| | | | |
|---|---|---|---|
| Full | I see a guy | **who is** tying his shoe | over there. |
| Reduced | | tying his shoe | |
| Full | Do you know the woman | **that is** talking to Maria? | |
| Reduced | | talking to Maria? | |
| Full | The people | **who are** standing in the back | look bored. |
| Reduced | | standing in the back | |
| Full | He bumped into a woman | **who was** holding a glass. | |
| Reduced | | holding a glass. | |

>> FOR PRACTICE, GO TO PAGE 143

# LESSON 1 TALK ABOUT PEOPLE'S CLOTHES

- Read the lesson title aloud. Ask, *What are situations where you would need to talk about clothes?* (when trying on and buying clothes, dressing for different weather conditions, working in the fashion industry, choosing appropriate dress for formal and informal events)
- Read the social media message aloud. Ask, *What is Ed's plan for tonight?* (stay home and watch the awards) *What does he mean when he says his pajamas are* fancy*?* (They are expensive, popular, and fashionable.) Elicit ideas. You might want to point out that Ed is likely being sarcastic; his pajamas are probably not going to be fancy, but he's joking about dressing up to watch the awards at home.

## 1 VOCABULARY

**A**
- Ask Ss to close their books. Write *clothing* on the board and circle the word. Ask, *What are some words—especially verbs and adjectives—you associate with* clothing*?*
- Model the activity. Say, *When I think of clothing, I think of sizes, like small, medium, and large.* Draw a line out from the circle. At the end of it, write *sizes*. Circle it, and draw out three lines from that. At the end of each, write *small*, *medium*, and *large*.
- In pairs, have Ss to discuss verbs or adjectives that come to mind when they think of clothing.
- Invite volunteers to add their ideas on the board. Encourage them to group or categorize them logically in the mind map.
- Have Ss open their books and scan the pictures and captions in 1A. Ask Ss to underline words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Say, *First, listen to verbs related to clothing.* Play the audio. Pause after *button.* Say, *Now, listen to adjectives to describe clothing.* Continue the audio. Pause after *solid blue*.
- Ask Ss to listen again and repeat. Play the rest of the audio without pausing. Review the meaning and pronunciation of the terms.

**B**
- Read the questions aloud. Have Ss complete the exercise individually.
- Walk around and help Ss with vocabulary, if necessary.

**C**
- In pairs, have Ss take turns asking and answering the questions. Encourage them to ask follow-up questions to learn more about their partners.
- Read the questions aloud. Elicit answers from the class. Take a vote on which type of clothing is the most popular among Ss.

⊕ **EXTENSION** In pairs, have Ss take turns acting out and guessing the verbs related to clothing. Tell them they can use movements and sounds, but no words. Have them play the game until they've reviewed each verb two or three times. Invite volunteers to the front to act out the verbs and elicit answers from the class.

⊕ **EXTENSION** Show or project several pictures of fashion models. Choose pictures before class to make sure they are appropriate. For each picture, tell Ss to use the vocabulary in 1A to talk about the model's clothes. Give them a few minutes to discuss in pairs and then elicit descriptions from volunteers.

## 2 GRAMMAR

- Ask Ss to close their books. Write the grammar title on the board. Ask, *What do relative clauses do?* (modify the subject or object of a sentence) *What do defining relative clauses do?* (give essential information that defines the person or thing we are talking about)
- Write on the board: *The job that I applied for starts next week. They want someone who has worked in social media.* Ask*, What are the defining relative clauses in these sentences?* (1. that I applied for; 2. who has worked in social media) *What are the relative pronouns?* (1. that; 2. who) Remind Ss that both *who* and *that* can be used to talk about people, but only *that* can be used to talk about things.
- Ask Ss to open their books and look at the grammar chart. Read the explanation aloud.
- Write on the board: *I see a guy who is tying his shoe over there*. Read it aloud. Ask*, What is the defining relative clause in this sentence?* (who is tying his shoe) *Who does it describe?* (a guy) *What is the relative pronoun?* (who)
- Cross out *who is*. Read the new sentence aloud. Ask, *What is the reduced defining relative clause?* (tying his shoe) Say, *We created a reduced relative clause be removing* who *and* is*.* Remind Ss the two sentences have the same meaning.
- Read the rest of the examples. Tell Ss that reduced relative clauses can modify the subject but not the object of a sentence.
- Provide additional examples. For example, Full: *The clothes that are lying on the floor need to be washed.* Reduced: *The clothes lying on the floor need to be washed.*

## 3 PRONUNCIATION

**A**
- Tell Ss to follow along as they listen to the information in the pronunciation note about emphatic stress. Play the audio.

**B**
- Say, *You will hear two sentences with emphatic stress*. Play the audio. Point out the rising and falling intonation on the syllable with the emphatic stress.
- Replay the audio, and ask Ss to repeat after each line. Remind Ss that the syllables or words in all caps indicate where to place emphatic stress.

**C**
- Have Ss listen to the conversation and underline the words with emphatic stress.
- Say, *Listen to the conversation again, and repeat.* Play the audio again.
- Review answers.
- Have Ss practice the conversation in pairs.

## 4 CONVERSATION

**A**
- Have Ss look at the video stills. Ask, *Who are they?* (Ed and Paula) *What are they doing?* (talking on the phone) *What do you think they're talking about?* (an awards show)
- *What is the relationship between Ed and Paula?* (co-workers, good friends) *What do you think they are talking about*? (people's clothes)
- Have Ss listen or watch. Ask, *Were your predictions correct?*

**B**
- Tell Ss to listen or watch again, and answer the questions. Say, *This time, focus on the details.* Give them time to preview the questions.
- Play the audio or video again. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the conversation if appropriate.
- Read the questions aloud. Elicit answers.
- Clarify any new expressions. Ask Ss, *What does the term* red carpet *refer to?* (a long, narrow red carpet laid on the ground to formally greet an important guest who has just arrived to an event) *What does Ed mean when he asks Paula if the show is* live *in Mexico?* (if the show is being broadcast while it is happening) *What does Paula mean when she tells Ed,* You've got a point? (she thinks he made an important statement) *What is a* live feed? (a place where viewers can watch something in real time)
- Focus Ss' attention on the Discuss sidebar. Read the first question aloud. Lead a class brainstorm of reasons why Paula likes award shows. Elicit ideas from Ss.
- In pairs, have Ss discuss whether they like award shows.
- Take a class poll to see how many Ss like award shows. Invite volunteers to share their opinions.

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

## 5 TRY IT YOURSELF

**A**
- Bring Ss' attention to the pictures. Ask Ss, *Where are these people?* (the red carpet)
- Arrange Ss in same-level pairs. Tell them to choose who is Student A and who is Student B. Say, *Make up names for the three people in your picture. Write them on the line below the image. Do not show your partner the names.*

**B**
- Read the instructions and the example conversation aloud with a **higher-level S**. Ask Ss, *What are the reduced relative clauses in the example?* (wearing a floral dress; holding a microphone) *Who are they describing?* (a woman named Pam)
- Give **lower-level Ss** time before discussing to write down reduced relative clauses describing the people in their pictures.
- Tell Student A to ask about Student B's picture first. Have Ss switch roles after Student A has written down the names of the people in Picture B.
- Ask the class questions about the people in the pictures. Elicit answers.

**C**
- Lead a class discussion about how the people in the pictures are dressed. For each picture, ask, *What are they wearing? Do you like these clothes? Why or why not?*
- Invite volunteers to share their opinions with the class.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about people's clothes
- ✓ using reduced defining relative clauses
- ✓ using emphatic stress

**EXIT TICKET** Say, *Let's have a fashion show!* Have Ss write a short description of their clothes and take turns sharing them in small groups. Invite each group to the front, and have Ss describe each other's clothes to the class. For example, *And up next is Naomi. Today, she is wearing a solid green sweater with fantastic floral pants.* As Ss present, take notes on areas for review and extra practice in later lessons.

## 3 PRONUNCIATION

**A** 07-02 Read and listen to the pronunciation note.

**B** 07-03 Listen. Notice the emphatic stress on the words with capital letters.

Her dress is GORgeous! Of COURSE I am.

**C** 07-04 Listen. Underline the words with emphatic stress. Then listen again and repeat.

A: Aren't you freezing in that light jacket? It's cold.

B: Yes, but it was warm when I left home. The weather is crazy.

**Emphatic stress**

Sometimes we want to emphasize a word to show a strong feeling or to focus on a difference. To do this, we use very strong stress to emphasize the word. The word should be longer and louder than other words. The voice is usually high over the stressed syllable.

## 4 CONVERSATION



**A** 07-05 Listen or watch. What are they talking about?

a red carpet event before an awards show

**B** 07-06 Listen or watch again. Answer the questions.

1. What is Stella Davina wearing?

something loose and pink with polka dots that looks like pajamas

2. What does Amanda Morgan do in the video Paula is watching? She bumps into a guy who is tying his shoes so that he hits a reporter doing an interview.
3. What does Ed realize about Paula's video? She's watching an old video of last year's awards.

**C** 07-07 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: Who is that woman wearing the blue dress ? Her dress is gorgeous.

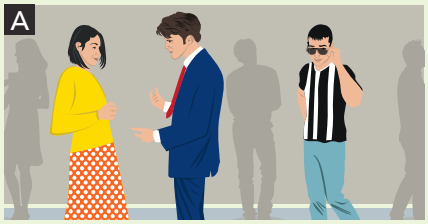
Ed: Uh, which one?

Paula: The blonde woman standing next to the guy in the plaid jacket.

Why does Paula like awards shows? Do you like awards shows? Why or why not?

## 5 TRY IT YOURSELF

**A** THINK Student A: Write names for Picture A. Student B: Write names for Picture B.







**B** PAIRS Ask and answer questions about the people in your partner's picture. Student A: Ask about the person by describing something he or she is doing. Student B: Ask a question to be sure you understand. Then write the names.

A: Who's the woman wearing the floral dress?
B: The one holding a microphone?
A: Yeah.
B: That's Kay. K-A-Y.

**C** EVALUATE Tell the class your opinion of the people's clothing.

I CAN TALK ABOUT PEOPLE'S CLOTHES.

# LESSON 2 TALK ABOUT CLOTHING REPAIRS



ED MILLER
@EdM
I never realized how complicated photo shoots are!

## 1 VOCABULARY Clothing repair

**A** Look at the clothing facts. What do you do with old clothes? Do you repair them? Recycle them? Throw them away?

### OUR CLOTHING BY THE NUMBERS

- It takes 700 gallons of water to make one cotton shirt.
- Clothes can take up to 40 years to decompose.*
- Shoes can take up to 1,000 years to decompose.
- 95% of clothing can be recycled.
- 70% of people in the world wear used clothing.

*be slowly destroyed by a natural process; break down

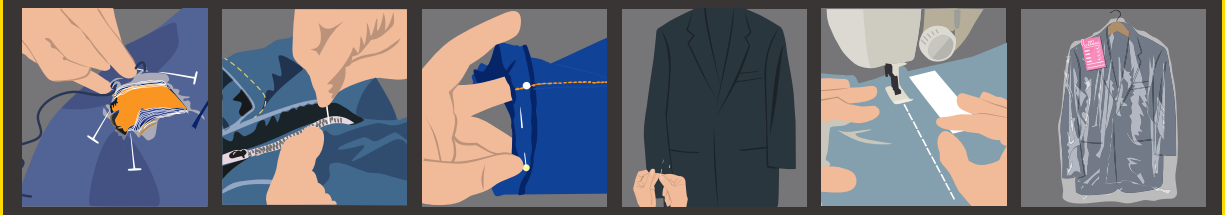
**B** 07-08 Read the advertisement. Then listen and repeat the vocabulary words.

Do your clothes need repair?

If it's too loose, we can **take** it **in**.

If it's too tight, we can **let** it **out**.

**We can:**



**repair holes** | **replace zippers** | **hem pants** | **lengthen sleeves** | **do other sewing** | and **dry clean**!

**C** PAIRS Talk about the tailor's services. Are they difficult to do? Would you do these things yourself or pay someone else to do them?

A: I think hemming pants is easy. I've done it myself, but I've never paid for it.
B: I don't know how to replace a zipper. I would pay someone to do it, or ask my aunt.

## 2 GRAMMAR Passive causatives

Use passive causatives to talk about having things done by other people.

| | *Get / have* | Subject | Participle | |
|---|---|---|---|---|
| They need to | **get** | the light | fixed. | |
| Did you | **get** | your suit | dry cleaned? | |
| I hope the models | **have** | their makeup | done | on time. |
| **Note:** Causatives *get* and *have* mean the same thing. | | | | |

>> FOR PRACTICE, GO TO PAGE 144

# LESSON 2 TALK ABOUT CLOTHING REPAIRS

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

- Read the lesson title aloud. Ask, *What kinds of repairs would clothes need?* Elicit examples from the class. Write Ss' ideas on the board.
- Read the social media message aloud. Have Ss recall information from earlier units. Ask, *What is a* photo shoot*?* (an event when a photographer takes a series of photos in the same place) *Why do you think Ed says photo shoots are complicated?* Elicit ideas.

## 1 VOCABULARY

**A**

- Bring Ss' attention to the infographic. Read the title aloud. Ask volunteers to take turns reading the facts aloud.
- Point out the definition of *decompose*.
- For each fact, ask Ss follow up questions. For example, *Why does it take so much water to make one shirt? Is 40 years a long time for something to decompose? What about 1,000? Do you recycle or wear used clothing? Why or why not?*
- Ask Ss, *Which facts are most surprising or interesting?* Elicit answers.

**CULTURE NOTE** The US gallon is defined as 231 cubic inches (3.785 liters).

**EXTENSION** Ask Ss, *What makes a reliable source?* (up-to-date information, credible author, peer reviewed, based on research) Show or project different sources to Ss (for example, a blog, a newspaper article, an academic study, a social media message). Take a class vote on if they are reliable.

**EXTENSION** Ask, *What happens to used clothing after it is donated?* Have Ss go to the website PlanetAid.org and read about how used clothes are processed and shipped to developing countries. Tell Ss to take notes on key ideas and compare their findings in pairs.

**B**

- Have Ss scan the images and captions in the advertisement. In pairs, tell them to share which words they know and circle any they are unfamiliar with.
- Tell Ss to listen, and then listen again and repeat. Play the audio.
- Review meaning and pronunciation. If necessary, consult the following definitions:
  1. *let out:* to use the extra cloth in a fold of a piece of clothing to make it wider
  2. *take in:* to make a piece of clothing more narrow or tight
  3. *repair:* to fix something that is broken or damaged
  4. *replace:* to get rid of something, and to put a new thing in its place
  5. *hem:* turn under and sew the edge of a piece of cloth or clothing
  6. *lengthen:* to make something longer
  7. *sew* (do sewing): to make or repair a piece of clothing by using a needle and thread
  8. *dry clean:* to clean something by using special chemicals instead of water

**EXTENSION** Have Ss search online or in newspapers to find local alterations and clothing repair services near them. Ask them to take notes on what services are offered in at least one place. Have Ss describe the local shops to the class or in small groups.

**C**

- Read the instructions and questions aloud. Read the example conversation with a **higher-level S**.
- Have Ss talk about the tailor's services in pairs. Walk around as Ss discuss. Listen for the correct pronunciation and word use.
- For each service in 1B, ask, *Is this difficult to do? Would you do this yourself or pay someone else to do it?* Elicit ideas from the class.

## 2 GRAMMAR

- Ask Ss to look at the grammar chart. Read the title and explanation aloud. Say, *This means the subject causes the action to happen, but doesn't do the action itself.*
- Write on the board: *I had/got my hair cut.* Say, *I caused the haircut to happen, but I didn't cut my hair myself. Maybe I paid a stylist or asked a friend to do it.*
- Ask, *Why do we call this causative passive?* (We don't focus on the agent of action but rather on what was done.) Elicit answers from Ss.

Write on the board: *get + subject + past participle (get something done)* and *have + subject + past participle (have something done).* Read the examples aloud.

- Bring Ss' attention to the Note. Read it aloud. Tell Ss the only difference between causatives *get* and *have* is that *get* is slightly less formal.
- Provide additional examples, such as *I had my car washed. Did you get your pants hemmed yet?*

## 3 CONVERSATION SKILL

**A**
- Give Ss compliments. For example, *I like your plaid shirt. Your hair looks great today.* Write Ss' responses to your compliments on the board. Ask the class, *How do you respond when someone gives you a compliment?* Add any new ideas to the board.
- Read the conversation skill aloud. Write the examples on the board. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Direct Ss' attention to 3A. Ask Ss to listen to the conversations. Play the audio.

**B**
- Arrange Ss in pairs. Read the instructions. Tell Ss to make the compliment true for their partner.
- Have Ss take turns giving and accepting compliments. Remind them to respond with expressions from the conversation skill box.

⊕ **EXTENSION** Have Ss repeat 3B as a mingle activity. First, give Ss time to individually write a compliment for each of their classmates. Walk around as Ss work to help with vocabulary or ideas. Then, ask them to walk around and give their compliments. Remind Ss to use the expressions from the conversation skill box to accept the compliments.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ed and Leti) *What is their relationship?* (co-workers) *Where are they?* (New York office at Ed's desk)
- Give Ss time to preview the answer choices. Have Ss listen or watch. Ask, *What are they talking about?* (a photo shoot)
- Review the answer.

**B**
- Read the questions aloud. Then have Ss listen or watch again and complete the exercise.
- Have Ss compare their answers in pairs. Review answers.
- Ask Ss, *How do Leti and Ed accept each other's compliments?* (Aw, thanks Ed! / Thank you.)
- Read the first question in the Discuss sidebar aloud. Elicit ideas from the class about how Leti feels. Read the other questions aloud. Have Ss discuss in small groups. Remind them to give reasons to explain their reactions.
- Take a class survey to see how Ss react to problems. Ask, *Are you like Leti? Do you react differently?* Elicit answers.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Review answers. Have Ss practice the conversation in pairs.
- Clarify any new or confusing words, such as *spill* (to accidentally pour a liquid out of its container).

## 5 TRY IT YOURSELF

**A**
- Ask Ss, *What clothes do you need to have fixed?* Read the instructions.
- Next to each clothing item, ask Ss to write exactly what they need done. For example, *1. dress: needs to be hemmed. 2. long-sleeved shirt: button needs to be sewn back on.*
- Walk around as Ss write their list. Remind them to use the target vocabulary in 1B. Provide help with vocabulary and spelling.
- Tell Ss to make up problems if they don't have clothing items that need to be fixed. Suggest they reference 1B for ideas.

**B**
- Read the instructions and example conversation aloud with a **higher-level S**.
- In pairs, have Ss take turns acting out their conversation. Remind them to use causatives to explain what they want the tailor to do.
- Keep time. After five minutes, ask Ss to swap roles.
- Monitor. Listen for the correct use of verb forms.

**C**
- Invite volunteers share their clothing problems with the class. Elicit suggestions from Ss about how to fix or deal with the problems.
- Write on the board:
  1. *have the items repaired by somebody else*
  2. *repair the items yourself*
  3. *recycle the items*
  4. *throw the items out*
- Ask Ss, *In real life, which of these options would you choose to fix your problem? Why?* Invite volunteers to share their answers with the class.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about clothing repair
- ✓ using passive causatives
- ✓ using expressions to accept compliments

**EXIT TICKET** Say, *You are bringing your clothes to the tailor to be fixed. Make a list of repairs that need to be done.* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write instructions for the tailor. Tell them to use causatives and write complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**A** ▶07-09 Read the conversation skill. Listen. Notice how the speakers accept compliments.

1. A: Did you get your hair cut? It looks great!
   B: That's so nice. Thank you.
2. A: You're an excellent artist.
   B: Thanks! That's kind of you to say.

**Accept compliments**

Use expressions like these to accept a compliment. You can say *thanks* or *thank you* before or after these expressions.

*That's sweet of you.*
*That's kind of you to say.*
*That's so nice.*

**B** Complete the compliments. Then take turns saying them to a partner and accepting them. Use the language from the conversation skill box.

1. You're an excellent _____ .
2. Where did you buy that _____ ? It's really nice.
3. You're very _____ .

## 4 CONVERSATION



**A** ▶07-10 Listen or watch. What are they talking about?

a. what happened at the photo shoot
b. why the photo shoot is happening Wednesday
c. where they are going to find different models

**B** ▶07-11 Listen or watch again. Answer the questions.

1. What compliment does Ed give to Leti? You're one of the best photographers we have.
2. What's the problem with the room? One of the lights isn't working.
3. What are Ed and Leti going to do later? They're going to go to lunch.

Do you think Leti is upset about things not being ready for the photo shoot? Have you ever had a problem because someone wasn't prepared? How did you react?

**C** ▶07-12 FOCUS ON LANGUAGE Listen. Complete the conversation.

Leti: Let's see … Mindy's skirt is too loose, so we need to have it taken in . John spilled something on his jacket, so we need to get it cleaned . Marta broke the zipper on her pants, so we need to get that fixed .

Ed: Oh, boy.

## 5 TRY IT YOURSELF

**A** THINK Make a list of four clothing items (real or imaginary) that you want to have fixed.

**B** ROLE PLAY Student A: You're the customer. Explain to the tailor what the problem is and what you want done. Student B: You're the tailor. Tell the customer whether you can make the repair and how much it will cost.

A: I need to get these pants hemmed.
B: I can do that. It will be $10.

**C** ANALYZE Share the clothing problems with the class. Talk about whether you would really have the items repaired, repair them yourself, or throw them out and why.

☐ I CAN TALK ABOUT CLOTHING REPAIRS.

# LESSON 3 DISCUSS FASHION AND ATTITUDE



ED MILLER

@EdM

First big project after my promotion. I'm so nervous. Maybe I should wear a superhero T-shirt!

## 1 BEFORE YOU LISTEN

**A** 07-13 VOCABULARY Listen. Then listen and repeat.

**confident**: believing you can do something well and without feeling nervous
**physically**: related to your body, not your mind
**an attitude**: the way you think or feel about something
**a negotiator**: someone who negotiates
**negotiate**: to talk about something in order to get an agreement
**traditional**: based on ideas and ways of doing things that have existed for a long time
**a social life**: the time you spend enjoying yourself with friends
**socialize**: to spend time with people for fun

**B** Complete the sentences with the words in 1A. Use each word only once.

1. When you buy a new car, you need to ___negotiate___ to get a good deal.
2. It's ___traditional___ in many countries for businesspeople to wear dark-colored suits.
3. I like to ___socialize___ with my co-workers at a restaurant after work.
4. Of course your job is important, but your ___social life___ is important, too.
5. A good athlete must be ___physically___ strong.
6. My boss is an excellent ___negotiator___ . He always gets the best deals.
7. It's easier to do a good job if you feel ___confident___ .
8. Carol is always smiling and never gets upset at work. She has a great ___attitude___ .

**C** PAIRS Discuss the questions.

1. Are you a good negotiator? How do you feel when you have to negotiate something?
2. Do you think you have a good balance between your social life and work or school? Why?
3. Where do you feel the most confident (for example, at work, when you are socializing)? Why?
4. What day of the week do you socialize the most? Why?
5. Would you describe your clothing style as traditional? Why or why not?
6. Do you think you have a good attitude toward school? Explain.

## 2 GRAMMAR *Would rather (than)*

Use *would rather (than)* to talk about preferences.

| | *Would* | *Rather* | Base verb | | |
|---|---|---|---|---|---|
| I | **would** | **rather** | be | comfortable | (than fashionable). |
| He | **would** | **rather** | stay | home | (than go out). |
| You | **would** | **rather not** | wear | a suit | (than wear one). |

**Note:** In speaking and informal writing, we usually use contractions with subject pronouns and *would*. *I'**d** rather wear a T-shirt.*

>> FOR PRACTICE, GO TO PAGE 145

# LESSON 3 DISCUSS FASHION AND ATTITUDE

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

- Read the lesson title aloud. Ask Ss, *How are fashion and attitude connected?* Elicit ideas.
- Read the social media message aloud. Ask, *Why is Ed nervous?* (He has his first big project.) *What does he suggest to overcome his nerves?* (wear a superhero T-shirt) *Do you think this will work?*
- Ask, *How does Ed's social message relate to the lesson topic?* Elicit ideas from the class.

## 1 BEFORE YOU WATCH

**A**

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

**OPTION** Ask Ss to close their books. List the vocabulary words on the board. In pairs, have Ss discuss the meanings of the terms. Ask volunteers to write definitions on the board. Then, have Ss open their books and check their answers.

**B**

- Have Ss complete the exercise individually and then compare answers in pairs.
- To review, have volunteers take turns reading the sentences aloud. Review any terms that are still confusing to Ss.

**EXTENSION** Write on the board: *You use this term when…*, *An example of this term is when…*, and *This term means…* Then have Ss write the vocabulary words on a piece of paper and then cut them out into nine slips of paper (one term on each). Arrange Ss in same-level pairs. Have Student A put the slips of paper in a pile in front of him or her, face down. Tell Student A to choose one word and explain it to Student B using the expressions on the board. Remind Ss they can't show their partner the term or say it aloud. Tell Student B to guess which term is being described. For example, Student A: *I use this word when I'm talking about if I feel good or bad.* Student B: *Attitude?* Student A: *That's right!* If correct, Student A hands the slip of paper to Student B. If incorrect, the term goes back into Student A's pile. Have Student A continue until all the terms are gone. Then have Ss swap roles and repeat activity.

**C**

- Read the questions aloud. In pairs, have Ss take turns asking and answering the questions.
- Encourage Ss to give real-life examples and ask each other follow-up questions.
- To review, elicit answers. Invite volunteers to share with the class.

## 2 GRAMMAR

- Write on the board: *I <u>would rather</u> wear sandals <u>than</u> boots.* Read the sentence aloud. Ask, *What does this sentence mean?* Have volunteers say the sentence in their own words.
- Ask Ss to look at the grammar chart. Say, *We use* would rather *to talk about preferences and* would rather (than) *to compare preferences.*
- Read the examples aloud. Point out the phrases with *than* in parentheses. Say, *These are optional.* Point out the placement of *not* in the final example.
- Say, Would rather than *compares two options phrased with parallel wording.* Point out the parallel structure in the examples.
- Write on the board: *Would you rather X or Y?* Say, *Use this structure to ask about preference between two items.* Ask, *Would you rather be comfortable or fashionable?* Take a class vote.
- In pairs, have Ss rewrite the other two examples as questions. (Would he rather stay home or go out? Would you rather not wear a suit or wear one?) Review answers.
- Have Ss take turns asking and answering the questions.
- Go over the Note at the bottom of the chart. Read the example aloud.
- Provide additional examples, such as *She'd rather hem the skirt than keep it long. We'd rather donate our old clothes than throw them out.*

**EXTENSION** Lead a class brainstorm of different everyday situations. (For example, at work, at school, at home, on vacation, out with friends, at a restaurant, at a family event) Elicit ideas from Ss. Write them on the board. Ask Ss to use *would rather (than)* to write five sentences talking about or comparing preferences related to these situations. For example, *At work, I would rather have meetings in the morning than in the afternoon. When I'm at a family event, I would rather turn my phone off so I'm not distracted.* In pairs, have Ss take turns reading their sentences aloud and check each other's use of *would rather (than).* For each situation, call on Ss to share their preferences with the class.

## 3 LISTENING

**A**
- Have Ss look at the picture. Read the presentation title aloud. Ask, *Who do you see in the picture? What clothes is she wearing? Why?* Elicit responses.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Play the audio or video. Ask Ss, *What was the speaker's main idea?* (b)

**B**
- Ask Ss to look at the Listening Skill. Read the explanation and examples aloud.
- Elicit additional examples of expressions to give an opinion. (For example, For me, From my point of view, It seems to me that) Write Ss' ideas on the board.
- For the second listening or viewing, tell Ss to listen specifically for opinions. Say, *Complete the sentences with the correct expression.* Ask Ss to underline any key words or phrases to listen for.
- Play the audio or video. Have Ss complete the exercise. Review answers. Replay the talk if necessary.

**C**
- For the third listening or viewing, have Ss listen for details. Read the words in the box aloud. Have Ss repeat.
- Allow Ss to preview the sentences and pencil in the answers.
- Play the audio or video. Have Ss complete the exercise individually and then compare their answers in pairs. Review answers as a class. Ask, *Were your predictions correct?*
- Take a class poll on if Ss agree or disagree with each statement. Ask,
  1. *Do you think people who wear superhero T-shirts feel more confident?*
  2. *Do you think athletes who wear red are able to lift heavier weights?*
  3. *Do you think people who dress formally do better on tests of their thinking?*
  4. *Do you think a university professor who wears red sneakers is more competent?*
  5. *Do you think people who wear business clothes are less friendly?*
- Call on Ss to share their opinions with the class. Ask them to use the expressions in the Listening Skill box and give reasons to support their opinion.

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Review answers. Clarify the meaning of any terms that are still confusing. Provide additional examples if necessary.

## 4 DISCUSSION

**A**
- Copy the chart on the board. Read the question aloud. Say, *What clothes make you feel confident in these three situations?*
- Read the headings aloud. For each situation, ask, *Is this a formal or informal situation?* Elicit ideas. Ask, *What is a* fancy *party?* (one that is impressive, expensive, or important)
- Ask Ss to complete the chart with their own ideas. Encourage them to use real-life examples.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

**B**
- Have Ss share their ideas from 4A in small groups. Encourage them to give reasons that support their clothing choices.
- Read the example aloud. Point out the use of *would rather than* in the example and the contraction with the subject pronoun *I* and *would*.
- Ask Ss to use *would rather (than)* to share and compare their preferences. Remind them contractions are appropriate in informal conversation. Have them use the expressions in the Listening Skill box when giving an opinion.

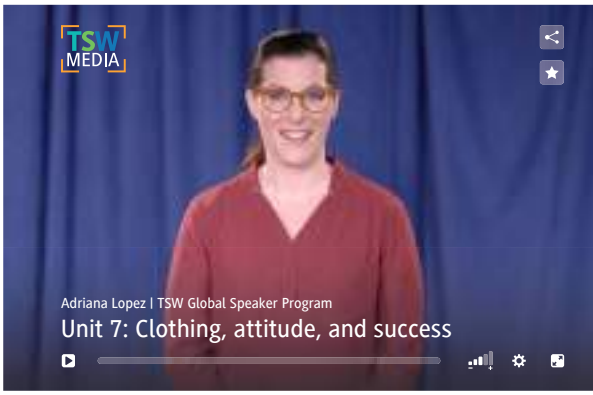
**C**
- Elicit Ss' opinions about what clothes makes them feel confident in each situation. Add their ideas to the board.
- Point to the chart, and ask Ss, *Are your ideas the same or different? Why?*

**EXTENSION** Have Ss write down two more social situations. Ask them to list what clothing items they prefer to wear to these events, and why. Have them share their ideas in pairs. Encourage them to give reasons and real-life experiences to support their choices.

**LOOK FOR** While Ss are discussing, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss fashion and attitude
- ✓ using *would rather (than)*
- ✓ listening for opinions

**EXIT TICKET** Say, *I'd rather wear formal clothes to work because I never know who I might meet.* Write on the board: *What would you rather wear?* Have Ss write their names on a blank card or piece of paper. Tell them to list social situations they are in every week and write 4–5 complete sentences about what clothes they would rather wear in each situation. **Higher-level Ss** should include reasons to explain their preferences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 07-14 Listen or watch. What is the speaker's main idea?

a. It's important to dress formally at work.
b. Choose the right clothing for the right situation.
c. You'll feel more confident if you wear a suit.

**B** 07-15 Read the Listening Skill. Listen or watch again. Complete the sentences giving the speaker's opinions.

1. In my opinion , your clothing can be the key to feeling good, making a good impression on others, and being successful.
2. So I would say that if you need to negotiate–for example, if you're buying a car–dress formally.

**LISTENING SKILL** Listen for opinions

Sometimes speakers use expressions like these to make it clear that they are giving an opinion:

*I think* *In my opinion*
*If you ask me* *I would say*

Listen for these expressions to identify the speaker's opinion.

**C** 07-16 Listen or watch again. Complete the sentences with the words in the box.

| confident | formally | friendly | red | sneakers |
|---|---|---|---|---|

1. People who wear superhero shirts feel more confident .
2. Athletes wearing red are able to lift heavier weights.
3. People who dressed formally did better on tests of their thinking.
4. People thought a professor wearing red sneakers was more intelligent.
5. Wearing business clothes can make people seem less friendly .

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean? Answers will vary.

1. Studies have shown that when people dress in business clothing, they do better on tests. Basically, when you dress more formally, your mind is sharper. good at noticing things and thinking quickly
2. When they saw pictures of a university professor wearing red sneakers, they thought he was more competent and a better teacher than a professor in traditional dress shoes. having skill or knowledge
3. Some offices have "casual Fridays," where people dress informally at work once a week. That may not be ideal for Friday negotiations, but it's great for creating a friendly workplace. perfect

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK What clothes make you feel the most confident in different social situations? Write the clothing items in the chart.

| A fancy party | A movie night with friends | A dinner with co-workers |
|---|---|---|
| | | |

**B** DISCUSS In small groups, talk about your ideas in 4A.

I have a black dress and high heels that I like to wear to parties. I might wear the same thing to dinner with co-workers. I'd rather be too formal than too casual.

**C** COMPARE As a class, discuss the clothes that people like to wear in each situation. Are they the same or different? Why?

☐ I CAN DISCUSS FASHION AND ATTITUDE.

# LESSON 4 READ ABOUT A FASHION DESIGNER



ED MILLER

@EdM

Just read an article about a fashion designer. Her job is pretty great in some ways, but I wouldn't want to do it.

## 1 BEFORE YOU READ

**A** PAIRS What makes a job interesting? Make a list of three ideas and share them.

I think a job is interesting if you meet new people ...

**B** 07-17 VOCABULARY Listen. Then listen and repeat. Do you know these words?

a bridal gown  fabric  a ritual  specialize (in)  decorative  a rough sketch  a fitting room

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 145

## 2 READ

**A** PREVIEW Look at the title and the photograph. How do you think she spends her day?

**B** 07-18 Read and listen to the article. Was your prediction correct?



A Day in the Life of

# a Fashion Designer

Clarissa Chen grew up in Hong Kong, the child of a talented dressmaker and a businessman, and she absorbed both of her parents' interests. After receiving her master's degree in fashion design in London, she worked for a design house for a few years but soon decided that she wanted to open a business of her own. Now she owns a shop in London where women go to have bridal gowns and other special-event dresses designed and made. We asked Clarissa what a day is like for someone with such an unusual profession.

**8:00 AM** I start the day at my desk, drinking coffee and going through my email. Then I wander through the shop to make sure that everything is ready for the day. I look over the fabric room and check the sewing machines—it's a kind of starting-the-day ritual for me.

**9:00** The three tailors come in. They all operate the sewing machines, but I have one tailor who specializes in hand sewing, and she does most of the decorative needlework on the dresses.

**9:30** My front desk manager, Kayla, comes in. She opens the shop and takes care of fabric orders and, most importantly, answers the phone. When they schedule an appointment, the clients tell Kayla about what they want and how soon they'll need it. This helps me prepare for meeting them.

**10:00** My first client comes into my office, and we talk about the style, color, and fabric for her dress. I really enjoy this process. Helping clients turn their ideas into a design is the most creative part of my job. I make a rough sketch, and then we go into the fitting room and I take measurements. I usually see two or three clients in the morning.

**12:00 PM** The shop closes, and everyone goes to lunch. I eat at my desk and talk to clients.

**1:00** I spend an hour or two sewing after lunch every day. It was my love of sewing that got me into this profession in the first place, so I make sure I still make time for it.

**3:00** In the afternoon, I see three or four more clients. Then Kayla and I work on the calendar to arrange work schedules for the next week.

**6:00** Kayla closes up the shop and she and the tailors go home.

**7:30** I go home, eat dinner, watch a little TV, and go to bed. I'm tired after a long day, but I spend my time being creative, making beautiful things, and working with people. I wouldn't trade this life for anything!

# LESSON 4 READ ABOUT A FASHION DESIGNER

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

- Read the lesson title and social media message aloud. Ask, *What did Ed read about?* (a fashion designer) *What does he think about the job?* (It seems great, but he doesn't want it.) *Why do you think he feels that way?*
- Ask, *What do you think a fashion designer does?* Elicit ideas.

## 1 BEFORE YOU READ

**A**
- Read the question and example aloud. Have Ss individually list three ideas and then share them in pairs. Encourage them to talk about real-life jobs they have had.
- Invite volunteers to share with the class. 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 compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Have Ss define the terms in small groups. Remind Ss they can go to page 145 for further clarification and practice.
- Ask Ss additional questions to increase understanding. For example,
  1. *How would you describe a bridal gown? What fabric is it made of?*
  2. *Do you start or end your day with a ritual? What is it?*
  3. *What do you specialize in?*
  4. *Do you prefer decorative or practical clothing? Why?*
  5. *What is a rough sketch of your favorite piece of clothing?*
  6. *Would you rather use the fitting room or buy clothes without trying them on?*
  7. *What is a deadline you have coming up?*
- Review any tricky pronunciations like *ritual* /ˈrɪ·ʧu·əl/ and *rough* /rʌf/.

## 2 READ

**A**
- Read the title of the article aloud. Ask, *What do you think this article will be about?* (a description of one typical day of a fashion designer) Elicit ideas.
- Direct Ss' attention to the picture. Ask, *What do you see? What is happening? How does the woman feel?* Elicit descriptions and ideas.
- Ask Ss the target question. Have them share ideas in pairs.

**B**
- Have Ss listen to the article and read along silently.
- Tell Ss to underline any vocabulary words in the article. Have them circle words they are unfamiliar with.
- After listening, ask, *Were your predictions correct? What other kinds of special events require a fancy dress?* Elicit ideas.
- Clarify the meaning of any new words, such as *needlework* (sewing with a needle and thread instead of a machine), *measurements* (a size, length, or amount known by measuring something), or *trade* (to exchange something that you have for something else).

**CULTURE NOTE** Fashion designers often work at design houses as "in-house designers" where they create new styles for large brands. Many then use this experience to start their own business, selling original styles to design houses, shops, or clothing manufacturers.

**OPTION** Play the audio and pause after the introduction. Have Ss cover up the article. Ask comprehension questions, such as *What is the fashion designer's name?* (Clarissa Chen) *Where did she grow up?* (Hong Kong) *What did her parents do?* (dressmaker, businessman) *Where did she receive her master's degree?* (London) *Where did she work after?* (a design house) *What does she do now?* (designs special-event dresses at her own shop in London) Then ask them to look back at the article. Play the rest of the audio.

**OPTION** Ask Ss to close their books. List the different times of day in the article on the board. Ask Ss to copy down the times and take notes on Clarissa's daily activities as they listen. Remind them to write only key words, not complete sentences. Play the audio. Have Ss open their books and check their answers. Replay the audio. Have Ss follow along as they listen again.

**EXTENSION** Show or project photos of bridal gowns. Have Ss describe them in pairs using the vocabulary from Lesson 1. Ask, *Do you like these gowns?* Elicit opinions.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class.
- Ask Ss, *How is your daily routine similar or different from Clarissa's?* Ask Ss to write one statement that describes their life and share it with the class.

**B**
- Tell Ss to preview the exercise items and answer the ones they can. Then have Ss scan the article for any of the information that can't remember.
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.

**C**
- Ask a volunteer to read lines 1–10 aloud for the class. Have Ss complete the exercise individually.
- Review the answers as a class. Provide additional examples of sentences using this meaning of *absorbed*, such as *While traveling, I absorbed new ideas about design and architecture.*

**D**
- Read the Reading Skill and the instructions aloud.
- Have Ss complete the activity individually, and then compare their answers in pairs.
- Ask volunteers to say the reasons aloud for the class. Review answers.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article. Remind them to use their own words as they summarize.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Have Ss look back at the article in 2B. Remind Ss that not every daily task needs to be included in the summary, only those that contribute to the main idea.
- Challenge Ss to complete the exercise without looking at the book. Monitor.

**OPTION** In pairs, have Ss take turns asking each other questions about what Clarissa does at different times of the day, and why. For example, *How does she start her day at 8:00 AM? What happens an hour later? Who comes in around 9:30 AM? Why? When is lunch?*

**EXTENSION** Ask Ss, *Do you think Clarissa's profession is unusual?* Elicit opinions.

**EXTENSION** Write, *A Day in the Life of…* on the board. Ask, *How do you spend your day?* Tell Ss they can write about their real-life profession or a dream job. Have them list four or five times of day and tasks that are part of their daily routine. **Higher-level Ss** can include more. Tell Ss to use the article in 2B as a model. Monitor. Arrange Ss in same-level groups. Tell them to keep their professions a secret. Have Ss read their routines aloud and then ask, *What is my job?* Have group members guess each other's professions based on the information they heard. Bring the class together. Ask, *What is the most interesting job you heard about? Why?* Elicit opinions.

## 4 MAKE IT PERSONAL

**A**
- Read the questions aloud. Copy the chart on the board. Ask, *What does* pro *refer to?* (something positive like a benefit or advantage) *What does* con *refer to?* (something negative or challenging, like a problem or disadvantage)
- Elicit examples. Ask, *What is a pro of Clarissa's job?* (For example, She gets to be creative.) *What is a con?* (For example, She works during lunch.) Add the two ideas to the chart.
- Have Ss complete the chart with their own ideas. Ask them to include 2–3 examples for each column.
- Walk around as Ss work. Provide help with spelling and vocabulary as necessary.

**B**
- Have Ss compare their charts in pairs. Read the example aloud. Encourage Ss to start their conversation in this way.
- Invite volunteers to add their ideas to the chart on the board.
- Take a class vote on if Clarissa's job has more pros or cons. Ask, *Would you want this job?* Invite volunteers to share their opinions with the class.

**EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research how people become fashion designers. Encourage them to write about qualifications, education, experience, and other requirements for the job. Back in class, have Ss report their findings to the class or in small groups.

**EXIT TICKET** Write on the board: *What does a fashion designer do?* Have Ss write their names on a blank card or piece of paper. Ask them to write 4–5 sentences to answer the question on the board. Encourage them to use the target vocabulary from 1B and give specific examples from the article. Suggest they use passive causatives to talk about things Clarissa has done by other people. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING



**A** Read the article again. Which statement describes Clarissa's life?

a. She works long days but loves her work.
b. Her work is easy but not very interesting.
c. She likes her work but wishes she had more free time.

**B** Circle the correct answers, according to the article.

1. How many clients does Clarissa see every day?
   a. two to four
   b. three to five
   c. five to seven
2. What does Kayla do?
   a. She meets with clients, helps the tailors, and does hand sewing.
   b. She takes care of the email and checks the sewing machines.
   c. She orders fabric, arranges schedules, and answers the phone.
3. Which things does Clarissa really enjoy?
   a. sewing and working with clients to design dresses
   b. taking measurements and arranging the work schedule
   c. looking over the fabric room and talking to clients on the phone

**C** CLOSE READING Reread lines 1–11. Then circle the correct answers.

1. What does *she absorbed both of her parents' interests* mean?
   a. She enjoyed all of her parents' hobbies.
   b. She became interested in dressmaking and business.
   c. Her parents spent a lot of time with her when she was a child.
2. What part of Clarissa's career path was probably influenced by her father?
   a. receiving a master's degree in fashion design
   b. working for a design house for a few years
   c. deciding to open a business of her own

**D** Read the Reading Skill. Go back to the article and underline the reasons that Clarissa Chen likes working with clients, makes time for sewing, and wouldn't trade her life for anything.

**READING SKILL** Identify reasons

Writers often use words such as *so* and *because* to connect reasons with the ideas they support. However, sometimes the relationship between two ideas is very clear and the reader is expected to make the connection without one of these words.

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

The article is about how a fashion designer spends her day. She ...

How do people become fashion designers?

## 4 MAKE IT PERSONAL

**A** If you had a job like Clarissa Chen's, what would you like about it? What wouldn't you like about it? Take notes in the chart.

| Pros | Cons |
|---|---|
| | |

**B** PAIRS Compare your ideas in 4A.

One good thing about her job is that she is her own boss, but ...

☐ I CAN READ ABOUT A FASHION DESIGNER.

# LESSON 5 WRITE ABOUT PERSONAL STYLE



ED MILLER
@EdM
Shopping for new work clothes! What kind of outfit says "professional, but still cool"?

## 1 BEFORE YOU WRITE

**A** How would you describe your personal clothing style? Do you think having a personal style is important?

**B** Read the responses to a question online. Who is Mateo's style idol? Who is Kristen's?
Mateo: his co-worker, Luis Kristen: her sister, Violet

## TODAY'S STYLE: WHO'S YOUR STYLE IDOL?

Have you heard the saying "The clothes make the man"? Personal style is important. What we wear can tell the world a lot about who we are, what we think, and what is important to us. So we asked our readers: Who is your style idol—the person whose clothing style you like best? Here are some of their responses:



**Mateo Diaz, 30**

Without a doubt, my personal style idol is my co-worker, Luis. Luis has a good job, but he is not rich and can't afford extremely expensive clothes. However, he always looks like he stepped out of a magazine! At work, he always looks professional, but he still looks cool and individual, like a classic movie star. For example, he'll wear a nice pair of dark jeans, a dark blue suit jacket, and a white shirt. Each of these items is kind of plain, but they are always perfectly tailored. And he always wears his clothes with confidence, which, as far as I'm concerned, is the most important thing.



**Kristen Walters, 28**

Personal style is so important in today's world, and in my mind, clothing is a way to communicate your personality. My sister, Violet, is a great communicator! She has a fun, vintage style. She shops at vintage clothing stores and always finds something colorful and unique. My favorite outfit of hers is a gold jacket that she wears with a bright shirt and hat. Her style tells the world that she is a creative and friendly person. I love that!

**C** Read the responses again. Complete the chart with information from the responses.

| Person | Style | Examples | Why he or she likes it |
|---|---|---|---|
| Luis | classic | tailored white shirt, dark blue suit jacket, dark jeans | He always looks professional but cool and individual. |
| Violet | fun, vintage | gold jacket, bright shirt and hat | She looks creative and friendly. |

# LESSON 5 WRITE ABOUT PERSONAL STYLE

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

- Read the lesson title and the social media message aloud. Ask, *What is Ed doing?* (shopping for new work clothes) *What does he mean when he says,* What kinds of outfit say "professional, but still cool"? (What kinds of clothes are both professional and fashionable?)
- Ask, *What are examples of clothing items that are professional? Cool? Both?*

## 1 BEFORE YOU WRITE

**A**
- Read the questions aloud. Have Ss discuss their personal clothing style in pairs.
- Invite volunteers to share their style with the class. Then take a class vote. Ask Ss, *Do you think having a personal style is important?* Call on Ss to give reasons for their opinion.

**B**
- Tell Ss to look at the text. Ask, *What kind of text do you think it could be?* (a blog post, a magazine article) *Why do you think that?* (It mentions "our readers" in the introduction. There are two posts/responses to the question. This happens on blogs and in magazines.) *What else do you notice about the text?* (For example, the title, the two pictures, the respondents' names and ages)
- Read the title aloud. Ask, *What is a* style idol*?* (a person whose style you admire a lot)
- Read the first part of the introduction. Pause after *what is important to us.* Write on the board: *The clothes make the man.* Ask, *Do you agree with this saying? Why?* Elicit opinions.
- Continue reading the rest of the introduction and the responses aloud for the class. Ask the target questions, *Who is Mateo's style idol?* (his co-worker Luis) *Who is Kristen's?* (her sister Violet) Elicit answers.
- Have Ss take turns reading the responses aloud in pairs.
- Bring the class back together. Ask, *Is the text written in a formal or informal style?* (informal) *How do you know?* (use of first person, tone is conversational and friendly)
- Clarify any new or confusing words, such as *afford* (to be able to pay for something), *plain* (simple; not unusual or special in any way), or *vintage* (a vintage object or vehicle is old, but is kept in good condition because it is interesting or attractive).
- Ask, *What does Mateo mean when he says that Jason always looks like he* stepped out *of a magazine?* (He looks like a model from a fashion magazine.)

**OPTION** Have three volunteers take turns reading the introduction and responses aloud for the class.

**C**
- Copy the chart on the board. Read the instructions.
- Have Ss work in pairs to complete the exercise but fill in the chart individually. Ask them to include examples from the text.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

## 2 FOCUS ON WRITING

**A**
- Read the Writing Skill aloud. Elicit additional words and phrases that express opinion like those mentioned in the Listening Skill box. Write Ss' ideas on the board for reference.
- Tell Ss to individually reread the text in 1B. Say, *Circle phrases that express opinion and underline the opinion that the speaker is giving.* Have Ss compare their findings in pairs.

## 3 PLAN YOUR WRITING

**A**
- Read the instructions aloud. Have Ss complete the exercise. Tell them to use the chart in 1C as a model.
- Have Ss brainstorm several people that have a personal style they like. Remind them they can write about people they know or celebrities.
- Then have Ss choose one person to write about and complete the graphic organize with information about that person's style.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

**OPTION** Lead a class brainstorm about style idols. Show or project photos of celebrities on the red carpet. In pairs or small groups, have Ss identify each person's type of style, describe his or her outfit, and share if they like this personal style. After each photo, ask Ss, *Is this your style idol?* Take a class vote. Then have Ss complete 3A.

**B**
- In pairs, have Ss take turns talking about the ideas in their chart.
- Encourage them to use phrases and expressions to express their opinion as they share information about their personal style idols.
- Tell Ss to ask follow-up questions and provide feedback on ways their partner can add more detail or examples.

## 4 WRITE

- Read the instructions aloud. Write on the board: *Who's your style idol?* Tell Ss to use the notes in their chart to write a response to the question.
- If they finish early, **higher-level Ss** can write about another personal style idol.
- Explain that Ss' responses should be a short paragraph. Remind them to use the responses in 1B as models.
- Suggest that Ss state the type of style in the first few sentences and then include 2–3 examples of the style.
- Remind Ss to use the first person (*I, me, my, mine*) and the expressions in the Writing Skill box to make their opinion clear.
- Review the Drafting tip. Explain that the first draft should focus on ideas and the later drafts should focus on revision and proofreading.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in same-level pairs. Ask them to exchange and read each other's responses.
- Have Ss underline the type of style. Ask them to consider if it is clear enough.
- Have Ss put a check mark next to examples of the style that help them clearly imagine the person's outfits and circle any words or phrases that show their partner is expressing an opinion.

**B**
- Tell Ss to take turns asking and answers the questions in 5A. Encourage them to ask clarification questions if information was unclear.
- Encourage Ss to help their partner add more details or examples.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

**TEACHING TIP** Remind Ss to provide examples and reasons for their opinions when giving feedback so that their partners have a clear idea of why and how they should improve their writing.

## 6 PROOFREAD

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

**EXIT TICKET** Write on the board: *What's your personal style?* Have Ss write their names on a blank card or piece of paper and write 3–5 sentences describing their personal style. Tell Ss to write about their style right now or the style they want to have. Either way, have them include the type of style, 2–3 examples of outfits, and at least one reason why they like it. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 2 FOCUS ON WRITING

Read the Writing Skill. Then reread the text in 1B. Circle the phrases that show that the writer is expressing his or her opinion and underline the opinion he or she is giving.

**WRITING SKILL** Express opinions

When you give an opinion, use words and phrases such as *without a doubt, as far as I'm concerned*, and *in my mind*. These phrases show you are saying how you personally feel about something, even if other people might disagree.

## 3 PLAN YOUR WRITING

**A** Think of someone you know or a celebrity who has a personal style that you really like. Complete the chart with information about this person's style.

| Person | Style | Examples | Why I like it |
|---|---|---|---|
| | | | |

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*Can you give another example ...*

## 4 WRITE

Write a response to the question "Who's your style idol?" Make sure you use phrases that make it clear that you are giving your opinion. Use the responses in 1B as a model.

**Drafting tip**

Don't be afraid of making mistakes in your first draft. Let your ideas come out, and don't worry too much about spelling and grammar. You can always fix your mistakes later.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange and read each other's responses.

1. Underline the type of style. Is it clear what it is?
2. Put a check mark (✓) next to examples of the style. Can you clearly imagine what the person wears?
3. Circle any words or phrases that show the writer is expressing an opinion.

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

## 6 PROOFREAD

Read your response again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT PERSONAL STYLE.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT





**A** 07-19 Listen or watch. What is the topic of the presentation?

You can't judge people by the clothes they wear.

**B** 07-20 Listen or watch again. Answer the questions.

1. What do the people in Misaki's examples wear?
   Person 1: expensive designer suit
   Person 2: exercise clothes
2. Do the people's clothes match reality? Why or why not?
   Person 1: no; the person is not wealthy
   Person 2: no; the person does not work out

**C** Read the Presentation Skill. What kind of information should you write on note cards?

**D** Make your own presentation.

**Step 1** Brainstorm examples of how the meaning of the expression "Don't judge a book by its cover" can be applied to someone's clothing.

**Step 2** Prepare a two-minute presentation about this idea using your examples. Bring an item or picture that is related to your examples.

**Step 3** Give your presentation to the class. Use notes to help you remember what to say. Answer questions and get feedback.

### PRESENTATION SKILL

**Use notes**

To remember what you want to say and the order you want to say it in, write notes on note cards. Write only key words—not sentences—so you don't just read from the cards.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about people's clothes
- ☐ Talk about clothing repairs
- ☐ Discuss fashion and attitude

**Vocabulary**
- ☐ Verbs related to clothing
- ☐ Adjectives related to clothing
- ☐ Clothing repair

**Conversation**
- ☐ Accept compliments

**Pronunciation**
- ☐ Emphatic stress

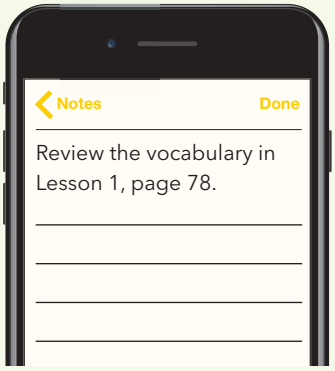
**Listening**
- ☐ Listen for opinions

**Grammar**
- ☐ Reduced defining relative clauses
- ☐ Passive causatives
- ☐ *Would rather (than)*

**Reading**
- ☐ Identify reasons

**Writing**
- ☐ Express opinions

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (the same man dressed in two different outfits) Say, *If these two people were twins, how would you describe their separate personal styles? What do their clothes say about them?* Elicit ideas from Ss. Write them on the board.
- Ask, *What do you think will be the topic of this presentation?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation? Were your predictions correct?*

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to answer the questions individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Say, *Listen (*or *Watch) again. What words or phrases does the speaker use to present examples?* Replay the audio or video. Elicit answers. (For example…, Another example of… is…) Encourage Ss to use these phrases in their presentations.

**C**
- Read the Presentation Skill and question aloud. Elicit ideas.
- Encourage Ss to make notecards to help prepare for and practice their presentation. Tell them to number the cards to keep them in order. Remind them to write key words and not complete sentences.
- Model effective body language when presenting with note cards (for example, glancing at cards rather than reading from them, holding them low rather than in front of your face).

**D**
- Read the three steps aloud for the class. Write on the board: *Don't judge a book by its cover.* In pairs, have Ss explain the meaning of the expression in their own words without looking at their books. Call on Ss to explain the expression to the class.
- Have Ss brainstorm examples of how the meaning can be applied to someone's clothing. Tell Ss to include two examples in their presentation of how people's appearances don't represent reality.
- Write the following outline on the board:
  1. *Introduction: Meaning of expression*
  2. *Example 1: clothes versus reality*
  3. *Example 2: clothes versus reality*
  4. *Conclusion: Final message*

  Review the outline. Encourage Ss to organize their presentation in this way.
- Say, *Listen (*or *Watch) again. How does the presenter compare the person's clothes with their reality?* Replay the audio or video. Elicit the answer. (you might think…, The truth is…) Write it on the board for reference.
- Walk around as Ss work on their outlines and provide help with vocabulary and spelling as necessary.
- Have Ss share the ideas in their outlines in pairs. Encourage them to ask each other questions and give feedback to help improve their idea development.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their outline. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the expression.*
  - ☐ *Describe what two people wear.*
  - ☐ *Discuss if their clothes match reality.*
  - ☐ *Practice glancing at, not reading from, notecards.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 8 DO I NEED TO INSTALL SOMETHING?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about regrets** | |
| | ***Vocabulary*** | Technology |
| | ***Grammar*** | *Wish / If only* to express regrets |
| | ***Pronunciation*** | Contractions of the auxiliary *had* |
| LESSON 2 | **Describe using a computer** | |
| | ***Vocabulary*** | Using software |
| | ***Grammar*** | Showing purpose |
| | ***Conversation skill*** | Respond to gratitude |
| LESSON 3 | **Discuss social media and friendship** | |
| | ***Grammar*** | *Even* to emphasize a point |
| | ***Listening skill*** | Listen for sources |
| LESSON 4 | **Read about a high-tech city** | |
| | ***Reading skill*** | Recognize bias |
| LESSON 5 | **Write about a new technology** | |
| | ***Writing skill*** | Explain a problem and solution |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Favorite apps and websites |
| | ***Presentation skill*** | Use charts |

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

## GET STARTED

**A**
- Write the unit title on the board. Ask Ss, *What does it mean to install something?* (to put a new program or a piece of equipment somewhere and make it ready for use) *What is something you have installed recently?*
- Tell Ss to read the learning goals. Ask, *Do you use social media? Are you interested in technology?*

**B**
- Ask, *What's going on in this photo?* Have the class talk about what they see. Write key words and phrases on the board, such as *robots, tablet, software, programs, high-tech, factory*.

**C**
- Ask, *Who wrote the social media message?* (Paula Florez) *What do you remember about Paula?* (For example: She lives in Mexico City. She's a sales rep.)
- Read the social media message aloud. Ask, *How does Paula feel about her computer?* (like it's taking up all of her time) *What kind of week is she having?* (busy, frustrating)
- Ask Ss, *Do you ever feel like the computer is taking up all of your time? Why or why not?*

**LANGUAGE NOTE** In informal spoken and written English, it's common to remove auxiliary verbs (*do, be, have*) and the subject from the beginning of *yes / no* questions. The standard form of Paula's question is, *Do you ever feel like your computer is taking all of your time?*

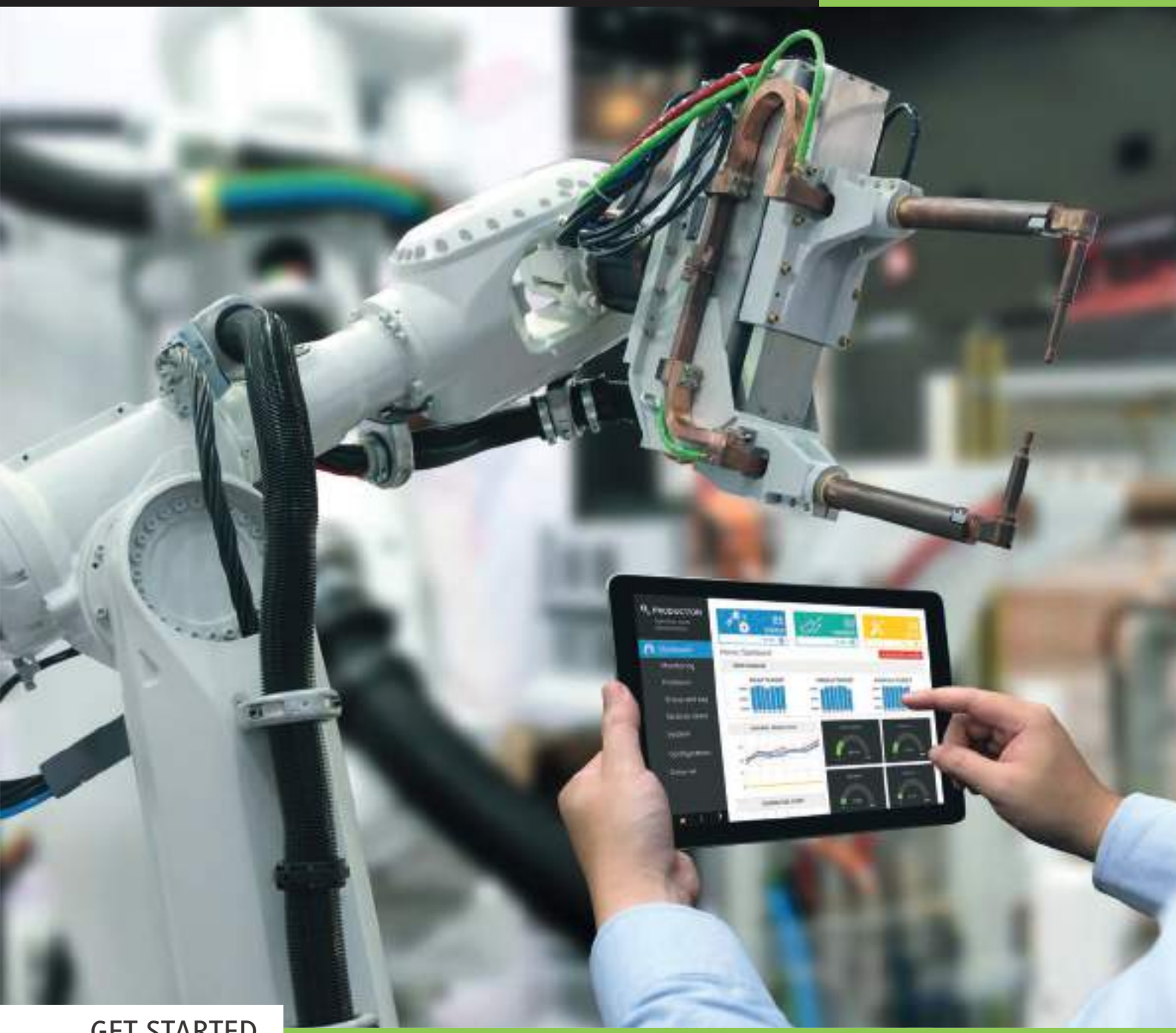
Remind Ss that informal English is not appropriate for class.

# 8 DO I NEED TO INSTALL SOMETHING?

## LEARNING GOALS

In this unit, you

- talk about regrets
- describe using a computer
- discuss social media and friendship
- read about a high-tech city
- write about a new technology



## GET STARTED

A Read the unit title and the learning goals.

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

C Now read Paula's message. What kind of week is Paula having?



PAULA FLOREZ

@PaulaF

Ever feel like your computer is taking up all of your time? I'm having one of those weeks.

# LESSON 1 TALK ABOUT REGRETS



PAULA FLOREZ

@PaulaF

I'm not bad with technology, but sometimes I think I should learn more.

## 1 VOCABULARY Technology

**A** 08-01 Read the website. Then listen and repeat the vocabulary words.



code



software

### TECHNOLOGY INSTITUTE

Learn the latest **software**: Graphic design, video editing, and more! We have the latest **versions** of all of the **programs** you're interested in.

**Coding** classes: Learn how to **code** and then build your own **apps**!

Basic Instruction: Learn how to protect your computer from **viruses** and how to set up your home **network.**

More interested in **hardware**? We have classes in computer repair!



apps (applications)



a virus



a network



hardware

**B** Complete the sentences with the words in 1A.

1. Apps and programs are kinds of ___software___ . They tell a computer what to do.
2. The computer ___hardware___ is made of plastic and metal.
3. ___App___ is short for "application." It's a ___program___ designed to do a specific thing, like tell you the weather.
4. Computers in an office or in a home are usually connected by a private ___network___ .
5. If you want to program a computer, you need to learn how to ___code___ . There are a lot of schools that offer classes in ___coding___ .
6. Technology is changing all the time, so new ___versions___ of software come out frequently.
7. ___Viruses___ can cause a lot of damage to computer software.

**C** PAIRS Discuss the questions.

1. What apps do you use the most?
2. Are you interested in learning how to code? In computer hardware?
3. How do you protect your computer from viruses?

## 2 GRAMMAR *Wish / If only* to express regrets

Use *I wish / If only* + past perfect to describe regrets you have about things you did or didn't do in the past.

| Subject | *Wish* | Subject | Past perfect | |
|---|---|---|---|---|
| I | wish | I | had paid attention | to the teacher. |
| She | wishes | she | hadn't missed | the class. |

| *If only* | Subject | Past perfect | |
|---|---|---|---|
| If only | I | had studied | coding. |
| If only | we | had arrived | earlier. |

>> FOR PRACTICE, GO TO PAGE 146

# LESSON 1 TALK ABOUT REGRETS

- Read the lesson title aloud. Ask, *What is a regret?* (a feeling of sadness about something that has happened or something you wish you had not said or done)
- Say, *I regret not learning to speak Spanish. It's such a useful language!* Ask Ss, *Do you have any regrets?* Give Ss time to discuss in pairs. If Ss don't feel comfortable sharing their personal experiences, allow them to just listen.
- Read the social media message aloud. Ask, *How would you describe Paula's technology skills?* (not bad, but she could learn more) *How would you describe your own technology skills?* Elicit answers from the class.

⊕ **EXTENSION** Ask, *Do you think it's important to be good with technology these days? Why or why not?* Have Ss discuss in small groups. Ask them to provide reasons and real-life examples to support their opinion. Invite volunteers to share their answer.

## 1 VOCABULARY

**A**
- Have Ss scan the pictures before reading. Ask, *What's going on in the pictures?* Give Ss time to share ideas in pairs. Elicit descriptions.
- Say, *Read the information about the Technology Institute on their website.* Have Ss read the text individually before listening.
- Play the audio. Review the pronunciation of the terms.

**LANGUAGE NOTE** Compound nouns are stressed on the first word in the compound. For example, ***soft***ware, ***net***work, and ***hard***ware.

**B**
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the complete sentences aloud. Answer any questions Ss still have about the meaning or use of the terms.

**C**
- In pairs, have Ss take turns asking and answering the questions. Encourage them to ask follow-up questions to learn more about their partners.
- Read the questions aloud. Elicit answers from the class. Have Ss share their favorite apps.

## 2 GRAMMAR

- Ask Ss to close their books. Write on the board: *I wish I had learned Spanish. If only I hadn't missed Spanish class so much in high school.* Ask, *What are these sentences describing?* (past regrets) *What verb tense do they both use?* (past perfect)
- Review verb tense form. Ask, *How is the past perfect formed?* (*had* + past participle) *What are the rules to make regular and irregular past participles?* (regular: add an *-ed* ending; irregular: no fixed rule)
- Ask Ss to open their books and look at the grammar chart. Read the explanation aloud.
- Read the first example sentence aloud. Say, *Affirmative sentences using* had *refer to unreal situations you wish would've happened.*
- Read the second example sentence aloud. Say, *Negative sentences using* hadn't *refer to real situations you wish wouldn't have happened.*
- Read the rest of the examples. Point out the regular and irregular past participles.
- Tell Ss it's common to make contractions with the auxiliary *had* in affirmative sentences, such as *I wish I'd paid attention to the teacher* or *If only we'd arrived earlier.*
- Provide additional examples. For example, *I wish I hadn't eaten so many sweets. I feel sick. If only I'd known you were coming, I would've made your favorite dish.*
- Point out the repeated subjects in the example sentences using *wish.*
- Tell Ss they can also use *I wish* and *if only* to express frustration about things somebody else did or didn't do in the past. For example, *I wish my son had paid attention to the teacher. She wishes her students hadn't missed the class. If only you had studied coding.*

**LANGUAGE NOTE** It's common to add an optional *that* before the main clause. For example, *I wish that I had paid attention to the teacher. She wishes that she hadn't missed the class.*

⊕ **EXTENSION** Ask Ss to add more information to each example sentence in the grammar chart to explain the consequence of the thing that was or wasn't done. Example answers:

1. I wish I had paid attention to the teacher, but I didn't, and now I may fail the exam.
2. She wishes she hadn't missed the class, but she did, and now her grade has dropped.
3. If only I had studied coding, I would be qualified for this job, but I didn't, so now I can't even submit an application.
4. If only we had arrived earlier, we would've skipped this long line, but we didn't, so now we have to wait.

⊕ **EXTENSION** Have Ss write four sentences: two using *wish* + past perfect and two using *if only* + past perfect. Tell Ss to make the sentences true for them. Have Ss share in pairs.

## 3 PRONUNCIATION

**A**
- Read the title of pronunciation note aloud. Play the audio for the note.
- Write the examples on the board. Read them aloud. Shorten the /d/ in the contractions and stress the negative past perfect *hadn't*. Have Ss repeat.

**B**
- Say, *You will hear five sentences with the auxiliary* had. Play the audio.
- For each sentence, ask, *Is the auxiliary* had *shortened to /d/, reduced to /ɪd/, or stressed in this sentence?*
- Replay the audio, and ask Ss to repeat after each line.

**C**
- Say, *Listen for the auxiliary* had *in the following sentences. If you hear it, write the spelling you hear in the blank. If you don't hear it, write nothing.*
- Copy exercise items a and b in number one on the board. Play the audio. Pause after item 1b. Elicit the answer from Ss. Write it on the board.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Review answers. Have Ss take turns saying the sentences aloud in pairs.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Paula and Ahmet) *What's going on?* (They are looking at Ahmet's computer.)
- Have Ss preview the answer choices. Explain that the use of *school days* in the first answer choice refers to things Ahmet did or didn't do at school in the past.
- Play the audio or video. Ask, *What are Paula and Ahmet talking about?*

**B**
- Read the questions aloud. Have Ss predict the answers in pairs.
- Then have Ss listen or watch again and complete the exercise.
- Review answers. Ask, *Were your predictions correct?*
- Ask additional questions, such as *What are examples of design software? Basic office programs? What does a computer programmer do?* (codes instructions for a computer to follow)
- Ask, *Who is* Rousseau? (a French painter) *What's the difference between* an illustration *and* a painting? (illustration: a picture, drawing, or photograph used for decorating a book or explaining something; painting: a picture made with paint)
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups.
- Take a class survey. Ask, *Do you agree or disagree with Ahmet?*

**TEACHING TIP** The pronunciation of the name *Rousseau* is "roo-soh".

**EXTENSION** Write on the board: *A little less "I wish I had" and a little more "I will."* Ask, *What does Paula mean when she says this?* Have Ss discuss the sentence in pairs. Invite volunteers to explain the meaning in their own words. (for example, Talk less about regrets and take action instead.)

**C**
- Ask Ss to predict ways the gaps might be filled. Have them listen and complete the conversation.
- Review answers. Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Project or show pictures of people using technology, such as computers, tablets, smartphones, headsets, etc. For each picture, ask, *What's going on?* Elicit answers. For example, *She is looking at family photos on a tablet.* Write brief descriptions on the board.
- Point to each description, and ask, *What problems might someone have in this situation?* For example, *She doesn't know how to send the picture to her family.* Add examples of problems to the board for reference.
- Have Ss individually list 3–4 problems they or someone they know has with technology. Monitor. Provide help with vocabulary and spelling as necessary.

**B**
- Read the instructions and the example answer aloud. Arrange Ss in same-level pairs.
- Have Ss take turns explaining their problems and sharing their regrets.
- Give **lower-level Ss** time to write down their answers before discussing.

**C**
- Invite volunteers to share their technology problems and past regrets with the class. Add any new problems to the board.
- Lead a class discussion about which problems on the board are the easiest or most difficult to solve, and why.
- In the same pairs, ask Ss to discuss solutions to as many of the problems as they can.

**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 technology
- ✓ using *I wish / If only* to express regrets
- ✓ pronouncing contractions of the auxiliary *had*

**EXIT TICKET** Say, *Imagine this were the last day of your life.* Ask, *What would be your three biggest regrets? Why?* Have Ss write their names on a blank card or piece of paper. Remind Ss to use *wish* or *if only* and the past perfect. Ask Ss to take turns sharing their answers in pairs. As they discuss, take notes on areas for review and extra practice in later lessons.

## 3 PRONUNCIATION

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

**B** 08-03 Listen. Notice how the auxiliary verb *had* is pronounced. Then listen again and repeat.

If only I'd paid more attention.
If only Jasper had studied harder.
Ana wishes she'd taken the coding class.
I wish the app had worked better.
If only they hadn't been late.

**Contractions of the auxiliary *had***

In the past perfect, *had* is usually contracted after pronouns: *I'd, you'd, he'd, she'd, we'd, they'd*. The /d/ is short. Do not pause or add a vowel after the contraction.

After nouns, *had* may be reduced to /ɪd/ and linked closely to the words around it:

*I wish Peter /ɪd/ seen it.*

The negative past perfect auxiliary *hadn't* is stressed: *I hádn't seen the movie.*

**C** 08-04 Listen. If you hear the past perfect auxiliary verb (*'d, had, hadn't*), write it in the blank.

1. a. We ___'d___ studied coding.
   b. We ___—___ studied coding.
2. a. I wish I ___hadn't___ sent that email.
   b. I wish I ___'d___ sent that email.
3. a. Ed ___—___ built his own app.
   b. Ed ___had___ built his own app.
4. a. He ___'d___ heard the news.
   b. He ___—___ heard the news.

## 4 CONVERSATION



**A** 08-05 Listen or watch. What are they talking about?

a. Ahmet's school days
b. Paula's regrets
c. their experiences at work

**B** 08-06 Listen or watch again. Answer the questions.

1. What does Ahmet like about his job? He gets to be creative.
2. What does Ahmet say about learning to use the design software? It takes a lot of practice.
3. What advice does Ahmet give Paula? If she wants to learn more, she should study online.

Do you agree with Ahmet's advice? Why or why not?

**C** 08-07 FOCUS ON LANGUAGE Listen. Complete the conversation.

**Paula:** I wish ___I had learned___ more about computers when I was in school. I don't know anything except for, you know, basic office programs.

**Ahmet:** Really?

**Paula:** Yeah. A lot of my friends were into technology, but I was never really interested. Now they're all working as programmers at tech companies and making a lot of money. And I think to myself, "If only ___I had learned___ to code!"

## 5 TRY IT YOURSELF

**A** PAIRS Brainstorm a list of problems you or someone you know has with technology.

**B** ROLE PLAY Explain the problems. Talk about something you wish you or the other person had done to avoid them.

*I don't know how to fix my computer. I wish I'd taken a basic repair class.*

**C** ANALYZE Tell your problems and regrets to the class. Discuss which problems are the easiest and most difficult to solve.

☐ I CAN TALK ABOUT REGRETS.

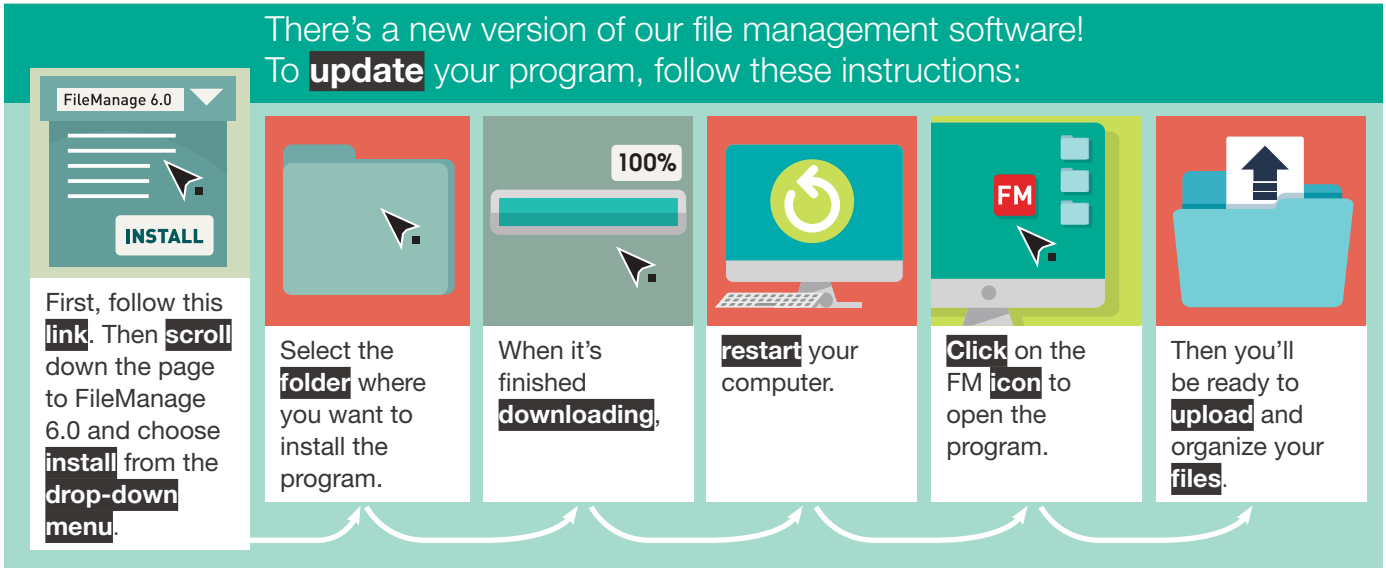
# LESSON 2 DESCRIBE USING A COMPUTER



PAULA FLOREZ
@PaulaF
I have to learn some new software at work. I hope it's not too complicated!

## 1 VOCABULARY Using software

**A** 08-08 Read the instructions. Then listen and repeat the vocabulary words.




**B** Write the words in the chart.

| Things on a computer | | Things you do on a computer | | |
|---|---|---|---|---|
| drop-down menu | icon | click | restart | upload |
| file | link | download | scroll | |
| folder | | install | update | |

**C** PAIRS Think about a program or an app you use. Explain to your partner how to get it and how to use it. Use words in 1A.

*I use an app to see the basketball scores. You click on the icon to open it, and then you click on a drop-down menu and choose the game you want to check.*

## 2 GRAMMAR Showing purpose

Use (*in order*) *to* + base verb and *for* + noun or gerund to show purpose.

| | *In order* | *To* | Base verb | |
|---|---|---|---|---|
| You have to click on the link | (in order) | to | update | your software. |
| We use this program | | | organize | our files. |

| | *For* | Noun or gerund |
|---|---|---|
| Click on this link | for | information about the new software. |
| We use this program | | managing files. |

>> FOR PRACTICE, GO TO PAGE 147

# LESSON 2 DESCRIBE USING A COMPUTER

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

- Read the lesson title aloud. Ask, *What do you use a computer to do?* Elicit examples from the class. (for example, to video chat with people in other countries; to put together a business presentation)
- Read the social media message aloud. Ask, *What does Paula have to do at work?* (learn some new software) *How does she feel about this task?* (nervous, anxious)
- Ask Ss, *Do you think it's complicated to learn new software? Why or why not?* Elicit answers.

## 1 VOCABULARY

**A**
- Bring Ss' attention to the graphic. Read the two lines at the top of the box aloud. Give Ss a minute to read through the instructions silently.
- Play the audio. Ask Ss to listen first, and then listen again and repeat.
- Ask Ss, *Which of the words in bold are you familiar with?* Review the meaning and pronunciation of any new terms. Ask Ss if it's common to use any of these English words to talk about technology in their native language(s).
- Have Ss practice reading the step-by-step instructions aloud in pairs.

**OPTION** Have Ss cover up the instructions. Ask them to use the images to guess the instructions in pairs. When they are finished, have them check their answers.

**OPTION** Make copies of exercise 1A and white out the text below the images. Arrange Ss in pairs. Ask them to close their books. Give each pair one copy of the blank instructions. Say, *Write the instructions based on what you see in each image.* Remind Ss to use the icons as clues. When they are finished, have them compare their instructions with those in the book.

**TEACHING TIP** Syllable stress in the multi-syllabic vocabulary words is as follows: **up**•date, in•**stall**, **drop**-down **men**•u, **fol**•der, **down**•load•ing, re•**start**, **up**•load.

**B**
- Say, *Separate the vocabulary words into two categories.* Review the headings in the chart. Point out that nouns will go in the first column and verbs in the second.
- Have Ss complete the exercise individually, and then compare their answers in pairs.
- Copy the chart on the board. To review, invite volunteers to add their answers to it.
- Elicit 2–3 more words for each category. Add them to the chart.

**C**
- Read the instructions and the example aloud. Use gestures to help explain how to get and use the app. (click the icon, click on the drop-down menu, choose the game)
- Give Ss time to look over the programs and apps on their phones or computers. Ask them to choose 1–2 to talk about.
- Monitor to make sure the program or app is appropriate for class. If not, talk to the S individually and ask him or her to choose a different program or app to share.
- Invite volunteers to repeat their explanations in front of the class. Take a class vote on the most useful or interesting program or app.

## 2 GRAMMAR

- Ask Ss to look at the grammar chart. Read the title and explanation aloud. Point out that the prepositional phrase *in order* before *to* is optional.
- Read the examples aloud. For each, ask Ss questions to check for understanding, such as, *What's the base verb? The noun? The gerund? The dependent clause? The main clause?*
- Tell Ss that the phrase with *(in order) to* or *for* can be moved to the front of a sentence to emphasize the purpose. For example, *In order to update your software, you have to click on the link.* Point out the comma after the phrase of purpose in this use.
- Provide additional examples, such as, *She took an online course to learn how to code*, or *Check the recent update for access to new tools.*

**LANGUAGE NOTE** The phrase *in order* is used to be more formal or explicit about the reason for doing something. However, it is often omitted in informal writing and speech. This use should not be confused with *in order* when the phrase refers to things in alphabetical, numerical, or chronological order.

**LANGUAGE NOTE** In informal speech, it's common to answer a question with only the phrase of purpose. For example, *Why did you click on that link? To update the software.*

**LANGUAGE NOTE** When expressing individual purpose, use *(in order) to* + base verb or *for* + noun, but not *for* + gerund. For example, *I went out to have a nice dinner* or *I went out for a nice dinner*, but NOT *I went out ~~for having~~ a nice dinner.*

## 3 CONVERSATION SKILL

**A**
- Say to the class, *Thank you for doing your homework. I appreciate your arriving on time.* Write on the board how Ss respond to your gratitude.
- Read the information in the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Elicit additional examples of ways to respond to gratitude. (For example, You're welcome. No problem. Sure, anytime.) Add new ideas to the board.
- Point out which expressions should be used in more formal or informal situations. (Formal: *My pleasure. You're welcome.* Informal: *Don't mention it. Sure, anytime.*)
- Direct Ss' attention to 3A. Ask them to listen to the conversations. Play the audio.

**B**
- Ask, *What nice things have your classmates done for you?* Give Ss time to take notes.
- If necessary, write examples on the board, such as *helped me with my homework, held open the door, lent me a pencil, had a positive attitude.*
- Have Ss walk around and show and respond to gratitude. Ask them to talk to at least five classmates.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Paula and Marcos) *Where are they?* (at the New York office) *What do you think they are talking about?* Have Ss preview the question and guess.
- Have Ss listen or watch. Ask the target question, and review the answer.

**B**
- Tell Ss to listen or watch again, and answer the questions.
- Have Ss recall information. Ask, *How does Paula feel about computers?* (She knows basic programs, but wishes she would've learned more.)
- Play the audio or video again. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the questions aloud and elicit answers.
- Clarify any new words, such as *stuck* (unable to solve a problem and continue working), *browser* (a computer program used to find and look at information on the internet), or *techie* (someone who knows a lot about technology or computers).
- Ask, *How does Marcos respond to Paula's gratitude?* (My pleasure!)
- Read the first question in the Discuss sidebar aloud. Elicit answers.
- Read the rest of the questions aloud. Have Ss discuss their answers in small groups.
- Ask, *Who prefers to figure out computer problems on their own? Who prefers to ask for help?* Take a class poll.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Review answers. Point out how the phrase of purpose comes before the main clause in the second answer.
- In pairs, have Ss practice the conversation, then swap roles and practice again.

## 5 TRY IT YOURSELF

**A**
- Read the instructions aloud. Ask a volunteer to read the first two technology tasks for the class. Elicit the meaning of *profile picture.* (an image displayed next to one's name on their online or social media accounts)
- Have Ss add two more ideas to the list.
- Elicit tasks from the class. Write Ss' ideas on the board.

**B**
- Ask Ss to choose one technology task from 5A and write step-by-step instructions of how to perform this task. Read the example aloud.
- Encourage Ss to use signal words like *first*, *next*, and *last* to make their instructions clear.
- In pairs, have Ss take turns explaining how to perform their technology tasks. If appropriate, allow them to actually carry out the task on their phones or computers.

**C**
- Ask pairs to come to the front and teach the class how to perform one of the tasks. Ask the rest of the class to write down the step-by-step instructions as they listen.
- After each presentation, ask, *Do you agree with these steps?*

**OPTION** Direct Ss' attention back to the technology tasks on the board. Take a class vote on the most difficult tasks. Ask volunteers for instructions on how to perform those tasks.

**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 using software
- ✓ using *(in order) to* + base verb and *for* + noun or gerund to show purpose
- ✓ using expressions to respond to gratitude

**EXIT TICKET** Say, *My grandmother is using social media for the first time. Write her step-by-step instructions about how to upload a profile picture.* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to write instructions for your grandmother. Tell them to use *(in order) to* and *for* to make clear the purpose of each action step. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**A** 08-09 Read the conversation skill. Listen. Notice how the speakers respond to gratitude.

1. A: Thank you so much!
   B: It's not a problem—glad to help.
2. A: I really appreciate this.
   B: My pleasure.

**Respond to gratitude**

When someone thanks you for doing something, use these phrases to respond:
*Glad to help.*
*(It's) not a problem.*
*My pleasure.*
*Don't mention it.*

**B** Walk around. Talk to five people. Take turns expressing gratitude and responding.

## 4 CONVERSATION



**A** 08-10 Listen or watch. Who figures out how to solve the problem? Paula

**B** 08-11 Listen or watch again. Answer the questions.

1. What is Paula trying to do? upload a report for Carla
2. What does Marcos suggest she do to update her computer? restart her browser
3. Why doesn't Marcos know a lot about file management programs? He's a market research guy.

**C** 08-12 FOCUS ON LANGUAGE Listen. Complete the conversation.

**Marcos:** Now open this ___for the list of folders___, and scroll down to Carla's name.

**Paula:** Yeah, I got that. But when I try to add the file, nothing happens.

**Marcos:** Oh. Huh. That should work.

**Paula:** Wait a second, what's this icon? Oh! I get it. ___In order to put the file___ in her folder, I need to click *here* and then choose "upload file" from the drop-down menu.

Why is Paula happy at the end of the conversation? When you have computer problems, do you try to figure them out yourself or ask for help? Why?

## 5 TRY IT YOURSELF

**A** THINK Add two more ideas to the list of technology tasks.

- upload a new profile picture
- organize files on your computer
- _____
- _____

**B** PAIRS Choose a task from 5A. Explain how to perform the task. Use *(in order) to* + base verb or *for* + noun / gerund to show the purpose of each step.

First, go to the photos on your phone to find a picture you like. Open your social media app and click on your profile in order to see the "Edit Profile" button.

**C** COMPARE Choose one partner's task and say the instructions for the class. See if everyone agrees about the steps.

☐ I CAN DESCRIBE USING A COMPUTER.

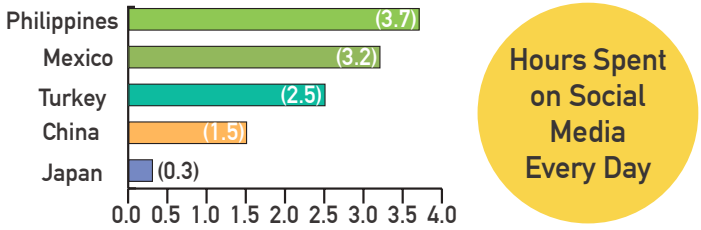
# LESSON 3 DISCUSS SOCIAL MEDIA AND FRIENDSHIP



PAULA FLOREZ
@PaulaF
Did you know most people have about 15 close friends?

## 1 BEFORE YOU LISTEN

**A** Look at the chart. How does your time on social media sites compare to the averages in these countries?




**B** 08-13 VOCABULARY Listen. Then listen and repeat. Do you know these words?

**offend**: to make someone angry or upset
**stay in touch**: to continue to communicate with someone who does not live near you
**an anthropologist**: someone who studies people
**consider**: to have an opinion about something
**lose touch**: to not stay in touch
**cut off**: to end a connection with someone or something
**face-to-face**: in person, not over the phone or internet

**C** 08-14 Listen to the story. Then complete the sentences. Use words in 1B in your answers. Use correct verb tenses.

1. Carlos is a(n) anthropologist .
2. When Teruko moved back to Japan, she and Carlos lost touch .
3. When Teruko didn't send him a birthday message, Carlos was offended .
4. This year, they have stayed in touch .
5. Carlos considers Teruko to be a wonderful person and friend.
6. Next year, they plan to meet face-to-face .

## 2 GRAMMAR *Even* to emphasize a point

Use *even* or *not even* to stress an idea or emphasize a point. In most cases, place *even* between the subject and the main verb or after the auxiliary verb.

| Subject | Auxiliary verb | *(Not) even* | Main verb | |
|---|---|---|---|---|
| Time spent online | can | **even** | damage | your relationships. |
| You | may | **not even** | be spending | enough time with your husband or wife. |

Place *even* after the verb *be* when it is the main verb.

| | | |
|---|---|---|
| There **is** | **even** | a study about that. |

You can sometimes place *even* before words, phrases, and clauses you want to emphasize.

| | | |
|---|---|---|
| He remembers friends' birthdays, | **even** | those he doesn't see very often. |

>> FOR PRACTICE, GO TO PAGE 148

# LESSON 3 DISCUSS SOCIAL MEDIA AND FRIENDSHIP

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

- Read the lesson title aloud. Ask, *How does social media affect friendships?* Have Ss discuss in pairs.

## 1 BEFORE YOU WATCH

**A**

- Have Ss analyze the information in the bar graph in pairs. Ask questions to check understanding of how this graph presents data, such as:
  1. *What is being compared in the bar graph?* (how much time people from the Philippines, Mexico, Turkey, China, and Japan spend on social media)
  2. *How does it compare them?* (It shows how many hours a day people in each country spend on social media.)
  3. *How does it organize the results?* (by half hour intervals from 0.0 to 4.0 hours)
  4. *What is the source?* (Worldbank.org)
- Check understanding of the results. Ask,
  1. *Who spends the least amount of time on social media?* (the Japanese) *The most?* (Filipinos)
  2. *How can you explain these results?* Elicit ideas.
  3. *Do they surprise you? Why or why not?* Elicit opinions.
- Read the target question aloud. Have Ss share their answer in pairs.
- Take a class survey to see how many hours Ss spend on social media every day.

⊕ **EXTENSION** In pairs, have Ss take turns giving a spoken or written summary of the information presented in the bar graph.

**B**

- Have Ss preview the terms and definitions before listening. Ask, *Which of these terms have you used before?*
- Remind Ss to listen first, and then listen again and repeat. Play the audio.
- Read the social media message aloud. Ask, *Did you know this fact? How many close friends do you have?*

⊕ **EXTENSION** In pairs, have Ss ask and answer additional questions to check vocabulary comprehension. For example,

1. *What is one thing that offends you?*
2. *Do you think it's hard to stay in touch with family and friends? Why or why not?*
3. *Who have you lost touch with in recent years? How does this make you feel?*
4. *Have you ever had to cut off a friendship? Why?*
5. *Do you consider face-to-face or online communication better? Why?*

⊕ **EXTENSION** Write on the board: *What is the purpose of social media?* In pairs, have Ss discuss 3–4 reasons. Remind them to use *(in order) to* and *for* to show purpose.

**C**

- Say, *Complete the sentences about Carlos's story.* Have Ss preview the sentences. Play the audio.
- Have Ss complete the exercise individually and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. Ask additional comprehension questions, such as *Who did Carlos study after graduate school?* (people who live in the Arctic) *Why did Carlos and Teruko lose touch?* (Teruko was taking care of her sick mother.) *How are they keeping in touch now?* (messaging)

⊕ **EXTENSION** In small groups, ask Ss to talk about long-distance friendships. Tell them to use the vocabulary in 1B as they describe how they met and keep in touch with these friends.

## 2 GRAMMAR

- Write on the board: *1. Time spent online can damage your relationships. 2. Time spent online can even damage your relationships.* Read the sentences aloud. Place stress on the word *even* in number two. Ask, *What is the difference in meaning between the two statements?* Elicit ideas.
- Ask Ss to look at the grammar chart. Read the first explanation aloud and draw Ss' attention to the first two example. Ask, *What point is emphasized in the first sentence?* (spending time online can damage relationships)
- Say, *There are three possible placements of* even *in statements.* Read the remaining explanations and examples aloud.
- Point out the comma in the last example. Say, *A comma is added when* even *modifies the following clause.*
- Provide additional examples of each use, such as *Social media could even help improve your English. I'm not even sure if I know all of my online friends. Even two hours a day of screen time can increase health problems. It was an expensive app, even more than usual.*
- Tell Ss that in questions you can place *even* after the subject and before the main verb. For example, *Do you even know your friends online?*

## 3 LISTENING

**A**
- Have Ss look at the image and respond to what they see. Ask, *How is this image related to the unit theme?* Have Ss discuss in pairs.
- Read the presentation title aloud. Take a class vote on if Ss think social media is or is not harming their friendships.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Play the audio or video. Ask Ss, *Which statement matches the speaker's point of view?* Elicit the answer.
- Ask, *Do you agree with this point of view? Why or why not?* Have Ss discuss in pairs.
- Ask, *What does it mean to* friend *or* unfriend *somebody on Facebook?* Have Ss explain the meaning of these verbs in pairs.

**B**
- Ask Ss to look at the Listening Skill. Read the explanation and expressions aloud. Have Ss repeat.
- Ask, *Why is it important to refer to sources in presentations?* Elicit ideas. (For example, to show your audience that you've done research by saying where you got your information; to give credit to other people or studies by acknowledging their ideas and results)
- For the second listening or viewing, tell Ss to listen specifically for expressions that refer to sources. Say, *Complete the sentences with the correct expression.*
- Play the audio or video. Have Ss complete the exercise. Review answers. Replay the talk if necessary.

**C**
- For the third listening or viewing, have Ss listen for details. Read the words in the box aloud. Have Ss repeat.
- Allow Ss to preview the sentences and pencil in the answers.
- Play the audio or video. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class. Ask, *Were your predictions correct?*
- Take a class poll on if Ss agree or disagree with statements 2–5. Invite volunteers to explain their opinions.

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Review any new words that might help Ss understand the meaning of the underlined expressions, such as *pat* (to touch someone gently several times with a flat hand to show that you care about them or want to make them feel better) or *comfort* (to make someone feel less sad, worried, or disappointed).

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Review answers. Provide additional examples for any terms that are still confusing

⊕ **EXTENSION** In pairs, ask Ss to explain the history and meaning of Dunbar Number in their own words. Encourage them to make a drawing, infographic, or other visual to help them explain the term.

⊕ **EXTENSION** Say, *Anita said she's way over her Dunbar Number.* Ask, *What about you? Are you over, under, or at the right Dunbar Number?* Have Ss think about their number, and then share their answer in pairs.

## 4 DISCUSSION

**A**
- Read the instructions aloud. Draw a T-chart on the board with *Good ways* and *Bad ways* as the headings. Add the examples to the chart. Say, *Social media affects my friendships in a good way because it helps me keep in touch with old friends, but it affects my friendships in a bad way because I sometimes argue with friends online.*
- Ask, *What are some good and bad ways social media affects your friendships?* Suggest that Ss use a similar T-chart to organize their answer.
- Ask Ss to complete the chart with their own ideas. Encourage them to think of real-life examples they feel comfortable sharing with their classmates.
- Monitor. Provide help with vocabulary and spelling as necessary.

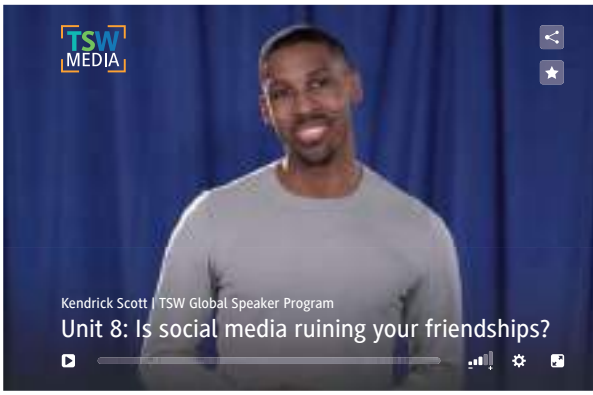
**B**
- Have Ss take turns sharing their answers from 4A in small groups. Read the example conversation aloud with a **higher-level S**.
- Encourage them to give reasons and examples that support their answers.

**C**
- Elicit Ss' ideas about how social media affects their friendships. Add them to the board.
- Read the target questions aloud. Take a class poll.

**LOOK FOR** While Ss are discussing, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss social media and friendship
- ✓ adding *even* to emphasize a point
- ✓ listening for sources

**EXIT TICKET** Write on the board: *Does social media have a positive or negative affect on your friendships? Why?* Have Ss write their names on a blank card or piece of paper. Ask them to write 4–5 complete sentences to answer the question on the board. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 08-15 Listen or watch. Which statement matches the speaker's point of view?

a. People feel better when they have a lot of friends on social media.
b. Most friendships are not as close anymore because of social media.
c. Social media is good for casual friendships but not for close friendships.

**B** 08-16 Read the Listening Skill. Listen or watch again. Complete the sentences referring to sources.

1. According to Dunbar, we don't realize how important human touch is to us.
2. Studies have also shown that people who spend a lot of time online are lonelier than those who spend less.

**LISTENING SKILL** Listen for sources

Speakers often refer to sources, either by name or in general, using expressions like these:
*According to (Smith), …*
*Psychologists say …*
*Scientists have found …*
*Studies have shown …*
*In a 1990 study, (Jones) found …*

**C** 08-17 Listen or watch again. Complete the sentences with the words in the box.

| | | | |
|---|---|---|---|
| casual | deeper | shared | close |
| damaged | good | | |

1. Most people have about 15 close friends and about 50 good friends.
2. Because of social media, we don't lose touch with our casual friends anymore.
3. Social media doesn't make your close friendships deeper.
4. Face-to-face friendships give people shared experiences.
5. Important relationships can be damaged by too much time spent online.

**D** VOCABULARY EXPANSION Read the sentences. What do the underlined expressions mean?

Answers will vary.

1. Recently, my friend Anita unfriended 200 people on social media. She just deleted them from her contacts list. stopped being friends with
2. The outer group—around 100 people or so—are casual friends. approximately
3. Your friend patting you on the back when you're down can comfort you in a way that no on-screen conversation can. sad

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Make a list of how social media affects your friendships in good and bad ways.

keep in touch with old friends
sometimes argue with friends online

**B** DISCUSS Share your ideas in small groups and decide if you would like to have fewer online friends or spend less or more time on social media.

A: Do you think you spend too much time on social media?
B: No, I think I spend about the right amount of time online—I still have lots of time to see friends face-to-face.

**C** COMPARE How many people in the class feel that social media sometimes has a negative effect on their friendships? How many don't?

☐ I CAN DISCUSS SOCIAL MEDIA AND FRIENDSHIP.

# LESSON 4 READ ABOUT A HIGH-TECH CITY



PAULA FLOREZ
@PaulaF
I just read an article about a new high-tech city. Sounds interesting, but I'm not sure I'd want to live there.

## 1 BEFORE YOU READ

**A** PAIRS What are some problems of living in a city? How can city planners make them better?

*One problem of living in a city is ...*

**B** 08-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

| | | | | |
|---|---|---|---|---|
| a structure | efficient | modular | revolutionary | a resident |
| an alternative | a pedestrian | a sensor | monitor | unique |

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 148

## 2 READ

**A** PREVIEW Look at the title and the picture. What do you think the "city of tomorrow" is like?

**B** 08-19 Read and listen to the article. Were your predictions correct?

# City of Tomorrow

**Greenville is not a place you want to walk at night. Few people live there, nobody shops there, and it's full of empty apartment buildings and factories. But if technology giant CITtech gets its way, all of that will be changing very soon.**



The first part of CITtech's plan is to replace most of the existing structures with new housing, commercial buildings, and streets, and to build a revolutionary new transportation system.

As you would expect, all of the new buildings will be high tech and energy efficient. They will also be modular. That means that each building will be constructed from pre-made sections, similar to building blocks. This revolutionary approach means that if more space is needed, it will be easy to add another room.

The city's residents will share a large group of self-driving vehicles, so fewer people will have to own their own cars. And, as a cheaper alternative to the cars, driverless buses will run on all of the main streets. There will also be a large network of tunnels beneath the city used by robots to remove and sort trash and deliver mail and packages. This will keep service and delivery vehicles off the city streets, making traffic lighter. CITtech believes that the efficient traffic system will allow the streets to be narrower and the sidewalks wider, making the city better for pedestrians.

Creating an efficient city requires more than buildings and roads. The real key to Greenville's success will be the sensors built into every structure. These sensors will gather data that can be used to improve services. For example, sensors will monitor how much waste people are producing, and how much water and electricity they use, which means that the city will always know when and where more service is needed. For example, the trash collectors won't waste time picking up empty bins and will go where the most trash is found. For residents, this will mean no waiting for services.

>>

# LESSON 4 READ ABOUT A HIGH-TECH CITY

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

- Read the lesson title and the social media message aloud. Ask, *What's a* high-tech *city?* (a city which uses smart technology to make their social and economic systems more efficient) *How does Paula feel about them? Why do you think she feels this way?* Elicit answers and opinions.
- Ask, *Do you live in a high-tech city? Would you want to? Why or why not?* Elicit ideas.

## 1 BEFORE YOU READ

**A**
- Read the first question aloud. In pairs, have Ss discuss problems of living in a city. Encourage them to share real-life problems they have had.
- Suggest that Ss use a mind map to organize their ideas. Provide an example. Write *city problems* on the board, and circle it. Draw several lines out from the circle. Say, *One problem of living in the city is poorer air quality.* Write *poorer air quality* at the end of a line.
- Monitor. Provide help with vocabulary and spelling as necessary.
- Elicit problems from the class. Add Ss' ideas to the board.
- Then ask, *How do you think city planners can fix these problems?* Have pairs form groups of four to discuss solutions. Invite volunteers to share their ideas. Take a class vote on the most realistic solution.

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Have Ss define the terms in small groups. Explain that some terms can be both nouns and verbs or both nouns and adjectives. Point out that nouns will have the article *a* or *an*, while the verbs and adjectives won't.
- Review meanings as a class. Refer Ss to the definitions and practice on page 148.
- Ask Ss additional questions to increase understanding. For example,
  1. What is the tallest structure you have ever seen?
  2. *Are you a resident of the city where you currently are? If not, where do you live?*
  3. *What is one technology tool that you think is revolutionary? Why?*
  4. *What are the different alternatives for transportation where you live?*
  5. *Which type of transportation do you think is the most efficient?*
  6. *What is the main function of sensors?* (to gather data)
- Review any tricky pronunciations like *efficient* /ɪ'fɪʃənt/ and *unique* /ju'nik/.

## 2 READ

**A**
- Read the title of the article. Ask a **higher-level S** to read the short introduction aloud.
- Direct Ss' attention to the picture. Ask, *What do you see? What is happening? How is this city different than a normal city?* Elicit descriptions and ideas.
- Ask Ss the target question. Have them share ideas in pairs.

**B**
- Have Ss listen to the article and read along silently.
- Tell Ss to underline any vocabulary words in the article. Have them circle words they are unfamiliar with.
- Clarify the meaning of any new words, such as *commercial* (relating to business), *self-driving vehicle* (a vehicle navigated and maneuvered by a computer without a need for human control or intervention), *waste* (the useless materials, substances, or parts that are left after you use something).
- After listening, ask, *Were your predictions correct?* In pairs, have Ss take turns explaining what the "city of tomorrow" is like in 1–2 sentences.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class.
- Ask Ss, *Do you agree with the writer's opinion? Why or why not?* Elicit opinions.

**B**
- Tell Ss to read and answer the questions. Encourage them to look back at the article for any answers they can't remember.
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.
- Ask follow-up questions, such as, *Why do you think CITech wants to invest in making Greenville a high-tech city? What else will sensors help do for the city and its residents?*

⊕ **EXTENSION** In pairs, have Ss list the high-tech solutions described in the article. Ask them to rank each solution in order of how revolutionary it is. Write on the board: *1 (most revolutionary) – 5 (least revolutionary).* Ask them to share reasons to support their opinions. Then have pairs forms groups of four and compare their lists and rankings.

**C**
- Ask a volunteer to read lines 17–24 aloud for the class. Have Ss complete the exercise individually.
- Review the answers as a class. Elicit from Ss more ideas for making traffic lighter.

**D**
- Read the Reading Skill and the instructions aloud.
- Have Ss complete the activity individually, and then compare their answers in pairs. As a class, review the adjectives that describe the plan for Greenville. Elicit answers. Write them on the board.
- Ask, *Do you think the writer is biased?* Take a class vote.

⊕ **EXTENSION** Have Ss read 1–2 articles in a newspaper or blog. Ask them to underline the adjectives used and identify if the author is biased.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Challenge Ss to complete the exercise without looking at the book. Monitor.
- Read the Discuss sidebar. Elicit Ss' ideas.

⊕ **EXTENSION** Direct Ss' attention to the web search question. For homework, have Ss research the world's most high-tech cities and choose one to present to the class. Have them explain what smart technologies the city uses to solve common problems. Take a class vote on which city Ss think is the most high-tech.

**CULTURE NOTE** As of 2017, three of the top five high-tech cities in the world are in the United States: San Francisco, New York, and Los Angeles. Also in the top five are London, UK, and Seoul, South Korea.

## 4 MAKE IT PERSONAL

**A**
- Read the question aloud. Copy the chart on the board and review the headings.
- Ask, *What questions do you have about housing?* (For example, What is new and different about housing? Will there be more apartment buildings or houses?) Elicit examples. Add Ss' questions to the chart.
- Have Ss complete the chart. Ask them to include 2–3 questions for each column.

**B**
- Have Ss compare their charts in pairs. Tell them to ask each other the target question and give reasons to support their answer.
- Invite volunteers to add their ideas to the board.
- Take a class survey to see if most Ss would or wouldn't want to live in the city of Greenville. Invite volunteers to explain their opinions to the class.

⊕ **EXTENSION** Arrange Ss in multi-level small groups. Tell them to imagine they are a team of urban designers and city planners that have been hired by the local government to give their current city a high-tech makeover. In their teams, have Ss identify what aspects of their city could be improved and choose smart technologies to fix these problems. Remind them to consider housing, commercial buildings, transportation systems, waste management, mail and package delivery, and more. Assign roles so that everyone participates. The group leader keeps the conversation on track. The notetaker writes down and organizes the ideas. The urban designer creates a visual of the changes. The city planner presents the group's ideas to the class.

**EXIT TICKET** Write on the board: *Describe your ideal high-tech city.* Have Ss write their names on a blank card or piece of paper. Ask them to write a short paragraph to answer the question on the board. In pairs, have Ss swap papers. Ask them to read about each other's high-tech cities and share what aspects they think are revolutionary and unique. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

The streets and sidewalks will also have sensors and cameras that will monitor car and pedestrian traffic. Imagine that a large group of people gathers at a bus stop. That information will be gathered by the system so additional buses can be added. And when the traffic sensors detect heavy traffic, the city's driverless cars will automatically take a different route.

A lot of cities are employing smart technologies these days, but Greenville will be unique because of its efficient traffic system and the large amount of data about the residents. This plan is designed for growth, and there's no doubt that CITtech will come up with more exciting ideas for improving the lives of residents. Keep your eye on Greenville—you may want to move there pretty soon.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the article again. What is the writer's opinion of Greenville?

a. The plan is interesting, but it could be very expensive.
b. The new ideas should be tested before people begin living there.
(c.) The technology will make its residents' lives easier and better.

**B** Answer the questions according to the article.

1. Who created the plan for Greenville? CITtech
2. Why does the writer think modular buildings are revolutionary? If more space is needed, it will be easy to add another room.
3. How will the sensors help transportation in the city? When a large group of people gathers at a bus stop, additional buses can be added. And when the traffic sensors detect heavy traffic, the city's driverless cars will automatically take a different route.

**C** CLOSE READING Reread lines 20–24. Then circle the correct answers.

1. In line 22, what does *This* refer to?
   a. the network of tunnels
   b. the city
   (c.) the entire first sentence
2. What will make traffic lighter?
   (a.) service and delivery vehicles being off the streets
   b. vehicles delivering mail and packages
   c. service vehicles removing and sorting trash

**D** Read the Reading Skill. Go back to the article and underline the adjectives that describe the plan for Greenville. Do you think the writer is biased? The writer is biased—all of the words describing the plan are positive.

**READING SKILL** Recognize bias

Writers often use adjectives to show how they feel about their topic. If a text contains a large number of either positive or negative adjectives, it may be a sign that the writer is biased. A biased writer is only looking at one side of an issue.

**E** PAIRS What is the article about? Summarize the most important ideas.

The article is about the plans for a city called Greenville. It's going to have ...

What are the world's most high-tech cities?

## 4 MAKE IT PERSONAL

**A** If you were thinking about living in Greenville, what questions would have after reading this article? Write your questions about each topic in the chart.

| Housing | Transportation | Data about residents | Other |
|---|---|---|---|
| | | | |

**B** PAIRS Compare your questions in 4A with a partner. Do you think you'd want to live in a city like Greenville? Why or why not?

I wouldn't want to live in a city like Greenville because ...

☐ I CAN READ ABOUT A HIGH-TECH CITY.

# LESSON 5 WRITE ABOUT A NEW TECHNOLOGY



PAULA FLOREZ
@PaulaF
I like to travel, but I think New York is far enough for me!

## 1 BEFORE YOU WRITE

**A** What new technology do you think will change the way people live or work in the future? Make a prediction.

**B** Read the website article about a possible future technology. What will people be able to do? travel to the moon and other planets

Space | Communication | Technology

# FUTURE TECH



Do you wonder if Earth is big enough for our growing population? The world's cities are becoming more crowded every year. Having enough land and clean water for everyone on Earth could be a problem in the future, but the answer may be found on the moon or another planet, where humans could build new towns and cities. But how could we even get people to space? And how could humans travel through space quickly and inexpensively?

We've all been on an elevator inside of a building. You push a button and are taken to another floor. But how about if instead of choosing a floor when getting on an elevator, you could choose a planet? Many experts on the future think that one day, there will be a space elevator and it will transport people from Earth to the moon, and even to Mars.

How would this elevator work? Scientists are trying to create a 100,000-kilometer (62,137-mile) "ribbon" that could be attached to Earth and then extended and attached to the moon or another planet. Travelers will simply enter a car that can move up and down the ribbon, just like the elevators we all ride today. A space elevator would be much less expensive and could transport many more people than the rockets that have previously been used for space travel.

This elevator to the stars is probably at least 40 or 50 years away, but many scientists around the world are working on the technology right now. So get your suitcases ready!

## 2 FOCUS ON WRITING

**A** Read the Writing Skill. Underline the problem identified in the article.

**B** Read the article again. Complete the chart with information about the problem and the solution.

**WRITING SKILL** Explain a problem and solution

To explain a problem and solution, first, clearly state the problem and the reasons why it is a problem. Then explain the solution. Add details about why the solution would work and what the result of the solution would be.

| Problem and reasons | Solution | How solution works | Result |
|---|---|---|---|
| Earth is becoming overcrowded; there may not be enough land and clean water the future | space elevator | "ribbon" with attached elevator car transports people | less expensive; more people can travel; people can live on the moon or other planets |

# LESSON 5 WRITE ABOUT A NEW TECHNOLOGY

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

- Read the lesson title and the social media message aloud. Ask, *Do you like to travel? Why or why not? Where is the furthest place you from home that you have ever traveled?* Have Ss discuss the questions in pairs.

## 1 BEFORE YOU WRITE

**A**
- Write *new technology* on the board. Ask Ss to look back at the article on page 96 and circle any examples of new technology. (self-driving cars, driverless buses, robots, sensors)
- Elicit answers and write them on the board. Elicit any additional examples of new technology. Add Ss' ideas to the board for reference.
- Read the questions aloud. Have Ss discuss their predictions in pairs.
- Invite volunteers to share their predictions with the class.

**B**
- Tell Ss to look at the text. Ask, *What is it?* (a website article) *What is the website about?* (space, communication, culture)
- Read the title aloud. Direct Ss' attention to the photo. Ask, *What does it make you think of, and why? What else do you see? What questions do you have as you look at it?* Elicit answers.
- Read the first paragraph. Tell Ss to cover up the rest of the article. In pairs, have them take turns answering the questions in the first paragraph. Invite volunteers to share their ideas with the class.
- Continue reading the rest of the article aloud for the class. Ask the target question, *What will people be able to do?* (take an elevator to space)
- Ask, *Do you think this high-tech solution is interesting? Realistic? Revolutionary? Expensive?* In pairs, have Ss share their opinions about the information in the article.
- Ask, *What would be other innovative solutions to the Earth's growing population?* Elicit ideas from the class.
- Ask, *Where in the article does the writer use* even *to emphasize a point or idea?* (How could we even get people to space? …it will transport people from Earth to the moon, and even to Mars.)
- Point out that the quotation marks around "ribbon" indicate that the elevator will look like a ribbon, although it will not actually be one.

**OPTION** Have volunteers take turns reading the article aloud in pairs or small groups. Ask them to switch every paragraph.

**EXTENSION** Have Ss look at the photo again. Ask, *Were your predictions correct?* In small groups, have Ss make additional designs for the future elevator and ribbon to space. Remind them to consider the details in the article but encourage them to be creative. Ask them to sketch out one of their ideas. Display each group's design around the room. Give Ss time to walk around and look at the different sketches. Take a class vote on the best design.

## 2 FOCUS ON WRITING

**A**
- Read the Writing Skill aloud.
- Tell Ss to individually reread the text in 1B. Say, *Underline the main problem identified in the article.* Have Ss compare their findings in pairs.

**B**
- Review with Ss the headings and structure of the chart.
- In pairs, have Ss complete the chart with the appropriate information. Ask them to include detailed notes. As Ss work, copy the chart on the board.
- Invite volunteer to add their answers to the board. Review the chart as a class.

## 3 PLAN YOUR WRITING

**A**
- Lead a class brainstorm about contemporary problems with travel, communication, or medicine. Elicit ideas from the class. Write Ss' ideas on the board for reference.
- Have Ss consider which of these problems could be solved with better technology and choose one to write about.
- Have Ss complete the chart individually. If appropriate, allow Ss to use their phones to research information about their problem, solution, and result.
- If Ss can't think of innovative solutions for a contemporary problem, allow them to write about effective solutions and results a company or organization is already providing.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

**B**
- In pairs, have Ss take turns talking about the ideas in their chart.
- Tell Ss to ask follow-up questions and provide feedback on ways their partner can add more detail or examples.
- Encourage them to challenge each other by providing the other side of the issue. Remind them to ask clarification questions if there was something they didn't understand.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart to write about their innovative solution.
- Explain that each part of the chart should be explained in a short paragraph. Remind Ss to use the article in 1B as a model and reference the instructions in the Writing Skill.
- Review the Writing tip. Explain to Ss that *audience* here means the people reading their paper. Ask, *Who will be reading this paper?* (classmates, teacher) Say, *Because you are writing for a general audience, it's a good idea to keep your explanations simple and general.*
- Encourage Ss to include adjectives to describe their solution and results, but remind them to avoid biased writing by avoiding a large number of either positive or negative adjectives.
- To help Ss understand the concept of *audience,* ask, *How would you write your article differently if your reader was a ten-year old? An eighty-year old? A rocket scientist? An engineer? A city planner?* Elicit ideas from the class.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in same-level pairs. Ask them to exchange and read each other's articles.
- Have Ss underline the problem and identify the reasons why it's a problem.
- Have Ss circle the solution and put a check mark next to the description of how it works.
- Remind them the solution should explain a better technology than is currently being used for that problem.
- Finally, have Ss check to make sure the result is a logical consequence of the solution.

**B**
- Tell Ss to take turns asking and answering the questions in 5A. Encourage them to ask clarification questions if information was unclear.
- Encourage Ss to help their partner add more details or examples.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

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

**EXIT TICKET** Ask, *Of the new technologies discussed so far, which do you think is the most revolutionary, and why?* Have Ss write their names on a blank card or piece of paper. Ask them to write 3–5 sentences describing the new technology. Tell them to include what problem it solves and how it solves it. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 PLAN YOUR WRITING

**A** Think of a problem today in travel, communication, or medicine. How could this problem be solved with technology? Complete the chart with information about the problem, the solution, and the result.

| Problem and reasons | Solution | How solution works | Result |
|---|---|---|---|
| | | | |

**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*I like your solution, but I don't understand ...*

## 4 WRITE

Write a description of a problem in the world today that could be solved with better technology in the future. Use the article in 1B as a model.

**Writing tip**

Know your audience. If you are writing for people who don't know a lot about technology, keep your explanations simple, and don't use too much special vocabulary.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange and read each other's descriptions of a problem and solution.

1. Underline the problem. Is it clear what it is?
2. Circle the solution.
3. Put a check mark (✓) next to how the solution works. Do you understand the explanation?
4. Can you understand how the result is related to the solution?

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

## 6 PROOFREAD

Read your article again. Check your

- spelling
- punctuation
- capitalization



☐ I CAN WRITE ABOUT A NEW TECHNOLOGY.

# PUT IT TOGETHER

## 1 PRESENTATION PROJECT



**A** 08-20 Listen or watch. What is the topic of the presentation?

two of the presenter's favorite apps

**B** 08-21 Listen or watch again. Answer the questions.

1. What are the names of the two apps Junio uses?
   App 1: Todoist
   App 2: Forest
2. What do the apps do?
   App 1: to-do list, send reminders
   App 2: helps people focus and not use their phones

**C** Read the Presentation Skill. What kind of information can be presented with a graph or chart?

**D** Make your own presentation.

**Step 1** Think about two or three of your favorite apps or websites that could be useful to your classmates.

**Step 2** Prepare a two-minute presentation about those apps or sites. Make and bring a chart that is related to them.

**Step 3** Give your presentation to the class. Answer questions and get feedback.

### PRESENTATION SKILL

**Use charts**

Presenting facts in a graph or chart makes the information easier to understand. Charts can also help highlight important facts in your presentation.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about regrets
- ☐ Describe using a computer
- ☐ Discuss social media and friendship

**Vocabulary**
- ☐ Technology
- ☐ Using software

**Conversation**
- ☐ Respond to gratitude

**Pronunciation**
- ☐ Contractions of the auxiliary *had*

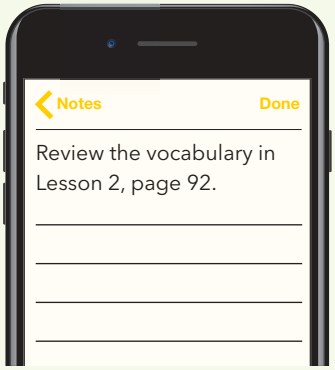
**Listening**
- ☐ Listen for sources

**Grammar**
- ☐ *Wish / If only* to express regrets
- ☐ Showing purpose
- ☐ *Even* to emphasize a point

**Reading**
- ☐ Recognize bias

**Writing**
- ☐ Explain a problem and solution

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (someone holding a cell phone) *What do you think the icons represent?* (cell phone apps) Elicit ideas.
- Ask, *What do you think will be the topic of this presentation?*
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *Were your predictions correct?*

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to answer the questions individually.
- Have Ss compare their answers in pairs. Review the answers as a class. Write the names of the apps on the board. (ToDoist, Forest) Have Ss check their spelling.
- Have Ss listen or watch again. Ask, *When does the speaker use* even *to emphasize a point or idea?* (You can even have the app remind you of your friends' birthdays…, Even though the tree isn't real, helping it stay alive motivates me…)
- Ask, *Do you think these apps would be helpful for you? Why or why not? Which do you like more? Why?* Have Ss discuss the cell phone apps described in the presentation in pairs.

**C**
- Read the Presentation Skill and the question aloud. Elicit ideas.
- Ask Ss to prepare large visual aids, such as a graph, chart, or infographic, that helps them explain how the apps or sites work. Remind them to bring it to class and show it during their presentations.

**D**
- Read the three steps aloud for the class. Have Ss brainstorm their favorite apps or websites. Encourage them to scan the apps they have downloaded on their phone or computer. Ask them to choose 2–3 apps or sites to present on.
- Write the following outline on the board:
  1. *Introduction: Opening message*
  2. *App/Site 1: name, what problem it solves, how it solves the problem*
  3. *App/Site 2: name, what problem it solves, how it solves the problem*
  4. *(App/Site 3: name, what problem it solves, how it solves the problem) *optional*
  5. *Conclusion: Final message*

Review the outline. Encourage Ss to organize their presentation in this way. Suggest that **higher-level Ss** present on three apps or sites.
- Walk around as Ss work on their outlines and provide help with vocabulary and spelling as necessary.
- Have Ss share the ideas in their outlines in pairs. Encourage them to ask each other questions and give feedback to help improve their idea development.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their outline. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the apps/sites.*
  - ☐ *Describe what problems they solve.*
  - ☐ *Explain how they solve the problems.*
  - ☐ *Use a chart to present facts.*
  - ☐ *Speak loudly and clearly*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 9 ARE YOU READY TO WALK AWAY?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about a past negotiation** | |
| | ***Vocabulary*** | People at a conference |
| | ***Grammar*** | Causative verbs: *get*, *have*, and *make* |
| | ***Conversation skill*** | End a phone call |
| LESSON 2 | **Negotiate a deal** | |
| | ***Vocabulary*** | Verbs for negotiating |
| | ***Grammar*** | Advice, obligation, and expectation |
| | ***Pronunciation*** | *Have to*, *has to*, *had better (not)* |
| LESSON 3 | **Discuss negotiation skills** | |
| | ***Grammar*** | *Unless* |
| | ***Listening skill*** | Listen for comparisons |
| LESSON 4 | **Read about negotiating styles** | |
| | ***Reading skill*** | Make inferences |
| LESSON 5 | **Write about a conflict** | |
| | ***Writing skill*** | Explain different points of view |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Developing confidence |
| | ***Presentation skill*** | Use a loud, clear voice |

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

## GET STARTED

**A**
- Write the unit title on the board and read it aloud. Ask, *What does it mean to walk away?* (to leave a place, situation, or person) Ask, *Have you ever walked away from a place, situation, or person?* Have Ss discuss in pairs.
- Tell Ss to read the learning goals. Answer any questions they have. Ask, *What do you know about negotiation?*

**B**
- Direct Ss' attention to the photo. Have Ss talk about what they see. Write key words and phrases on the board, such as *team*, *company*, *meeting*, *handshake*, *coffee*, *tea*, *blueprint*, *laptops*, *deal*.
- Ask, *How do you think this photo relates to the unit title?* Elicit ideas.
- Further explore the context of the photo. Ask, *What profession do you think these people work in? What do you think they are talking about? How do you think they feel?*

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Lan Pham) Then ask, *What do you remember about Lan?* (For example, She is an events planner from Ho Chi Minh City.)
- Read Lan's social media message aloud. Ask, *What is different about Lan?* (She enjoys negotiating.) *Why do you think she enjoys it?* (She's good at it.) *Why do you think a lot of people hate it?* Elicit ideas.
- Ask, *Do you enjoy negotiating? Are you good at it?* Have Ss share in small groups.

# 9 ARE YOU READY TO WALK AWAY?

## LEARNING GOALS

In this unit, you

- talk about a past negotiation
- negotiate a deal
- discuss negotiation skills
- read about negotiating styles
- write about a conflict



## GET STARTED

A Read the unit title and the learning goals.

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

C Now read Lan's message. What is different about her?



**LAN PHAM**

@LanP

A lot of people hate negotiating, but I enjoy it. And I'm pretty good at it!

# LESSON 1 TALK ABOUT A PAST NEGOTIATION



LAN PHAM
@LanP
Successful negotiations are so satisfying! 🙂

## 1 VOCABULARY People at a conference

**A** 09-01 Listen. Then listen and repeat.


maintenance staff


a security officer


a greeter


wait staff


a caterer


a presenter


a supervisor


a technical (tech) support team

**B** 09-02 Listen. Who is speaking? Circle the correct answers.

| | | | |
|---|---|---|---|
| 1. | a. supervisor | (b.) wait staff | c. tech support team |
| 2. | (a.) presenter | b. caterer | c. security officer |
| 3. | a. greeter | b. wait staff | (c.) maintenance staff |
| 4. | a. supervisor | (b.) greeter | c. tech support team |
| 5. | (a.) caterer | b. maintenance staff | c. greeter |
| 6. | (a.) tech support team | b. wait staff | c. security officer |
| 7. | a. greeter | b. maintenance staff | (c.) supervisor |
| 8. | (a.) security officer | b. caterer | c. presenter |

**C** PAIRS Discuss the jobs in 1A. Which are the most interesting? Which job would you like the most? The least?

## 2 GRAMMAR Causative verbs: *get*, *have*, and *make*

Use causative verbs to talk about causing someone to do something.
Use *get* to talk about persuading someone to do something.

| Subject | *Get* | Person | Infinitive verb | |
|---|---|---|---|---|
| I | **got** | the caterer | to add | a vegetarian dish. |
| She | **will get** | the presenter | to start | a little later. |

Use *have* to talk about a person doing something because you requested it.
Use *make* to talk about forcing or requiring someone to do something.

| Subject | *Have / make* | Person | Base verb | |
|---|---|---|---|---|
| I | **had** | the greeter | stand | at the door. |
| I | **can't make** | them | give | us a discount. |

>> FOR PRACTICE, GO TO PAGE 149

# LESSON 1 TALK ABOUT A PAST NEGOTIATION

- Read the lesson title and the social media message aloud. Ask, *How is Lan feeling in her message?* (satisfied) *Why?* (because she had a successful negotiation)
- Ask, *What makes a negotiation successful? Unsuccessful?* Elicit ideas.

## 1 VOCABULARY

**A**
- Read the vocabulary title aloud. Ask, *What is a conference?* (a formal meeting in which many people gather, usually for several days, to talk about ideas related to a particular topic) *Who here has been to a conference?* Invite Ss to share their experiences.
- Say, *Listen for vocabulary to talk about the people involved in making a conference happen.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- For each photo, ask, *What does this person/group of people do?* In pairs, have Ss define the terms.
- Review meanings as a class. Refer to these definitions if necessary:
  1. *maintenance staff:* people whose job is to keep something such as a building, machine, or piece of equipment repaired and in good condition
  2. *a security officer:* someone whose job it is to protect property, assets, or people
  3. *a greeter:* someone whose job is to welcome people when they arrive somewhere
  4. *wait staff:* people whose job is to bring food and drink to your table
  5. *a caterer:* someone whose job it is to organize the food and drinks for an event
  6. *a presenter:* someone who gives a speech or talk at an event
  7. *a supervisor:* someone whose job it to supervise an activity, place, or group of people
  8. *a technical support team:* a group of people whose job it is to help people who are having problems using technology

**OPTION** Have Ss close their books. Ask, *What kinds of people help make a conference happen?* Give an example. Say, *There is usually a greeter to welcome conference attendees.* Write *greeter* on the board. Ask, *Who else?* Elicit ideas. Write them on the board. Then have Ss look at 1A. Ask, *Were your predictions correct?*

**LANGUAGE NOTE** Another common term for *presenter* is *speaker*. Another common term for *security officer* is *security guard*.

**LANGUAGE NOTE** A conference is a meeting of people who confer (talk, speak, converse, consult) about a topic. Other popular conference types include:
- *academic conference*: Academics meet to present their research and lead workshops.
- *authors' conference*: Writers meet to review their work and suggest improvements.
- *news conference*: Reporters and journalists meet to hear an important announcement.
- *parent-teacher conference*: Parent meets a child's teacher to discuss school performance.
- *peace conference*: Diplomats and politicians meet to discuss how to end a conflict.

**B**
- Say, *Listen to people at a conference do their jobs. Circle the job title of the speaker.*
- Play the audio.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class.

**C**
- Have Ss individually rank jobs in order from 1 (most interesting) to 8 (least interesting).
- In pairs, have Ss share their lists and compare their rankings. Ask them to discuss which job they would most/least like and give reasons why.
- Take a class survey to see which jobs are most interesting to Ss.

## 2 GRAMMAR

- Read the title and first line of the explanation. List *get*, *have*, and *make* on the board.
- Say, *We use these causative verbs to talk about persuading, requesting, and forcing or requiring someone to do something.* List *persuade*, *request*, and *force / require* on the board next to the causatives.
- Ask, *What's the difference in meaning between these verbs?* (*persuade*: to cause someone to do something by asking, arguing, or giving reasons; *request*: to ask someone to do something in a polite or formal way; *force / require*: to make it necessary for someone to do something) Add Ss' ideas on the board.
- Read the examples aloud. Note that causative verbs can be followed by nouns or pronouns. Point out the placement of the infinitive and base verbs.

**LANGUAGE NOTE** *Make* can also mean to cause someone to do something in a positive way. For example, *My co-worker always makes me laugh.* In this case, my co-worker doesn't force or require me to laugh. Instead, she causes me to do this by telling funny jokes.

## 3 CONVERSATION SKILL

**A**
- Read the conversation skill aloud. Say the expressions. Have Ss repeat.
- Write the last two expressions on the board. Underline *soon* and *Friday*. Tell Ss you can substitute these words for other time phrases, such as *this weekend* or *tomorrow*.
- Ask, *What are other ways you can politely end a phone call?* (For example, It was a pleasure speaking with you.) Elicit additional ideas from Ss. Add them to the board.
- Direct Ss' attention to 3A. Play the audio.
- Point out that speakers often use more than one expression to end a phone call.

**B**
- Say, *Complete the sentences with expressions from the conversation skill.* Have Ss complete the exercise individually.
- In same-level pairs, have Ss practice each other's conversations. Time permitting, have Ss swap roles and practice again.
- Have **higher-level Ss** write 1–2 more conversations.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Lan and Leti) *Where are they?* (in the New York office) *What do you think Lan and Leti are talking about?*
- Have Ss listen or watch, and then complete the exercise individually.
- Review answers. Ask, *Were your predictions correct?*

**B**
- Give Ss time to preview the questions and predict the answers.
- Play the audio or video again. Ask Ss to take notes as they listen.
- Have them compare their answers in pairs.
- Review answers. Clarify the meaning of any new words, such as *ballroom* (a large room used for dancing).
- Focus Ss' attention on the Discuss sidebar. Lead a class discussion of the first question. Ask, *How does Lan feel about negotiating? Why does she feel this way?*
- Ask, *How do you feel about negotiating?* Have Ss discuss in pairs and provide reasons.
- Take a class poll to see how many Ss like negotiating.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Review answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.
- Replay the conversation again. Say, *Write the sentences using the causative* have.
- Elicit answers. (1. I got them to give us a big discount on the conference rooms. 2. That's why I'm also getting them to give us the main ballroom a day early.) Ask, *Who does* them *refer to in these sentences?* (the hotel)

## 5 TRY IT YOURSELF

**A**
- Read the instructions and questions aloud.
- Model the activity. Say, *When I moved to town, I found the perfect house to buy, but it was too expensive. I called the seller and offered to move in the same day if he lowered the price, and it worked! We both got what we wanted.*
- Ask, *Who did I negotiate with? What did I get him to do? How did he react?* Elicit answers.
- Have Ss complete the chart with their own ideas. Monitor. Provide help with vocabulary and spelling as necessary.

**TEACHING TIP** Provide additional examples of real-life negotiations:
- Professional: making a contract, hiring and firing employees, defining deadlines and deliverables, creating partnerships
- Personal: buying a new house or car, establishing children's curfew or screen time, deciding who will do the dishes or pay the bills, making budgets

**B**
- Read the example conversation with a **higher-level S**.
- Arrange Ss in same-level pairs. Have Ss use their notes to share situations.
- Remind Ss to use *get*, *have*, and *make* as they describe their negotiation.
- Monitor. Listen for the correct use of infinitive and base verbs.

**C**
- Give 3–4 volunteers one minute each to share their past negotiations with the class. Write down key details about each on the board for reference.
- Take a class vote on who had the most difficult negotiation.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly using the causative verbs *get*, *have*, and *make*.

**EXIT TICKET** On cards, have Ss summarize the most difficult past negotiation discussed in class in 4–5 sentences. Remind Ss to use causative verbs to describe the situation. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CONVERSATION SKILL

**A** 09-03 Read the conversation skill. Listen. Notice how the speakers end the phone call.

A: Thanks for calling. It was great talking to you.
B: You, too. Let's talk again soon.
A: Yes, definitely.
B: Bye-bye.

**End a phone call**

Before you say "good-bye," end a phone call politely by using expressions like these:
*Thank you for calling.*
*It was great talking to you.*
*Let's talk again soon.*
*I'll talk to you Friday.*

**B** Complete the sentences. Then practice the conversation with a partner.

A: I have to get going. I'll _____ Monday, OK?
B: Sounds good! Thank you _____ .
A: Of course! Goodbye.
B: Bye.

## 4 CONVERSATION



**A** 09-04 Listen or watch. What are they talking about?

a. Lan's first big negotiation
b. Lan's thoughts on why the hotel is difficult to work with
c. Lan's preparations for a big meeting

**B** 09-05 Listen or watch again. Answer the questions.

1. According to Leti, why do the managers like Lan?
   She's a good negotiator.
2. What does the hotel provide for the conference?
   maintenance staff, security, and food
3. Why did Leti like the caterers last year?
   The chicken dish was delicious, and the wait staff was excellent.

How does Lan feel about negotiating? Do you like to negotiate? Why or why not?

**C** 09-06 FOCUS ON LANGUAGE Listen. Complete the conversation.

Lan: I just got the hotel to give us a big discount on the conference rooms.
Leti: Good work! Is this for the sales meeting?
Lan: Yep. It's going to be huge this year—we've got about 300 people coming.
Leti: Wow! That's a lot of people.
Lan: Which is why I also got them to give us the main ballroom a day early.

## 5 TRY IT YOURSELF

**A** THINK Think about a time you negotiated with someone at work or in your personal life. Write your ideas in the chart.

| | |
|---|---|
| Who did you negotiate with? | |
| What did you get the person to do? | |
| How did the person react? | |

**B** PAIRS Tell your partner about the situation.

A: I negotiated with my boss last month. I got him to give me an extra day off.
B: How did you do that?
A: I offered to help on a big project. He needed help, and I really wanted a day off!

**C** EVALUATE Decide who had the most difficult negotiation in the class.

☐ I CAN TALK ABOUT A PAST NEGOTIATION.

# LESSON 2 NEGOTIATE A DEAL



LAN PHAM
@LanP
In any negotiation, it's important to know what you want and what you will not accept.

## 1 VOCABULARY Verbs for negotiating

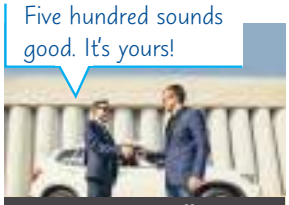
**A** 09-07 Listen. Then listen and repeat.



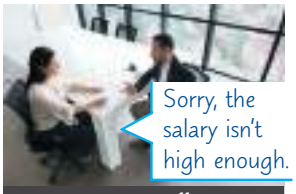
make an agreement


sign a contract

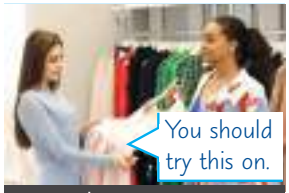

cancel an agreement



accept an offer



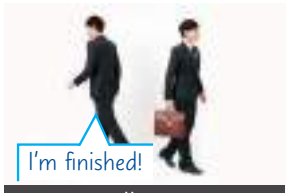
reject an offer



make a suggestion



offer a lower rate



walk away

**B** Write the words from 1A in the correct categories.

| The negotiation is going well | The negotiation is going badly |
|---|---|
| make an agreement, sign a contract, accept an offer, make a suggestion, offer a lower rate | cancel an agreement, reject an offer, walk away |

**C** PAIRS Talk about the verbs in 1A. What are some situations where people accept / reject an offer? Make / cancel an agreement? Sign a contract / walk away?

*People accept job offers when they like the job.*

## 2 GRAMMAR Advice, obligation, and expectation

| | ***(Not) have to / Had better (not) / Be (not) supposed to*** | **Base form of the verb** | | |
|---|---|---|---|---|
| Everyone | **has to** | come | to the meeting. | (It's required.) |
| You | **don't have to** | accept | that offer. | (You can walk away.) |
| I | **had better** | leave | now. | (I'm going to be late.) |
| You | **had better not** | be | late. | (The boss will be angry.) |
| I | **am supposed to** | call | them. | (They're expecting my call.) |
| We | **aren't supposed to** | use | our phones. | (It's against the rules.) |

Notes

- *Had better (not)* often carries a suggestion of bad consequences.
- Use *have to* to say that an action is necessary / required.
- Use *(not) have to* to say that an action is not necessary.
- Use *had better (not)* to give strong advice or to talk about things people should or shouldn't do.
- Use *be (not) supposed to* to express expectations.

>> FOR PRACTICE, GO TO PAGE 150

# LESSON 2 NEGOTIATE A DEAL

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

- Read the lesson title. Ask Ss, *What is a* deal? (an agreement between two or more people or groups that helps each in some way)
- Read the social media message aloud. Ask Ss, *What does Lan say is important in any negotiation?* (to know what you want and what you won't accept) *Do you agree with her?*

## 1 VOCABULARY

**A**
- Say, *The verb phrases in 1A are commonly used when negotiating a deal.*
- Give Ss time to scan the pictures and captions before listening. Ask them to underline the verb in each caption. (make, sign, cancel, accept, reject, make, offer, walk away)
- Read the directions aloud. Play the audio.
- Clarify the meaning of any new words, such as *rate* (an amount that is paid for a job).
- Have Ss define the terms in pairs. Review the definitions as a class.

**OPTION** Make copies of 1A without the captions. In class, ask Ss to close their books. List the verbs for negotiating on the board. Pass out the copies of 1A. Have Ss work in pairs to write the correct vocabulary term under the picture it describes. Then have Ss open their books to 1A and check their answers.

**OPTION** Ask Ss to close their books. Project or show the pictures in 1A without the captions. List the verbs for negotiating on the board. In pairs, tell Ss to describe the pictures using the terms on the board. To review, point to each picture and ask, *What is happening here?* Elicit descriptions from the class. Then have Ss open their books to 1A and check their answers.

**LANGUAGE NOTE** A *contract* is a type of *agreement* that is legally enforceable by law.

**B**
- Read the headings in the chart aloud. Have Ss complete the exercise individually and then compare their answers in pairs.
- Copy the chart on the board. Ask volunteers to add their answers to the chart.
- Review answers as a class.

**C**
- Say, *Talk about real-life negotiations using the verbs in 1A.* Read the questions aloud. Read the example conversation with a **higher-level S**.
- Have Ss discuss in pairs. Encourage them to answer the questions based on their personal experiences.
- Invite volunteers to share the situations they discussed with the class.

## 2 GRAMMAR

- Ask Ss to close their books. Write on the board:
  1. *Everyone has to come to the meeting.*
  2. *Everyone had better come to the meeting.*
  3. *Everyone is supposed to come to the meeting.*

  Read the sentences aloud. Ask, *What's the difference in meaning between these statements?* Elicit ideas.
- Underline *has to*, *had better*, and *is supposed to*. Ask, *What kind of verb is this?* (phrasal modal) *What verb form comes after these phrases?* (base form)
- Have Ss open their books and look at the grammar chart. Say, *We use these phrases to give advice and express obligation and expectation.* Give Ss a minute to review the information in the chart silently. Then ask, *Were your predictions correct?*
- Write on the board:
  1. *have to—necessity, obligation*
  2. *not have to—no necessity*
  3. *had better (not)—strong advice, warning*
  4. *be (not) supposed to—expectations*
- Read the Notes at the bottom of the grammar chart. Review the meaning of the affirmative and negative phrasal modals. Explain that *had better (not)* refers to an action in the immediate future. Stress that its meaning may sound threatening.
- Read aloud the examples and their explanations in parentheses. Explain that phrasal modals act like modals in that they are followed by the base verb form.
- Point out that when *had* is used in the phrase *had better (not)*, it does not change form for tense or person.

**LANGUAGE NOTE** The phrase *have to not* expresses that something is prohibited or a strong opinion. When spoken, the *not* is stressed. For example, *You have to not* park *against a curb that is painted red. If you do, you will get a parking ticket.*

**EXTENSION** In pairs, have Ss write six statements using the phrasal modals in the chart and the vocabulary in 1A. Have pairs form groups of four and check each other's sentences for correct verb form and use. Invite volunteers to read their sentences for the class.

## 3 PRONUNCIATION

**A**
- Bring Ss' attention to the pronunciation note. Say, *In informal speech, it's common to join the words in phrasal modals.* Play the audio for the pronunciation note.
- Write on the board: *have + to* = /hæftə/ and *has + to* = /hæstə/. Say the blended words aloud. Have Ss repeat.
- In pairs, have Ss practice saying contractions with *had better*, such as *I'd better*, *he'd better*.

**B**
- Read the instructions aloud. Remind Ss to listen first, and then listen again and repeat. Play the audio.

**C**
- Say, *Listen to the pronunciation of modals with* have, has, *and* had. Play the audio.
- Elicit answers. Write them on the board.
- In pairs, have Ss take turns saying the sentences aloud.

⊕ **EXTENSION** Have Ss look back at the grammar chart on page 104. In pairs, have them take turns saying the sentences aloud with the blended pronunciations of the modals with *have*, *has*, and *had*.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Lan and Leti) *What do you think they are talking about now?* Elicit ideas.
- Have Ss listen or watch and discuss the target question. Review the answer.

**B**
- Read the questions aloud. Have Ss listen or watch again and write short answers.
- Review. Ask Ss additional questions to elicit details, such as, *What was Leti's first deal with the company?* (to take candid photos at their picnic) *What changed?* (They want her to go to an extra location as well as take headshots and a group photo.) *Did Leti talk to the company about her concerns?* (Yes. They want her to put together a proposal for the additional work.)
- Ask, *What does Leti mean when she says she does photography work* on the side? (She does photography work in addition to her main job.)
- Clarify the meaning of any new words, such as *candid* (showing people acting in a natural way because they do not know they are being photographed) and *proposal* (a plan presented to a person or group of people to consider).
- Read the questions in the Discuss sidebar aloud. Have Ss discuss in small groups.
- Elicit answers from volunteers.
- Ask, *What other suggestions do you have for Leti?* In the same groups, have Ss brainstorm other ways Leti could resolve her problem and present their suggestions to the class.

**C**
- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation.
- Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Have volunteers read the situations aloud. Clarify any new terms, such as *car dealership* (a business that sells new or used cars) or *offended* (to feel hurt, angry, or upset by something said or done). Make sure Ss understand both situations before moving on.
- Have Ss choose one of the situations to negotiate. Say, *In the first situation, you will be a car salesperson who needs to negotiate with a buyer. In the second, you will be the roommate that received the gift who needs to negotiate with the other roommate.*
- Monitor. Provide help with vocabulary as necessary. Suggest that **lower-level Ss** write out complete sentences rather than take notes.

**B**
- Read the instructions and the example conversation aloud.
- Arrange Ss in same-level pairs. Ask them to role-play both situations. Walk around as Ss discuss and listen for correct verb use and form.

**C**
- Have each pair role-play one of their situations in front of the class. After each, ask the class if they agree or disagree with the results of the negotiation, and why.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using verbs for negotiating
- ✓ using *(not) have to*, *had better (not)*, and *be (not) supposed to* for advice, obligation, and expectation
- ✓ pronouncing the blended forms of *have to* and *has to*
- ✓ pronouncing the contracted form of *had better* with pronouns

**EXIT TICKET** Arrange Ss in pairs. Student A is the teacher, and Student B is the student. Say, *The student has an important medical appointment scheduled on the day of an exam. In the syllabus, it says students get a zero if they miss an exam, but the teacher is willing to negotiate since it's an emergency.* Ask, *What deal will you negotiate?* Give Ss a few minutes to think about what they could offer in this negotiation. Then have Ss role-play the negotiation. Time permitting, have Ss swap roles and negotiate again. As Ss role-play, monitor and take notes on areas for review and extra practice in later lessons.

## 3 PRONUNCIATION

**A** 09-08 Read and listen to the pronunciation note.

**B** 09-09 Listen. Notice how the underlined words are pronounced. Then listen again and repeat.

She has to sign a contract.
I have to leave.
I'd better leave now.
You'd better not go.

**C** 09-10 Listen and complete the sentences.

1. a. They had better not agree to that deal.
   b. They 'd better not agree to that deal.
2. a. You don't have to reduce your price.
   b. You 'd better not reduce your price.

**Have to, has to, had better (not)**

Pronounce *have to* and *has to* as one word: /hæftə/. /hæstə/.

Use the contraction *'d* in *had better* with pronouns: *I'd, you'd, he'd, she'd, we'd, they'd*. The full form of *had* in *had better* can sound like an order or a warning.

## 4 CONVERSATION



**A** 09-11 Listen or watch. What does Leti want Lan's advice about?
negotiating for a photography project for a big company

**B** 09-12 Listen or watch again. Answer the questions.

1. What job does the company want Leti to do?
   take pictures of their employees
2. Why is she not happy with the company?
   They want her to include extra services for free.
3. What is Lan's advice?
   make a deal for future work

**C** 09-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Leti: They said I should put together a proposal—you know, with various options—and get back to them.

Lan: That's a lot of work. And you may not even get the job. You don't have to do all that.

Leti: Hmm. Maybe I'd better walk away.

Do you agree with the advice Lan gives Leti? Why or why not?

## 5 TRY IT YOURSELF

**A** THINK Choose a situation. What could you offer in this negotiation? Make notes.

1. You work at a car dealership. Your boss told you not to accept less than $8,000 for a car, but the buyer wants a lower price. Negotiate with the buyer.
2. Your uncle gave you an ugly picture. You feel like you need to put it on the wall so he won't be offended when he comes over. You need to convince your roommate.

**B** ROLE PLAY With a partner, role-play the situations you chose. Explain what you have to, are supposed to, or had better do. Continue until you make a deal or walk away.

A: How much is this car?
B: It's $8,000.
A: I'll give you $7,000.
B: I'm sorry, I'm not supposed to reduce the price, but I can offer you a GPS system.

**C** ANALYZE Share the results of your negotiation with the class.

☐ I CAN NEGOTIATE A DEAL.

# LESSON 3 DISCUSS NEGOTIATION SKILLS



LAN PHAM
@LanP

Just watched a talk about negotiation. I liked the part about listening to the other side—I need to remember that!

## 1 BEFORE YOU LISTEN

**A** 09-14 VOCABULARY Listen. Then listen and repeat.

**naturally**: happening on its own, without people doing anything to make it happen
**strength**: power
**confidence**: the feeling that you are able to do things well
**propose**: to suggest something
**complicated**: having a lot of parts or being difficult to understand
**an effort**: a determined try
**realize**: to know or understand something you didn't know before

**B** Write answers to the questions.

1. What is something you are naturally good at? _____
2. What is your greatest strength? _____
3. How do people show confidence? _____
4. When was the last time you proposed an idea to a group? What was the idea? _____
5. What is something that takes a lot of effort? Why? _____
6. Name something complicated. Why is it complicated? _____
7. What is something you realized lately? _____

**C** PAIRS Ask and answer the questions in 1B.

A: What is something you are naturally good at?
B: I'm naturally good at fixing things. I've always liked to do that.
A: Nice! I guess I'm naturally good at talking to people. I've never been shy.

## 2 GRAMMAR *Unless*

Use *unless* to express condition. *Unless* often means *if ... not*.

| *Unless* | Subject | Present verb | | Subject | Future verb or modal + verb | |
|---|---|---|---|---|---|---|
| Unless | you | leave | soon, | you | are going to be | late. |
| | the clients | trust | you, | they | won't want | your services. |
| | you | make | an effort, | you | can't | succeed. |

Notes

- When the verb in the main clause is in the future, use the simple present in the clause with *if*.
- You can start the sentence with the main clause.
  *We will meet at 9:00 unless the office is closed.*

>> FOR PRACTICE, GO TO PAGE 151

# LESSON 3 DISCUSS NEGOTIATION SKILLS

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

- Read the lesson title and the social media message aloud. Ask, *What kind of talk did Lan watch?* (one about negotiation) *What part of the talk did she like?* (the part about listening to the other side)
- Write *negotiation skills* on the board. Say, *It's important to listen to the other side when negotiating.* Ask, *What kinds of skills does an effective negotiator need?* Elicit ideas from the class. Write Ss' ideas on the board.

## 1 BEFORE YOU WATCH

**A**

- Say, *The terms in 1A are often used when discussing negotiation skills.* Have Ss scan the terms and definitions before listening and circle any words they are unfamiliar with.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Ask Ss to sort the words by part of speech to review usage. Review answers.

- Adjectives: complicated
- Adverbs: naturally
- Nouns: strength, confidence, an effort
- Verbs: propose, realize

⊕ **EXTENSION** Ask Ss to make a list numbered 1–7. Say, *Write the vocabulary word that has a similar definition to the words you see.* Project, show, or write on the board synonyms for each vocabulary word. Leave the word up for 10 to 15 seconds and then move on to the next. Repeat the activity 2–3 times, but present the synonyms in a different random order each time. Example synonyms:

1. naturally: normally, genuinely
2. strength: power, persuasiveness, dominance
3. confidence: conviction, self-assurance
4. propose: suggest, offer, present
5. complicated: difficult, complex, tricky
6. an effort: try, attempt, aim
7. realize: understand, comprehend, become aware of

⊕ **EXTENSION** Repeat the activity above with antonyms instead of synonyms. Ask Ss to make a list numbered 1–7. Say, *Write the vocabulary word that has the opposite meaning of the words you see.* Project, show, or write on the board antonyms for each vocabulary word. Leave the word up for 10 to 15 seconds and then move on to the next. Repeat the activity 2–3 times, but present the antonyms in a different random order each time. Example antonyms:

1. naturally: forced
2. strength: weakness
3. confidence: self-doubt
4. propose: withdraw
5. complicated: easy
6. realize: don't know

**B**

- Say, *Answer the questions with your own information.* Have Ss complete the exercise individually.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary.

**C**

- Read the instructions and example conversation aloud with a **higher-level S**.
- Have Ss discuss in pairs. Encourage them to take notes on their partner's answers.
- Ask each pair to share the most interesting thing they learned about each other with the class.

⋯ **OPTION** Complete 1C as a mingle activity. Ask Ss to walk around and ask and answer each question from 1B with a different classmate. **Lower-level Ss** can carry their notes with them for reference.

## 2 GRAMMAR

- Read the grammar explanation aloud. Say, *A phrase with* unless *expresses that an action or situation will happen if the other one does not happen first.*
- Write the first example on the board: *Unless you* [1]*leave soon, you are going to* [2]*be late*. Read the sentence aloud. Say, *The first action is the particular condition, and the second action is the outcome. If this first action does not happen, this second one will occur.*
- Say, Unless *has the same meaning as* if not. Read the sentence aloud again using *if not* in place of *unless*. Say, *If you don't leave soon, you are going to be late.*
- Read the first Note aloud. Read the rest of the examples aloud for the class. Point out the present tense verbs in the *unless* clause and the future verbs or modals in the main clause.
- If necessary, remind Ss that *won't* and *can't* are contractions for *will not* and *cannot*.
- Read the second Note and example aloud. Tell Ss that emphasis is expressed when the *unless* clause is placed before the main clause, but no particular emphasis is expressed when it is placed after. Point out there is no comma used in the latter structure.
- Read the examples again, but this time start the sentence with the main clause. For example, *You are going to be late unless you leave soon.*

## 3 LISTENING

**A**
- Have Ss look at the picture. Ask, *What do you see in this picture? How does this image relate to negotiation?* Elicit descriptions and ideas from the class.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Ask Ss to predict the answer.
- Play the audio or video. Review the answer. Ask Ss, *Were your predictions correct?*

**TEACHING TIP** Remind Ss that they should only focus on the main idea of the listening. Point out that just because an answer choice is true doesn't mean that it's correct; it must be the most important of all the correct choices. For example, supporting ideas, examples, and counter-examples may be true, but they are not important and therefore not correct in this situation.

**B**
- Read the Listening Skill aloud. Have Ss repeat the words used for comparisons.
- Elicit from Ss additional words or phrases that signal comparison. (For example, likewise, equally, in a similar manner, in the same way, in a similar fashion)
- For the second listening or viewing, tell Ss to listen specifically for comparisons. Ask them to preview the exercise items.
- Play the audio or video again. Have Ss complete the sentences individually. Review answers as a class.

**C**
- Give Ss time to preview words in the box and pencil in the answers.
- Play the whole audio or video again. Have Ss complete the exercise individually and compare answers in pairs.
- Call on Ss to read the completed sentences aloud.

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions. Review answers.
- Ask Ss questions to deepen their understanding of the vocabulary, such as,
  1. *What are the chances that you will be a more successful negotiator after this lesson?*
  2. *What are some examples of win-win situations?* (For example, Two families are neighbors. One family needs a regular babysitter for their young child. The other needs a regular job for their teenage daughter. The teenager is hired as the regular babysitter. It's a win-win situation for both families.)
  3. *Do you find it easy to get people to see things your way?*

## 4 DISCUSSION

**A**
- Read the question aloud. Have Ss take notes.
- Monitor. Encourage Ss to list several ideas.

**B**
- Have Ss share their lists in small groups.
- Encourage them to share reasons that explain the importance of each idea.

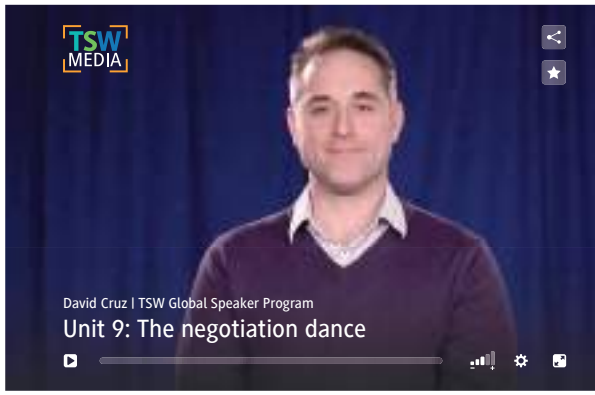
**C**
- Write 1–2 ideas from each group on the board.
- Ask Ss to get back in their groups and talk about what the result might be if they don't do each thing listed on the board. Read the example aloud. Remind Ss to use *unless* to express condition.
- Walk around as Ss discuss. Listen for the correct use of *unless* in this context.
- Invite volunteers to share their groups ideas with the class.

**EXTENSION** In small groups, have Ss discuss if negotiation techniques and skills are similar across cultures. Ask them to take note of any cultural or communication differences that might further complicate negotiations. Encourage them to include real-life examples when appropriate. Ask, *Is the advice in the listening relevant for cross-cultural negotiations? What makes a successful cross-cultural negotiation?* Elicit opinions and tips from the class.

**LOOK FOR** While Ss are discussing, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss negotiation skills
- ✓ using *unless* to express condition
- ✓ listening for and understanding comparisons

**EXIT TICKET** On cards, have Ss write about 3–4 ideas from 4C. For each idea, ask them to write a complete sentence expressing what the results might be if they don't prepare for an important negotiation in that way. Tell them to use *unless* to express conditions and include the target vocabulary from 1A. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 LISTENING




**A** 09-15 Listen or watch. What is the speaker's main idea?

a. A negotiation is more like a dance than a fight.
b. You can win a negotiation if you are confident.
c. Some people are naturally good at negotiating.

**B** 09-16 Read the Listening Skill. Listen or watch again. Complete the sentences with comparison words.

1. ___Just as___ a dancer prepares for a performance by studying a set of steps, you need to prepare for a negotiation through research and planning.
2. Good dancers pay close attention to their partners' moves. ___Similarly___, good negotiators listen to what their partners want.
3. It takes confidence to smoothly move with your dance partner across the floor, and you'll need that ___same___ confidence when you negotiate.

**LISTENING SKILL** Listen for comparisons

When speakers are comparing two things, they may use words like these:

*same* *(be) like*
*similarly* *just as*

Listen for these words to understand when something is being compared to something else.

**C** 09-17 Listen or watch again. Complete the sentences with the words in the box.

| research | make sure | win | believe | improve | listen to |
|---|---|---|---|---|---|

1. You won't succeed if you think of a negotiation as a fight you want to ___win___.
2. You can ___improve___ your skill at negotiating even if you aren't naturally good at it.
3. You should ___research___ all of the facts before you begin a negotiation.
4. It's very important to ___listen to___ what your partner wants.
5. At the end of a negotiation, you want to ___make sure___ that both people are happy.
6. If you have a lot of confidence, people will ___believe___ in you.

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean? Answers will vary.

1. If you go into a negotiation focused on what *you* want and how *you* are going to get a better deal, <u>chances are</u> you won't be successful. it's likely that
2. Good negotiators listen to what their partners want. Unless you're working for that <u>win-win solution</u>, you'll never be a great negotiator. a solution that is good for both sides
3. Groups almost always accept the solution proposed by the most confident person. Build your self-confidence; it's a very, very powerful tool in getting people to <u>see things your way</u>. understand or share your opinions

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK Imagine you're preparing for an important negotiation. How can you build your self-confidence? Make notes.

**B** DISCUSS In small groups, share your ideas in 4A.

**C** ANALYZE Discuss the ideas as a class. Talk about what the result might be if you don't do each thing.

You should get a good night's sleep. You won't think clearly unless you get enough sleep.

☐ I CAN DISCUSS NEGOTIATION SKILLS.

# LESSON 4 READ ABOUT NEGOTIATING STYLES



LAN PHAM
@LanP
I took a quiz on my negotiation style. The results were pretty much what I expected. 🙂

## 1 BEFORE YOU READ

**A** PAIRS How would you describe your personality? How does this affect your communication with others?

I'm very friendly, so I usually ...

**B** 09-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

broad a party a middle ground a position on track establish partially

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 151

## 2 READ

**A** PREVIEW Look at the title and the pictures. What do you think the magazine quiz says about negotiation styles?

**B** 09-19 Read and listen to the quiz. Were your predictions correct?



# HOW DO YOU NEGOTIATE?



**How do you negotiate? Are you too aggressive? Not aggressive enough? Experts have identified three broad styles of negotiation, and knowing what they are can help you become more aware of how you and others are communicating.**

**1 When you begin a negotiation, do you ___ ?**

a get straight to business, without spending a lot of time trying to connect personally

b spend some time trying to connect with the other person

c focus on understanding what the other person wants before you talk about what you want

**2 When the other party doesn't agree with you, do you ___ ?**

a keep trying different ways to get what you want

b ask questions to make sure you really understand what the other person wants

c focus on trying to find a middle ground between your position and the other person's

**3 When the negotiation is finished, are you mostly concerned about ___ ?**

a whether you got what you wanted

b whether you and the other person have a good relationship

c whether you and the other person are both satisfied with the result

**Two "a" answers: Competitive**
A competitive negotiator is more focused on making the deal than building a relationship. You may be very successful at communicating what you want and at keeping the negotiation on track. On the negative side, competitive negotiators may be too aggressive. The other party may feel that their needs are not being recognized.

**Two "b" answers: Cooperative**
A cooperative negotiator is focused on having a good relationship with the other party. You are good at building trust with the other person and establishing a long-term relationship. However, you may focus too much on the other party's wishes and let them control the negotiation.

>>

# LESSON 4 READ ABOUT NEGOTIATING STYLES

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

- Read the lesson title aloud. Ask, *What are different kinds of negotiation styles?* Elicit ideas.
- Read the social media message aloud. Ask Ss, *What kind of negotiation style do you think Lan has?* Elicit ideas from Ss.

## 1 BEFORE YOU READ

**A**
- Lead a class brainstorm on personality qualities and characteristics. Elicit adjectives from Ss. Write their ideas on the board.
- Read the questions aloud. Point out the sentence starter. Encourage Ss to start their conversations in this way.
- Give Ss time to discuss in pairs. Have them reference to the ideas on the board to help them describe their personalities. Remind Ss to answer both questions.
- Call on Ss and ask them the target questions.

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- In small groups, have Ss define the terms. Review definitions. Refer Ss to the definitions and practice on page 151.
- Point out that *party* has more than one meaning. Say, *In the following text,* party *doesn't mean a social event but rather a group involved in an agreement or disagreement.*

## 2 READ

**A**
- Read the title of the article aloud. Direct Ss' attention to the pictures.
- Ask, *Who do you see in the photos? What are they doing? How do you think they feel?* Elicit ideas.
- Ask Ss the target question. Have them share their ideas in pairs.

**B**
- Tell Ss to look at the text. Ask, *What is it?* (a quiz) *What is a quiz?* (a set of questions about a particular subject that people try to answer as a game or competition) *What kind of publications typically have quizzes?* (magazines, blogs)
- Have Ss listen to the quiz and read along silently. As they listen, ask them to underline the vocabulary words from 1B. Have them circle other words they are unfamiliar with. Suggest that **lower-level Ss** follow along with a finger.
- Ask, *Were your predictions correct?*
- Clarify the meaning of any new words or phrases in the text, such as *be aware* (noticing and understanding your own true thoughts, feelings, and abilities), *build* (to develop something, such as a relationship or trust), and *wish* (the thing that you want to have or do).
- Ask, *What does the expression* get straight to business *mean?* (to start doing something that you need to do) Elicit ideas. Tell Ss that the expression *get down to business* has the same meaning.

**LANGUAGE NOTE** *Aggressive* can mean very determined to win or be successful as well as behaving in an angry or rude way that shows you want to fight or argue with someone. Being *too aggressive* typically refers to the latter definition.

**OPTION** Read the introduction aloud for the class. Say, *There are three questions in this quiz.* Read each question aloud. Call on volunteers to read the answer choices. Say, *If you get two "a" answers, your negotiation style is competitive.* Ask a volunteer to read the description of a competitive negotiator. Repeat for the next two summaries of negotiation styles. To wrap up, read the conclusion aloud.

**EXTENSION** Say, *The quiz states that different parts of a negotiation may require different styles.* Arrange Ss in same-level pairs. Have them choose an example of a professional or personal negotiation. Ask them to walk through the steps of the negotiation and identify which kind of style would be most effective during each part. Remind Ss to provide reasons for their choices. Ask them to make a visual representation of their findings. Have pairs form groups of four and present their analysis of how one should act during their situation.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs.
- Review the answer as a class.
- Ask, *Do you agree with this answer? Why or why not?* Take a class poll. Ask volunteers to explain their opinions.

**B**
- Tell Ss to preview the exercise items and complete the sentences they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. Call on Ss to read the answers aloud.

**C**
- Ask a volunteer to read aloud the information about the compromising negotiation style for the class. Read number one aloud. Have Ss discuss the answer in pairs and then review as a class.
- Read number two aloud. Ask volunteers to read the answer choices aloud. Elicit the answer from the class.
- Ask, *What do you do when both parties are unhappy at the end of the negotiation?* Have Ss discuss in pairs. Invite volunteers to share their ideas with the class.

**D**
- Direct Ss' attention to the Reading Skill. Say, *Making inferences is the process of using information that you already have to draw a conclusion about something. In other words, you make assumptions about things that are not said directly.* Read the information in the box aloud.
- Ask Ss to go back to the quiz and reread the paragraph about a competitive negotiation style. Tell Ss to work in pairs to make an inference about what the results of a negotiation might be if someone has this kind of competitive negotiation style.
- Give Ss time to discuss and then elicit ideas from the class. Take a class survey to see how many Ss made similar inferences.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the quiz in complete sentences. Remind them to use their own words as they summarize.
- Read the sentence starter aloud. Suggest that Ss start their summaries in this way.
- Challenge Ss to complete the exercise without looking at the book. Walk around and provide help as necessary.

⊕ **EXTENSION** Direct Ss' attention to the web search. For homework, ask Ss to find and take an online quiz about personality styles. If possible, select a few appropriate quizzes before class and share the links with Ss. After taking the quiz, have Ss write 3–4 sentences explaining their results. In class, have them describe the quiz and share their results in small groups.

## 4 MAKE IT PERSONAL

**A**
- Ask Ss to take the quiz from 2B. Read the questions aloud. Say, *Answer the three questions based on how you would act and feel in the situations described.*
- When finished, have Ss individually write down their answers in 4A.

**B**
- Have Ss compare their results and ideas in pairs. Encourage them to ask each other follow-up questions and share their real-life experiences.
- Take a class survey to see which negotiation style is the most common among Ss.
- Invite volunteers to share what they learned about their partner with the class.
- Ask Ss, *Do you agree with the results of the quiz? Why or why not? If not, how would you describe your negotiation style?* In the same pairs, have Ss share their opinion about the quiz.

⊕ **EXTENSION** Ask Ss, *Do you think your negotiation style is the same or different when you're speaking another language? How so?* Have Ss discuss in pairs. Invite volunteers to share their opinions and experiences about negotiating in different languages with the class.

**EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Tell Ss to write 4–5 sentences comparing the negotiation style of a friend, co-worker, or family member with their own. Ask Ss to use the vocabulary they've learned so far in this unit and the phrases for comparison from the Listening Skill on page 107. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

> **Two "c" answers: Compromising**
A compromiser tries to arrive at a solution that leaves both parties partially satisfied with the results. A compromising style may allow you to conclude the negotiation without damaging the relationship. On the other hand, it may end up that neither side is completely happy with either the result of the negotiation or the relationship between the parties.

**So, which kind of negotiator are you? Remember that different parts of a negotiation may require different styles. As with most areas of human communication, being aware of yourself and others is the key to success.**

## 3 CHECK YOUR UNDERSTANDING

**A** Read the quiz again. What does the writer suggest about negotiating styles?

a. Compromising negotiators get the best results because they listen to the other party.
b. Different negotiating styles can be successful in different ways.
c. When you negotiate, you should try to be both cooperative and compromising.

**B** Complete the sentences according to the quiz.

1. If you start a negotiation by explaining exactly what you want, you probably have a competitive negotiating style.
2. If you focus on finding things that you and the other party agree on, you probably have a compromising negotiating style.
3. If you are concerned with making sure that the other person likes you, you probably have a cooperative negotiating style.

**C** CLOSE READING Reread the description of a compromising negotiating style. Then circle the correct answers.

1. What is being contrasted with *on the other hand*?
   a. a compromising negotiating style and a cooperative negotiating style
   b. the result of the negotiation and the relationship between the parties
   c. the good things about a compromising style and the negative results of this style
2. What does the last sentence in the paragraph mean?
   a. One side is not happy with the results of the negotiation.
   b. Both sides are a little unhappy at the end of the negotiation.
   c. Both sides are happy with the relationship between the parties.

**D** Read the Reading Skill. Go back to the quiz. Make an inference about what the result of a negotiation might be if one person has a very competitive style.

The other party might walk away; the relationship might be ruined.

**E** PAIRS What is the quiz about? Summarize the most important ideas. Use your own words.

The quiz is about different negotiating styles ...

**READING SKILL Make inferences**

As you read, use your own experience and previous knowledge to draw conclusions about things that the writer suggests but doesn't directly state. This is called making inferences.

Take an online quiz.

## 4 MAKE IT PERSONAL

**A** Now take the quiz in 2B. Which style do you use the most? Which should you use more?

My negotiating style: _____
Style I should use more: _____
Reason: _____

**B** PAIRS Compare your results and ideas in 4A.

I am usually a competitive negotiator, but ...

☐ I CAN READ ABOUT NEGOTIATING STYLES.

# LESSON 5 WRITE ABOUT A CONFLICT

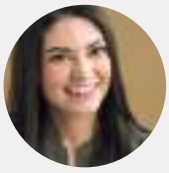


LAN PHAM
@LanP
I like negotiating at work. I'm glad I don't have to do it at home!

## 1 BEFORE YOU WRITE

**A** Do you have any conflicts with the people you live or work with? How do you usually solve conflicts?

**B** Read the online advice column. What are Mei and Jen arguing about? cleaning and cooking



### Problems at work or at home? Just ask Ana!



**Today's problem came in an email I received from Mei and Jen. I think it's a very common one for many people.**

Mei and Jen are roommates and generally enjoy living with each other, but they have different ideas about cleaning and cooking. Mei likes to schedule weekly big cleanings because she doesn't like to clean every day. Jen prefers to tidy up as she goes. Also, Mei usually does the cooking and washes the dishes at night and thinks Jen should help more. Jen usually does the grocery shopping, so she thinks it's fair for Mei to cook and do the dishes. Mei and Jen are good friends and don't want to stop being roommates, but they are both losing their patience with each other.

So, what should they do? Luckily, there are a lot of ways to come to an agreement and go back to being happy roommates! First, Mei and Jen should get a monthly calendar and put it in a visible place in the apartment. Then Mei should say which two or three "big cleaning" tasks are the most important to her. Vacuuming? Cleaning the bathroom? Mei and Jen can decide together on which day those tasks get done and put it on the calendar. Then the other smaller tasks can be done when needed, which is Jen's style. As for the dinner conflict, Mei and Jen should try to do the grocery shopping together and then take turns cooking and cleaning. In that way, everyone pays their share for the groceries, and nobody spends too much time in the kitchen.

That's all for today. Come back tomorrow for another problem and solution.

**C** Read the advice column again. Complete the chart with information about the conflicts and the suggested solutions.

| Conflicts | Mei's view | Jen's view | Solutions |
|---|---|---|---|
| 1. scheduling cleaning | 1. wants to schedule all big cleaning | 1. wants to clean as she goes | 1. Make a calendar to schedule some of the cleaning. |
| 2. washing dishes/cooking | 2. wants Jen to help cook and wash dishes | 2. She gets groceries so Mei should cook and clean up. | 2. Do shopping together and take turns cooking and washing dishes. |

# LESSON 5 WRITE ABOUT A CONFLICT

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

- Read the lesson title and the social media message aloud. Ask, *What do you think Lan has to negotiate at work? At home?* Have Ss discuss in pairs.
- Ask, *How do you think Lan's message relates to the lesson title?* Elicit ideas.

## 1 BEFORE YOU WRITE

**A**

- Ask, *How many people live alone? With family? With friends? With roommates?* Elicit answers.
- Read the questions aloud. Have Ss discuss the questions in pairs. Ask them to take notes on different ways to solve common conflicts.
- Lead a class brainstorm. Ask, *What kinds of conflicts have you had with the people you live or work with?* Elicit answers. Write Ss' conflicts on the board in a T-chart with the headings *Home conflicts* and *Work conflicts*.
- Ask, *How have you solved these conflicts?* Have Ss discuss their ideas in small groups. Elicit solutions for each conflict.

**B**

- Tell Ss to look at the text. Ask, *What is it?* (an advice column) *Where are advice columns traditionally presented?* (magazines, newspapers, blogs) *What is the format of an advice column?* (question and answer: a reader writes with a problem in the form of a question, and the advice columnist provides an answer)
- Read the caption above the picture and the introductory sentences aloud. Ask, *Who wrote the response?* (Ana) *How did she receive this question?* (by email)
- Have Ss look at the picture. Ask them to describe what they see. Ask, *What do you think is Mei and Jen's relationship? What problem do you think they are having?* Elicit ideas.
- Have Ss follow along in their books as you read the article aloud for the class. Pause after *So, what should they do?* Ask Ss to cover the text. In pairs, have them share suggestions for how Mei and Jen can come to an agreement.
- Read the rest of the article aloud. Ask, *Were your suggestions similar to Ana's?* Invite volunteers to share their suggestions.
- Ask the target question. Give Ss time to discuss the answers in small groups.
- Clarify any new or confusing words, such as *tidy up* (to make a place look better by putting things in the correct place).
- Ask, *What does it mean for someone to pay their* fair share *of something?* (to pay the amount of something that is due relative to what other people are paying)
- Take a class survey on how many Ss have had similar problems with someone they were living with. Invite volunteers to describe the situation and how it was, or wasn't, resolved.

**OPTION** Have two volunteers take turns reading the advice column aloud for the class. Ask each to read one paragraph.

**CULTURE NOTE** One of the most popular American advice columns was founded in 1956. Pauline Phillips answered readers' questions under the name Abigail Van Buren, and thus named the column "Dear Abby." In the late 1980s, over 1,200 newspapers ran the column.

**C**

- Copy the chart on the board. Read the instructions. Elicit the conflicts mentioned in the advice column. Add them to the chart. Tell Ss to do the same in their books.
- Have Ss work in pairs to complete rest of the exercise but fill in the chart individually. Ask them to include details from the advice column.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.
- In small groups, have Ss discuss the suggested solutions. Ask, *Will these solutions work? Why or why not?* Elicit opinions from the class.

## 2 FOCUS ON WRITING

- Have Ss recall information from Unit 8. Ask, *What is a biased writer?* (one who only looks at one side of an issue)
- Bring Ss' attention to the Writing Skill. Read it aloud. Say, *Explain different points of view in your writing to avoid being a biased writer.*
- Tell Ss to individually reread the text in 1B. Ask them to underline Mei's point of view and circle Jen's point of view.
- Have Ss compare their findings in pairs.
- Ask, *In terms of housework, do you identify more with Mei or Jen?* Take a class survey.

## 3 PLAN YOUR WRITING

**A**
- Read the instructions aloud. Model notetaking as you fill in the chart on the board.
- Say, *My co-worker Jack teaches right before me in this same classroom. Jack likes to stay after his class to talk with students, but I like to get into the classroom early to prepare for class. We have a conflict because we can't both be in there working at the same time.*
- Elicit answers from Ss about the conflict you described by asking for the information in the chart. Add Ss' answers to the board. Ask, *Who are the two people involved in this work conflict?* (you, Jack) *What is our conflict?* (conflicting schedules) *What is my point of view?* (I need to be in the classroom early to prepare for my class.) *What is Jack's point of view?* (He needs to stay in the classroom after class to talk with students.)
- Ask Ss, *How can Jack and I come to an agreement?* Elicit suggestions. Add them to the board.
- Have Ss complete the chart with their own ideas. Remind them they can write about their own home or work conflict or someone else's.
- Walk around as Ss work individually. Provide help with vocabulary and spelling as necessary.

**B**
- In pairs, have Ss use their notes to take turns sharing information about their conflict.
- Encourage Ss to ask follow-up questions and provide feedback on ways their partner can add more detail about the conflict.
- Tell Ss to help each other come up with additional solutions for their conflict.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart to write their advice column.
- Tell Ss to write two paragraphs. In the first paragraph, Ss should clearly explain the problem and the points of view. In the second, they should lay out the solutions. Remind them to use 1B as a model.
- Ask Ss to look back at 1B. Ask, *What verb tense is used in the first paragraph?* (present) *In the second paragraph?* (modals) *Why does the writer use modals when describing the solutions?* (because the solutions are suggestions; they are only possibilities) Encourage Ss to describe the conflict and solutions in this way.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's advice columns.
- Have Ss underline the conflict in their partner's news story. Ask them to identify if it is easy to understand.
- Have Ss also label each person's point of view with A and B. Ask them if there is enough detail to clearly understand both sides of the issue.
- Finally, ask Ss to evaluate the fairness of the suggested solution(s).
- Review the Revising tip. Ask Ss, *What are* mechanics? (grammar, punctuation, and spelling) Say, *Don't focus on the mechanics until later drafts.*

**B**
- Have Ss give each other feedback. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner fix any errors with verb form or use and add more details to help explain the conflict and solutions.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful.

## 6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization. Say, *Now it's time to focus on mechanics.*
- If many edits were made, encourage Ss to rewrite a clean version of their essay.

**EXIT TICKET** Give Ss a few minutes to review their conflict, points of view, and solution(s). Then ask them to walk around and describe their situation to two different classmates. Suggest that **lower-level Ss** bring their notes and/or text with them. Ask Ss to ask follow-up questions and share their opinions about their partners' solutions. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

## 2 FOCUS ON WRITING

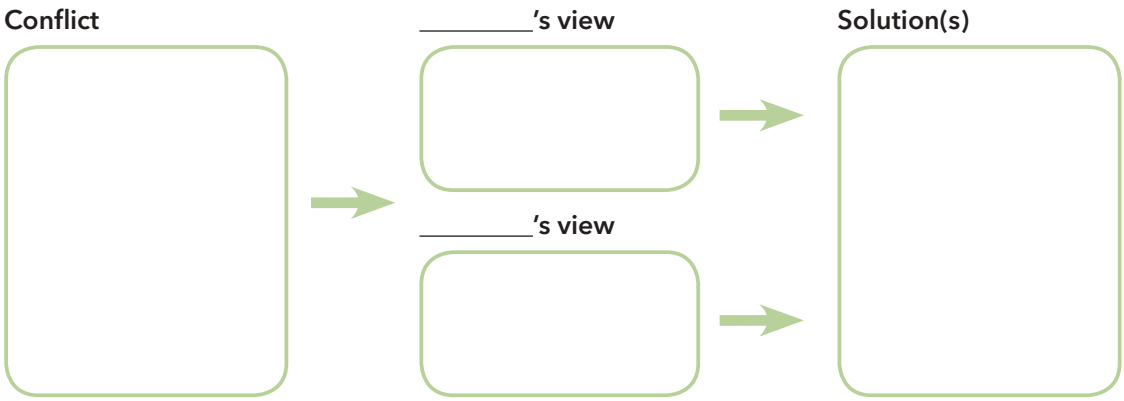
Read the Writing Skill. Then go back to the advice column in 1B and underline Mei's point of view. Circle Jen's point of view.

**WRITING SKILL** Explain different points of view

A point of view is a person's way of thinking about an issue. When writing about a conflict, it is important to clearly explain one person's point of view and then the other person's so that the reader understands the whole problem.

## 3 PLAN YOUR WRITING

**A** Think of a conflict that you or someone you know has had with someone they live or work with. Complete the chart with information about the conflict, the points of view, and a possible solution.




**B** PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

*I understand the conflict but not one of the points of view ...*

## 4 WRITE

Write about a conflict between people who live or work together, their points of view, and a suggested solution. Use the advice column in 1B as a model.

## 5 REVISE YOUR WRITING

**Revising tip**

When revising your draft, focus on content and organization, not mechanics.

**A** PAIRS Exchange and read each other's advice columns.

1. Underline the conflict. Is it clear what it is?
2. Label each person's point of view with A and B. Can you understand why the person thinks and feels the way he or she does?
3. Does the suggested solution help each person to feel better?

**B** PAIRS Can your partner improve his or her advice column? Make suggestions.

## 6 PROOFREAD

Read your advice column again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A CONFLICT.

# PUT IT TOGETHER



## 1 PRESENTATION PROJECT

**A** 09-20 Listen or watch. What is the topic of the presentation?

how to develop confidence

**B** 09-21 Listen or watch again. Answer the questions.

1. Why does Misaki say self-confidence is important?
   to gain trust and respect
2. What are Misaki's three suggestions for developing confidence?
   fake it till you make it, be prepared, and have good posture

**C** Read the Presentation Skill. What are some ways that you can practice speaking loudly and clearly?

**D** Make your own presentation.

**Step 1** In Lesson 3, you heard a speaker compare negotiating to a dance and say that you need confidence to negotiate. Search for advice about developing confidence for negotiations. Which suggestions do you think are most useful? Make a list.

**PRESENTATION SKILL**

**Use a loud, clear voice**
Speak loudly and pronounce words clearly so all your audience members can hear and understand you.

**Step 2** Prepare a two-minute presentation about suggestions for developing confidence for a negotiation.

**Step 3** Give your presentation to the class. Remember to speak loudly and clearly. Answer questions and get feedback.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about a past negotiation
- ☐ Negotiate a deal
- ☐ Discuss negotiation skills

**Vocabulary**
- ☐ People at a conference
- ☐ Verbs for negotiating

**Conversation**
- ☐ End a phone call

**Pronunciation**
- ☐ *Have to, has to, had better (not)*

**Listening**
- ☐ Listen for comparisons

**Grammar**
- ☐ Causative verbs: *get, have,* and *make*
- ☐ Advice, obligation, and expectation
- ☐ *Unless*

**Reading**
- ☐ Make inferences

**Writing**
- ☐ Explain different points of view

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *How would you describe the woman in the picture?* (smart, self-confident, successful) *What do you think this presentation will be about?* Elicit ideas.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is the topic of the presentation?* (how to develop self-confidence) Review the answer as a class.

**OPTION** If appropriate, pause the audio or video, and ask Ss to predict what's coming. For example, pause after *follow a few suggestions*. Ask Ss, *How do you think you can appear confident, even if you are shy or nervous?* Elicit ideas from the class.

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to complete the exercise individually.
- Ask Ss, *What are three situations where it's important to be confident?* (negotiating a deal, interviewing for a job, giving a presentation)
- Write on the board: *Fake it 'till you make it!* In pairs, ask Ss to explain the meaning of this expression in their own words. Elicit definitions from volunteers.
- Have Ss compare their answers to 1B in pairs. Tell them to use examples from the presentation to help explain the speaker's suggestions. Review the answers as a class.
- Ask Ss, *Do you think this is good advice? Why or why not?* Take a class vote. Invite volunteers to share their opinions with the class.

**C**
- Read the Presentation Skill and the question aloud. Elicit ideas.
- Remind Ss to use a loud, clear voice when presenting. Point out that this is another strategy to help them develop confidence when public speaking.

**D**
- Say, *In your presentation, you are going to focus on suggestions for developing confidence for personal or professional negotiations.*
- Read the three steps aloud for the class. Give Ss time to research advice for developing confidence online. Have them make a list of their findings. Tell them to add their own ideas to the list as well.
- Have Ss share their lists in pairs. Encourage them to ask each other questions and give feedback to help improve their idea development.
- From their list, ask Ss to choose the three pieces of advice that are most helpful in negotiation situations.
- Write the following outline on the board:
  1. *Introduction: Opening message*
  2. *Suggestion 1: description, example*
  3. *Suggestion 2: description, example*
  4. *Suggestion 3: description, example*
  5. *Conclusion: Final message*

  Review the outline. Encourage Ss to organize their presentation in this way.
- Walk around as Ss work on their outlines and provide help with vocabulary and spelling as necessary.
- Tell Ss to listen to or watch the student presentation again. Ask, *What phrases does the speaker use to present each suggestion?* (The best advice I've heard about developing confidence is…, Another suggestion to help you feel more confident is…, The last advice I'll share is…) Encourage Ss to use similar phrases to present their advice.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their outline. Have them refer to the following checklist as they practice their presentations:

  ☐ *Introduce the topic.*
  ☐ *Describe their suggestions.*
  ☐ *Provide additional details and examples.*
  ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# 10 HOW'S SHE DOING?

## PREVIEW THE UNIT

| | | |
|---|---|---|
| LESSON 1 | **Talk about a conversation** | |
| | ***Vocabulary*** | Explaining and arguing |
| | ***Grammar*** | Embedded *yes / no* questions |
| | ***Conversation skill*** | Accept an apology |
| LESSON 2 | **Discuss a difficult interaction** | |
| | ***Vocabulary*** | Interacting with others |
| | ***Grammar*** | Questions with final prepositions |
| | ***Pronunciation*** | Linking verbs to prepositions |
| LESSON 3 | **Discuss dealing with difficult people** | |
| | ***Grammar*** | Repeated and parallel comparatives |
| | ***Listening skill*** | Listen for words that signal importance |
| LESSON 4 | **Read about extreme altruism** | |
| | ***Reading skill*** | Identify paraphrasing |
| LESSON 5 | **Write about a kindness** | |
| | ***Writing skill*** | Use past tenses to show sequence |
| PUT IT TOGETHER | | |
| | ***Presentation project*** | Getting along |
| | ***Presentation skill*** | End your presentation positively |



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

## GET STARTED

**A**
- Write the unit title on the board. Ask Ss, *How are you doing?*
- Ask Ss to read the learning goals. Tell them they will learn more about what altruism is later in the unit. Answer any other questions they have.
- If Ss have studied the topics before, reassure them that they will learn something new.

**B**
- Direct Ss' attention to the photo. Ask, *What's going on in this photo?* In pairs, have Ss talk about what they see.
- Have pairs report back. Write any key words and phrases on the board.

**C**
- Focus on the social media message. Ask, *Who wrote the message?* (Ed Miller) *What do you remember about Ed?* (For example, He's a copywriter from New York.) If necessary, have Ss review what Ed says in *Meet the People of TSW Media* on page 4 or play the video of Ed.
- Read Ed's social media message aloud. Ask, *How does Ed feel about most of his co-workers?* (They're great.) *What does he mean when he says*, There's this one guy…*?* (There is one co-worker he doesn't think is great.)
- Ask Ss, *Have you gotten along with the people you have worked with at a job or at school?* Have Ss share their experiences in pairs.

# 10 HOW'S SHE DOING?

## LEARNING GOALS

In this unit, you

- talk about a conversation
- discuss a difficult interaction
- discuss dealing with difficult people
- read about extreme altruism
- write about a kindness



## GET STARTED

A Read the unit title and the learning goals.

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

C Now read Ed's message. What does Ed want advice about?



ED MILLER

@EdM

Excited about my new job on the social media team! Got any advice about getting along with new co-workers?

# LESSON 1 TALK ABOUT A CONVERSATION



ED MILLER
@EdM
New York is a big city but a small world. You'll never guess who I ran into today!

## 1 VOCABULARY Explaining and arguing

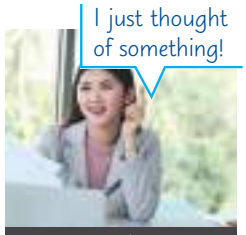
**A** ▶10-01 Listen. Then listen and repeat.



an excuse



a suggestion



an idea



an explanation



a disagreement



a complaint



a point

**B** ▶10-02 Listen to the conversations. Complete the sentences with the words in 1A.

1. The student has a good ___excuse___ .
2. The customer has ___a complaint___ .
3. The salesperson has ___a suggestion___ .
4. The woman thinks the man has ___a point___ .
5. The woman has ___an idea___ .
6. The teacher is giving ___an explanation___ .
7. They are having ___a disagreement___ .

**C** PAIRS Choose three of the things in 1A and tell your partner an example from your life.

I had an excuse when I was late for work last week. My car broke down.

## 2 GRAMMAR Embedded *yes / no* questions

Report a *yes / no* question by embedding it in a sentence with a form of the verb *ask* + *if* or *whether*.

| Direct *yes / no* question | | Embedded question | | |
|---|---|---|---|---|
| | | ***If / whether*** | **Subject** | **Verb** |
| Are you enjoying your job? | She asked (me) | **whether** | **I** | **was enjoying** my job. |
| Do you have any suggestions? | He asked (us) | **if** | **we** | **had** any suggestions. |
| Can you give me an explanation? | She asked (them) | **whether** | **they** | **could give** her an explanation. |
| **Note** Use statement word order in the embedded question. | | | | |

>> FOR PRACTICE, GO TO PAGE 152

# LESSON 1 TALK ABOUT A CONVERSATION

- Read the lesson title and the social media message aloud. Ask, *What does Ed mean when he says New York is a big city but a small world? What does it mean to run into someone in this context?* (to meet someone by chance) Elicit answers.

## 1 VOCABULARY

**A**

- Have Ss scan the pictures and captions before reading. Ask, *What's going on in the pictures?* Give Ss time to share ideas in pairs.
- Elicit descriptions. Call on Ss, and ask, *What's going on in this picture?* (For example, A police officer has stopped a woman for running a red light.)
- Say, *Listen to the words that are commonly used to talk about explaining and arguing*.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Write the vocabulary words on the board for reference. Arrange Ss in pairs. Ask Student A to look at 1A and Student B to close the book. Then have Student A read a speech bubble in 1A and Student B say the term that matches it. For example, Student A: *Why don't you try this one?* Student B: *That is a suggestion!* After Student B has matched all the terms with their speech bubbles, have Ss swap roles.

**B**

- Say, *Listen to conversations of people explaining and arguing*. Do number one as a class. Write on the board: *1. The student has a good* _____. Play the audio and pause after *I was in the hospital*. Ask, *Why wasn't the student, Sally, in school?* (She was in the hospital.) *What would you call Sally's statement?* (an excuse) Complete the sentence on the board with *excuse*. Ask Ss to do the same in their books.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the complete sentences aloud and elicit details about what happened. For example, ask, *What was the customer's complaint? What did the server do*?

💬 **LANGUAGE NOTE** We use the expression *good point* to tell someone that they had a good comment, thought, or suggestion.

**C**

- Have Ss look back at 1A. Tell them to share their real-life situations using the terms. Read the instructions and example aloud.
- In same-level pairs, have Ss take turns giving examples from their lives. Have **lower-level Ss** give examples using three terms. Ask **higher-level Ss** give examples using at least five. Encourage them to ask follow-up questions to learn more about their partners.
- Elicit from volunteers a real-life example of each term.

## 2 GRAMMAR

- Ask Ss to close their books. Write the title of the grammar chart on the board. Ask, *What is an embedded question?* Elicit ideas.
- Write on the board: *She asked me whether I was enjoying my job*. Read it aloud. Ask, *What part of this statement is the embedded question?* Have Ss share ideas in pairs.
- Ask Ss to open their books and look at the grammar chart. Give them a few minutes to review the information silently. Then ask, *Were your predictions correct?*
- Read the explanation aloud. Say, *We use embedded questions to report, or restate, what someone asked. In this case, we are restating a* yes / no *question that someone else asked*. Explain that *if* and *whether* have the same meaning when introducing embedded questions.
- To review the examples, call on Ss to read the direct *yes / no* question aloud and then read the corresponding statement with the embedded question. For example,

  T: *Yumi, can you please ask me the direct* yes / no *question starting with* Are?

  Yumi: *Are you enjoying your job?*

  T: *Good. So, she* [point at S] *asked me* [point at yourself] *whether I was enjoying my job*.

- Point out the optional use of the direct object pronouns. Ask, *Why are* me, us, *and* them *in parentheses?* (They are optional.) Say, *You can include this information to state who was being asked the question, but it's not necessary*.
- Go over the Note at the bottom of the chart. Review the word order in the examples.
- Point out the past verb tense in the embedded questions. Write on the board:
  1. *are enjoying → was enjoying*
  2. *have → had*
  3. *can give → could give*
- Explain that in reported speech, no additional punctuation (quotation marks, comma, or question mark) is used.

💬 **LANGUAGE NOTE** In addition to *ask*, other verbs that are commonly used with embedded questions are *wonder, know, remember, be sure, find out, think about,* and *forget*. For example, *She's thinking about whether she should get a degree in literature*.

## 3 CONVERSATION SKILL

**A**
- Ask, *How do you respond when someone apologizes to you? For example, if someone says,* I'm sorry, *what do you say back?* Elicit examples. Write them on the board.
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Elicit additional examples of ways to accept an apology. (For example, No worries.) Add new ideas to the board.
- Direct Ss' attention to 3A. Ask them to listen to the conversations. Play the audio.
- Explain that it's common to use more than one expression to accept an apology.

**B**
- Read the instructions and the sentences aloud. Have Ss complete the exercise in pairs.
- Encourage Ss to accept the apologies with expressions from the conversation skill that are new to them.

⊕ **EXTENSION** Have Ss write 3–4 more apologies. Ask them to walk around and take turns saying and accepting apologies with different classmates. Ss can use the sentences in their book or their own ideas.

## 4 CONVERSATION

**A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ed and Ahmet) *What do you think they are talking about?* Elicit ideas.
- Have Ss preview the answer choices.
- Play the audio or video. Review the answer.

**B**
- Read the questions aloud. Have Ss predict the answers in pairs. Then have them listen or watch again and complete the exercise.
- Review answers. Ask, *Were your predictions correct?*
- Clarify the meaning of the verbs *catch up* and *get* in this context. Ask, *What does it mean to* catch up *with someone?* (to talk to someone you have not seen for some time and find out what they have been doing) *What does it mean to* get *what someone is saying?* (to understand what someone is saying)
- Ask additional questions, such as *What questions did Pam ask Ed?* (if he was enjoying her old job, if he and Ahmet were still having problems with the website) *Who is Ed having problems working with? Why?* (Charles, because his work style is stricter than Ed's)
- Read the first question in the Discuss sidebar aloud. Elicit answers. (They think Pam knows a lot about social media, has good advice, can answer questions, sees the good in people, and has great people skills.)
- Read the second question aloud. Have Ss discuss in small groups. Elicit the qualities and behaviors of a good co-worker or classmate. Write Ss' ideas on the board.

**C**
- Ask Ss to predict ways the gaps might be filled.
- Have them listen and complete the conversation.
- Review answers. Have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A**
- Say, *Yesterday I ran into an old co-worker. I wanted to catch up about my old job, so I asked her these questions…* Write on the board:
  1. *I asked her if my old boss was still there.*
  2. *I asked whether the new product was successful.*
- Say, *She wanted to catch up about my new job, so she asked me these questions…* Write on the board:
  3. *She asked me if I was getting along with my new boss.*
  4. *She asked whether I traveled for conferences.*
- Point to the first sentence on the board. Ask, *What is the embedded question in number one?* Elicit answers. Underline the embedded question. Repeat for the rest of the examples.
- Ask, *Who did you see that you hadn't talked to a long time? What did you talk about?* Ask Ss to list 3–4 questions they remember asking and answering in that conversation.
- Monitor. Check Ss sentences for correct word order and verb form.

**B**
- Read the instructions and the example answer aloud.
- In pairs, have Ss take turns talking about their recent conversation.

**C**
- Take a class survey to see what Ss' conversations were about. Ask, *Did your conversation include a complaint, suggestion, or explanation?*
- Elicit answers.

**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:
- ✓ using the vocabulary to talk about explaining and arguing
- ✓ using embedded *yes / no* questions

**EXIT TICKET** Write on the board: *What did they talk about?* Have Ss write their names on a blank card or piece of paper. Tell them to write 4–5 sentences about the recent conversation with their partner in 5B had. Allow Ss to ask their partners questions to recall what was talked about. Remind Ss to use embedded *yes / no* questions to restate the questions. Collect cards as Ss leave. Read the cards to identify areas for review.

## 3 CONVERSATION SKILL

**Accept an apology**

Use phrases like these to accept an apology:

| | |
|---|---|
| *That's OK.* | *No harm done.* |
| *It's all right.* | *Don't worry about it.* |
| *No problem.* | *I understand.* |

**A** ▶10-03 Read the conversation skill. Listen. Notice how the speaker accepts the apology.

1. A: I'm so sorry about that!
   B: That's OK. No harm done.
2. A: Please accept my apology.
   B: It's all right. I understand.

**B** PAIRS Use the sentences to apologize. Take turns accepting the apologies. Use the language from the conversation skill box.

1. I'm so sorry I'm late!
2. Please accept my apology. I had an emergency at home, and I forgot our appointment.
3. I feel terrible I forgot your birthday! I'm so sorry!



## 4 CONVERSATION

**A** ▶10-04 Listen or watch. What are they talking about?

a. Ed's problems at work
b. Ed's conversation with Pam
c. Ed's new job

**B** ▶10-05 Listen or watch again. Answer the questions.

1. How does Pam feel about law school? She likes law school, but she misses everyone.
2. What plan did Ed and Pam make? They are going to have lunch.
3. Why doesn't Ed know Pam well? He never worked with her directly.

**C** ▶10-06 FOCUS ON LANGUAGE Listen. Complete the conversation.

Ed: Oh, and she asked whether we were still having problems with the new website. I told her we'd only gotten a few complaints.

Ahmet: Just a few!

Ed: Yeah. I told her that we're working on it. And I asked if she had any suggestions for working with Charles.

What do Ahmet and Ed think about Pam? What do they think about Charles? What makes someone a good co-worker or classmate?

## 5 TRY IT YOURSELF

**A** THINK Think about a time when you saw or talked to someone you hadn't seen in a long time. What did you talk about? What questions did you ask? What questions did the person ask you? Make a list.

**B** PAIRS Tell a partner about your conversation.

I saw an old friend of mine in a café the other day. I asked if she still lived near here. She asked me whether I had quit my job.

**C** ANALYZE Tell the class about your conversation. Did any of the conversations include a complaint, a suggestion, or an explanation?

☐ I CAN TALK ABOUT A CONVERSATION.

# LESSON 2 DISCUSS A DIFFICULT INTERACTION



ED MILLER
@EdM
It's so frustrating when people make excuses!

## 1 VOCABULARY Interacting with others

**A** Look at the chart. Do you ever have problems like these with co-workers or classmates? What else would you add to this list?

| SURVEY RESULTS: The Most Annoying Co-Worker Behaviors | 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|---|---|---|---|---|
| | blames others for mistakes | comes in late and leaves early | never admits to being wrong | makes drama out of everything | constantly tries to get the boss's approval | criticizes others behind their backs |

**B** 10-07 Listen. Then listen and repeat.

**meet up**: to come to the same place as someone because you have planned this
**run into**: to meet someone when you were not expecting to
**get along (with)**: to have a friendly relationship with someone
**agree with**: to have the same opinion as someone else
**disagree with**: to have a different opinion from someone else
**speak up**: to say publicly what you think about something
**join in**: to begin to take part in an activity that other people are involved in
**take care of**: to give people the things they need

**C** Write answers to the questions.

1. Who was the last person you met up with? _____
2. What kind of people do you get along with? _____
3. Do you usually speak up when you're upset about something? _____
4. What was the most surprising place you ran into someone? _____
5. Who have you had to take care of? _____
6. If your friends were running a race, would you want to join in? _____

**D** PAIRS Ask and answer the questions in 1C.

## 2 GRAMMAR Questions with final prepositions

For questions with phrasal verbs, the preposition usually goes at the end of the question.

| Statement | | | Question | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Verb + preposition** | **Object** | **Question word (object)** | **Auxiliary verb** | **Subject** | **Verb + preposition** |
| We | talked about | the website. | What | did | you | talk about? |
| They | are looking at | the picture. | What | are | they | looking at? |
| He | takes care of | the clients. | Who | does | he | take care of? |

>> FOR PRACTICE, GO TO PAGE 153

# LESSON 2 DISCUSS A DIFFICULT INTERACTION

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

- Read the lesson title aloud. Ask, *What is an interaction?* (when you talk to or do things with other people) *What would make it difficult?* Elicit ideas from the class.
- Read the social media message aloud. Ask, *How does Ed feel when people make excuses?* (frustrated) *Do you feel the same way?* Elicit answers.
- Ask, *What kinds of interactions make you feel frustrated? Happy? Stressed? Excited?* Have Ss share their experiences in pairs.

## 1 VOCABULARY

**A**
- Say, *Sometimes it can be difficult to interact with others.* Bring Ss' attention to the graphic. Read aloud the title on the left.
- Ask, *What question do you think was asked on the survey?* (For example, What annoys you about your co-workers? or What kinds of behaviors do you find most annoying about your co-workers?) Write Ss' ideas on the board.
- Give Ss time to read the behaviors in the list silently. Then have volunteers take turns reading them aloud for the class.
- Clarify the meaning of any new words in this context, such as *blame* (to say that someone is responsible for an accident, problem, or bad situation), *come in* (to arrive somewhere), *admit* (to say in an unwilling way that you accept that something is true), *approval* (a good opinion of someone or something), or *criticize* (to talk about the problems or faults of someone).
- Ask, *What does it mean to* make drama out of *something?* (to treat a particular situation as if it is more serious or exciting than it really is) *What does it mean to do something bad or unkind* behind someone's back? (to do it without them knowing)
- Ask Ss the target questions. In pairs, have Ss discuss if they've had similar problems with co-workers or classmates. Then, ask them to write down any additional annoying behaviors.
- Ask, *How many people have had problems like these?* Take a class survey.
- Invite volunteers to share what other behaviors they added to the list.

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

**LANGUAGE NOTE** The verbs *meet* and *meet up* are often used interchangeably. The phrasal verb *meet up* is commonly followed by the preposition *with*.

**C**
- Read the questions aloud. Ask Ss to underline the vocabulary terms as they listen.
- Tell Ss to answer the questions with their own information. Have them complete the exercise individually.
- To review, have volunteers take turns reading the sentences aloud.

**D**
- In pairs, have Ss take turns asking and answering the questions in 1C.
- Monitor. Listen for the correct use and pronunciation of the vocabulary in 1B.
- Invite volunteers to share the most interesting or surprising thing they learned about their partner.

## 2 GRAMMAR

- Write on the board:
  1. *We talked about* _____.
  2. *They are laughing at* _____.
  3. *He takes care of* _____.

  Say, *Rewrite each statement as a wh- question*. Have Ss work in pairs.
- Ask Ss to look at the grammar chart and check their answers. Read the title and explanation aloud. Ask, *Were your answers correct?*
- Read the examples aloud. Review the differences in word order between the statement and question. Point out the insertion of the auxiliary verb in the question.

## 3 PRONUNCIATION

**A** • Play the audio for the note.

**LANGUAGE NOTE** Inseparable phrasal verbs always remain together, regardless of whether the object is a noun or pronoun (for example, *I ran into [a co-worker/her] yesterday.*) Separable phrasal verbs can remain together or be separated. They can remain together when a noun is used as the object (for example, *Did you call back your supervisor?*), but must be separated when a pronoun is used (for example, *Did you call her back?*).

**LANGUAGE NOTE** The same verb + preposition combination may have different stress patterns depending on its meaning. When used as a prepositional verb, the verb receives the primary stress: *I **live** on 40th street*. When used as a phrasal verb, the preposition receives the primary stress: *Long after he passed away, his memory lived **on**.*

**EXTENSION** In pairs, ask Ss to take turns pronouncing the verb + preposition combinations in 1B. Have volunteers take turns reading the terms aloud for the class.

**B** • Read the instructions aloud. Play the audio. Remind Ss to listen first, and then listen and repeat.

**C** • Say, *Listen to how the speakers link the verbs to prepositions in the conversations.* Play the audio. Have Ss complete the exercise individually.
• Review answers. Have pairs practice the conversations.

**EXTENSION** In pairs, have Ss write a short conversation between a supervisor and an employee that includes an excuse and an explanation. Ask them to use 4–5 examples of the verb + preposition combinations on page 116. Call on pairs to role-play their conversation in front of the class.

## 4 CONVERSATION

**A** • Have Ss look at the video still. Ask, *Who are these people?* (Ed and Paula) *What is their relationship?* (co-workers, good friends) *Where are they?* (outside) Have Ss preview the question and guess.
• Have Ss listen or watch. Ask the target question. Review the answer.
• Ask, *What does it mean if a link is* broken? (It doesn't work.)

**B** • Give Ss time to preview the questions. Tell them to listen or watch again, and answer the questions.
• Play the audio or video again. Have Ss complete the exercise individually.
• Have Ss compare their answers in pairs. Then review answers as a class.
• Clarify the meaning of *point someone to something* (to show someone the direction in which they should go) and *be on the same page* (to understand and agree with what is being done or suggested).
• Read the first question in the Discuss sidebar aloud. Elicit the answer. Write Ss' ideas on the board. Then have Ss discuss the other questions in pairs.
• Take a class survey to find out how many Ss would feel the same as Ed.

**C** • Ask Ss to guess the answer. Then have them listen and complete the conversation.
• Review the answer. Then have Ss practice the conversation in pairs.

## 5 TRY IT YOURSELF

**A** • Read the instructions aloud. Have Ss take notes. If they can't think of a memory, tell them to talk about a time when someone else spoke up.

**B** • Have Ss share their memories in pairs. Read the example conversation with a **higher-level S**.
• Encourage Ss to ask each other follow-up questions.

**C** • Invite volunteers to share their memory with the class.
• After each, ask, *Was it difficult to speak up? Why or why not?*

**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 interacting with others
✓ using questions with final prepositions
✓ linking verbs to prepositions and applying the correct stress

**EXIT TICKET** On cards, have Ss write 4–5 sentences about the difficult interaction from their notes. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 PRONUNCIATION

**A** 10-08 Read and listen to the pronunciation note.

**B** 10-09 Listen. Notice how the verbs and prepositions are linked. Then listen again and repeat.

What did you talk about?
Don't come in late.
Paula takes care of the clients.

**C** 10-10 Listen and complete the sentences. Then practice the conversations with a partner.

1. A: Did you ___meet up___ with Marco?
   B: Yeah. I ___ran into___ him this morning.
2. A: What was your boss ___complaining about___?
   B: I ___got in___ late–again.
3. A: ___Come on___, let's go!
   B: I'm coming! I'm coming!

**Linking verbs to prepositions**

We link a verb to a preposition when the verb ends in a consonant sound and the preposition starts with a vowel sound. With inseparable phrasal verbs like *talk about*, the preposition is usually unstressed.
*What did you talk about?*
In the inseparable phrasal verb *come on*, the verb and the preposition are often pronounced as one word, and only the preposition is stressed:
*Come on* /kəmɑn/. *Let's go.*

## 4 CONVERSATION



**A** 10-11 Listen or watch. Why is Ed upset? The website has a bunch of broken links, and the tech team hasn't fixed them.

**B** 10-12 Listen or watch again. Answer the questions.

1. What did the tech team say about the problem?
   It was a little complicated and it would take a while.
2. What does Paula think Ed should do?
   He should develop a relationship with the tech team so he can feel comfortable talking to them.
3. What does Ed decide to do in the end?
   He decides to meet up with the tech team.

**C** 10-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: Oh, yeah! I ran into Marta from customer service in the lobby this morning and she told me a customer had had problems finding some information on the website.
Ed: What was ___she looking for___ ?
Paula: The contact information for the Beijing office.

Why is Ed uncomfortable about speaking up? Would you feel the same way in his position? Why or why not?

## 5 TRY IT YOURSELF

**A** THINK about a time when you felt you had to speak up about something important to you or something you didn't agree with. Make notes.

**B** PAIRS Ask and answer questions about your memories.

A: When did you speak up?
B: My manager hadn't given me a raise. I spoke up and he raised my salary!

**C** COMPARE Share with the class. Who had the most difficult time speaking up?

☐ I CAN DISCUSS A DIFFICULT INTERACTION.

# LESSON 3 DISCUSS DEALING WITH DIFFICULT PEOPLE



ED MILLER
@EdM
I saw a talk about dealing with difficult people. It had some good advice. Maybe I should take a walk in the park.

## 1 BEFORE YOU LISTEN

**A** 10-14 VOCABULARY Listen. Then listen and repeat.


He wants to **escape**.


They are **reacting** with surprise.


She is **respectful** to her grandmother.


The nurse has **sympathy** for the patient.


The bear is **comforting** to the child.


She is **demanding** her food right now.


The child is being **unreasonable**.


He is too **emotional**. He needs to calm down.

**B** Read the definitions. Write the words from 1A.

1. sympathy : a sad feeling for someone when something bad is happening to him or her
2. respectful : behaving in a polite way
3. emotional : showing strong feelings
4. escape : to get away from a place or person
5. comforting : making someone feel less worried or unhappy
6. reacting : acting in a particular way because something has happened
7. unreasonable : not willing to listen to facts or follow good advice
8. demanding : asking for something in a strong way

**C** PAIRS Use the words in 1A to write sentences about your own life. Then share your sentences.

A: My cat escaped from the house the other day.
B: Sometimes I want to escape from work!

## 2 GRAMMAR Repeated and parallel comparatives

Use a repeated comparative to show something increasing or getting bigger or stronger.

| | |
|---|---|
| They are making your life | **more and more stressful.** |
| The work is getting | **easier and easier.** |

Use a parallel comparative to show a result.

| ***The*** | **Comparative adjective** | | ***The*** | **Comparative adjective** | |
|---|---|---|---|---|---|
| The | faster | you drive, | the | more dangerous | it is. |
| The | more emotional | he gets, | the | more unreasonable | he will be. |

>> FOR PRACTICE, GO TO PAGE 154

# LESSON 3 DISCUSS DEALING WITH DIFFICULT PEOPLE

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

- Read the lesson title aloud. Ask, *How do you deal with difficult people?* Have Ss share ideas in pairs.

## 1 BEFORE YOU WATCH

**A**

- Say, *Listen to words we use to talk about dealing with difficult people*. Read the instructions aloud. Play the audio.
- In pairs, have Ss describe the pictures and read the captions aloud. Ask, *Who do you see in the pictures? What is happening?*
- Have volunteers describe what's going on in the pictures. Clarify the meaning of any new words or phrases, such as *calm down* (to begin to feel more relaxed and less emotional).

⊕ **EXTENSION** Have Ss underline the prepositions that follow the vocabulary words in 1A (respectful to, reacting with, comforting to, sympathy for). Ask them to rewrite the statements with verb + preposition combinations as questions with final prepositions. (1. Who are they respectful to? 2. What emotion are they reacting with? 3. Who does the nurse have sympathy for? 4. Who is the bear comforting to?) Then have Ss take turns asking and answering the questions in pairs.

**B**

- In pairs, ask Ss to take turns reading the definitions aloud. Say, *Write the word in 1A that best matches the definition*.
- Review answers.
- In pairs, ask Ss additional questions and have them discuss the answers to check their understanding. For example,
  1. *When have you felt sympathy?*
  2. *Who are you very respectful to?*
  3. *When have you felt emotional?*
  4. *What situation have you wanted to escape?*
  5. *Who is comforting in your life?*
  6. *What was the last piece of news you reacted to?*
  7. *Who do you find to be unreasonable?*
  8. *When have you been demanding?*
- Encourage Ss to ask follow-up questions to get more information. Remind them to use questions with final prepositions when appropriate.

⊕ **EXTENSION** Have Ss make word associations with the vocabulary in 1A. Model notetaking as you do an example. Write the word *exciting* on the board. Ask Ss to time you for 30 seconds as you make as many associations as you can. For example, *exciting: surprises, nervous, sour candy, airplanes, fireworks, rollercoasters, salsa music, my cousin Jane, cheetahs*. When time is up, explain your associations to the class. Ask Ss to number 1–8 on a blank piece of paper. Say the vocabulary words aloud and give Ss 30 seconds to write down word associations for each. Have Ss share their lists in pairs and explain their associations.

**C**

- Say, *Write about your life using the terms in 1A*. Read the example conversation with a **higher-level S**. Have
- Tell Ss to individually write 4–5 sentences about difficult people or situations. **Higher-level Ss** can write 8.
- Monitor. Check for correct use of the vocabulary words.
- Ss take turns reading their sentences aloud in same-level pairs.
- Invite volunteers to share with the class the most interesting or surprising thing learned about their partner.

## 2 GRAMMAR

- Write the title on the board. Ask Ss, *What is a comparative? What are repeated comparatives? Parallel comparatives?* Have Ss predict the grammar topic.
- Ask Ss to look at the grammar chart. Read the first explanation and the examples aloud. Ask, *What are the comparative adjectives in the examples?* (more stressful, easier)
- Have Ss recall information about comparatives. Ask, *Why is* more *used in the first example but not in the second?* (For most adjectives with two or more syllables, use *less* or *more* + adjective. For two-syllable adjectives ending in *-y*, change *y* to *i* and add *-er*.)
- Read the second explanation and the examples aloud. Point out the article the and the use of the comma in the examples. Say, *Add a comma before the clause showing the result*.
- Provide additional examples, such as *It only gets better and better*.

## 3 LISTENING

**A**
- Have Ss look at the picture and respond to what they see. Ask, *What is going on in the picture? How is it related to the lesson title?* Elicit descriptions and ideas.
- Read the presentation title aloud. Ask, *When are people the problem?* Elicit answers.
- Tell Ss they are going to listen to or watch a presentation with photos.
- Read the question and answer choices aloud. Play the audio or video. Ask Ss, *What is the purpose of the talk?* Elicit the answer.
- Ask, *How does the talk describe a difficult person?* (someone who always disagrees, always complains, and is always angry) Elicit the answer.

**B**
- Ask Ss to look at the Listening Skill. Read the explanation and expressions aloud. Have Ss repeat.
- Elicit additional words that signal importance from the class. (For example, In particular, Above all)
- For the second listening or viewing, tell Ss to listen specifically for words that signal importance. Read the instructions aloud.
- Play the audio or video. Have Ss complete the exercise. Review answers. Replay the talk if necessary.

**C**
- For the third listening or viewing, have Ss listen for details. Read the words in the box aloud. Have Ss repeat.
- Allow Ss to preview the sentences and pencil in the answers.
- Play the audio or video. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers. Ask, *Were your predictions correct?*
- Ask, *What are things you should and shouldn't do when dealing with difficult people?* In pairs, have Ss take turns retelling the main points of the talk.
- Invite volunteers to write the main pieces of advice on the board. Take a class survey. Ask, *Which of these things do you already do? Which do you want to start doing more?*

**D**
- Have Ss read the sentences silently and define the underlined expressions.
- Remind them to use the context clues to help them understand the meaning.

**E**
- In pairs, have Ss read the sentences in 3D aloud and compare definitions.
- Review answers. Provide additional examples. For example, *Children <u>model</u> themselves after their parents. Her plan <u>backfired</u> when he found the hidden presents. He completely <u>lost his cool</u> and started yelling*.
- Clarify any other new words in the listening, such as *encounter* (a usually brief experience with another person) or *congratulate yourself* (to feel pleased with yourself).
- Write on the board: *If you've been <u>in the wrong</u>, say I'm sorry*. Ask, *What does it mean to be* in the wrong? (Someone who is *in the wrong* has made a mistake and deserves the blame for it.)

⊕ **EXTENSION** Write on the board: *You can't control all difficult people, but you can control your own reactions*. Read the sentence aloud. Say, *Do you agree or disagree with this statement?* Have Ss discuss in pairs.

## 4 DISCUSSION

**A**
- Read the instructions aloud. Model notetaking on the board as you share an experience. Say, *I once had an argument with my neighbors. They were having loud parties during the week, and I asked them to stop. I felt it was disrespectful. They felt I was unreasonable*.
- Tell Ss to take notes individually on their own experiences. If they have never dealt with difficult people, tell them to describe a situation they have heard about or seen on TV.
- Monitor. Provide help with vocabulary and spelling as necessary.

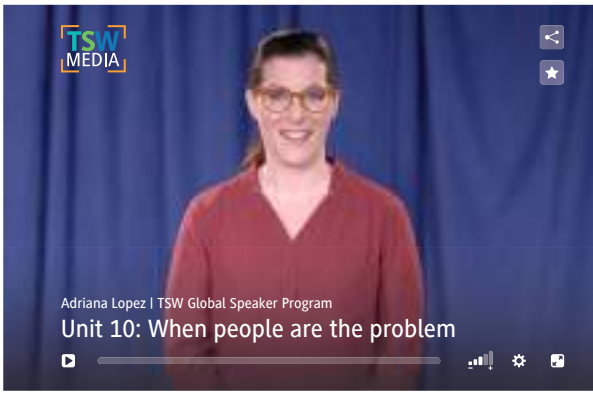
**B**
- Have Ss take turns sharing their answers from 4A in small groups. Tell them to discuss behaviors that helped the situation or made it worse. Read the examples aloud.
- Remind Ss to answer all the questions. Encourage them to use the vocabulary in 1A and repeated and parallel comparatives as they discuss.

**C**
- Have 2–3 volunteers share their experiences with the class. Take notes on the board as the Ss share.
- Ask, *Would the advice in the talk have helped in these situations? Why or why not?* Elicit ideas from the class.
- Ask, *Would the advice have helped in your particular situation? Why or why not?* Have Ss discuss in pairs.

**LOOK FOR** While Ss are discussing, make sure they are correctly doing the following:
- ✓ using the vocabulary to discuss dealing with difficult people
- ✓ using repeated and parallel comparatives
- ✓ listening for words that signal importance

**EXIT TICKET** Ask, *Would the advice in the talk have helped in your particular situation? Why or why not?* Have Ss get back in the same groups as in 4B. Ask them to go around the circle and take turns answering the question. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

## 3 LISTENING




**A** ▶10-15 Listen or watch. What is the purpose of the talk?

a. to help you teach difficult people how to change their behavior
b. to give you ideas for controlling your reactions to difficult people
c. to explain why difficult people behave the way they do

**B** ▶10-16 Read the Listening Skill. Listen or watch again. Complete the sentences with words that signal importance.

1. It's not the easiest advice to follow, but it might help lower your stress. Most importantly, stay calm.
2. It is particularly important not to argue with unreasonable people.

**LISTENING SKILL**
**Listen for words that signal importance**

Speakers often use expressions like these to show that something is important:
*most importantly* *particularly* *especially*
Listen for these expressions to understand what the speaker thinks is important.

**C** ▶10-17 Listen or watch again. Complete the sentences with the words in the box.

| | | |
|---|---|---|
| respectful | stress | demand |
| listen to | take care of | understand |

1. Difficult people are a major source of stress in the workplace.
2. It's important to really listen to difficult people, and be respectful.
3. Don't say that you understand.
4. Don't demand that the person change his or her behavior.
5. After you have dealt with a difficult person, you need to take care of your own stress.

**D** VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean? Answers will vary.

1. If you haven't done anything wrong, don't be afraid to stand up for yourself and say, "Please don't talk to me like that." defend yourself
2. Smiling too much can backfire. The person may feel that you're laughing at them. have the opposite of the result you wanted
3. If you got through an encounter with a difficult person and didn't lose your cool, you also need to congratulate yourself. Keeping calm isn't always easy. get upset or emotional

**E** PAIRS Compare your answers in 3D.

## 4 DISCUSSION

**A** THINK about a time you dealt with a difficult person. What was the problem? What did they do? What did you do? Make notes.

**B** DISCUSS Share your experiences in a small group. What did people do that made the situations better? What made them worse? Would anyone do anything differently?

I tried to argue with him, and he just got more and more upset.
I listened to her story, and the calmer I was, the calmer she got, too.

**C** ANALYZE Share with the class. Would the advice in the talk have helped in the situations you discussed in your groups? Why or why not?

☐ I CAN DISCUSS DEALING WITH DIFFICULT PEOPLE.

# LESSON 4 READ ABOUT EXTREME ALTRUISM



ED MILLER
@EdM
This book is so inspiring. I think I might start doing volunteer work!

## 1 BEFORE YOU READ

**A** PAIRS When was the last time you helped somebody? What did you do?

Last weekend I helped my brother ...

**B** 10-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

altruism a donation a sacrifice constant humanity

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 154

## 2 READ

**A** PREVIEW Look at the title and the pictures. What do you think the book is about?

**B** 10-19 Read and listen to the book review. Were your predictions correct?

Book Review:

# Strangers Drowning

★★★★★

Reviewer: Ken Barton





A man gives so much of his salary to the poor that he has to look through garbage bins to feed himself. A middle-class couple with two children adopts 20 more, many of them with special needs. A woman donates her kidney to a total stranger. These people are extreme altruists. They don't just make a small monthly donation or volunteer every other week. They make serious, often life-long, sacrifices to help others, and they are the subject of Larissa MacFarquhar's book *Strangers Drowning*.

The title of this book may make you think of a hero who jumps into a river to rescue a drowning stranger, but extreme altruism is not the same as a one-time action. Most of us can understand why people do something heroic in an emergency. It's much harder to understand people who choose to make constant sacrifices. They make us feel uncomfortable; we suspect there is something not quite right with them. MacFarquhar's book explores extreme altruism in detail.

So, why do many people feel so uncomfortable about extreme altruism? Shouldn't we be glad about someone helping others? Part of the reason we have these attitudes is that we like our comforts and don't want to feel bad about enjoying them. We also may feel overwhelmed by the huge number of people in the world who need help. But MacFarquhar explains another reason: Most of us really aren't sure if these people are doing the right thing. We believe that it's important to put family or community before strangers, and extreme altruists don't do that. For example, the woman who donated her kidney put her own health at risk, which could affect those who love her.

MacFarquhar shows that extreme altruists don't understand why the person drowning in front of us is considered more important than the one drowning on the other side of the world. They believe that the best way to live life is to help as many people as possible.

What makes this book so interesting is that it's not just a group of stories about extreme altruists. MacFarquhar spends much of it discussing the deeper issues around how these people live and think and what that means for the rest of us. It is a fascinating, complex, and intelligent look at humanity–definitely worth your time.

# LESSON 4 READ ABOUT EXTREME ALTRUISM

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

- Read the lesson title aloud. Ask, *What is altruism?* (a way of thinking or behaving that shows you care about other people and their interests more than you care about yourself) *What do you think extreme altruism means?* Elicit ideas.
- Read the social media message aloud. Ask, *How does Ed feel about the book he is reading?* (It's inspiring.) *What is the book about?* (volunteer work) Elicit answers.
- Ask, *What does it mean to do volunteer work?* (to do work without getting paid) *Have you ever done volunteer work? Was it inspiring? How?* Invite volunteers to share their volunteer experiences.

## 1 BEFORE YOU READ

**A**
- Say, *Last weekend I helped my brother move into his new apartment*. Ask the target questions.
- In pairs, have Ss discuss the last time they helped somebody do something. Encourage them to ask each other follow-up questions, such as, *Why did you do it? How did it make you feel?*

**B**
- Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Have Ss define the terms in small groups. Review meanings as a class. Remind Ss they can go to page 154 for further clarification and practice.
- Ask Ss additional questions to increase understanding. For example,
  1. *Have you ever donated to a cause? What was the donation?*
  2. *Do you think it's important for people to sacrifice for others? Why or why not?*
  3. *Is altruism important? Why or why not?*
  4. *Who is one person you admire? Why?*
  5. *What is a constant worry you have?*
  6. *What is one way to bring more humanity to the workplace?*

## 2 READ

**A**
- Tell Ss to look at the text. Ask, *What is it?* (a book review) *What is a book review?* (an article in which someone describes and analyzes the content of a book) *What is the title of the book being reviewed?* (*Strangers Drowning*) *Who wrote the review?* (Ken Barton)
- Direct Ss' attention to the photos. Ask, *Who do you see? What are they doing?* Elicit descriptions.
- Read the target question. Elicit answers.

**CULTURE NOTE** Stars are often used by reviewers as symbols for ranking things such as books, films, restaurants, and hotels. For example, a system of one to five stars is commonly employed to rate books, with five stars being the most highly recommended.

**B**
- Have Ss listen to the book review and read along silently. Tell them to underline any vocabulary words in the article and circle words they are unfamiliar with.
- After listening, ask, *Were your predictions correct?*
- Clarify the meaning of any new words or phrases, such as *look through* (to search for something among a lot of other things), *middle-class* (belonging or relating to the social class that consists mostly of educated people who have professional jobs), *special needs* (the particular needs of people who have physical or mental disabilities), *heroic* (very brave and deserving admiration), and *suspect* (to believe that something is true, especially something bad).
- Write *not quite right* on the board. Ask, *What does the author mean when he uses the phrase* not quite right *to describe extreme altruists?* (that they are strange or unusual)
- Read aloud the sentence starting with *We…* in lines 21–22. Ask, *What does it mean* to put *somebody or something* before *somebody or something else?* (to consider someone or something as being more important than someone or something else) Provide additional example of this phrase, such as *The company is being accused of putting profits before the safety of their employees*.

**EXTENSION** Ask Ss, *How could each of the actions described in the first paragraph have put that person's family or community at risk? Would you do any of these actions? Why or why not?* Have Ss discuss in small groups. Read each example aloud. Say, *Raise your hand if you would do this*. Invite volunteers that raised their hands to explain why they would make the sacrifice.

## 3 CHECK YOUR UNDERSTANDING

**A**
- Read the question and answer choices aloud. Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class.
- Ask Ss, *Do you think this is a good reason to read a book? Why or why not?* Elicit opinions.
- Take a class poll. Ask, *Are you interested in reading this book?* Have volunteers share their opinions in small groups.

**B**
- Tell Ss to preview the exercise items and answer the ones they can. Then have Ss scan the article for any of the information that can't remember.
- Have Ss compare their answers in pairs. Ask the questions, and call on Ss to read the answers aloud.

**C**
- Ask a volunteer to read lines 29–33 aloud for the class. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review the first answer as a class. Ask, *What does the word* just *mean in this sentence?* (only) Provide additional examples that use the word *just* to mean *only*. For example, *The new law is just about money*, or *This is not just a love note, it's also a marriage proposal*.
- Review the second answer. Ask, *What does the word* that *refer to in this phrase?* (the behavior of extreme altruists)

**D**
- Read the Reading Skill and the instructions aloud.
- Have Ss complete the activity individually, and then compare their answers in pairs.

**E**
- In pairs, have Ss take turns retelling the most important ideas in the article.
- Read the example aloud. Encourage Ss to start their summary in this way.
- Challenge Ss to complete the exercise without looking at the book. Monitor.

⊕ **EXTENSION** Direct Ss' attention to the web search. For homework, have Ss find an example of extreme altruism. Ask them to report back at the beginning of the next class.

⊕ **EXTENSION** Ask, *Have you ever read an inspiring book or seen an inspiring documentary? What was it about? Why did it inspire you?* Have Ss discuss in pairs. Then ask Ss to write a three-paragraph review of this book or documentary. In the first paragraph, have Ss identify the author or director, the title, and the main topic or issue discussed. In the second paragraph, ask them to provide an overview of 2–3 key questions that are answered throughout. In the third paragraph, have Ss give their overall evaluation of the work. Tell Ss to paraphrase the author or director's ideas using the verbs in the Reading Skill. Have **higher-level Ss** include more details and answer more questions in their review.

## 4 MAKE IT PERSONAL

**A**
- Read the instructions aloud. Copy the chart on the board and review the headings.
- Model notetaking as you tell Ss about someone you know. For example, *Morris is a janitor at our school. He has also become my friend. Sometimes Morris is here all night long, sacrificing time with his family to help us keep our classrooms and offices clean*.
- Have Ss complete the chart. Encourage them to describe someone from their own lives and include real-life examples in the chart.

**B**
- Say, *I want to be more like my friend Morris because is always smiling and patient with me when I need help*.
- In pairs, have Ss compare their charts and ask each other the target questions.
- Take a class survey to see if most Ss would or wouldn't want to live in the city of Greenville. Invite volunteers to explain their opinions to the class.

⊕ **EXTENSION** Have Ss think of 5–6 personality adjectives to describe their role model, such as *courageous, caring, hard-working*. Encourage them to write about characteristics rather than what the person has done. In small groups, have Ss take turns sharing their descriptions and identifying any similarities and differences between their role models.

**EXIT TICKET** Ask, *Would you describe yourself as an extreme altruist? Why or why not?* Have Ss write their names on a blank card or piece of paper. Ask them to write a short paragraph to answer the question on the board. Encourage them to use the vocabulary in 1B and give reasons to support their answer. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 3 CHECK YOUR UNDERSTANDING

**A** Read the review again. Why does the writer think people should read this book?

a. It discusses important ideas about humanity.
b. It explains what is wrong with extreme altruists.
c. It tells interesting stories about heroic acts.



**B** Circle the correct answers, according to the article.

1. By *extreme altruist*, the writer means a person who ___ .
   a. jumps into a river to save a drowning stranger
   b. makes long-term difficult sacrifices for others
   c. volunteers at food banks and makes monthly donations
2. Some people believe that extreme altruists ___ .
   a. may actually be hurting people instead of helping them
   b. are not sacrificing as much as they say they are
   c. are helping strangers instead of friends and family
3. Extreme altruists believe that ___ .
   a. it's more important to help a lot of people than to just help the people you know
   b. we should help our own communities before we help others
   c. it's never worth it to put families and friends at risk

**C** CLOSE READING Reread lines 29–33. Then circle the correct answers.

1. What does the first sentence mean?
   a. The book does not have many stories about extreme altruists, but it is still interesting.
   b. The stories about extreme altruists in the book are not very interesting.
   c. The book is interesting because it includes more than stories about extreme altruists.
2. What does *what that means for the rest of us* mean?
   a. what extreme altruists can learn from MacFarquhar's discussion
   b. what other people can learn from the behavior of extreme altruists
   c. what the stories tell the reader about extreme altruists

**D** Read the Reading Skill. Go back to the book review in 2B. Underline two examples of words that introduce Larissa MacFarquhar's ideas (not Ken Barton's ideas).

**READING SKILL** Identify paraphrasing

Writers often explain other people's ideas without quoting them directly. They put the ideas in their own words and use verbs like *explain, show, discuss, question*, and *argue* to introduce them. These words help the reader understand which ideas come from another source.

**E** PAIRS What is the book review about? Summarize the most important ideas. Use your own words.

The review discusses a book about extreme altruists ...

Find an example of extreme altruism.

## 4 MAKE IT PERSONAL

**A** Think of someone you know (or know of) who helps a lot of people. Take notes in the chart.

| | |
|---|---|
| Name / occupation | |
| How the person has helped people | |
| Sacrifices the person has made | |

**B** PAIRS Compare your ideas in 4A. Do you want to be more like this person? Why or why not?

I would like to be more like my friend because he ...

☐ I CAN READ ABOUT EXTREME ALTRUISM.

# LESSON 5 WRITE ABOUT A KINDNESS



ED MILLER

@EdM

With so much bad news in the world, it's nice to read something about people being kind to each other!

## 1 BEFORE YOU WRITE

**A** Have you ever experienced an act of kindness from a stranger? Have you ever performed an act of kindness for a stranger?

**B** Read the personal essay about an act of kindness. Why was Andrew feeling sad?
He had no girlfriend, had no job, and felt lonely.

**A Stranger's Kindness**

**by Andrew Reynolds**



Last year, I learned that a small kindness from a stranger can really make a difference in a person's life. This is what happened.

I was sitting in a small café, drinking coffee. Having just broken up with my girlfriend of two years, I was feeling pretty down. To make things worse, I had recently quit my job and moved to her town so we could live closer to each other. So I had no girlfriend and no job. To top it all off, it was my 30th birthday and I had no one to celebrate with.

So there I was, alone in a busy café watching groups of friends, happy couples, and laughing families enjoying their time together. At that moment, I felt like I had never been sadder. A server, having noticed me sitting alone, came over and asked me if everything was OK. I had no one else to talk to, so I told her my depressing story. She said she was sorry and went back to work.

After another 20 minutes or so, I went to the counter to pay. Instead of taking my money, she told me my lunch was free and started singing "Happy Birthday." Then everyone in the café joined in! All of a sudden, I wasn't so lonely.

I went back to the café the next day, and now I am a regular customer. Some of the other people from that day are regulars, too, and they're now my friends. It's amazing how a small act of kindness can make such a big difference in someone's life!

**C** Read the personal essay again. Complete the chart with information about what happened.

| Who? | Where? | When? |
|---|---|---|
| Andrew<br>server | cafe | Andrew's 30th birthday |

| What was the situation? | What happened next? | How did it end? |
|---|---|---|
| Andrew was feeling sad because he had no girlfriend and no job. | Server asked him if he was OK. He explained why he was sad. | Server and customers sang Happy Birthday. He later became friends with them. |

# LESSON 5 WRITE ABOUT A KINDNESS

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

- Read the lesson title aloud. Ask, *What is a kindness?* (kind behavior or kind feelings)

## 1 BEFORE YOU WRITE

**A**

- Write *act of kindness* on the board. Ask, *What is an act of kindness?* (a spontaneous gesture of kindness towards someone or something) *What are some examples?* (find opportunities to give compliments, express gratitude to someone who made a difference in your life) Elicit ideas from Ss. Write them on the board.
- Read the questions aloud. Have Ss share their experiences in pairs. Encourage Ss to share how the experience made them feel.
- Have volunteers share acts of kindness they have experienced or performed. Add their ideas to the board. Ask, *How did it make you feel?*

**EXTENSION** Tell Ss to write down 2–3 of their favorite ideas from the board. Ask them to perform these acts of kindness and write a short paragraph about what happened and how they felt. Back in class, have Ss take turns sharing their experiences in small groups.

**B**

- Tell Ss to look at the text. Ask, *What is it?* (a personal essay) Say, *A personal essay describes in detail an important person, event, or time period in the author's life*. Ask, *Who wrote the personal essay?* (Andrew Reynolds)
- Read the title aloud. Direct Ss' attention to the photo. Ask, *Who are these people? What is their relationship? How are they feeling? What are they doing?* Elicit ideas.
- Read the story aloud. Ask Ss to follow along in their book. Pause after *no one to celebrate with*. Ask the target question. Elicit the answer.
- Read the rest of the story. Clarify any new words in this context, such as *to feel down* (to feel unhappy or sad), *counter* (a long flat surface where customers are served), or *regular* (used for describing people who go somewhere or do something frequently).
- What does the phrase *to top it all off* mean? (in addition to everything else that was said or done) Tell Ss this phrase is used often in spoken and informal English.
- Read the social media message aloud. Ask, *What kind of story do you think Ed read?* Elicit ideas.

**OPTION** Read the first two sentences aloud. Then ask volunteers to take turns reading the rest of the story. Have them switch after every paragraph.

**OPTION** Make copies of the personal essay in 1B. Leave out the title, author, and first two lines on the page. Cut out the rest of the text into four parts according to paragraphs. For example, the first excerpt ends after *celebrate with*, the second ends after *back to work*, the third ends after *wasn't so lonely*, and the last ends after *in someone's life!* In class, arrange Ss in pairs and ask them to close their books. For each pair, pass out a copy of 1B with only the introductory information and the rest of the text cut out into four pieces of paper. Be sure the text is out of order. Read the introductory information aloud for the class. Then say, *Arrange the events in the story in the order in which they occurred*. Ask Ss to read the parts of the story aloud and put them in order. Then have Ss open their books to 1B. Ask them to follow along and check their answers as you read the story aloud.

**TEACHING TIP** Story sequencing refers to identifying, ordering, and retelling the components of a text in the order in which they occurred. This skill is a key reading comprehension strategy, especially for narrative texts like personal essays, because it helps Ss organize information and ideas efficiently and better understand what they read.

**C**

- Read the instructions. Copy the chart on the board and review the headings.
- Have Ss work in pairs to complete the exercise but fill in the chart individually. Ask them to include details in their answers.
- Walk around to provide help as necessary.
- Invite volunteers to add their answers to the chart on the board. Review answers as a class.

## 2 FOCUS ON WRITING

**A**
- Read the Writing Skill aloud. Have Ss look at the sentences from the personal essay. Read them aloud.
- Ask Ss to underline the verbs in each and identify the verb tense. Review answers. (went [simple past]; noticed [simple past]; came over, asked, was [simple past]; broke up [simple past]; was sitting [past continuous]; quit, moved [simple past])
- Tell Ss to reread the text in 1B and number the sentences in order. Have Ss compare in pairs. Review answers.
- Ask Ss to find examples of *having* + past participle in 1B. (*Having just broken up with my girlfriend of two years… A server, having noticed me sitting alone…*)
- Ask Ss to find examples of embedded *yes / no* questions or other reported speech in 1B. (embedded *yes / no* question: A server…asked me if everything was OK; reported speech: She said she was sorry…, She told me my lunch was free…)

## 3 PLAN YOUR WRITING

**A**
- Have Ss recall the acts of kindness they discussed in 1A. Ask them to choose one of the experiences to write about and complete the chart with information about what happened.
- Walk around as Ss work. Provide help with vocabulary and spelling as necessary. Encourage Ss to include real-life examples and details to help illustrate the events.

**B**
- In pairs, have Ss take turns talking about the ideas in their chart.
- Tell Ss to ask follow-up questions and provide feedback on ways their partner can add more detail or clarify the order of events.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart to write their personal essay.
- Suggest Ss organize their essays in 3–4 paragraphs according to the order in which the events happened.
- Tell Ss to reference the instructions in the Writing Skill as they write. Have them underline the verbs in their text to check that the sequence of events is clear. Remind Ss that phrases like *First, Next,* and *After that* can help clarify the sequence of events as well.
- Encourage Ss to use reported speech in their story.
- Review the Drafting tip. Tell Ss that it's common for authors to write the body of the text in the first draft, and then write the introduction and conclusion later.

## 5 REVISE YOUR WRITING

**A**
- Arrange Ss in same-level pairs. Ask them to exchange and read each other's essays.
- Have Ss underline the person who performed the act of kindness and number the events in the order they happened.
- Tell Ss to check verb use and form. If there are tense errors, have Ss circle them.
- Finally, have Ss check to make sure it is clear why the act of kindness made the person feel better.

**B**
- Tell Ss to take turns asking and answering the questions in 5A. Encourage them to ask clarification questions if information was unclear.
- Encourage Ss to help their partner add more details or examples.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.

⊕ **EXTENSION** Ask Ss, *Is feedback important? Has it helped you become a better writer? How?* In small groups, have Ss share their perspectives about and experiences with giving and receiving feedback throughout this course. Encourage Ss to share the most helpful tips they have gotten from their peers. Invite volunteers to share the tips with the class.

## 6 PROOFREAD

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

**EXIT TICKET** On cards, have Ss write a summary of their personal essay in 3–4 sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

## 2 FOCUS ON WRITING

**Read the Writing Skill. Look at the sentences from the personal essay. Then reread the text and write numbers 1–6 to show the order in which things happened.**

6 He went to the counter to pay.
4 The server noticed him sitting alone.
5 The server came over and asked if everything was OK.
2 He broke up with his girlfriend.
3 He was sitting in a small café, drinking coffee.
1 He quit his job and moved to a new town.

**WRITING SKILL**
**Use past tenses to show sequence**

When writing a personal essay, it is important to make sure the sequence of events is clear to the reader. Writers often use simple past, past continuous, and *having* + past participle to tell the order of events in the story.

## 3 PLAN YOUR WRITING

**A** **Think of a time when someone was kind to you or you were kind to someone. Complete the chart with the information and events in the order they happened.**

| Who? | Where? | When? |
|---|---|---|
| What was the situation? | What happened next? | How did it end? |

**B** PAIRS **Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.**

*I like your story, but I'm not sure when this event happened …*

## 4 WRITE

**Write about a time when someone was kind to you or you were kind to someone. Make sure you use the correct tenses so the sequence of events is clear. Use the personal essay in 1B as a model.**

**Drafting tip**
When you write your first draft, you don't have to start at the beginning of the story. You can start anywhere.

## 5 REVISE YOUR WRITING

**A** PAIRS **Exchange and read each other's essays.**

1. Underline the person who performed the act of kindness.
2. Number the events in the order they happened. Is the sequence clear? Is the use of tenses correct?
3. Do you understand why the act of kindness made the person feel better?

**B** PAIRS **Can your partner improve his or her personal essay? Make suggestions.**

## 6 PROOFREAD

**Read your personal essay again. Check your**

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A KINDNESS.

# PUT IT TOGETHER



## 1 PRESENTATION PROJECT

**A** 10-20 Listen or watch. What is the topic of the presentation?
a friend who it takes a while to get to know and like

**B** 10-21 Listen or watch again. Answer the questions.

1. Who is Junio talking about? Omar, a friend from his study group
2. How are the two friends different from each other? They have different beliefs about honesty and being polite.
3. What uncomfortable interactions does Junio talk about? the time Omar said he didn't want to go to a move because he thought it looked boring; the time Omar told their friend Daniel to study and go to class more often
4. What does Junio say he appreciates? Omar's honest opinions and the way he's comfortable with conflict

**C** Read the Presentation Skill. Make a list of ways that you can end a presentation positively.

**D** Make your own presentation.

Step 1 Think about someone you appreciate even though the person's personality is different from yours.

- Who is it? How did you meet?
- How are they different from you?
- Have these differences caused any difficult interactions?
- What do you appreciate about this person?

Step 2 Prepare a two-minute presentation about your relationship with this person.

Step 3 Give your presentation to the class. Remember to end your presentation positively. Answer questions and get feedback.

**PRESENTATION SKILL**

**End your presentation positively**
At the end of your presentation, say your last sentence with confidence, then smile and wait for your audience to clap. Remain standing and invite the audience to ask questions if you have time.

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

## 2 REFLECT AND PLAN

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

**Speaking objectives**
- ☐ Talk about a conversation
- ☐ Discuss a difficult interaction
- ☐ Discuss dealing with difficult people

**Vocabulary**
- ☐ Explaining and arguing
- ☐ Interacting with others

**Conversation**
- ☐ Accept an apology

**Pronunciation**
- ☐ Linking verbs to prepositions

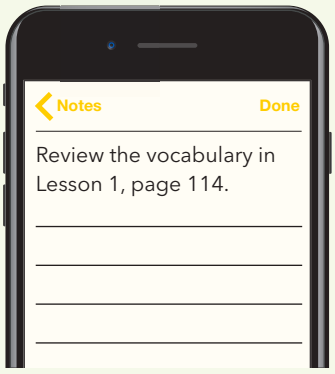
**Listening**
- ☐ Listen for words that signal importance

**Grammar**
- ☐ Embedded *yes / no* questions
- ☐ Questions with final prepositions
- ☐ Repeated and parallel comparatives

**Reading**
- ☐ Identify paraphrasing

**Writing**
- ☐ Use past tenses to show sequence

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



# PUT IT TOGETHER

## 1 PRESENTATION PROJECT

**A**
- Have Ss look at the picture on the right. Ask, *What do you think will be the topic of this presentation?* Elicit ideas.
- Tell Ss to listen to or watch the student presentation. Remind them to listen for the main idea, not the details, at this stage. Then ask, *Were your predictions correct?*

**B**
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again. Ask them to answer the questions individually.
- Have Ss compare their answers in pairs. Review the answers as a class.
- Ask, *What is a* white lie? (a lie told to avoid making someone upset, not for your own advantage or to harm someone else) *Have you ever told one?* Have Ss share their answers in pairs.
- Ask Ss, *Are you more similar to the speaker or his friend Omar?* Take a class poll.

**C**
- Read the Presentation Skill and instructions aloud. Have Ss write down their ideas, and then share with the class. Write a list on the board.

**D**
- Read the three steps aloud for the class. Have Ss make a list of people in their lives whose personality is different from theirs. Ask them to choose the one person from the list they most appreciate.
- Review the questions. Have Ss take notes on the answers. Ask them to include 2–3 examples of uncomfortable interactions that have occurred because of personality differences.
- Walk around as Ss take notes and provide help with vocabulary and spelling as necessary.
- Have Ss share the ideas in their outlines in pairs. Encourage them to ask each other questions and give feedback to help improve their idea development.
- For homework, ask Ss to prepare a two-minute presentation based on the information in their notes. Have them refer to the following checklist as they practice their presentations:
  - ☐ *Introduce the person.*
  - ☐ *Describe how you met this person.*
  - ☐ *Talk about your differences.*
  - ☐ *Explain how these differences have caused difficult interactions.*
  - ☐ *State what you appreciate about this person.*
  - ☐ *Speak loudly and clearly*
  - ☐ *End the presentation on a positive note.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's presentations and prepare to give each other constructive feedback.
- Have Ss give their presentations. Remind the audience to clap at the end. Leave 2–3 minutes for questions and comments after each presentation.

## 2 REFLECT AND PLAN

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

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

# GRAMMAR PRACTICE NOTES

## UNIT 1, LESSON 1 *GET* TO EXPRESS CHANGE

**REVIEW GRAMMAR**
Past participles
Passive voice

**COMMON ERRORS**
Using the wrong form of *get*

**A**
- Read the instructions and the phrases in the box aloud. Have Ss identify if *get* is being used with an adjective or with the passive.
- Say, *Help Maria and Oscar complete their text message conversation about the beach.* Do number one as a class. Read the sentence aloud and elicit the answer from the class.
- Have Ss complete the rest of exercise. To review, read the sentences aloud and call on Ss to say the answers.
- Have Ss practice the conversation. Time permitting, have them swap roles and practice again. Invite volunteers to role-play the conversation in front of the class.

**LANGUAGE NOTE** We say the expression *Lucky you!* to somebody we think is lucky to have or do something. For example, *You found money? Lucky you!* The expression can also be used ironically to mean the opposite. For example, A: *Shoot, I have to work late tonight.* B: *Well, lucky you!* (Speaker B thinks Speaker A is actually unlucky.)

**EXTENSION** Arrange Ss in same-level pairs. Have them write new text message conversations using *get* with adjectives and the passive. **Higher-level Ss** can make longer conversations by adding details and asking and answering more questions. Invite volunteers to role-play their conversation in front of the class.

**B**
- Say, *Now, let's help Dario complete an email to Lela about a concert.* Read the instructions and the words in the box aloud.
- Ask a volunteer to read the first three sentences and example answer aloud. Remind Ss to pay attention to verb forms and to use the correct form of *get* in their answers.
- Have Ss complete the exercise individually, and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, read the email aloud and call on Ss to say the answers. Follow up by asking, *Why is this the correct answer?*

**C**
- Tell Ss to imagine they ran a race, such as a 5K or marathon. Say, *Write sentences about your experience using forms of* get + *adjectives and past participles.*
- Have Ss first identify if the words in parentheses are adjectives or past participles. Suggest they write *A* for adjective and *P* for participle. (1. A; 2. A; 3. P; 4. P; 5. P; 6. P)
- Read the example sentence aloud. Ask, *What verb form is* get *in?* (simple past)
- Tell Ss to work in pairs to complete the exercise, but write down their answers individually.
- To review, call on volunteers to take turns reading their sentences aloud. Follow up after each item by eliciting other answers from the class.
- Have Ss read the sentences aloud in new pairs to practice talking about the experience.

**EXTENSION** Have Ss write five *Have you ever gotten…?* questions using the passive with *get*. For example, *Have you ever gotten hacked? Have you ever gotten promoted?* Then ask Ss to stand up and take turns interviewing each other. Encourage them to ask follow-up questions. Suggest that **lower-level Ss** carry their list of questions with them for reference.

**EXTENSION** Ask Ss to remember their first time visiting another country and/or speaking English. Tell them to write five sentences about their experience using forms of *get* + adjectives and past participles. Ask them to use both adjectives and participles with different forms of *get*. Then have Ss share their experiences in small groups. For example, *Before I left home to study English, I got really excited about my trip, but when I arrived in my new country, I was worried that people would get impatient when I tried to speak English. In the end, I got lucky and had kind and helpful friends and teachers.*

# UNIT 1, LESSON 1 *GET* TO EXPRESS CHANGE

**A** Complete the text message conversation about a day at the beach. Use the phrases in the box.

| get done | ~~getting hot~~ | got soaked | get damaged | getting excited | get nervous |
|---|---|---|---|---|---|

Hi Oscar! It was ___getting hot___ (1) in my apartment, so here I am at the beach!



Lucky you! I have so much work to ___get done___ (2)! So, have you been in the water yet? Don't ___get nervous___ (3), but I think there are sharks at that beach.

No, there aren't! The water was wonderful, but I forgot to take off my smart watch. It ___got soaked___ (4)!

Those are expensive! I hope it didn't ___get damaged___ (5).

No, I think it's OK. I brought a mystery novel with me, and I'm ___getting excited___ (6) about reading it under the sun!

**B** Complete the email about a concert. Use the words in the box and the correct form of *get*.

| confused | damaged | hurt | ~~better~~ | cloudy | wet |
|---|---|---|---|---|---|

New email

Hi Lela!

I went to see the group Dark Dream in concert yesterday. They weren't very good when I saw them a few years ago, but they ___have gotten better___ (1) since then. They started playing, and it was awesome! Unfortunately, it started ___getting cloudy___ (2), and after a few songs, it started to rain. The equipment and the stage ___were getting wet___ (3), but they didn't stop playing. At one point, while the singer was running around the stage, he ___got confused___ (4) about where he was, and he fell into the crowd! Fortunately, the audience caught him, so he ___didn't get hurt___ (5). It stopped raining for the second half of the concert. I wanted to send you some pictures, but my smart phone ___got damaged___ (6) at the concert somehow 😕.

See you tomorrow,

Dario

**C** MAKE IT PERSONAL Imagine you ran in a race. Write about your experience. Use a form of *get* + the adjective or past participle in parentheses. Answers will vary. Possible answers:

1. **(nervous)** I got nervous when I learned it might rain.
2. **(thirsty)** I knew I would get thirsty, so I brought a bottle of water.
3. **(scared)** I got scared by a big dog I saw along the way.
4. **(hurt)** I fell down once, but I didn't get hurt.
5. **(lost)** I got lost in a neighborhood for a while.
6. **(excited)** I got so excited when I crossed the finish line.

# UNIT 1, LESSON 2 *SO* AND *SUCH*

**A** Complete the email about a vacation. Use *so* or *such*.

New email

Hi Tom!

We arrived in Florida yesterday, and we're already having ___such___ (1) a great time. The weather is ___so___ (2) nice here! I'm wearing shorts, a T-shirt, and sandals. It's ___such___ (3) a nice change from all the snow back home in New York. Our hotel is right on the beach, and the view is ___so___ (4) beautiful that I never want to leave. Today we visited a wildlife park where the animals aren't kept in cages. It was ___such___ (5) a strange feeling to drive by elephants and lions in Florida! The lions got ___so___ (6) close to the windows that we could see their huge teeth! We're planning to go to Disney World tomorrow. Everybody's ___so___ (7) excited!

Take care!

Anna

**B** Complete the blog post about an elephant sanctuary in Thailand. Use *so* or *such* and the words in parentheses. Add *a* or *an* if necessary.

I think saving the elephants of Thailand is ___such an important___ (1 (important)) project. Elephants are ___such beautiful___ (2 (beautiful)) and intelligent animals. I flew to Thailand from my home in England last month to visit a wildlife park just for elephants. It was ___such a long___ (3 (long)) flight, but I was ___so excited___ (4 (excited)) to get there! There were 30 rescued elephants living in the park. It's ___such a perfect___ (5 (perfect)) area for elephants, with fields, hills, and even a small river for them to enjoy. The staff were ___so kind___ (6 (kind)) to the elephants; they even made a birthday cake for one of them. I've never seen ___such a big___ (7 (big)) cake! If you love elephants like I do, why not send a small donation to the center? It's ___such a great___ (8 (great)) way to help the elephants of Thailand.



**C** MAKE IT PERSONAL Complete the comments with phrases beginning with *so* or *such*. Answers will vary. Possible answers:

1. Elephants are amazing because they are ___such sensitive and intelligent animals___.
2. Seeing a lion in the wild would be ___such an exciting experience___.
3. Being a nature photographer must be ___such an interesting job___.
4. Creating animal conservation areas is ___so important for endangered species___.
5. Learning about endangered species is ___so interesting to me___.
6. Swimming with hippos is ___such a crazy thing to do___.
7. It is important to protect bees because they are ___so important to plants and farmers___.

# UNIT 1, LESSON 2 *SO* AND *SUCH*

**REVIEW GRAMMAR**
Adjective placement
Noun phrases

**COMMON ERRORS**
Misplacement of *so* and *such*
Using *such* with adjectives and *so* with noun phrases
Using *too* instead of *so*

**A**

- Read the instructions and the first sentence aloud. Ask Ss, *Why is* such *the correct answer for number one?* (It comes before a noun phrase.) *What is the noun phrase?* (a great time)
- Have Ss complete the email. Remind them to identify if the words following the exercise item are an adjective or a noun phrase.
- Have Ss compare their answers in pairs. To review, read the email aloud, pause at the blanks, and have the class call out the answers.
- Give Ss time to take turns reading the email aloud. Monitor. Listen for intonation to show emphasis.

**EXTENSION** Have Ss write an email about a recent vacation. Tell them to address their email to a sibling or friend and use *so* and *such* at least three times each to show emphasis. In pairs, have the take turns reading their email aloud. Ask Ss to check each other's work for the correct use of *so* and *such*.

**B**

- Read the instructions aloud. Ask, *What is an elephant sanctuary?* (a place that protects elephants from hunting)
- Ask, *What do you think the blog post will talk about?* Have Ss share ideas in pairs.
- Have a volunteer read the first sentence aloud. Ask, *Why is* such *the correct answer?* (It comes before a noun phrase.) *Why is it necessary to add* an? (*Important* begins with a vowel.)
- Have Ss work individually and then compare their answers in pairs. Encourage them to read the blog post aloud as they work. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud. Ask them to provide reasons for their answer choices.
- Ask, *Would you donate to this center? Why or why not?*

**TEACHING TIP** Visual aids such as photos and other sensory objects stimulate and support language learning by helping Ss predict content and link new knowledge to their real lives.

**C**

- Tell Ss, *Here are examples of comments to respond to blog posts about wildlife. Finish the comments with phrases beginning with* so *or* such. Remind Ss that the adjectives and noun phrases should describe the subject.
- Have Ss work in pairs but write the answers individually in their books. **Higher-level Ss** can write down more than one answer.
- Ask volunteers to read the completed comments aloud for the class.

**EXTENSION** In pairs, have Ss turn each comment into a question. Sample questions:

1. Why are elephants amazing?
2. What would it be like to see a lion in the wild?
3. What do you think its like to be a nature photographer?
4. What do you think about creating animal conservation areas?
5. What do you think about learning about endangered species?
6. Why is it important to protect bees?

Tell Ss to write down the questions individually, then take turns asking and answering the questions with different classmates.

**EXTENSION** Have Ss read 1–2 blog posts about wildlife. Ask them to write down examples of sentences using *so* and *such*. Then tell them to leave a comment on the blog using *so* or *such*. Remind them to use the comments in C as models. At the beginning of next class, have Ss share the examples they wrote down and describe their experience commenting on the blog posts.

## UNIT 1, LESSON 3 *THOUGH, ALTHOUGH*, AND *EVEN THOUGH*

**REVIEW GRAMMAR**
Main and subordinate clauses

**COMMON ERROR**
Omitting the comma when the sentence begins with the *though/although/even though* clause

**A**
- Read the instructions and number one aloud. Point out the comma before *although*.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Remind Ss not to change the order of the clauses. Tell them they can place *though*, *although*, or *even though* at the beginning of either clause.
- Invite volunteers to write the answers for numbers 2–6 on the board. Have them read their answers aloud for the class.
- Review as a class. Check for correct placement of the comma and *though, although,* and *even though*.

**B**
- Read the instructions aloud. Have a volunteer read number one aloud. Ask, *What is a different way you could complete this sentence?* Have Ss discuss in pairs. Elicit answers.
- Have Ss work individually to complete the rest of the exercise. Walk around and provide help as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask each other follow-up questions to get more information.

**EXTENSION** Ask Ss to write 4–5 sentences using *though*, *although*, and *even though* about upcoming plans that are still uncertain. Write on the board: *My aunt is coming to visit next week although I'm not sure what day she arrives.* Read the example aloud. Monitor. Provide help with vocabulary and spelling as necessary. Check for correct comma placement. In small groups, have Ss take turns sharing their sentences and discussing future plans.

**EXTENSION** In pairs, have Ss write sentences about 2–3 news stories. Bring in newspapers or have Ss search for articles on their phone. Ask them to read the stories together and write 1–2 statements about each using *though*, *although*, and *even though*. For example, *This company didn't make any profit last quarter though nobody knows why.* Or, *Even though this new law is important, it wasn't passed.* Have pairs form groups of four. Ask them to take turns reporting on the main idea of each news story they read.

## UNIT 1, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

**OPTION For lower-level Ss,** let Ss work in pairs to complete the activity.

**EXTENSION** Have Ss write their own sentences using the words.

# UNIT 1, LESSON 3 *THOUGH, ALTHOUGH,* AND *EVEN THOUGH*

**A** Combine the sentences using the words in parentheses. Don't change the order of the clauses.

1. Many people talk about endangered animals.
   Few do anything about the problem. (although)
   Many people talk about endangered animals, although few do anything about the problem.
2. The wolf looked just like my dog. (though)
   It had no collar.
   Though the wolf looked just like my dog, it had no collar.
3. The oceans seem limitless. (even though)
   We must put limits on fishing.
   Even though the oceans seem limitless, we must put limits on fishing.
4. Wild animals can be adorable.
   Most make terrible pets. (although) Wild animals can be adorable, although most make terrible pets. OR Although wild animals can be adorable, most make terrible pets.
5. It was wearing a GPS collar. (though)
   We don't know where the elephant is.
   Though it was wearing a GPS collar, we don't know where the elephant is.
6. Controlled burning of forests can help protect trees.
   It may seem like it harms them. (even though)
   Controlled burning of forests can help protect trees even though it may seem like it harms them. OR Even though controlled burning of forests can help protect trees, it may seem like it harms them.

**B** MAKE IT PERSONAL Complete the sentences by adding a clause with *although*, *though*, or *even though*. Remember to use commas correctly. Answers will vary. Possible answers:

1. Cockroaches aren't endangered animals, although many people wish they were.
2. A surprising number of animals live in the city even though life can be difficult for them there.
3. People say that there are bears in my city, although I've never actually seen one.
4. Roads are a great danger for many animals, though they continue to cross them anyway.

# UNIT 1, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**orphaned**: not having any parents
**fascinating**: very interesting
**an enclosure**: an area that is surrounded by walls or a fence, and may also have a roof
**an environment**: the place and the things around you that influence how you feel
**mimic**: to copy the way someone or something looks, talks, walks, or moves
**a natural habitat**: the place where a plant or animal lives in nature

1. I can mimic my brother's voice. My mother can't tell the difference!
2. The zoo tries to reproduce each animal's natural habitat.
3. The lions' enclosure must be very big so they have room to move around.
4. Julia had to feed the orphaned kittens because they had no mother.
5. This book about Jane Goodall is fascinating! I can't stop reading it.
6. The office environment terrible. Everyone is miserable.

# UNIT 2, LESSON 1 REPORTED SPEECH

**A** Complete Sonia's blog post about being positive and welcoming new challenges. Use the words and phrases in the box.

| could | had | was hoping | wouldn't | ~~didn't match~~ | had been |
|---|---|---|---|---|---|

At my interview with my company, the manager mentioned that my skills and experience __didn't match__ (1) the job description exactly. I didn't let that bother me. I told him that I __wouldn't__ (2) mind learning on the job. Then he said it was only a short-term position. I told him that, actually, I __was hoping__ (3) for a permanent position. He thought for a moment. Then he said he __could__ (4) probably find one for me. After I got the job, he told me that he __had__ (5) interviewed 100 candidates, and he said it __had been__ (6) my positive attitude that had made the difference.



**B** Read what Joya's new boss Sylvia said on Joya's first day. Then rewrite Sylvia's statements as reported speech, using the verbs in parentheses.

1. "I didn't expect you to get here so early." (mention)
   She mentioned that she hadn't expected me to get there so early.
2. "I think you're doing a great job!" (tell)
   She told me (that) she thought I was doing a great job.
3. "I've never seen anyone learn so fast!" (tell)
   She told me (that) she had never seen anyone learn so fast.
4. "The company made a great decision when they chose you." (say)
   She said (that) the company had made a great decision when they had chosen me.
5. "I'll take you to lunch later if you're free." (say)
   She said (that) she would take me to lunch later if I was free.
6. "You deserve a permanent position." (tell)
   She told me (that) I deserved a permanent position.

**C** MAKE IT PERSONAL Imagine something a co-worker told you about the workplace. First write the information using direct speech. Then write it in reported speech. Use the reporting verbs and the verb tense changes in parentheses. Answers will vary. Possible answers:

1. (*say*, simple present → simple past)
   a. He said, "There's a new coffee machine."
   b. He said (that) there was a new coffee machine.
2. (*say*, past → past perfect)
   a. He said, "You got a promotion!"
   b. He said I had gotten a promotion.
3. (*tell*, present continuous → past continuous)
   a. He told me, "I'm taking a computer course."
   b. He told me he was taking a computer course.

# UNIT 2, LESSON 1 REPORTED SPEECH

**REVIEW GRAMMAR**
Imperatives in reported speech, page 155
Verbs for reporting what someone says, page 155
Reference words in reported speech, page 156
**OPTIONAL REVIEW GRAMMAR**
Simple present for general truths

**COMMON ERROR**
Using the wrong verb form in the reported speech
Not including an indirect object when using *tell*

**A**
- Read the first line of the instructions aloud. Ask Ss, *What is Sonia's blog post about?* (new challenges) *What new challenges could come up in the workplace?*
- Read the rest of the instructions and the verbs in the box. Go over number one as a class. Read the sentence aloud. Ask, *What is the reporting verb in this sentence?* (mention) *What is the verb tense used in the answer?* (simple past)
- Ask, *What does Sonia mean when she says her skills and experience* didn't match *the job description?* (They aren't appropriate or needed for that particular job.)
- Have Ss complete the rest of exercise individually and then compare their answers in pairs. To review, read the sentences aloud and call on Ss to say the answers.
- Review any questions about verb meaning or form.

**B**
- Read the instructions aloud. Say, *Use the reporting verbs* say, mention, *and* tell *in your answers as noted in the parentheses.*
- Read the direct speech in number one aloud. Ask a volunteer to read the example answer aloud. Remind Ss to pay attention to verb forms and to use the correct form of the verb in their reported speech.
- Have Ss complete the exercise in pairs. Walk around as Ss work to provide help as necessary. Make sure Ss are including an indirect objet when using *tell*.
- To review, read the direct speech aloud and call on Ss to say the answers. Follow up by asking, *How did the verb tense change?* (1. simple past → past perfect; 2. simple present → simple past; 3. present perfect → past perfect; 4. simple past → past perfect; 5. *will* → *would*; 6. simple present → simple past)

**C**
- Say, *You have started a new job! Write the information your co-worker told you about your new workplace.*
- Read the examples aloud. Point out the reporting verb and verb tense change.
- Tell Ss to work in same-level pairs to complete the exercise, but write down their answers individually.
- To review, call on volunteers to take turns reading the complete sentences aloud. Review any verb form questions Ss have.

- Have **higher-level Ss** write two more pieces of information using the following reporting verbs and verb-tense changes: (*say*, present perfect → past perfect) and (*tell, will* → *would*).

**EXTENSION** Invite two volunteers to the front. Elicit questions for Student A from the class. For example, *Where were you born? Do you have any children?* Have Student A whisper the answer to Student B, and have Student B tell the class the answer using reported speech. For example, *She said she was born in the south of Brazil and didn't have any children.*

**EXTENSION** Ask Ss to watch a short video or read a short article and share what they learned in small groups using reported speech. For example, *The author said employment is increasing in Italy, but he also mentioned that 58% of Italians are in temporary jobs.*

**EXTENSION** Have Ss cut or tear a piece of paper into several small slips. Model the activity: Ask the class, *What is your favorite food?* Tell Ss to write their name and answer on a slip of paper. Walk around and collect slips of paper. Read the answers aloud one by one, and have Ss guess whose answer it is. For example, T: *beef and vegetable soup*. Ss: *Roger? Veronika?* Then confirm the answer using reported speech. T: *Yes! Veronika said that her favorite food was beef and vegetable soup.* Have Ss complete the same activity in small groups. Each round, a different group member asks the group a question, reads the Ss' answers, and then confirms their answers using reported speech.

**EXTENSION** Have Ss sit or stand in a circle. Write on the board: *What is your dream job?* Join the circle, and ask the question to the S to your left. Wait for the answer. (For example, I want to be a teacher.) Then, restate the answer for the class using the S's name and reported speech. (For example, Marcos said he wanted to be a teacher.) Have Ss go around the circle and repeat this conversation with the person to their left.

Student A: *What is your dream job?*
Student B: *I want to be a marine biologist.*
Student A to the class: *Natalie said she wanted to be a marine biologist.*

# UNIT 2, LESSON 2 DEFINING RELATIVE CLAUSES

**REVIEW GRAMMAR**
Restrictive relative clauses, page 156

**COMMON ERRORS**
Using the wrong relative pronoun (*who* with things, *which* with people)
Unnecessary repetition of relative pronouns (…*that who has worked*…)

**A**
- Have Ss look at the picture and talk about what they see. Ask, *Who do you see?* (a young man) *What is he doing?* (working at a golf club)
- Read the instructions and the first sentence aloud. Ask Ss, *What is the defining relative clause?* (that was near my house) *What noun does it describe?* (the golf course) *What relative pronoun does it use? Why?* (*that* because the noun is an object)
- Have Ss complete the exercise individually and then compare their answers in pairs. Suggest they circle any unit vocabulary words or phrases. (application, communication skills, responsible)
- To review, ask a volunteer to read the blog post aloud and pause after each answer. Ask the class, *Who wrote a different answer? Why?*

**EXTENSION** Have Ss write a blog post about their first job. If they haven't had one or don't remember, they can make one up. Tell them to use A as a model. **Higher-level Ss** can write longer blog posts by adding more details and information. In same-level pairs, have Ss take turns reading their post aloud. Invite volunteers to share their experiences with the class. After each, ask Ss, *Would you like that job?*

**B**
- Say, *Combine the two statements into one using defining relative clauses*. Do number one as a class. Ask a volunteer to read the two statements aloud. Read the example answer aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind Ss that the defining relative clause can also be placed in the middle of the sentence.
- Review answers as a class. Read the two statements aloud and call on Ss to read the answers. Ask them to explain their choice of relative pronoun.

**C**
- Tell Ss to use relative clauses to make the sentences true for them.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, elicit a few answers for each item. Ask Ss if they agree or disagree with their classmates' ideas.

**EXTENSION** Print off and display short job descriptions around the room. Give Ss time to walk around and read the descriptions. Encourage them to take notes on the main qualifications and requirements of each job. Write on the board: *Which of the jobs seemed the most/least* _____ *to you?* Underneath the blank, list adjectives, such *as interesting, challenging, well-paid, meaningful, fun, popular*. In small groups, tell Ss to take turns asking and answering the questions with the different adjectives. Remind them to use defining relative clauses in their responses. (For example, A: Which of the jobs seemed most interesting to you? B: The job which had opportunities to travel! I love visiting new countries.)

**EXTENSION** Project or show a picture of your family or friends. Ask the class questions about the people and tell Ss to answer using defining relative clauses. For example, *Which person is named Mary?* (The woman who has long curly hair.) *Which person is 40 years old?* (The man that is standing to your left with the purple jacket.) *Which person loves playing tennis?* (The woman who is wearing the white sneakers.) If the S's answer is wrong, have someone else guess. Ask Ss to bring in or show a picture of their family or friends. Have them repeat the activity in pairs.

# UNIT 2, LESSON 2 DEFINING RELATIVE CLAUSES

**A** Complete Jim's blog post about a first job. Use relative pronouns and the correct form of the words in parentheses to write defining relative clauses.

My first job was at the golf course ___that was near___ (1 (be / near)) my house. My father had seen a sign ___that / which said___ (2 (say)) "Help Wanted" and suggested I apply for the job. When I filled out the application, they said they were looking for someone ___that / who had___ (3 (have)) good communication skills and was responsible. I told them I was the guy ___that / who they were looking for___ (4 (they / look for))! The part of the job ___that / which I didn't like___ (5 (I / not / like)) was cleaning because the golf club was really big. But I really enjoyed giving tours to people ___that / who wanted___ (6 (want)) to join the club. Some of the players ___that / who joined___ (7 (join)) were professional golfers. I still have a book of golfers' signatures ___that / which I collected___ (8 (I / collect)) while I was working there.



**B** Read the statements. Then combine them into one sentence with a defining relative clause. More than one answer may be possible.

1. Some people have good leadership skills. Those people are usually good managers.
   People who have good leadership skills are usually good managers.
2. I just got out of a meeting. It was about new clients.
   I just got out of a meeting that / which was about new clients.
3. Employees have good technical skills. Those employees need to be paid well.
   Employees that / who have good technical skills need to be paid well.
4. I'm looking for an assistant. That assistant can work independently.
   I'm looking for an assistant that / who can work independently.
5. The company hired my friend Louis. I work for the company.
   The company that / which I work for hired my friend Louis.
6. The candidates have good communication skills. Those candidates will be successful.
   The candidates that / who will be successful have good communication skills. OR The candidates that / who have good communication skills will be successful.

**C** MAKE IT PERSONAL Complete the sentences with defining relative clauses and your ideas.

Answers will vary. Possible answers:

1. It's a bad idea to hire someone ___who isn't positive or responsible___.
2. People ___who have good communication skills___ are the kind of people I like to work with.
3. I'm the kind of worker ___who never quits until a job is finished___.
4. I'd prefer to work for a company ___that really cares about its employees___.
5. I'd like to have a position ___that allows me to work from home sometimes___.
6. I'd be the kind of boss ___that communicates with the employees a lot___.
7. I think someone ___who likes people and works hard___ could be a successful salesperson.

# UNIT 2, LESSON 3 *SO* AND *THEREFORE*

**A** Combine the sentences using *so* or *therefore*. Don't change the order of the clauses. Use a comma or semicolon as needed.

1. You can make a deposit at the ATM. You don't need to see a bank teller. (so)
   You can make a deposit at the ATM, so you don't need to see a bank teller.
2. The company is expanding. They are hiring more engineers. (therefore)
   The company is expanding; therefore, they are hiring more engineers.
3. Keith used to be a landscaper. He knows a lot about plants. (so)
   Keith used to be a landscaper, so he know a lot about plants.
4. Maya will graduate next month. She is interviewing for jobs now. (so)
   Maya will graduate next month, so she is interviewing for jobs now.
5. The tax laws have changed this year. We should talk to an accountant. (therefore)
   The tax laws have changed this year; therefore, we should talk to an accountant.
6. The printer is broken again. We have to call the technician. (so)
   The printer is broken again, so we have to call the technician.

**B** MAKE IT PERSONAL Use *so* or *therefore* to make a conclusion. Add a comma before *so* or a period before *therefore*. Answers will vary. Possible answers:

1. Cybersecurity is a growing industry . Therefore, it is a good career choice.
2. Automation will eliminate the need for some current jobs. Therefore, it's important to be flexible in a new job market.
3. A technician fixed the copy machine , so it works now.
4. Self-driving vehicles are becoming more popular . Therefore, there will not be as many jobs for drivers in the future.

# UNIT 2, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**a passion**: a strong liking for something
**a salary**: money that you get for the job you do
**satisfaction**: a feeling of happiness because you got something you wanted
**clergy**: religious leaders
**a psychologist**: someone who has studied the mind and how it affects behavior
**a connection**: a usually good relationship between people, things, ideas, etc.
**a dead end**: a situation where no progress, or moving forward, is possible
**take pride in**: to have a feeling of happiness or pleasure in what you have done
**spare time**: free time; time when you are not working
**donate**: to give money or things to help others

1. Her passion is working with people, so she decided to become a psychologist.
2. If you don't do something useful every day, you won't have satisfaction in your work.
3. I have no spare time to volunteer but I try to donate money to charity when I can.
4. I don't think I can get a promotion at my company. It's a dead end.
5. The clergy will lead the memorial service.
6. My best friend and I became friends right away. We felt a strong connection.
7. My father always tells me to take pride in even the smallest tasks.
8. His salary is much higher at his new job. He just bought a new car.

## UNIT 2, LESSON 3 *SO* AND *THEREFORE*

**OPTIONAL REVIEW GRAMMAR**
Main clauses
Conjunctions

**COMMON ERRORS**
Omitting the comma before *so* and after *therefore*
Omitting the period or semicolon before *therefore*

**A**
- Read the instructions. Do number one as a class. Ask a volunteer to read the two statements aloud. Say, *We can combine these sentences with* so *to make a conclusion.* Read the example answer aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind Ss not to change the order of the clauses.
- Invite volunteers to write the answers to numbers 2–6 on the board. Review the answers as a class. Check for the correct use of the comma and semicolon.

**B**
- Say, *Use* so *and* therefore *to complete the sentences with your own ideas*. Ask a volunteer to read number one aloud.
- Ask Ss, *What conclusion can we make about the growing industry of cybersecurity?* (It's a good career choice.) Elicit the answer.
- Have Ss complete the exercise individually and then compare their answers in pairs. Monitor. Check for correct punctuation use and provide help as necessary.
- To review, read the first sentence aloud and call on Ss to say their answers. Elicit 2–3 answers for each number.

**EXTENSION** Bring in or project product advertisements on the board. Choose the advertisements before class to make sure they are appropriate. Write the following questions on the board: *What is happening in this advertisement? What conclusions can you draw from what you see?* Show images one at a time. In pairs or small groups, have Ss discuss the images and make conclusions using *so* and *therefore*. (For example, This soda is low in calories, so it is better for your health. Or, The elephant in the image is going extinct; therefore, we must work to preserve wildlife.) When all the images have been shown, ask Ss to write 3–4 sentences about the advertisement with the most interesting or impactful message. Ask them to use *so* and *therefore* to describe the conclusions they made. Collect Ss' writing and check for correct punctuation.

**EXTENSION** Lead a class brainstorm about how technology will continue to impact our lives. Write on the board: *How will technology change in the next ten years?* If necessary, ask leading questions, such as *How will the internet change? What about virtual reality? How do you think transportation, education, and communication will be different?* Give Ss 5–10 minutes to discuss in pairs or small groups, and then elicit answers. Write Ss' ideas on the board. Point to the board and ask, *What conclusions can we make about these changes?* Say, *For example, driverless cars will be available to the public, so fewer people will drive.* Write the sentence on the board. Underline *so* and circle the comma. Ask Ss to write 4–5 sentences making conclusions about the information on the board using *so* and *therefore*. Monitor. Provide help as necessary. After 10–15 minutes, bring the class back together. Invite volunteers to share their sentences with the class.

## UNIT 2, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

**EXTENSION** Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

# UNIT 3, LESSON 1 SUPERLATIVE ADJECTIVES

**REVIEW GRAMMAR**
Adjective placement
Count and non-count nouns
**OPTIONAL REVIEW GRAMMAR**
Comparative adjectives

**COMMON ERRORS**
Misplacement of the superlative adjective (after noun)
Incorrect use of spelling patterns
Omission of *most* with adjectives more than two syllables

**A**
- Read the instructions aloud. Do number one as a class. Read the first two sentences aloud and elicit the answer from the class. Ask, *Why do we need* most *in this answer?* (because *interesting* is more than two syllables)
- Ask Ss to preview the adjectives in parentheses and underline the phrases *one of, some of,* and *among*.
- Have Ss complete the exercise individually and then compare their answers in pairs. To review, read the sentences aloud and call on Ss to say the answers.
- Ask, *Why doesn't number seven include* one of, some of, *or* among*?* (Norah is 100% certain that the traffic in Los Angeles is the craziest she's ever seen.)
- Answer any questions about the meaning or spelling of the superlative adjectives.
- Ask, *What has Norah done on her vacation in Los Angeles? What does she think about the city?* In pairs, have Ss retell the important ideas in the email.

**EXTENSION** Ask Ss to write an email to a friend describing what they did on a recent trip. Tell them to use 3–5 superlative expressions in their description. **Higher-level Ss** should use 5–7. In pairs, have Ss take turns reading their email aloud and checking each other's use of superlative adjectives.

**B**
- Have Ss look at the picture. Ask, *What do you see?* (fireworks) Read the title of the advertisement aloud.
- Say, *Fill in the blanks with superlative expressions to complete the advertisement.*
- Have a volunteer read number one aloud. Ask, *Why did we need* most *in this answer?* (because *beautiful* has more than two syllables)
- Have Ss complete the exercise individually and then share their answers in pairs.
- Monitor. Make sure Ss include *of* and *the* where necessary.
- To review, read each sentence aloud and call on Ss to say the answers. Follow up by asking, *Why is this the correct answer?*

**EXTENSION** Say, *Let's have a party!* In groups, have Ss plan a class party. Tell them to choose a theme and three different activities for people to do. Have each group make a poster advertising the event to the community. Tell Ss to include 3–5 reasons using use superlative expressions to convince people to come. Give each group 2–3 minutes to present. Take a class vote on the best idea for a class party.

**C**
- Tell Ss to complete the sentences with their personal preferences.
- Read number one aloud. Then ask Ss, *Who do you think is one of the greatest artists who ever lived?* Elicit other answers.
- Point out that for each item, Ss need to fill in the first blank with a subject and the second with a superlative adjective. Remind Ss they can omit the noun after the superlative if it is the same as the subject.
- Have Ss complete the exercise individually and then share their answers in pairs. To review, call on Ss to read their answers aloud.
- Point out how the superlative adjective comes first in number six.

**EXTENSION** Arrange Ss in small groups. Have Ss write down one positive quality about each of their group members using superlative adjectives, and then take turns sharing their expressions. Point out how statements start in C (*I think…*, *In my opinion…*, *I'd say…*). Encourage Ss to share their opinion in this way. (For example, I'd say Mishale is among the most intelligent friends I have. In my opinion, Aika is one of the funniest students I've ever met.) Finally, ask volunteers from each group to introduce their group members using superlative adjectives. (For example, This is Mishale. She is one of the most intelligent students and fastest runners we know.)

**EXTENSION** Write a topic on the board, such as *countries*, *geography, sports*, *animals*. In pairs, have Ss write five sentences using superlative expressions about that topic. (For example, for the topic *countries,* Ss could write, China and India are among the most populous countries in the world. / One of the smallest countries in the world is Monaco.) Give Ss time to research information on their phone or have them do the assignment for homework. Have pairs form groups of four and present their facts.

# UNIT 3, LESSON 1 SUPERLATIVE ADJECTIVES

**A** Complete the email about a trip. Use the superlative form of the adjectives in parentheses.

New email

Hi Sarah!

I'm still on vacation in Los Angeles. I think it's among ___the most interesting___ (1 interesting) places in the world! I've been all over the city—this must be one of ___the busiest___ (2 busy) vacations I've ever taken. I love the food here! I've eaten at some of ___the best___ (3 good) restaurants in the city. I also went to a cool food fair, and I had some of ___the biggest___ (4 big) cookies I've ever eaten. They were so good! And you should see Venice Beach. I think it's among ___the most beautiful___ (5 beautiful) beaches in the world. One of ___the most exciting___ (6 exciting) things was looking for movie stars on the beach. I think I saw Leonardo DiCaprio! The only thing I don't like here is driving. They have ___the craziest___ (7 crazy) traffic I've ever seen!

I have to go now. We'll talk when I get back!

Norah

**B** Complete the advertisement for a school festival. Use the words in parentheses to write superlative expressions.

Join us for the Hillfield High School

## International Festival

THIS WEEKEND! ★

- The festival will be held in Dunton Park, ___one of the most beautiful___ (1 one / beautiful) parks in the country.
- We'll have ___some of the most delicous___ (2 some / delicious) Japanese food in the city, and for dessert, you'll enjoy ___some of the sweetest___ (3 some / sweet) fruits from around the world—with ice cream!
- We've invited a guitar player who is ___among the greatest___ (4 among / great) in Mexico. He'll play ___some of the most famous___ (5 some / famous) Mexican guitar songs for you to enjoy.
- You'll see ___one of the funniest___ (6 one / funny) French puppet shows ever!
- There will be an exhibit of wonderful paintings by ___one of the youngest___ (7 one / young) professional artists in Brazil.

It's going to be ___one of the most amazing___ (8 one / amazing) festivals of the summer!

**C** MAKE IT PERSONAL Complete the sentences. Use information and superlatives that are true for you.

1. I think ___Picasso___ is one of ___the greatest___ artists who ever lived.
2. I think ___New York___ is one of ___the most interesting___ cities in the world.
3. In my opinion, ___Chinese___ is one of ___the most difficult___ languages.
4. I think ___Patagonia___ is among ___the most beautiful___ places on earth.
5. I'd say ___the steakhouse___ is one of ___the most expensive___ restaurants in town.
6. One of ___the greatest___ actors alive today is ___Will Smith___.

# UNIT 3, LESSON 2 NEGATIVE QUESTIONS

**A** Complete the conversation about a new TV show. Use *isn't*, *wasn't*, *weren't*, or *didn't*.

**Lars:** Emma, ___didn't___ (1) you love the first episode of *Good-bye, San Diego* last night?

**Emma:** Yes! ___Isn't___ (2) San Diego a beautiful city?

**Lars:** It certainly is. ___Wasn't___ (3) it a great idea to film the first episode outdoors?

**Emma:** I agree. And ___isn't___ (4) James Fields a great actor?

**Lars:** Yes, he is! But ___didn't___ (5) you think the entire cast did a great job?

**Emma:** Yes, I did. ___Weren't___ (6) you surprised last month when they announced Fields was going to play the main character?

**Lars:** I sure was! And ___didn't___ (7) he ask for a million dollars just for one season?

**Emma:** Yes, and he got it!

**B** Read the statements. Then rewrite them as negative questions for a TV star.



1. You are tired of being interviewed all the time.
   Aren't you tired of being interviewed all the time?
2. It is hard to be a minor character in two TV series at the same time.
   Isn't it hard to be a minor character in two TV series at the same time?
3. You felt that one series was enough.
   Didn't you feel that one series was enough?
4. It was difficult to convince your bosses that you could manage it.
   Wasn't it difficult to convince your bosses that you could manage it?
5. You were surprised when both shows became big successes.
   Weren't you surprised when both shows became big successes?
6. You are excited about next month's season finales.
   Aren't you excited about next month's season finales?
7. You are angry at cast members who have shared spoilers about them.
   Aren't you angry at cast members who have shared spoilers about them?
8. You hope that both shows will want you back next year.
   Don't you hope that both shows will want you back next year?

**C** MAKE IT PERSONAL Imagine you want to know a friend's opinions of TV shows or TV watching habits. Write negative questions. Answers will vary. Possible answers:

1. Weren't you glad that The Speed of Light was continued for another season?
2. Isn't it great that TVs are getting cheaper?
3. Aren't you afraid your favorite show will be canceled?
4. Weren't TV programs better when we were younger?
5. Doesn't watching TV in English help you learn the language?

# UNIT 3, LESSON 2 NEGATIVE QUESTIONS

**REVIEW GRAMMAR**
The *be* verb
The auxiliary *do*
*Yes/no* questions

**COMMON ERRORS**
Using the wrong verb form in negative *be* questions
Subject/verb agreement errors in negative *be* questions
Changing the main verb form in negative *do* questions (*Don't you loves…*)

**A**
- Say, *Lars and Emma are talking about a new TV show. Fill in the blanks with the correct contraction.* Read the answer choices aloud.
- Read the first sentence aloud. Ask, *Why do we use* do? (because we have a main verb, *love*) *Why is the answer in the past tense?* (because the first episode was last night) Remind Ss to use the context clues to help them choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud and elicit the answers from Ss.
- Have Ss practice the conversation in pairs. Invite volunteers to role-play the conversation in front of the class.

**EXTENSION** Take a class survey to see if there are any popular TV shows that most Ss have seen. Arrange Ss in pairs or small groups with classmates who have seen the same show. Ask them to talk about the show using negative questions.

**B**
- Say, *You are going to interview a TV star.* Read the instructions and number one aloud.
- Have Ss underline first verb in each statement. Ask, *Is the verb in the past or present? Which numbers need the negative* do? (2, 3, and 8)
- Have Ss complete the exercise in pairs but write down their answers individually.
- Review answers as a class. Read each statement aloud and call on Ss to read the answer. Address any questions Ss have about negative question formation.

**EXTENSION** Arrange Ss in mixed-level pairs, and have them role-play the interview in B. Have the **lower-level S** be the interviewer and ask the questions from the book. Have the **higher-level S** be the TV star and make up his or her own answers. Invite volunteers to role-play their interview in front of the class.

**C**
- Read the instructions and example aloud. Have Ss complete the exercise individually. Walk around as Ss work and provide help as necessary.
- In pairs, have Ss check each other's negative questions for correct verb form and use.
- In new pairs, have Ss take turns asking and answering the questions.

**EXTENSION** Show movie trailers in class. After each, give Ss 3–5 minutes to talk about the trailer in pairs or small groups. Ask them to use negative questions to express their opinions. (For example, Wasn't that a scary trailer? Isn't the movie coming out soon? Aren't you excited to see it?)

## UNIT 3, LESSON 3 ADVERBIAL INTENSIFIERS WITH ADJECTIVES

**REVIEW GRAMMAR**
Adverb placement and use
**OPTIONAL REVIEW GRAMMAR**
Adjective placement and use
Descriptive adjectives
*Be* with adjectives

**COMMON ERRORS**
Incorrect adverb placement (after the adjective)

**A**
- Read the instructions aloud. Write number one on the board. Ask, *What is the adjective in this sentence?* (useful) Underline *useful.* Ask, *Where do we insert the adverb* incredibly *to emphasize the word* useful*?* (before the adjective) Rewrite the sentence on the board.
- Read the example answer aloud and exaggerate *incredibly.* Tell Ss that adverbial intensifiers are often stressed in spoken English.
- Read the adverbs in the parentheses aloud. Review the meaning of *utterly* (complete and total). Tell Ss *utterly* is often used for emphasizing how bad someone or something is.
- Have Ss complete the exercise individually and then compare their answers in pairs. Suggest that Ss underline the adjectives in the statements.
- To review, call on Ss to read their answers aloud. Remind them to exaggerate the adverbs as they speak.

**EXTENSION** In pairs, have Ss discuss the weather using descriptive adjectives and adverbial intensifiers. Then show the class a video of a weather forecast in English or call on Ss to describe a weather report they have previously watched. Lead a class discussion on how weather reporters give the forecast. For example, they often include sensory information about how the weather will feel or affect daily life. In the same pairs, have Ss use their phones to record each other giving a weather report. Remind them to use adverbial intensifiers. Encourage **lower-level Ss** to make a script and practice before recording. Watch Ss' short videos as a class. Take a vote on the weather report that was most informative, interesting, or funny.

**B**
- Say, *I went to an amazingly good concert last week.* Ask, *What about you? What events have you recently attended?* Elicit answers from the class. Write them on the board.
- Read the instructions aloud. Ask a volunteer to read the adverbial intensifiers aloud and another volunteer to read the descriptive adjectives aloud.
- If Ss can't think of an event they've recently attended, ask them to write about any event they have ever been to.
- Have Ss complete the exercise individually. In pairs, have them take turns reading their sentences aloud. Encourage Ss to ask each other follow-up questions to learn more about the events.
- Invite volunteers to share their experiences aloud with the class.

**EXTENSION** Ask Ss to look at a local event calendar and choose one cultural event to attend. Encourage Ss to go with their classmates. After the event, have Ss write a brief summary describing the event. Ask them to write 4–5 sentences using descriptive adjectives and adverbial intensifiers. Back in class, have Ss report on their event in small groups. Collect their summaries and check for adverb placement and use.

**EXTENSION** Show or project photos of people, places, and events. In pairs, ask Ss to respond to the photos using adverbial intensifiers with adjectives. (For example, Climbing that mountain looks incredibly hard. / What an extremely beautiful place! I'd love to visit.)

## UNIT 3, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

**OPTION** **For higher-level Ss**, let Ss say what they remember about the definitions.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

**EXTENSION** Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

# UNIT 3, LESSON 3 ADVERBIAL INTENSIFIERS WITH ADJECTIVES

**A** Rewrite the sentences using the adverb in parentheses.

1. That app is useful. (incredibly)
   That app is incredibly useful.
2. This restaurant is crowded tonight. (unusually)
   This restaurant is unusually crowded tonight.
3. You missed out on a good meeting. (surprisingly)
   You missed out on a surprisingly good meeting.
4. I'm reading an interesting book. (really)
   I'm reading a really interesting book.
5. It's supposed to be cold tomorrow. (extremely)
   It's supposed to be extremely cold tomorrow.
6. The networking event was boring. (utterly)
   The networking even was utterly boring.

**B** MAKE IT PERSONAL Write sentences about an event you recently attended. Use one word from each box in each sentence. Answers will vary. Possible answers:

| | |
|---|---|
| surprisingly extremely totally<br>utterly amazingly incredibly | good exciting fun<br>boring interesting nice |

1. I went to an amazingly good concert last week.
2. It was surprisingly fun.
3. The venue was incredibly nice.
4. The band was extremely exciting.

# UNIT 3, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**a recommendation**: a suggestion or advice about the best thing to do
**stressful**: causing a lot of worry or nervousness
**take (something) by storm**: to become very popular over a short period of time
**an anniversary**: a date on which something happened in a previous year
**uneventful**: when nothing exciting or interesting happens
**a producer**: someone who makes a movie or TV show
**a break**: a short time during which you stop doing something
**a viewer**: someone who watches a TV show

1. Many _____viewers_____ of that TV show didn't like the season finale.
2. I can't decide where to go for lunch. Do you have a _____recommendation_____?
3. It's our five-year _____anniversary_____, so we're going out to dinner tonight.
4. My new job is really _____stressful_____. My boss gives me new projects every week.
5. Nothing special happened this weekend. It was _____uneventful_____ and a little boring.
6. Let's take a _____break_____ from studying and watch a movie.
7. That song has _____taken_____ the country _____by storm_____. I hear it everywhere.
8. That show has gotten much better since the hired a new _____producer_____.

# UNIT 4, LESSON 1 EMBEDDED *WH-* QUESTIONS

**A** **Complete the conversation about online shopping. Use the clauses and phrases in the box.**

| | | | |
|---|---|---|---|
| how to use it | where to buy | who I'm shopping | why you closed |
| what you're doing | where it says | ~~where you went~~ | why they're so |



**Lela:** Oh, here you are…on the computer! I didn't know ___where you went___ (1).

**Mom:** Oh, hi, Lela. I'm just doing a little online shopping.

**Lela:** I don't understand ___why you closed___ (2) the door. What's the big secret?

**Mom:** Can't you guess ___who I'm shopping___ (3) for?

**Lela:** Oh! You're shopping for Dad and don't want him to know ___what you're doing___ (4).

**Mom:** That's right. I'm shopping for a jacket for him. I don't know ___why they're so___ (5) expensive.

**Lela:** Have you decided ___where to buy___ (6) the jacket from?

**Mom:** Jacket World, I guess. I received a coupon code, but I don't know ___how to use it___ (7).

**Lela:** It's easy. Just type it in the box ___where it says___ (8) "coupon code." You get free shipping, too, so it'll be here just in time for Dad's birthday!

**B** **Read the scrambled sentences from a conversation between a store clerk and a customer. Then reorder the words to make questions and statements.**

1. what / know / is? / it / size / you / Do
   Do you know what size it is?
2. are / why / tell / returning this item? / me / you / Could you
   Could you tell me why you are returning this item?
3. put / you / Do / know / the / where / receipt? / you
   Do you know where you put the receipt?
4. how much / paid / you / Do / remember / it? / you / for
   Do you remember how much you paid for it?
5. a / how / tell / to / get / me / store card. / Please
   Please tell me how to get a store card.
6. give / you / I don't / cash. / understand / why / can't / me
   I don't understand why you can't give me cash.

**C** MAKE IT PERSONAL **Imagine you are shopping. Complete the *wh-* clauses and phrases to make polite requests and ask indirect questions.** Answers will vary. Possible answers:

1. Do you know what ___this store sells on its website___?
2. Do you remember where ___you bought this dress___?
3. Please tell me when ___the store closes___.
4. Can you explain why ___you can't accept my credit card___?
5. Could you tell me how ___to get a store card___?

# UNIT 4, LESSON 1 EMBEDDED *WH-* QUESTIONS

**REVIEW GRAMMAR**
*Wh-*/Information questions
Question and statement word order
**OPTIONAL REVIEW GRAMMAR**
Infinitives

**COMMON ERRORS**
Using question word order in embedded *wh-* questions
Omitting the *to* in infinitive phrases

**A**

- Read the instructions aloud. Ask Ss to review the *wh-* clauses and phrases in the box and label each with a *C* if it's a clause and *P* if it's a phrase. Remind them that phrases will include an infinitive *to*.
- Go over number one as a class. Read the first line aloud and elicit the answer from the class. Remind Ss to use context clues to help them choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs. To review, read the sentences aloud and call on Ss to say the answers.
- Give Ss time to practice the conversation in pairs. Walk around and assist with intonation and pronunciation. Time permitting, have them swap roles and practice again.
- Invite volunteers to role-play the conversation in front of the class.

**EXTENSION** Have Ss rewrite the questions and statements with embedded *wh-* questions as direct *wh-* questions. (For example, I didn't know where you went. → Where did you go? or I don't understand why you closed the door. → Why did you close the door?)

**B**

- Say, *Unscramble the words to make questions and statements with embedded* wh- *questions.* Read the words in number one aloud. Ask a volunteer to read the answer.
- Remind Ss that embedded *wh-* questions keep normal statement word order. Tell them to use capitalization and punctuation to help them reorder the words.
- Tell Ss they can work in pairs but should write down their sentences individually.
- Walk around as Ss work and provide help as necessary.
- Go over the answers as a class. After each sentence ask, *What is the direct* wh- *question?* Encourage Ss to write the direct question next to the answer in their books.

**EXTENSION** Have Ss create their own scrambled sentence exercise. Tell them to write five questions or statements with embedded *wh-* questions. Monitor. Check Ss' work before they move on. Then tell them to number 1–5 on a separate piece of paper and, next to each number, write the words from the corresponding sentence in a random order. Remind them to use exercise B as a model. Finally, have Ss swap papers with the scrambled sentences and write the words in the correct order. When they're done, have them check each other's work.

**C**

- Tell Ss to complete the questions and statement with information they would ask if shopping online or in a store.
- Have a volunteer read number one aloud. Ask, *How else could we complete this question?* Elicit other answers. Encourage other Ss to provide responses to the questions that are true for them.
- Have Ss complete the exercise individually and then compare their answers in pairs. To review, call on Ss to read their answers aloud.

**EXTENSION** Tell Ss to imagine they are lost in a big city. Have them write five indirect questions with embedded *wh-* questions to ask strangers for help. Then, ask Ss to walk around the classroom and take turns asking and answering their questions with five different classmates. Encourage them to keep the conversation going by pretending to help each other find their way in a big city.

**EXTENSION** Write down four direct *wh-* questions and read them aloud to the class. As you do, ask Ss to listen and write down what you say word for word. Speak slowly and repeat each question twice. Then have Ss work in pairs to rewrite the direct questions as polite requests or indirect questions using embedded *wh-* questions.

# UNIT 4, LESSON 2 *THINK, IMAGINE,* AND *WONDER* FOR REQUESTS

**REVIEW GRAMMAR**
Indirect questions, page 157
**OPTIONAL REVIEW GRAMMAR**
Statement word order

**COMMON ERROR**
Wrong verb form after *can/could* (not base verb)

**A**

- Have Ss' look at the photo. Ask, *Who do you see?* (a customer and a sales clerk) *Where are they?* (in a store) *What do you think is happening?* (customer is returning an item) Elicit ideas.
- Say, *Complete the conversation with the correct word or phrase in the box.* Read the answer choices aloud.
- Read the first sentence aloud. Encourage Ss to cross out the answer choice in the box after they use it.
- Remind Ss to use the context clues and word order to help them choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud and elicit the answers from Ss.
- Have Ss practice the conversation in pairs. Invite volunteers to role-play the conversation in front of the class.

**EXTENSION** In pairs, have Ss write a new conversation. Encourage them to follow the structure of the conversation in exercise A but have the customer returning a different item for different reasons. Ask them to include new requests with *think, imagine,* and *wonder.*

**B**

- Say, *Rewrite the direct requests with* think, imagine, *and* wonder. Read the direct and indirect request in number one. Point out the normal statement word order in the answer.
- Have Ss complete the exercise in pairs but write down their answers individually.
- Review answers as a class. Read each statement aloud and call on Ss to read the answers. Address any questions Ss have about negative question formation.

**EXTENSION** Have Ss write three more direct customer requests. Remind them to include the vocabulary from 1A. Ask Ss to swap papers with a partner and rewrite their partner's sentences with *think, imagine,* and *wonder* to make them more polite.

**C**

- Read the instructions and example aloud. Have Ss complete the exercise individually.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary.
- In pairs, have Ss check each other's requests for correct verb form and use. Call on Ss to read their requests aloud.
- Have pairs choose one set of completed requests to use in a conversation between a customer and a store clerk. Give them time to write and practice the conversation.
- Invite volunteers to role-play their conversation in front of the class.

**EXTENSION** Tell Ss to imagine they are planning a fundraiser for a cause they care about, such as endangered animals or the environment, and they need to tell a group of volunteers what to do. In pairs, have them write 5–7 polite requests using *think, imagine,* and *wonder.* (For example, Do you think you could make the welcome signs? / I wonder if you could print out pictures of elephants and hang them on the wall.)

**EXTENSION** Tell Ss to imagine they are redecorating their apartment or house and a team of movers and designers just arrived at their home to help. Have Ss use *think, imagine,* and *wonder* to write 8–10 polite requests for the team. (For example, Do you think you could fit the bed in this corner? / I imagine that you could take out the carpet in this room.)

# UNIT 4, LESSON 2 *THINK, IMAGINE,* AND *WONDER* FOR REQUESTS



**A** Complete the conversation between a customer and a sales clerk. Use the words and phrases in the box.

| | | | | |
|---|---|---|---|---|
| could | I imagine | I wonder | that | if |
| imagine | ~~I wonder if~~ | think you | | |

**Customer:** I wonder if (1) you could help me. I'd like to return this sweater.

**Clerk:** Of course. Do you think you (2) could tell me the problem?

**Customer:** It's defective. I imagine (3) you can help me, right?

**Clerk:** Well, first, do you think that (4) you could tell me how it's defective?

**Customer:** Let me show you. Look at this. I wonder (5) if you can see the problem.

**Clerk:** Oh, I do see. I imagine (6) you can't wear it with a broken zipper.

**Customer:** No, of course not. Do you think I could (7) exchange it?

**Clerk:** Sure. I wonder if (8) you could wait here for just a moment.

**B** Read the customer requests. Then rewrite and soften them, using the verbs in parentheses.

1. Could I return this shirt? (think)
   Do you think that I could return this shirt?
2. Could you explain your return policy? (wonder)
   I wonder if you could explain your return policy.
3. Can I try this on in the dressing room? (imagine)
   I imagine I can try this on in the dressing room.
4. Could you order me a pair of these shoes? (think)
   Do you think you could order me a pair of these shoes?
5. Could I return this sweater? (wonder)
   I wonder if I could return this sweater.
6. Can I use my store credit to buy this? (imagine)
   I imagine I can use my store credit card to buy this.
7. Could I have these things delivered to my home? (think)
   Do you think I could have these things delivered to my home?

**C** MAKE IT PERSONAL Imagine you are talking to a store clerk. Complete the requests.

Answers will vary. Possible answers:

1. Do you think I could speak to the manager?
2. Do you think you could keep this for me while I continue shopping?
3. I wonder if I could pay with a credit card.
4. I imagine you could give me the same price I saw on your website.
5. I wonder if you could lend me a pen to sign this receipt.
6. I imagine I can pay for these clothes downstairs.

# UNIT 4, LESSON 3 *WHILE* AND *WHEREAS*

**A** **Complete the sentences. Use the clauses in the box.**

| |
|---|
| whereas there is no extra charge  while I prefer small stores  ~~it has very few books~~<br>it doesn't sell furniture  whereas his wife wants to wait  Amy prefers to shop alone |

1. While this bookstore has a great selection of music, it has very few books.
2. There's a processing fee to purchase tickets online, whereas there is no extra charge for ticket sales in person.
3. My sister loves big shopping malls, while I prefer small stores.
4. Whereas Claire always goes shopping with her friends, Amy prefers to shop alone.
5. John wants to buy an expensive TV right away, whereas his wife wants to wait until they find a better deal.
6. While that store sells small items for the home, it doesn't sell furniture.

**B** MAKE IT PERSONAL **Complete the sentences by adding a clause with *while* or *whereas*. Use commas as needed.** Answers will vary. Possible answers:

1. Some people shop for specific brands , while others look for the best deal.
2. Video games are on sale this week , whereas computers are not.
3. Some stores offer free delivery , while others charge a fee.
4. I rarely purchase furniture online , whereas my sister does all the time.

# UNIT 4, LESSON 4 VOCABULARY PRACTICE

**Read the definitions. Then complete the sentences with the words.**

**a possession**: something that you have or own
**identity**: who or what you are
**remind (someone) of**: to make someone remember something
**an heirloom**: a valuable object that has belonged to the same family for many years
**have sentimental value**: to be connected to feelings and memories, not to money
**a substitute**: a person or thing that takes the place of another person or thing
**pass away**: to die
**associate**: to make a connection between things or people in your mind

1. Do you have any family heirlooms that you will give to your children?
2. A short email is not a substitute for a personal, handwritten letter.
3. This old book isn't an expensive antique, but it has sentimental value because my uncle gave it to me.
4. You remind me of my best friend because you have the same hair and eye color.
5. I don't have many possessions. I like to live very simply.
6. Her volunteer work with children is a big part of her identity.
7. My cat passed away yesterday, and I'm very sad.

## UNIT 4, LESSON 3 *WHILE* AND *WHEREAS*

**OPTIONAL REVIEW GRAMMAR**
Main and subordinate clauses

**COMMON ERROR**
Omitting the comma between clauses

**A**
- Say, *Complete the sentences with the most appropriate clause from the box.* Read the answer choices aloud.
- Read number one aloud. Encourage Ss to cross out the answer choice in the box after they use it.
- Remind Ss to use the context clues to help them choose the correct answer.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the completed sentences aloud.

**EXTENSION** Ask Ss to choose two people they know well and contrast their preferences. First, have Ss write down the names of each person and list their interests. Then ask them to compare the two lists and circle any information that is different. Finally, have them describe these two people using *while* and *whereas*. Tell **lower-level Ss** to write four sentences and **higher-level Ss** to write six. Have Ss read their sentences aloud in pairs.

**B**
- Read the instructions and example aloud. Have Ss complete the exercise individually.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary. Check for correct comma use.
- In pairs, have Ss take turns reading aloud their sentences.
- Invite volunteers to share their sentences with the class.

**EXTENSION** Have Ss contrast the culture and customs of two different places they've lived or visited. Ask them to write 5–6 sentences using *while* and *whereas*. (For example, Lunch is usually two hours in Brazil, while it's sometimes less than an hour in the United States.) In pairs, have them take turns reading their sentences aloud and checking each other's work. Encourage Ss to ask follow-up questions to get more information. Invite volunteers to share any interesting or surprising information they learned.

## UNIT 4, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

# UNIT 5, LESSON 1 PAST INTENTIONS

**REVIEW GRAMMAR**
The past continuous
**OPTIONAL REVIEW GRAMMAR**
Infinitives
Gerunds

**COMMON ERRORS**
Mixing up the use of the infinitives and gerunds
Omitting the *to* in infinitive phrases

**A**
- Read the instructions aloud. Ask Ss to preview the verbs in parentheses and underline the verb used before each exercise item. (For example, was hoping, was going, was planning on)
- Go over number one as a class. Ask a volunteer to read David's lines. Then read Tanya's first two lines. Ask Ss, *Why do we need the infinitive here?* (The verb *hoping* is followed by an infinitive.) *Why does Tanya look a little down?* (She wanted to make healthy changes but hasn't yet.)
- Have Ss complete the exercise individually and then compare their answers in pairs. To review, read the sentences aloud and call on Ss to say the answers. Point out the spelling change of the verb *practice* in number five (drops the final *-e*).
- Point out the *but* clause after each past intention. Say, *The* but *clause usually includes the excuse or reason why the plan didn't happen.*
- Give Ss time to practice the conversation in pairs. Walk around and assist with intonation and pronunciation. Time permitting, have them swap roles and practice again.
- Invite volunteers to role-play the conversation in front of the class.

**LANGUAGE NOTE** If somebody looks *down,* it means they look unhappy or sad.

**EXTENSION** Ask Ss follow-up questions, such as, *What healthy changes did David and Tanya want to make? Why didn't they? Do you also think these changes are hard to make?*

**B**
- Read the instructions aloud. Ask a volunteer to read number one aloud. Point out the verb in the past continuous and the infinitive form of *join.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Call on Ss to read the complete sentences aloud for the class. Point out the spelling change of the verb *give* in number two (drops the final *-e*), *get up* in number three (double *t*), and *move* in number six (drops the final *-e*).

**EXTENSION** Have Ss rewrite the health resolutions in exercise B, keeping the same *but* clause but making the first clause of the statement true for them. (For example, 1. I was planning on going to yoga this morning, but it was canceled. 2. My son was going to get rid of his alarm clock, but he couldn't get up without it.) In pairs, have Ss take turns reading the new statements aloud and checking each other's work.

**C**
- Tell Ss to make statements that are true for them. Have them preview the verbs in the past continuous. Tell them to write an *I* next to the verbs that require an infinitive (3, 4) and *G* next to the verbs that require a gerund (2, 5).
- Have a volunteer read number one aloud. Ask, *Who else was going to get up early this morning? Why didn't you?* Ask volunteers to answer using the structure in number one.
- Have Ss complete the exercise individually and then share their answers in pairs. Tell them to take turns reading their statements aloud. Encourage them to give each other advice on how to keep their resolutions.
- To review, invite volunteers to share their answers with the class.

**EXTENSION** Write on the board or say aloud 5–6 statements using *be going to* in the present that express an intent to do something, such as *I am going to eat a salad for lunch.* or *More people are going to ride bicycles to work.* After each, ask Ss to write a statement using the past continuous that expresses a change of these same plans. Remind them to use a *but* clause to state the excuse or reason. (For example, I was going to eat a salad for lunch, but then my office had a pizza party. / More people were hoping to ride bicycles to work, but the city hasn't built bike lanes yet.) Invite volunteers to read their sentences aloud for the class.

# UNIT 5, LESSON 1 PAST INTENTIONS



**A** Complete the conversation about past intentions. Use the infinitive or gerund form of the verbs in parentheses.

**David:** You look a little down, Tanya. Is anything the matter?

**Tanya:** Not really. It's just that I was hoping ___to make___ (1 (make)) so many healthy changes in my life, but I haven't had any success yet. For example, I was going ___to get___ (2 (get)) more exercise, but the gym near my house closed down. And I was planning on ___eating___ (3 (eat)) healthier food, but I never have time to cook.

**David:** I know what you mean! I was hoping ___to spend___ (4 (spend)) time in nature during my vacation, but my family wanted to go to Chicago. And I was planning on ___practicing___ (5 (practice)) meditation, but it was kind of boring.

**Tanya:** Healthy habits are important, but they can be difficult. I was thinking about ___drinking___ (6 (drink)) more water, but I really need my coffee!

**David:** I was planning ___to stop / on stopping___ (7 (stop)) eating out, but that's impossible.

**Tanya:** Why is that impossible?

**David:** Because I don't like the taste of my own cooking!

**B** Complete the sentences about health resolutions that a family did not keep. Use the past continuous and the gerund or infinitive forms of the words in parentheses.

1. We ___were going to join___ (go, join) a yoga class together, but it was canceled.
2. Our son ___was planning on giving up___ (plan on, give up) coffee, but he couldn't get up without it.
3. Our daughter ___was thinking about getting up___ (think about, get up) early to exercise, but she hasn't yet.
4. We ___were going to buy___ (go, buy) bicycles for the whole family, but they were too expensive.
5. We ___were hoping to spend___ (hope, spend) the summer in the mountains, but our daughter got sick.
6. We ___were thinking about moving___ (think about, move) out of the city, but the country might be too quiet for us.
7. We ___were planning on getting___ (plan on, get) regular medical checkups, but we've been very busy lately.

**C** MAKE IT PERSONAL Complete the sentences. Use past intentions that are true for you.

Answers will vary. Possible answers:

1. I was going ___to get up early this morning,___ but ___my alarm clock didn't ring___.
2. I was planning on ___going to the gym yesterday___ but ___I was too tired___.
3. I was hoping ___to eat more vegetables___ but ___I don't really like them___.
4. I was planning ___to practice meditation___ but ___I couldn't find a class or group___.
5. I was thinking about ___joining a gym___ but ___I didn't have enough time___.

# UNIT 5, LESSON 2 *SO, TOO, NEITHER,* AND *EITHER*



**A** Complete the conversation about soccer. Use the sentences in the box.

| | | | |
|---|---|---|---|
| I am, too | I haven't either | Neither did I | So do I |
| I did, too | I wasn't either | Neither could I | ~~So did I~~ |

**Tony:** I had a great time playing soccer yesterday.

**Onur:** ___So did I___ (1)! I didn't play very well, though.

**Tony:** ___Neither did I___ (2). I wasn't moving very well on the field.

**Onur:** ___I wasn't either___ (3). And I couldn't control the ball very well.

**Tony:** ___Neither could I___ (4). I wish I had more time to practice.

**Onur:** ___So do I___ (5). I'm really sore today.

**Tony:** ___I am, too___ (6). I think I pulled a muscle in my back.

**Onur:** I think ___I did, too___ (7). I've never done that before.

**Tony:** ___I haven't either___ (8). I hope we're not getting too old to play soccer!

**B** Complete the text message conversation about tennis. Use the correct auxiliary verb and *so, too, neither,* or *either.*

I'm planning on joining the town tennis club.

Really? I didn't know the town had a tennis club.

___Neither did___ (1) I. I just saw it last week. But I haven't played tennis in years.

I ___haven't either___ (2). Back in high school, I was on the school tennis team.

I ___was, too___ (3), for a little while, but I had to stop because I hurt my arm.

Really? I ___did, too___ (4)! But I'd really like to start playing again.

___So would___ (5) I. I'm not getting enough exercise lately.

___Neither am___ (6) I. But to be honest, I can't play tennis very well anymore.

I ___can't either___ (7), but I think it would be fun to play together!

**C** MAKE IT PERSONAL Read the replies. Write statements about health, symptoms, or injuries that are true for you. Answers will vary. Possible answers:

1. **A:** I don't get sick very often. **B:** Neither do I.
2. **A:** I sometimes take a warm bath when my back is sore. **B:** So do I.
3. **A:** I have sprained my wrist several times. **B:** I have, too.
4. **A:** I wouldn't exercise after eating a big meal. **B:** I wouldn't either.

# UNIT 5, LESSON 2 *SO, TOO, EITHER*, AND *NEITHER*

**REVIEW GRAMMAR**
Modal auxiliaries
Word order in short responses

**COMMON ERRORS**
The wrong word order in short responses

**A**
- Have Ss look at the photo. Ask, *Who do you see?* (a man) *What is he doing?* (playing soccer) Elicit ideas.
- Say, *Complete the conversation with the correct short response in the box.* Read the answer choices aloud.
- Ask two volunteers to read the first two lines aloud. Point out how the answer is crossed out in the box. Encourage Ss to cross out the answers after they use them.
- Tell Ss to look at Onur's first statement. Ask, *What is the verb tense used?* (past) *Is this an affirmative or negative statement?* (affirmative) *Are other answers possible?* (Yes. I did, too.)
- Remind Ss there is more than one possible answer for each exercise item.
- Tell Ss to underline the verb in each statement and write *A* if it's affirmative and *N* if it's negative. (1. didn't play, N; 2. wasn't moving, N; 3. couldn't control, N; 4. had, A; 5. am, A; 6. pulled, A; 7. have never done, N; 8. are not getting too old, N)
- Then have them complete the exercise individually and compare their answers in pairs.
- To review, elicit the answers from Ss. After each, ask, *Are other answers possible?* Elicit answers from Ss.
- Ask, *Do Tony and Onur talk about any symptoms or injuries?* (Onur says he's sore. Tony says he may have pulled a muscle.)
- Have Ss practice the conversation in pairs. Invite volunteers to role-play the conversation in front of the class.

**B**
- Say, *Complete the text message conversation using short responses.*

  Ask two volunteers to read the first three lines aloud. Ask, *Why is this the correct answer?* (It's a response to a negative statement in the past.)
- Have Ss complete the exercise in pairs but write down their answers individually.
- To review, elicit the answers from Ss. After each, ask, *Are other answers possible?* Elicit answers from Ss.
- Ask, *What is Jenna's health resolution?* (joining the town tennis club) *What injury did Jenna have in high school?* (She hurt her arm.)
- Have Ss practice the conversation in pairs. Invite volunteers to role-play the conversation in front of the class.

**C**
- Read the instructions and example aloud. Review the replies as a class. For each, ask, *What verb tense is used? Is this an affirmative or negative reply?* (1. present, N; 2. present, A; 3. present perfect, A; 4. modal, N)
- Tell Ss to underline the auxiliary verb in each response and write *A* if it's affirmative and *N* if it's negative.
- Say, *Write statements that are true for you.* Have Ss complete the exercise individually.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary.
- In pairs, have Ss check each other's statements for correct verb form and use. Ask them to take turns reading their statements aloud.
- Have volunteers read their statements aloud for the class. Ask Ss to respond to the statement with short responses that are true for them.

**EXTENSION** In small groups, have Ss share places they have and haven't visited. (For example, I've been to New York. I've never been to Istanbul.) After each statement, have group members respond with short answers that are true for them. (For example, So have I! / I haven't either.) Encourage Ss to ask each other follow-up questions to learn more about the places.

**EXTENSION** Tell Ss to write down three things they do well and three things they don't do well. (For example, I can type really fast. I don't know how to swim.) In pairs, have Ss take turns sharing their statements and responding with short answers that are true for them. (For example, So can I. / I don't either.) Encourage Ss to ask each other follow-up questions to learn more about each other.

**EXTENSION** In small groups, have Ss go around the circle sharing information about themselves, such as background information or their hobbies and interests. After each group member shares, tell Ss to show similarity or agreement with affirmative or negative short responses. (For example, S1: I was born in Beijing, but I didn't live there growing up. Other group members: Me too! / Neither did I.) Tell Ss to ask follow-up questions to keep the conversation going. Keep time. Have Ss talk about themselves for 10 minutes.

## UNIT 5, LESSON 3 PLANS AND INTENTIONS FOR THE FUTURE

**REVIEW GRAMMAR**
Infinitives
**OPTIONAL REVIEW GRAMMAR**
Future with simple present

**COMMON ERRORS**
Omitting the *to* in infinitive phrases
Adding *-s/-es* or *-ing* to the base verb

**A**

- Say, *Make sentences about future plans and intentions using the words given in each item.* Read the words listed in number one aloud. Ask a volunteer to read the example answer.
- Write the example on the board. Point out the third person *-s* and the addition of the *to* before the base verb.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, elicit the answers from Ss.

**EXTENSION** Have Ss write 3–4 sentences about the future plans and intentions of their friends and family members. Remind them to use *intend*, *mean*, and *plan* in their statements. In pairs, have them take turns reading their answers aloud.

**B**

- Ask the class, *How will you stay healthy?* Read the instructions and the example aloud.
- Have Ss look back at the vocabulary in 1A on page 54 and choose three habits to write about. Remind them to use *intend, mean,* and *plan* in their sentences.
- In pairs, have Ss check each other's statements for correct verb form and use. Ask them to take turns sharing their intentions.
- Encourage them to explain why they are choosing those particular healthy habits. (For example, I plan to stop drinking soda because I think it has too much sugar.)
- Have volunteers read their statements aloud for the class. Take a class survey to find out what Ss made similar plans.

**EXTENSION** Give Ss a few minutes to write down 3–5 questions using *intend*, *mean*, and *plan*. (For example, Do you intend to study another language? What do you plan to do for the holidays? Do you mean to go to bed early or late?) Then ask them to walk around and talk to at least five different classmates about their future plans and intentions.

**EXTENSION** Have Ss list 3–5 study or career goals. (For example, get my master's degree or make a higher salary) Elicit ideas from the class and write them on the board. Ask Ss to choose one goal to focus on. In pairs, have Ss discuss their goals and help each other brainstorm 2–3 plans or intentions that will help them reach their goal. Encourage Ss to write down the plans in complete sentences. (For example, if the goal is get my master's degree, the S could write, I intend to finish my bachelor's degree first. Then, I plan to apply to 3–4 master's programs in my field.) In small groups, have Ss present their goals and action steps. Encourage Ss to give additional tips on how their classmates can accomplish their goals.

## UNIT 5, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

**OPTION** **For lower-level Ss**, let Ss work in pairs to complete the activity.

**EXTENSION** Have Ss write their own sentences using the words.

# UNIT 5, LESSON 3 PLANS AND INTENTIONS FOR THE FUTURE

**A** Use the words to make sentences about future plans and intentions.

1. Hannah / intend / get / more exercise.
   Hannah intends to get more exercise.
2. Jack / plan / see / a doctor soon.
   Jack plans to see a doctor soon.
3. I / mean / wake up / early tomorrow.
   I mean to wake up early tomorrow.
4. We / not intend / stay up / late tonight.
   We don't intend to stay up late tonight.
5. Lee / not plan / work / tomorrow.
   Lee doesn't plan to work tomorrow.
6. you / intend / take / a nap this afternoon?
   Do you intend to take a nap this afternoon?

**B** MAKE IT PERSONAL Write sentences about your plans to stay healthy. Use *intend*, *mean*, or *plan* + infinitive. Answers will vary. Possible answers:

1. I intend to eat healthier breakfasts.
2. I intend to go to the gym more often.
3. I mean to lose a little weight.
4. I plan to go to bed earlier.

# UNIT 5, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**peak performance**: the very best an athlete can do
**endurance**: the ability to continue doing something difficult over a long period of time
**vary**: be different
**a positive attitude**: good opinions and feelings about something
**a means to an end**: something that you do to achieve a result, not because you want to
**a commitment**: the hard work and loyalty someone gives to an activity

1. Exercise routines _____vary_____ from person to person.
2. Long-distance swimming requires a lot of _____endurance_____.
3. She practices for so many hours. You can really see her _____commitment_____ to improving.
4. This job is just _____a means to an end_____. I'm trying to save money for a new car.
5. He was at _____peak performance_____ in his final game last year, but he hasn't been as good this year.
6. Ken's _____positive attitude_____ puts everyone on the team in a better mood.

# UNIT 6, LESSON 1 PAST PERFECT

**A** Complete the article about a robbery. Use the past perfect form of the verbs in parentheses.

## ROBBERY AT THE CENTRAL DEPARTMENT STORE



Thieves broke into the Central Department Store yesterday after it had closed (1 (close)) for the day. The alarm did not go off because the thieves had turned off (2 (turn off)) the electricity before breaking in. The store security guard was working, but he had fallen (3 (fall)) asleep in a chair. The thieves tied him up with some rope that they had brought (4 (bring)) with them. Later, the guard noticed that the thieves had not tied / hadn't tied (5 (not tie)) his hands very well, and he was able to escape. However, he couldn't call the police because they had taken (6 (take)) his phone away from him. He ran as fast as he could out of the store and to the police station. When the thieves noticed that he had escaped (7 (escaped)), they were afraid he would bring the police, so they decided not to rob the store after all. By the time the police arrived, the thieves had left (8 (leave)). The police interviewed people nearby, but they had not seen / hadn't seen (9 (not see)) anything. If you have any information that might help find these thieves, contact the police immediately.

**B** Complete the sentences. Use the verbs in parentheses. Use the simple past and the past perfect once each in each sentence.

1. Although the taxi driver had said (said) $20 at the airport, he asked (ask) me for $50 when we arrived in the city.
2. I left my laptop on the restaurant table while I went to the bathroom, and by the time I returned (return), someone had stolen (steal) it!
3. I had hidden (hide) my wallet in my shoe before I went (go) swimming, but while I was in the water, a thief found it and stole all the money and credit cards.
4. I'm so glad that I had not put / hadn't put (not put) my cell phone in my handbag before the thief stole (steal) it.
5. The sales clerk was very friendly, but when I counted (count) my money later, I realized that he had not given / hadn't given (not give) me enough change.

**C** MAKE IT PERSONAL Imagine you traveled to a new city. Complete the sentences with the past perfect. Answers will vary. Possible answers:

1. I felt safe because I had chosen to stay in a five-star hotel.
2. When I returned to my hotel room, I noticed that someone had stolen my suitcase.
3. The thief couldn't find my money because I had given it to the front desk staff.
4. I knew where to find nice gifts to buy because I had done some research at home.
5. After I left the restaurant, I realized that I had forgotten to pay for my meal.
6. I was worried while I was walking because I hadn't taken off my expensive jewelry.
7. When I saw my hotel bill, I was glad that I had chosen that hotel.

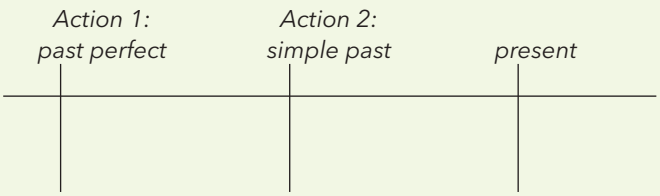
# UNIT 6, LESSON 1 PAST PERFECT

**REVIEW GRAMMAR**
Auxiliary verbs
Past participles
**OPTIONAL REVIEW GRAMMAR**
Present perfect for past experiences, page 157

**COMMON ERRORS**
Using present instead of past perfect
Using simple past instead of past perfect
Using the wrong form of the past participle

**A**
- Direct Ss' attention to the photo. Ask, *Who do you see?* (security guard) *What is he doing?* (sleeping)
- Say, *Complete the article about a robbery.* Go over number one as a class. Read the sentence aloud. Ask, *What verb tense is used in the answer?* (past perfect) *What is the past participle?* (closed) *Is it regular or irregular?* (regular)
- Have Ss complete the rest of exercise individually and then compare their answers in pairs. To review, read the article aloud and call on Ss to say the answers.
- For each answer, ask, *What is the past participle? Is it regular or irregular?* Review any questions about verb meaning or form.
- Tell Ss to reread the article and underline any time expressions. (after, before, by the time) Remind Ss that these expressions are often used to show the relationship between the two actions that occurred in the past.

**B**
- Say, *When talking about two actions in the past, the first action that occurred is in the past perfect and the second is in the simple past.* Copy the following timeline on the board.




- Write number one on the board. Underline the verb phrases and circle *when*. Ask, *What action happened first?* (The taxi driver said $20.) *What action happened second?* (The driver asked for $50.) Read number one aloud for the class.
- Have Ss complete the exercise in pairs. Walk around as Ss work to provide with verb forms as necessary.
- To review, ask volunteers to read the answers aloud. To follow up, ask, *What is the past participle? Is it regular or irregular? Are there any time expressions?*
- When necessary, clarify answers by drawing a timeline on the board to illustrate the order of the two actions.

**OPTION** To review, invite volunteers to draw timelines on the board for each answer and note the order of the past actions.

**C**
- Say, *Complete the sentences that talk about your trip to a new city.* Read number one aloud.
- Ask Ss to preview the exercise items. Tell them to underline the verbs in the simple past and circle any time expressions.
- Have Ss work in pairs to complete the exercise, but write down their answers individually.
- To review, call on Ss to read their answers aloud. For each number, elicit 2–3 answers. Review any verb form questions Ss have.

**EXTENSION** Have Ss write three more sentences with the past perfect about their trip to a new city. In pairs, have them read their sentences aloud and check each other's work.

**EXTENSION** Have Ss complete the negative past perfect sentences using the contraction *hadn't*. (For example, I wasn't on time to work because I hadn't slept well.) Ask them to work individually and then take turns reading their sentences aloud in pairs. Write on the board or pass out the following sentence starters:

1. *I wasn't on time to work because* _____.
2. *She wasn't offered the job because* _____.
3. *He didn't get the promotion because* _____.
4. *We didn't do business with them because* _____.
5. *They weren't satisfied with the final product* _____.

**EXTENSION** Have Ss individually draw a timeline and include at least six important life events. In pairs, have them take turns talking about the events using the past perfect. (For example, I had graduated from high school before I moved abroad. / By the time I started university, I had already had two children.) Encourage Ss to ask follow-up questions to learn more about their classmates. Invite volunteers to share surprising or interesting facts they learned about their partner with the class.

# UNIT 6, LESSON 2 PRESENT PERFECT PASSIVE

**REVIEW GRAMMAR**
Present perfect for past experiences, page 157
Simple present and simple past passives, page 158
**OPTIONAL REVIEW GRAMMAR**
Irregular verbs, page 161

**COMMON ERRORS**
Subject-verb agreement
Misplacement of the adverb *already* (before *have* auxiliary)
Misplacement of the adverb *yet* (at the beginning or in the middle of the sentence)

**A**
- Have Ss look at the picture and talk about what they see. Ask, *What do you see in the photo?* (a crime scene with tape in the shape of a body on the ground)
- Say, *Complete the conversation between two detectives discussing a murder case.*
- Read number one aloud. Ask Ss, *What is the past participle of* make*?* (made) *Is it regular or irregular?* (irregular) *Why does speaker A include* yet *in the question?* (because the speaker is unsure if there has been progress)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud and elicit answers from Ss. If necessary, list answers on the board for Ss to check their spelling.
- Have Ss practice the conversation in pairs. Time permitting, have them swap roles and practice again.

**B**
- Read the instructions aloud. Write number one on the board. Read it aloud. Ask Ss, *What's the verb?* Underline *have contacted*. Ask, *What's the subject? The object?* Label the parts of the sentence.
- Write the example answer on the board. Read it aloud. Label the parts of the sentence. Circle *by*. Point out the new word order. Make sure Ss understand the answer before moving on.
- Have Ss complete the exercise in pairs but write the answers individually in their books.
- Walk around as Ss work. Answer any questions about verb form and meaning.
- To review, read the active sentence aloud and call on Ss to read the answers.

**EXTENSION** Tell Ss to think about a crime story they read about or saw on TV. Have them write 3–4 questions they still have about what happened using the present perfect passive. Encourage them to research the answers and report back to the class or a small group about what they learned.

**C**
- Say, *Oh no! You've been robbed.* Read the instructions aloud. Tell Ss to use the present perfect passive to describe what is missing or damaged in their house or apartment.
- Have Ss complete the exercise individually and then take turns reading their answers aloud in pairs.
- Invite volunteers to share descriptions of their house or apartment after it has been robbed.

**CULTURE NOTE** Victims of robbery should report the theft to the police as soon as possible. Police may ask what the thief looked like (gender, height, age, distinctive characteristics), what happened (a description of the incident), and what was stolen (for example, a purse and the items in it). It's important to get a copy of the report and a police report number.

**EXTENSION** Say, *Oh no! We've been robbed.* Tell Ss to imagine the classroom has been robbed. In pairs, have them take turns describing what is missing or damaged. (For example, The class computers have been taken.)

**EXTENSION** Write on the board: *Who did it?* Do a dictation. Say aloud 4–5 sentences in the present perfect starting with *Somebody…* For example, *Somebody has sent me a card in the mail. Somebody has eaten all the cake.* Tell Ss to copy down the sentences exactly as they hear them. Say each sentence twice. Review the sentences as a class. Then, ask Ss to rewrite the sentences using the present perfect passive. Tell them to include a *by* phrase to say who did the action. Encourage them to make the sentences true for them. (For example, A card has been sent in the mail by my best friend. The cake has been eaten by my brother.)

# UNIT 6, LESSON 2 PRESENT PERFECT PASSIVE




**A** Complete the conversation between two police detectives. Use the present perfect passive form of the verbs in parentheses.

A: Has any progress been made (1 (make)) in the Patterson murder case yet?

B: Oh, yes. A lot. Two new witnesses who saw the murder have been found (2 (find)). An excellent drawing of the suspect has been made (3 (make)) by the police artist, and copies have already been sent (4 (send)) to newspapers and television stations.

A: Excellent! And has a telephone line been set up (5 (set up)) yet for people to call if they see him?

B: Yes, one has, and a lot of useful information has already been collected (6 (collect)). It seems that the suspect has been seen (7 (see)) more than once in the city.

A: Very good! By the way, have the airport police been told (8 (tell)) to watch out for him yet?

B: Yes, they have. We should arrest him soon.

**B** Rewrite the sentences using the present perfect passive. Use a *by* phrase if appropriate.

1. Have the police contacted the victim's family yet?
   Has the victim's family been contacted by the police yet?
2. The police have already interviewed two witnesses.
   Two witnesses have already been interviewed by the police.
3. The detective hasn't arrested the suspect yet.
   The suspect hasn't / has not been arrested by the detective yet.
4. Has the doctor examined the body of the victim yet?
   Has the body of the victim been examined by the doctor yet?
5. A crowd of people has surrounded the scene.
   The scene has been surrounded by a crowd of people.
6. The suspect has already hired a lawyer.
   A lawyer has already been hired by the suspect.
7. Have the police found the murder weapon yet?
   Has the murder weapon been found by the police yet?

**C** MAKE IT PERSONAL Imagine your house or apartment has been robbed. What do you notice? Write sentences using the present perfect passive. Answers will vary. Possible answers:

1. The living room window has been broken.
2. The front door has been left open.
3. My coin collection has been stolen.
4. The lights have been turned on.
5. The alarm has been turned off.

# UNIT 6, LESSON 3 *DO* / *DID* AS A VERB SUBSTITUTE

**A** Complete the sentences using *do*, *don't*, *does*, *doesn't*, *did*, or *didn't*.

1. The lines on your hand change over time, but your fingerprints ___don't___.
2. The police didn't find any bloodstains, but the forensic investigator ___did___.
3. An open wound bleeds, but a bruise usually ___doesn't___.
4. The DNA showed the criminal's ethnic background, but the fingerprints ___didn't___.
5. Not all crime scenes contain DNA evidence, but many of them ___do___.
6. Fifty years ago the government didn't have a DNA database, but now it ___does___.

**B** MAKE IT PERSONAL **Complete the sentences by adding a contrasting idea. Use *do*, *don't*, or *did* to replace verbs instead of repeating them.** Answers will vary. Possible answers:

1. On TV, fingerprints usually lead police to a criminal, but ___in real life, they don't___.
2. Some forensic scientists work for the police department, but ___others don't___.
3. Lawyers don't analyze forensic evidence, ___but investigators do___.
4. My neighbor didn't witness the crime, ___but his brother did___.

# UNIT 6, LESSON 4 VOCABULARY PRACTICE

**Read the definitions. Then complete the sentences with the words.**

**figure out**: to understand something after thinking about it
**catch red-handed**: to catch someone while the person is doing something bad
**accuse**: to say that someone has done something wrong or illegal
**a technique**: a special way of doing something
**analysis**: careful examination of something in order to understand it
**influence**: to have an effect on the way someone or something develops, behaves, or thinks
**preserve**: to keep something from being destroyed or changed too much
**rigorous**: careful and making sure nothing is missed

1. The detective was fired because his work was not ___rigorous___ enough.
2. The assistant ___accused___ her boss of stealing the company's money.
3. Forensic scientists performed a careful ___analysis___ of the crime scene.
4. I have thought and thought about it, but I just can't ___figure out___ the answer.
5. The thieves were ___caught red-handed___ in the house they were burglarizing.
6. They are keeping people away from the crime scene to ___preserve___ it for the investigators.
7. My parents ___influence___ me in many ways, including how I see the world.
8. She learned her interviewing ___technique___ from a famous detective.

## UNIT 6, LESSON 3 *DO / DID* AS A VERB SUBSTITUTE

**REVIEW GRAMMAR**
Auxiliary verb *do*

**COMMON ERRORS**
Using the incorrect verb tense of *do*
Using *do / did* as a verb substitute for a verb phrase with *be*

**A**

- Read the instructions aloud. Remind Ss that we use *does / doesn't* with a third person singular subject such as *he, she,* or *it*.
- Write number one on the board. Read it aloud.
- Ask Ss, *What is the subject of each clause*? Underline *the lines on your hand* and *your fingerprints* on the board.
- Ask, *What verb phrase is substituted by* don't *in this sentence?* Circle *change over time* and *don't*.
- Have Ss complete the rest of exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the completed sentences aloud.

**LANGUAGE NOTE** We can use the emphatic form of *do* to add emphasis to the affirmative clause. For example, *The lines on your hand do change over time, but your fingerprints don't.* That being said, the emphatic *do* is more common in speech than in written English.

**B**

- Write number one on the board. Read it aloud.
- Underline *they* and ask, *Who or what does* they *refer to?* Underline *fingerprints.* Circle *don't* and ask, *What verb phrase is substituted by* don't *here?* Circle *lead police to a criminal*.
- Remind Ss to use the coordinating conjunction *but* to contrast ideas.
- Have Ss complete the exercise individually. Walk around as Ss work. Answer any questions about vocabulary or spelling.
- If appropriate, allow Ss to use their phones to look up information to accurately complete the sentences.
- In pairs, have Ss take turns reading their sentences aloud. Invite volunteers to read their answers for the class.

**EXTENSION** Have Ss write 5–6 sentences comparing their friends and family. Remind them to use *do / did* as a verb substitute in the contrasting idea. (For example, My brother didn't go to college, but my older sister did. I don't eat sushi, but the rest of my family does.) In pairs or small groups, ask Ss to read their sentences aloud. Encourage them to ask follow-up questions to learn more about each other.

**EXTENSION** Print or write a list of different foods and drinks on a piece of paper, and cut out the words. For example, *coffee*, *water*, *sushi*, *salad*, *pork*, *pizza*, *cupcakes*. In class, distribute the pieces of paper randomly to Ss. Give them a minute to review their words. Monitor and provide help with meaning if necessary. Then ask Ss to stand up and find a partner. In pairs, have Ss work together to make sentences that contrast the foods and drinks on their pieces of paper. (For example, Tea calms me down, but coffee doesn't. Salad doesn't have a lot of calories, but cupcakes do.) Encourage Ss to make the sentences true for them. Time permitting, have Ss complete the activity with 2–3 different classmates.

## UNIT 6, LESSON 4 VOCABULARY PRACTICE

- Draw attention to the words and their definitions.
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

**EXTENSION** Discuss flashcards as a study strategy. Flashcards are cards that have words on one side and definitions on the opposite side. They are used in class or private study. Have Ss make flashcards using these words or other words from the unit. Explain that flashcards can also be digital and there are websites and apps they can use to make flashcards.

# UNIT 7, LESSON 1 REDUCED DEFINING RELATIVE CLAUSES

**REVIEW GRAMMAR**
Relative clauses
Relative defining clauses
Relative pronouns *who* and *that*
**OPTIONAL REVIEW GRAMMAR**
The subject and the object
Present participles

**COMMON ERRORS**
Dropping the relative pronoun but not the *be* verb that follows when reducing defining relative clauses

**A**
- Read the instructions aloud. Ask Ss to preview the sentences and underline the full defining relative clause in each exercise item.
- Go over number one as a class. Ask a volunteer to read the first sentence. Ask Ss, *What is the full relative clause in this sentence?* (who was carrying that plate of appetizers) *Who does it describe?* (the young man) *What is the reduced relative clause?* (carrying that plate of appetizers) Point out how the relative pronoun *who* and the verb *is* were deleted to reduce the relative clause.
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud with a higher-level S. Point out the contractions *who's* and *that's* in the last few lines. Say, *When the relative pronoun and be verb are combined, we reduce the relative clause by deleting the contraction.*
- Give Ss time to practice the conversation in pairs. Time permitting, have them swap roles and practice again.
- Invite volunteers to role-play the conversation in front of the class.

⊕ **EXTENSION** Tell Ss to imagine it is the first day of class, and they don't know who anyone is. If necessary, list Ss' names on the board. Arrange Ss in same-level pairs. Have them write a short conversation about who different people are. Tell Ss to use full relative clauses in their descriptions. (For example, A: Who is Nicola? B: She's the woman who is wearing a blue blouse. A: And who is the guy that is talking to her? B: Oh, I think his name is Manny.) **Higher-level Ss** can make longer conversations by asking and answering more questions. Then have pairs swap conversations. Tell Ss to cross out the correct words to create reduced relative clauses. Give them time to practice the new conversations.

**B**
- Read the instructions aloud. Go over number one as a class. Write the first set of statements on the board. Ask, *How would I rewrite this set as a single statement with a full relative clause?* (I'm going to talk to the woman who is dropping clothes on the floor.) Elicit the answer. Write it on the board and read it aloud. Then ask, *What words do I need to cross out to create a reduced relative clause?* (who is) Cross out *who is.* Ask a volunteer to read the example answer aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- Call on Ss to read the answers aloud for the class.

**C**
- Tell Ss to make statements that describe people on a train.
- Have a volunteer read number one aloud. Ask, *What is the reduced relative clause?* (collecting tickets from the passengers) *Who does it describe?* (that woman)
- Have Ss work in pairs but write down their answers individually.
- To review, invite volunteers to share their answers with the class.

⊕ **EXTENSION** Tell Ss to imagine they are sitting in a café or restaurant. Have them write 5–6 statements using full relative clauses about the people around them. Ask them to use the target vocabulary in their sentences to talk about people's clothes. (For example, The man in the corner who is wearing the short-sleeved T-shirt looks cold. The woman that is wearing the polka-dotted hat just ordered a large coffee.) Walk around and provide help with the relative clauses as necessary. Have Ss swap sentences with a partner. Ask them to cross out the correct words to create reduced relative clauses in the new sentences.

⊕ **EXTENSION** Have Ss visit a café, park, or library and write 5–6 statements using reduced relative clauses to describe the people around them. Ask them to use the target vocabulary in their sentences to talk about people's clothes. Back in class, have Ss take turns reading their sentences aloud in small groups to describe the café or park they visited.

# UNIT 7, LESSON 1 REDUCED DEFINING RELATIVE CLAUSES

**A** Read the conversation from a party. Cross out the correct words to create reduced defining relative clauses.

**Jenna:** Where is the young man ~~who was~~ carrying that plate of appetizers[1]? I'm ready for another one.

**Dan:** I am, too. Those were delicious appetizers. Who made them?

**Jenna:** I think the boss's wife did. She's the woman ~~that is~~[2] standing next to the piano.

**Dan:** Do you mean the one ~~who is~~[3] wearing the green sweater?

**Jenna:** No. She's on the other side. She's the one ~~who is~~[4] wearing the floral skirt.

**Dan:** Oh, I see her now. And who are the guys ~~that are~~[5] talking with her?

**Jenna:** Those are her sons. They were serving, but it looks like they've finished now.

**Dan:** The appetizers are probably gone then. I think that group of people ~~who are~~[6] sitting near the kitchen door ate most of them, especially the tall guy ~~who's~~[7] wearing the tight jacket.

**Jenna:** Do you mean the handsome one ~~that's~~[8] looking this way? That's my husband!

**B** Read the statements made by a shopping center security guard. Rewrite each set as a single statement. Make the second sentence a reduced defining relative clause.



1. I'm going to talk to the woman. She's dropping clothes on the floor.
   I'm going to talk to the woman dropping clothes on the floor.
2. I don't recognize those boys. They are trying on baseball caps.
   I don't recognize those boys trying on baseball caps.
3. I've never seen that guy. He is waiting for the elevator.
   I've never seen that guy waiting for the elevator.
4. That woman is another security guard. She is waving at me.
   That woman waving at me is another security guard.
5. I see two regular customers. They are talking to the manager.
   I see two regular customers talking to the manager.
6. I just heard a store alarm. It was going off for some reason.
   I just heard a store alarm going off for some reason.
7. I think I see a guy. He is stealing a shirt!
   I think I see a guy stealing a shirt.

**C** MAKE IT PERSONAL Imagine you are on a train. Complete the sentences with reduced defining relative clauses to describe people around you. Answers will vary. Possible answers:

1. That woman collecting tickets from the passengers is the conductor.
2. The woman wearing a suit is a company president.
3. The man and woman looking at a map are probably tourists.
4. The children playing with a ball are bothering the other riders.
5. The man reading a magazine just realized he missed his stop.

# UNIT 7, LESSON 2 PASSIVE CAUSATIVES

**A** Read each statement about old clothes and then complete the reply. Use the causative with the verbs in parentheses and a pronoun.

1. A: The sleeves on this coat are too short.
   B: Why don't you have them lengthened (have, lengthen)?
2. A: I really like this jacket, but the zipper's broken.
   B: You should get it replaced (get, replace).
3. A: I'd like to wear this suit to the wedding, but it's really dirty.
   B: I think there's still time to get it dry cleaned (get, dry clean).
4. A: My brother gave me these pants, but they're too long for me.
   B: How expensive would it be to have them hemmed (have, hem)?
5. A: I've lost so much weight that these pants are too loose for me now.
   B: You need to get them taken in (get, take in). I know a tailor who can do it for you.
6. A: Do these pants look like they fit me, or are they too tight?
   B: They're too tight. If you want to wear them, you need to have them let out (have, let out).
7. A: Should I keep these damaged shoes or throw them away?
   B: Throw them away. It would be too expensive to get them repaired (get, repair).
8. A: I'd like to give these old clothes to a charity, but I don't know where to take them.
   B: You can have them picked up (have, pick up) from your house if you call this number.

**B** Igor just bought an old house that needs a lot of work, but he can't do the work himself. Rewrite the tasks using the passive causative.



1. He needs to check the heating system.
   He needs to have the heating system checked.
2. He needs to cut the grass.
   He needs to have / get the grass cut.
3. He wants to replace the windows.
   He wants to have / get the windows replaced.
4. He is planning to paint the house.
   He is planning to have / get the house painted.
5. He is going to put in a pool.
   He is going to have / get a pool put in.
6. He wants to build a garage.
   He wants to have / get a garage built.

**C** MAKE IT PERSONAL Imagine you are staying in a hotel. Use the passive causative to ask for things you need the staff to do for you. Answers will vary. Possible answers:

1. I need to have breakfast served in my room tomorrow morning.
2. I need to have my suitcase taken to my room.
3. I need to have my towels replaced.
4. I need to get my room key fixed.
5. I need to have some laundry done.

# UNIT 7, LESSON 2 PASSIVE CAUSATIVES

**REVIEW GRAMMAR**
The passive
Past participles

**COMMON ERRORS**
Misplacement of subjects or pronouns (before auxiliary or after participle)
Misplacement of participles (immediately after auxiliary)

**A**
- Say, *Complete the conversations with the correct response.* Point out the verbs *have* and *get* in the parentheses.
- Ask two volunteers to read the first conversation aloud. Ask, *What's the participle?* (lengthened) *Is it regular or irregular?* (regular)
- Point out the placement of the pronoun *them* in the response. Ask, *What does* them *refer to?* (the sleeves on this coat)
- Have Ss complete the exercise individually and compare their answers in pairs.
- To review, read the statements about old clothes, and call on Ss to read the answers. Write the answers on the board so Ss can check their spelling.
- Have Ss practice the conversations in pairs. Time permitting, have them swap roles and practice again.

**EXTENSION** Have Ss write three sentences about their old clothes. Encourage them to make the statements true for them. In pairs, have them taken turns reading their sentences aloud and giving each other suggestions about what to do. Encourage them to use the expressions for suggestions provided in exercise A, such as *Why don't you…?, You should….*

**B**
- Read the instructions aloud. Then read number one aloud and ask a volunteer to read the example answer. Point out the insertion of the auxiliary *have* and the placement of the participle *checked.*
- Remind Ss that more than one answer may be possible.
- Have Ss complete the exercise in pairs but write down their answers individually.
- To review, elicit the answers from Ss. After each, ask, *Are other answers possible?* Elicit answers from Ss.

**EXTENSION** Ask, *What other work does Igor need to have done on his old house?* Tell Ss to write three more sentences using the causative about what Ricky needs. Assist with vocabulary as needed or allow access to a dictionary. Have Ss take turns reading their sentences aloud in pairs. Tell them to check each other's verb form and use.

**C**
- Read the instructions and example aloud. Say, *Write statements that are true for you.* Have Ss complete the exercise individually.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary. Check for correct verb form and use.
- In pairs, have Ss check each other's statements for correct verb form and use. Ask them to take turns reading their statements aloud.
- Have volunteers read their statements aloud for the class. Take a class survey to see how many other Ss wrote similar statements.

**EXTENSION** Tell Ss they were invited to a red-carpet event. Remind them they will be on TV and interviewed alongside celebrities. Ask Ss, *What do you need to do to get ready?* Have Ss make a list of 4–5 things they need to do before the event with help from other people. (For example, I need to get a suit picked out. I want to have my hair and makeup done.) Then have Ss compare their lists in small groups. Encourage them to give each other suggestions on other things they might want to get done before the event.

**EXTENSION** First, have Ss make a list of weekly chores or errands that they currently do. (For example do laundry, wash the car, mow the lawn, cook meals, do the dishes, walk the dogs) Have volunteers share their lists with the class. Then say, *Congratulations! You've won the lottery!* Ask, *What are you going to do with your winnings?* Ask Ss to make a new list of all the things they will now hire other people to do for them. Remind them to use the causative to rewrite their tasks. (For example, I'm going to have my laundry done and my clothes ironed. I'm planning to have all my meals cooked by a famous chef.)

**EXTENSION** Say, *To stay healthy, I'm going to have my blood pressure measured more often.* Ask Ss, *What about you? What healthy habits are you going to create?* Give Ss a few minutes to write down ideas and then have them share in small groups. (For example, I'd like to have a physical done every year. I want to have an eye exam done and get my glasses prescription updated.) Invite volunteers to share their new habits with the class.

## UNIT 7, LESSON 3 *WOULD RATHER (THAN)*

**REVIEW GRAMMAR**
Modal auxiliaries
**OPTIONAL REVIEW GRAMMAR**
Base verbs

**COMMON ERRORS**
Using the infinitive rather than base verb
Misplacement of *rather* (after verb)
Misplacement of *not* (before rather)

**A**
- Read the instructions and the verb phrases in the box. Ask a volunteer to read number one aloud.
- Have Ss complete the rest of exercise individually and then compare their answers in pairs. Remind Ss that *would rather* and the base verb do not change form.
- To review, read the sentences aloud and call on Ss to say the answers. After each, ask follow-up questions, such as *Do you agree? Do you know someone like that?*

**EXTENSION** In pairs, have Ss take turns asking and answer questions about their style and fashion choices. Ask them to use *would rather* to express their preferences. (For example, A: Have you always had short hair? B: All my life! I would rather not have to style my hair.) Invite volunteers to describe their partner's style to the class.

**B**
- Ask, *What kind of environment do you prefer to work in?* Read the instructions aloud.
- Have Ss complete the exercise individually. Walk around as Ss work to provide help with spelling and vocabulary as necessary. Ask **higher-level Ss** to write 5–6 sentences.
- Invite volunteers to share their preferences with the class. Take a class survey to see what kind of work environment most Ss prefer.

**OPTION** Bring in or project images of different work environments. Show images one at a time. In pairs, have Ss describe what they see in each image. Encourage them to take notes. Then, have pairs form groups of four and share their preferences about the work environments they saw. Monitor. Listen for correct use of *would rather* as Ss discuss.

**EXTENSION** Ask the class questions beginning with *Would you rather*. For example, *Would you rather lose all of your money or all of the pictures you have ever taken?* Tell Ss to move to one side of the room or the other, depending on which option they prefer. In their group, have Ss share the reasoning behind their choice and present their top three reasons to the class. After each group has presented, ask Ss to return to the middle of the room for the next question.

**EXTENSION** Say, *Let's play a game called Would you rather!* Ask Ss to make a list of 5–6 questions beginning with *Would you rather*. Encourage them to be creative. (For example, Would you rather always be ten minutes late or always be twenty minutes early? Would you rather your shirts be always two sizes too big or one size too small?) Walk around as Ss work and check to make sure Ss' questions are appropriate. In small groups, have Ss take turns asking and answering their questions. Invite volunteers to share something interesting or surprising they learned about their classmates.

## UNIT 7, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the reading in this unit.*
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

**EXTENSION** Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line for the vocabulary item. Have the other Ss complete the sentences.

# UNIT 7, LESSON 3 *WOULD RATHER (THAN)*

**A** Complete the sentences with *would rather* and a phrase from the box.

| | | |
|---|---|---|
| not have it dry cleaned | take the bus | wear a suit |
| be comfortable | ~~stay home~~ | not negotiate |

1. I'm going out with my friends tonight, but I'm really tired. Honestly, I would rather stay home.
2. My manager is very formal. He would rather wear a suit than casual clothing to work.
3. Jane doesn't usually drive to work. She would rather take the bus so that she can catch up on email on her way.
4. These shoes are pretty, but they hurt my feet. I'm going to wear a different pair of shoes because I would rather be comfortable.
5. Henry plans to buy a car online. He doesn't want to buy it in person because he would rather not negotiate the price.
6. Do you think I can wash this jacket at home? I would rather not have it dry cleaned because that's expensive.

**B** MAKE IT PERSONAL Write sentences about your preferences for a work environment. Use *would rather*. Answers will vary. Possible answers:

1. I would rather work for a small company than a large one.
2. I would rather work in an office than work from home.
3. I'd rather not work alone.
4. I'd rather be able to socialize with my colleagues.

# UNIT 7, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**a bridal gown**: the dress a bride wears at her wedding
**fabric**: cloth
**a ritual**: a set of actions that people always do in the same way
**specialize (in)**: to deal with one particular thing so that you know a lot about it
**decorative**: pretty and used to make something more attractive
**a rough sketch**: a quick drawing with very little detail
**a fitting room**: a room for trying on clothes

1. Her shirt has decorative flowers along the collar.
2. She had her bridal gown made by a famous designer.
3. My morning ritual is to exercise, make coffee, and then read the news.
4. Her dress is made from a beautiful red fabric.
5. The designer drew a rough sketch so I could see what the suit would look like.
6. They can make anything, but they specialize in men's suits.
7. Excuse me, where's the fitting room? I want to try on these pants.

# UNIT 8, LESSON 1 *WISH* / *IF ONLY* TO EXPRESS REGRETS

**A** Complete the conversation about computer problems. Use *wish* or *only* and the phrases in the box.

| | | | |
|---|---|---|---|
| I had written | I hadn't opened | this hadn't happened | you had installed |
| I had listened | I had remembered | ~~I hadn't received~~ | he hadn't invited |



**Mario:** I can't believe this. I have to turn in my paper to my professor today, and my laptop won't work. I ___wish I hadn't received___ (1) that strange email attachment.

**Stacey:** I told you to get virus protection software. If ___only you had installed___ (2) some on your computer!

**Mario:** You're right. I ___wish I had listened___ (3) to you. But it's too late now. Oh, if ___only I hadn't opened___ (4) that attachment! The sad thing is that I had planned to finish this paper and send it to the professor yesterday, but there was a party at Jin's place. If ___only he hadn't invited___ (5) me!

**Stacey:** This isn't Jin's fault. Do you have another copy of your paper somewhere?

**Mario:** The only copy is on this computer. I ___wish I had remembered___ (6) to save another copy somewhere! And today's Sunday! The computer repair store is closed today. I ___wish this hadn't happened___ (7) on the weekend!

**Stacey:** Well, what are you going to do now?

**Mario:** I guess I'll have to talk to the professor. I hate computers! If ___only I had written___ (8) my paper the old-fashioned way—with a pen!

**B** Complete the sentences about regrets with *wish* or *only* and the past perfect form of the verbs in parentheses.

1. I ___wish___ I ___had attended___ a better college. **(attend)**
2. I ___wish___ I ___had taken___ more computer courses. **(take)**
3. I ___wish___ I ___had learned___ more about hardware. **(learn)**
4. If ___only___ my teachers ___had been___ stricter with me. **(be)**
5. My parents ___wish___ my education ___hadn't cost___ them so much money. **(not cost)**
6. If ___only___ I ___had known___ how to type faster. **(know)**

**C** MAKE IT PERSONAL Think about five of your regrets in the areas below. Complete the sentences so they are true for you. Answers will vary. Possible answers:

1. Language learning: I wish I had ___used social media to practice speaking English.___
2. Language learning: I wish I had / (hadn't) ___been so shy about speaking English___ when I was younger.
3. Technology: If only I (had) / hadn't ___taken more free courses on the Internet___ when I was younger.
4. Money: I wish I had / (hadn't) ___wasted so much money___ when I was younger.
5. School: If only I (had) / hadn't ___studied harder___ when I was younger.

# UNIT 8, LESSON 1 *WISH / IF ONLY* TO EXPRESS REGRETS

**REVIEW GRAMMAR**
Present unreal conditional, page 158
Past perfect, page 66
**OPTIONAL REVIEW GRAMMAR**
Past participles

**COMMON ERRORS**
Using the wrong form of the past participle

**A**
- Read the instructions aloud.
- Go over number one as a class. Ask a volunteer to read for Mario. Ask Ss, *Is number one an affirmative or negative sentence?* (negative) *Is this a real or unreal situation?* (real) *What's the verb?* (hadn't received) *Is the past participle regular or irregular?* (regular)
- Ask, *What happened to Mario?* In pairs, tell Ss to describe what happened in their own words. (For example, He opened a strange email attachment, and now his laptop won't work.)
- In pairs, have Ss preview the conversation and identify if they should use *wish* or *only* for each exercise item.
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs. Suggest Ss cross off the phrases in the box after they've used them.
- To review, read the conversation aloud with a higher-level S as the class checks their answers.
- Give Ss time to practice the conversation in pairs. Time permitting, have them swap roles and practice again.
- Invite volunteers to role-play the conversation in front of the class.

**B**
- Read the instructions and number one aloud. Ask Ss, *Is the past participle of* attend *regular or irregular?* (regular)
- Have Ss preview the rest of the verbs in parentheses and identify if they are regular or irregular. (2. irregular, taken; 3. regular/irregular, learned/learnt; 4. irregular, been; 5. irregular, cost; irregular, known)
- Have Ss work in pairs but write their answers individually.
- Call on Ss to read the complete sentences aloud for the class. For each, ask Ss, *Do you have the same regret? Why?* Invite volunteers to share their answers with the class.

**LANGUAGE NOTE** There are two forms of the past participle of *learn: learned* and *learnt. Learned* is used in most varieties of English, while *learnt* is more common in British English.

**C**
- Tell Ss to complete the sentences to express past regrets. Ask a volunteer to read the area and example sentence aloud. Then ask, *What are some ways you can use social media to practice speaking English now?* Elicit ideas from the class.
- Say, *Complete the rest of the sentences about things you did or didn't do when you were younger.* Have Ss complete the exercise individually.
- Tell Ss to circle either *had* or *hadn't* and complete the past perfect with the regular or irregular past participle. Monitor. Provide help with vocabulary or spelling as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Then, have them brainstorm 1–2 suggestions to help each other move on from each past regret. (For example, Consider making a short video in English every day and sharing it on social media.)
- To review, invite volunteers to share their past regrets. For each, ask, *What are some ways you can move on from this regret now?* Elicit suggestions from the class.

**EXTENSION** Have Ss write four sentences using *wish* and *if only* to express past regrets about things they did or didn't do in their professional lives. Walk around as Ss work and check their sentences for correct verb form and use. In pairs, have Ss take turns reading their sentences aloud. Ask them to give each other suggestions about ways they can achieve their professional goals in the present.

**EXTENSION** Have Ss choose a celebrity, athlete, or historical figure from the past or present they know well. Ask them to write 4–5 sentences expressing regret about something this person did or didn't do. (For example, I wish LeBron James would've never switched teams. / If only Mother Teresa hadn't felt so alone when she was younger.) Have Ss share their sentences in small groups and explain their answers. (For example, I wish LeBron James would've never switched teams because I think he played better with the Cleveland Cavaliers.)

# UNIT 8, LESSON 2 SHOWING PURPOSE

**REVIEW GRAMMAR**
Gerunds
**OPTIONAL REVIEW GRAMMAR**
Base verbs

**COMMON ERRORS**
Using *(in order) to* + a gerund or noun
Using *for* + a base verb or infinitive

**A**

- Direct Ss' attention to the photo. Ask, *What do think they are talking about?* Elicit ideas.
- Say, *Complete the conversation with the correct responses.* Read the first two lines with a **higher-level S**. Ask, *Why is this the correct answer?* (It's followed by a base verb.) Elicit the answer.
- In pairs, have Ss preview the exercise items and identify if the word(s) following the blanks are base verbs, nouns, or gerunds. (2. base verb; 3. gerund; 4. base verb; 5. noun; 6. gerund; 7. base verb; 8. base verb; 9. base verb)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud with a higher-level S. After each item, ask the class, *Why is this the correct answer?*
- Have Ss practice the conversations in pairs. Time permitting, have them swap roles and practice again.

**EXTENSION** Arrange Ss in same-level pairs. Have them take turns showing and talking about the different apps on their phones. Ask Ss to explain how each app works and what they use it for. Remind them to use *for* or *to* in their explanations. Give **lower-level Ss** time to write down their ideas before sharing.

**B**

- Say, *Complete the list of rules from a new employee handbook.* Read number one aloud. Ask, *Why is this the correct answer?* (It's followed by a base verb.)
- Have Ss complete the exercise in pairs but write down their answers individually.
- To review, elicit the answers from Ss. After each, ask, *Why is this the correct answer?*

**LANGUAGE NOTE** The imperative mood in English is often used for commands and requests. It uses the base verb, which (with the exception of *be*) is the same as the second person in the simple present tense. Although implied, it usually omits the subject pronoun *you*.

**EXTENSION** Arrange Ss in same-level pairs. Ask them to use *(in order) to* and *for* to write a list of guidelines for people learning a new language. **Lower-level Ss** should write 5–6 sentences. **Higher-level Ss** should write 8–10. Elicit guidelines from the class. Invite 2–3 volunteers to write Ss' ideas on the board. Take a class vote on the three most important things to do when learning English.

**C**

- Read the instructions aloud. Ask, *Why do you use technology?* Say, *Write statements about how you use technology in your daily life.*
- Read the example aloud. Ask, *Why does the answer use* find *and not* finding*?* (base verb follows *to*) Have Ss complete the exercise individually.
- Walk around as Ss work and provide help with vocabulary and spelling as necessary.
- In pairs, have Ss check each other's statements for the correct use of base verbs, nouns, and gerunds. Ask them to take turns reading their statements aloud.
- Encourage Ss to ask each other follow-up questions about their technology habits.
- To review, call on Ss to explain the purpose of each action. Ask, for example, *What is the purpose of search engines? What is the purpose of apps?*
- After each answer, take a class survey to see how many other Ss had similar answers.

**EXTENSION** Project or show pictures of objects commonly used in the nineteenth and twentieth centuries, for example, a horse-drawn carriage, steam locomotive, typewriter, sewing loom, record player, portable radio, CD, landline telephone, or hysical map. For each, ask, *What is this? What was / is its purpose?* Do an example. Show a picture of a landline phone. Say, *This is a landline telephone. It's used to call people at their homes.* Have Ss discuss each object in pairs, and then share their ideas with the class.

**EXTENSION** Project or show pictures of everyday objects, such as an ATM machine, wallet, coffee machine, microwave, water filter, internet modem, snow boots, or sunscreen. For each, ask, *What is this? What is its purpose?* Have Ss discuss in small groups.

# UNIT 8, LESSON 2 SHOWING PURPOSE



**A** Complete the conversation about a new phone. Write *for* or *to*.

A: Look at all the cool apps you have! What does this one do?

B: I use that one _____to_____ (1) get maps and driving directions.

A: What about that one with the television icon?

B: That's an app I use _____to_____ (2) watch TV shows.

A: Really? I think that phone is too small to use _____for_____ (3) watching TV.

B: Actually, it's not bad. And it doesn't cost anything _____to_____ (4) use the service.

A: That's good. This green icon looks interesting.

B: I use that _____for_____ (5) business all the time.

A: What does it do?

B: It opens an app that I use _____for_____ (6) having big phone meetings.

A: That sounds cool! I can only use my phone _____to_____ (7) speak to one person at a time. Where can I go _____to_____ (8) download that app?

B: I'll check. What are you going to use it for? Business?

A: No. I just miss my family, and I think it would be fun _____to_____ (9) talk to everyone at the same time!

**B** Write *in order to* or *for* to complete the list of guidelines for new office employees.

1. Please don't use your private phone _____in order to_____ make business calls.
2. These guidelines are very important _____for_____ all employees to read.
3. You need to create a password _____in order to_____ access the company network.
4. Click the green arrow icon _____in order to_____ upload files to the company website.
5. Use the red arrow icon _____for_____ downloading files from the website.
6. Never use the company email service _____for_____ sending private emails.
7. Please use the MeetingPlan software _____in order to_____ reserve a meeting room.
8. You can always call the computer center _____in order to_____ report any problems.
9. Contact Sasha in technical support _____for_____ more information on company technology policies.

**C** MAKE IT PERSONAL Complete the sentences so they are true for you. Answers will vary. Possible answers:

1. I have used search engines to _____find information about famous people_____.
2. I have used apps for _____shopping and checking the weather forecast_____.
3. I have gone online many times in order to _____play computer games_____.
4. I have often texted friends to _____find out what they are doing_____.
5. I have downloaded software for _____reading e-books_____.
6. I have used a laptop in order to _____do my English homework_____.

# UNIT 8, LESSON 3 *EVEN* TO EMPHASIZE A POINT

**A** **Rewrite the second sentence in each pair using *even* to emphasize the point.**

1. Jack knows nothing about social media. He doesn't have a social media account.
   He doesn't even have a social media account.
2. I didn't get Ava a birthday card. I didn't remember that it was her birthday.
   I didn't even remember that it was her birthday.
3. No one did well on the test. Dan did badly, and he's an excellent student.
   Even Dan did badly, and he's an excellent student.
4. Michael lost touch with everyone. He hasn't stayed in touch with his best friend.
   He hasn't even stayed in touch with his best friend.
5. Lily didn't want to work for her father's company. She didn't consider it.
   She didn't even consider it.
6. You can't check your social media on that computer. It isn't connected.
   It isn't even connected.

**B** MAKE IT PERSONAL **Write sentences about how you use social media to connect with friends and family. Use *even* to stress an idea or emphasize a point.** Answers will vary. Possible answers:

1. I don't go even one day without connecting with my friends online.
2. I use social media to stay in touch with everyone, even my teachers and friends from elementary school.
3. We even organized a reunion through social media.
4. Even my grandparents are using social media to get in touch with their friends.

# UNIT 8, LESSON 4 VOCABULARY PRACTICE

**Read the definitions. Then complete the sentences with the words.**

**a structure**: something that has been built
**efficient**: working well, in a way that does not waste time, money, or energy
**modular**: made from separate parts that can be put together
**revolutionary**: completely new and different in a way that leads to great improvements
**a resident**: someone who lives in a particular place
**an alternative**: something that can be done or used instead of something else
**a pedestrian**: a person who is walking along a street or sidewalk
**a sensor**: a piece of equipment used to find light, heat, or movement
**monitor**: to carefully watch something to see if it changes
**unique**: not like anything else

1. This building is completely _unique_. You won't find another one like it anywhere.
2. The light has a motion _sensor_. It saves energy, so it's very _efficient_.
3. The walls and ceiling of this _structure_ were built beforehand. It's a _modular_ home.
4. The city needs to _monitor_ how much water people are using.
5. He thinks his ideas are _revolutionary_, but I've heard them all before.
6. The driver stopped to let the _pedestrians_ cross the street.
7. He has been a _resident_ of this city for over ten years.
8. I don't like my internet company. I wonder if there's any _alternative_.

## UNIT 8, LESSON 3 *EVEN* TO EMPHASIZE A POINT

**REVIEW GRAMMAR**
Modal auxiliaries

**COMMON ERRORS**
Misplacement of *even* (before main verbs that are not *be*)
Misplacement of *not* (after *even*)

**A**
- Read the instructions and number one aloud. Ask a volunteer to read the example answer. Point out the placement of *even* after the auxiliary verb.
- Have Ss complete the exercise individually and then compare their answers in pairs. Ask them to check each other's work for the correct placement of *even*.
- To review, read the sentence aloud and call on a S to read the answer.
- In numbers three and four, remind Ss that *Even* is placed before the subject because the subject is the word that needs to be emphasized.

**B**
- Ask, *How do you use social media to connect with friends and family?* Read the instructions and the example sentence aloud.
- Have Ss complete the exercise individually. Ask **higher-level Ss** to write 5–6 sentences.
- In small groups, have Ss take turns reading their sentences aloud. Encourage Ss to ask clarification questions if they don't understand how to use social media in that way.
- Invite volunteers to share how they use social media with the class.

**EXTENSION** In same-level pairs, have Ss talk about how often they communicate with friends and family. Have **lower-level Ss** write 4–5 sentences before discussing. (For example, I hardly ever see my cousins. I don't even know where they live. / It's important that I see my parents every week. We even put video calls on the calendar so we don't forget. Even my siblings call in!) Take a class survey on how often Ss keep in touch with their friends and family.

**EXTENSION** Ask Ss, *How has technology changed things in the past fifty years?* Give Ss time to take notes on how everyday living was different for their parents or grandparents. Ask them to write 4–5 sentences using *even* for emphasis and describing the differences. (For example, When my grandparents met, they couldn't even talk to each other often because they lived far apart. They had to write letters. I can't even imagine doing that.) Have Ss share their sentences in pairs or small groups.

## UNIT 8, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the reading in this unit.*
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

**OPTION For lower-level Ss**, let Ss work in pairs to complete the activity.

# UNIT 9, LESSON 1 CAUSATIVE VERBS: *GET, HAVE,* AND *MAKE*

**REVIEW GRAMMAR**
Auxiliary verbs
**OPTIONAL REVIEW GRAMMAR**
Infinitive verbs
Base verbs

**COMMON ERRORS**
Using base verbs with *get*
Using infinitive verbs with *have* and *make*

**A**
- Direct Ss' attention to the photo. Ask them to describe who they see. Ask, *What do you think their job is? What do you think they are talking about?* Elicit ideas.
- Say, *Listen to two staff members prepare for a conference.* Read the instructions aloud.
- Go over number one as a class. Read the sentence aloud. Ask, *What verb form is used in the answer?* (infinitive) *Why is this the correct answer?* (We use the infinitive form with *get*.)
- Ask Ss to preview the conversation and underline *get, have,* and *make* verbs. Then have them complete the rest of exercise individually and compare their answers in pairs.
- To review, read the conversation aloud and elicit the answers from Ss. Ask, *What verb form is used in the answer? Why is this the correct answer?* Review any questions about verb meaning or form.
- Have Ss practice the conversation in pairs. Invite volunteers to role-play the conversation in front of the class.

**B**
- Tell Ss to imagine they were on the conference preparation committee. Ask them to rewrite the sentences to show that their committee caused the actions in the sentences to happen.
- Read number one aloud. Ask Ss, *How are these two statements different in meaning and form?* Elicit the answer from volunteers.
- Write number one on the board, and underline *reserved*. Read the statement aloud. Ask, *What verb tense is used here?* (simple past) Write the example answer on the board, and underline *had* and *reserve*. Read the example answer aloud. Point to *had* and ask, *What verb tense is* had *in?* (simple past) Point to *reserve* and ask, *What verb form is* reserve *in here?* (base form)
- Have Ss complete the exercise individually and then compare their answers in pairs. Walk around as Ss work to provide help with verb forms as necessary.
- To review, read the original sentence aloud and ask volunteers to read the answer.

**EXTENSION** Have Ss individually write four more sentences about what staff members did to prepare for the conference. Ask them to swap papers with a partner and rewrite their partner's sentences using *I* or *we* and causative verbs. To review, ask, *What did you or your committee do to prepare for the conference?* Invite volunteers to share their sentences with the class.

**C**
- Say, *Write sentences about your past experiences using causative verbs.* Read the instructions and example sentence aloud. Point out the causative verb in the past tense and base form of *cut*.
- Have Ss complete the exercise individually. Remind them to make the sentences true for them.
- In pairs, have them take turns reading their sentences aloud. Encourage Ss to ask follow-up questions to learn more about each other.
- Ask, *What happened at home? At school?* Invite volunteers to read their answers aloud.

**EXTENSION** Have Ss write three causative sentences about past work experiences. Ask them to use causative verbs *get*, *have*, and *make*. (For example, My boss made me work over the weekend.) In pairs, have Ss take turns reading their sentences aloud and checking each other's work for correct verb use and forms. Invite volunteers to share their experiences with the class. Take a class survey to see how many Ss have had similar experiences at work.

**EXTENSION** Say, *My children won't eat fruit or vegetables. How do I get them to eat healthy foods?* In pairs or small groups, tell Ss to write 3–4 suggestions for persuading children to eat healthy foods. Remind them to use the causative verb *get* and infinitive verbs. (For example, You can get your children to eat healthy by making fruit popsicles for dessert.) Ask volunteers to write their suggestions on the board. Take a class vote on the best one.

**EXTENSION** Ask, *What are some things I have or make you do as a student in this class?* In pairs, tell Ss to write 5–6 sentences answering this question with the causative verb *have* or *make* and base verbs. Encourage them to also use *(in order) to* to show purpose when appropriate. (For example, You make us come to class on time. You have us do homework to practice what we learned in class. You have us keep a journal to practice new vocabulary.)

# UNIT 9, LESSON 1 CAUSATIVE VERBS: *GET*, *HAVE*, AND *MAKE*



**A** Complete the conversation between two staff members at a conference. Use the base or infinitive form of the verbs in parentheses.

A: I can't get the security officer ___to open___ (1 (open)) the conference room doors. We can't make the presenters ___wait___ (2 (wait)) in the lobby!

B: Relax. I'll call his supervisor. She'll make him ___listen___ (3 (listen)).

A: That's great. And after the doors are open, I'll get the tech support team ___to prepare___ (4 (prepare)) the video equipment.

B: By the way, there are only a few conference schedules left. We'll definitely need more.

A: OK, I will have someone ___make___ (5 (make)) some more copies. Did you speak to the caterer?

B: Oh, yes, I did. I got him ___to keep___ (6 (keep)) the coffee stand in the lobby open all day.

A: OK. I got Tanya ___to agree___ (7 (agree)) to be the greeter today, but she's sick.

B: Wow. Well, if you can't get someone else ___to do___ (8 (do)) it, then I guess I'll have to.

A: But you're the conference manager. We can't make you ___work___ (9 (work)) as the greeter!

**B** Rewrite the sentences using the causative verbs in parentheses.

1. The receptionist reserved the meeting room. (have)
   We had the receptionist reserve the meeting room.
2. The maintenance staff cleaned the meeting room. (have)
   We had the maintenance staff clean the meeting room.
3. The tech support team connected our laptops to the network. (get)
   We got the tech support team to connect our laptops to the network.
4. Yusuf from accounting spoke first. (make)
   We made Yusuf from accounting speak first.
5. Keiko from sales took the meeting notes. (have)
   We had Keiko from sales take the meeting notes.
6. A caterer brought in lunch. (get)
   We got a caterer to bring lunch.

**C** MAKE IT PERSONAL Remember six things that you had others do or that others had you do for them. Write sentences using the causative verbs in parentheses. Answers will vary. Possible answers:

**Home:**

1. (make) My mother made me cut the grass every week.
2. (have) My parents had me take care of my younger sisters and brothers.
3. (get) I used to get my brother to help me with my homework.

**School:**

1. (make) My math teacher made me do a lot of homework.
2. (have) My basketball coach had me practice every day after school.
3. (get) I sometimes got my teachers to give me more time to write papers.

# UNIT 9, LESSON 2 ADVICE, OBLIGATION, AND EXPECTATION



**A** Complete the conversation about an important business deal. Use *have*, *has*, *supposed*, or *better*.

**Nikki:** John, do you ___have___ (1) to leave immediately?

**John:** Well, I'm ___supposed___ (2) to go to a meeting, but it's OK if I'm late.

**Nikki:** Great. You had ___better___ (3) close the door. I ___have___ (4) to thank you for your help in the negotiations today. If all goes well, we're hoping to do something for you.

**John:** You mean a promotion? A raise?

**Nikki:** I had ___better___ (5) not say until I show the CEO those signed contracts.

**John:** Signed? Was the client ___supposed___ (6) to sign them today?

**Nikki:** Of course. He ___has___ (7) to sign them or there's no deal.

**John:** Well, he didn't! And he's ___supposed___ (8) to catch a flight to New York in one hour! Come on—let's go to the airport!

**B** Complete the conversation about buying a house. Use the words in the box.

| | | | |
|---|---|---|---|
| better | don't have | have | ~~have to~~ |
| better not | has to | have to | not supposed |

**Roger:** My wife and I really like the car you're selling. Can I talk to you about that?

**Seller:** Well, I ___have to___ (1) meet another couple that's interested in the car soon. If you're interested, you had ___better not___ (2) wait too long to make a decision.

**Roger:** I know, but I'm ___not supposed___ (3) to make a decision without my wife. She ___has to___ (4) stay home with the kids all day. They've got the flu.

**Seller:** Look, I'll take 10 percent off the price. I ___don't have___ (5) to do this, but I like you. But you ___have___ (6) to sign the contract now.

**Roger:** Wow, that's really nice of you. But I had ___better___ (7) call my wife first.

**Seller:** OK, but if you want the deal, you ___have to___ (8) make a decision soon.

**C** MAKE IT PERSONAL Complete the sentences with your advice.

1. When you need new furniture, you don't always have to ___buy it from a furniture store___.
2. If you want to get a good price on a car, you have to ___negotiate with the owner or dealer___.
3. Before you sign any contract, you're supposed to ___read it very carefully___.
4. During price negotiations, you're not supposed to ___be the first person to say a number___.
5. If you're planning to buy a house, you'd better ___make sure you can afford it___.

# UNIT 9, LESSON 2 ADVICE, OBLIGATION, AND EXPECTATION

**REVIEW GRAMMAR**
*Have to / need to* for obligation and necessity, page 159

**COMMON ERRORS**
Changing the verb form of *had* in *had better*
Using the infinitive form after the phrasal modals
Making *had better not* into a contraction (for example, *hadn't better*)

**A**
- Have Ss look at the picture and talk about what they see. Ask, *Who do you see in the photo? What is their job? What are they doing?* Elicit ideas from the class.
- Read the instructions and number one aloud. Ask Ss, *Why is* have *the correct answer?* (Nikki is asking if it is necessary or required that John leave at that moment.)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the conversation aloud and elicit answers from Ss. After each answer, ask, *Why is this the correct answer?* Clarify any doubts about verb choice before moving on.
- Ask, *What is the relationship between Nikki and John?* (Nikki is John's supervisor.) *What do you think Nikki and the CEO wanted to do for John?* Have Ss discuss in pairs.
- Have Ss practice the conversation in pairs. Time permitting, have them swap roles and practice again.

**B**
- Say, *Complete the conversation between Roger and the seller about buying a new car*. Read the first few lines of the conversation with a **higher-level S**. Ask, *Why is this the correct answer?* (It's an action in the immediate future that is required.)
- Have Ss complete the exercise in pairs but write the answers individually in their books.
- Walk around as Ss work. Answer any questions about verb form and meaning.
- To review, invite two volunteers to read the conversation aloud. Ask them to pause after each answer. Clarify any doubts about verb choice before moving on.
- Ask, *Do you think Roger should accept the offer or walk away?* Take a class vote.

**C**
- Ask, *What do I do to negotiate a good deal?* Tell Ss to complete the sentences with pieces of advice. Read the instructions aloud. Remind them to use the base form of the verb after the phrasal modals.
- Have Ss complete the exercise individually and then take turns reading their answers aloud in pairs.
- Invite volunteers to share their advice with the class.

**EXTENSION** Have Ss write three more pieces of advice on how to get a good deal and share their suggestions in small groups. Invite volunteers to share their advice with the class.

**EXTENSION** Say, *My grandfather told my sister she had better be a lawyer after she graduates college. He says she's supposed to carry on the family tradition.* Ask Ss, *Who has expectations of you? What do they expect you to do?* Give Ss a few minutes to take notes on their answers. Then have them share their experiences in small groups. Remind Ss to use the phrasal modals as they discuss. Walk around and listen for correct verb form and use. Have volunteers share if their group had similar or different experiences.

**EXTENSION** Write on the board: *How do you wash, dry, or iron your clothes?* Ask Ss to locate the care tags inside their clothing items and accessories. In pairs or small groups, have Ss discuss the meaning of the symbols on the tag using the phrasal modals for advice, obligation, and expectation. Encourage them to give additional advice that is not on the label as well. (For example, This symbol means you are not supposed to put this shirt in the dryer. You had better hang it to dry on a plastic hanger instead.) Project or show common clothing care symbols. Elicit descriptions of each symbol from the class.

## UNIT 9, LESSON 3 *UNLESS*

**REVIEW GRAMMAR**
Future with *will* and *be going to*
Modals for future possibility
Future real conditional
**OPTIONAL REVIEW GRAMMAR**
*Do* auxiliary to make negatives

**COMMON ERRORS**
Using the future tense in the unless clause

**A**
- Read the instructions. Write number one on the board. Ask Ss, *What is the conditional clause in this sentence?* Underline *if you don't pay attention* and circle *if* and *don't*. Remind Ss that *don't* is a contraction that includes *do* + *not*.
- Ask a volunteer to read the example answer. Write it on the board. Ask, *What is the conditional clause here?* Underline *unless you pay attention*. Circle *unless*.
- Have Ss complete the exercise individually. Suggest that Ss underline the conditional clause in each exercise item before rewriting the sentence with *unless*.
- Remind Ss that when the main clause comes first, we don't add a comma before *unless*.
- Have Ss compare their answers in pairs. Encourage them to read the sentences aloud.
- To review, read the sentence with *if…not* aloud and call on Ss to say the answer.

**B**
- Tell Ss to use *unless* clauses to make the sentences true for them. Write the example on the board. Read it aloud. Ask, *What are other ways to complete this sentence?* Have Ss share ideas in pairs. Elicit additional answers from the class. Write Ss' ideas on the board.
- Have Ss complete the exercise individually. Walk around as Ss work. Remind them to use the present tense in the clause with *unless*. Provide help as necessary.
- Have Ss compare their answers in pairs. Ask them to check each other's work for verb use and form.
- To review, elicit a few answers for each number. Ask Ss if they agree or disagree with their classmates' ideas.

**EXTENSION** Write the following sentences on the board. Ask Ss to complete them with an *unless* clause. Remind Ss to make the sentences true for them. In pairs, have Ss read their sentences aloud and check each other's work.

1. _____, *she should go to work.*
2. *Your client won't pay* _____.
3. _____, *I won't make it on time to the meeting.*
4. _____, *I am going to cancel the agreement.*
5. *They can't offer a lower rate* _____.

**EXTENSION** Arrange Ss in small groups. Tell them they are going to plan a class picnic. Write on the board different topics for Ss to discuss in their preparation, such as *location*, *date and time*, *people*, *food and drink*, *music*, and *activities*. As they work, remind Ss to predict any problems or circumstances that could affect their plans. Ask them to talk about those conditions using *unless*. (For example, We could pick up barbeque from the local place unless they're closed on Sundays. Unless it rains, we could have the picnic in the park.) Have each group present their plan for the class picnic. Take a class vote on which sounds the most fun.

## UNIT 9, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words. Say, *These are vocabulary items from the reading in this unit.*
- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

**OPTION For lower-level Ss**, let Ss work in pairs to complete the activity.

**EXTENSION** Have Ss write their own sentences using the words.

# UNIT 9, LESSON 3 *UNLESS*

**A** Rewrite the sentence to change *if…not* to *unless*.

1. I can't help you if you don't pay attention.
   I can't help you unless you pay attention.
2. If we don't make an effort, we'll never finish this project.
   Unless we make an effort, we'll never finish this project.
3. You'll be late for your interview if you don't hurry.
   You'll be late for your interview unless you hurry.
4. We won't meet again this week if you don't have questions.
   We won't meet again this week unless you have questions.
5. If they can't offer a higher salary, I will reject their job offer.
   Unless they can offer a higher salary, I will reject their job offer.
6. Don't sign that contract if you haven't read it.
   Don't sign that contract unless you have read it.

**B** MAKE IT PERSONAL Complete the sentences using phrases with *unless*. Answers will vary. Possible answers:

1. Unless you propose a new idea, we will stick to the original plan.
2. Unless we have a guide, we won't know where to go.
3. Unless I make an effort, I probably won't get a promotion.
4. Unless I have confidence, I won't do well in a negotiation.

# UNIT 9, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**broad**: including a large number of people or things
**a party**: one of the people involved in an argument or discussion
**a middle ground**: an area of agreement between two opposite sides
**a position**: someone's opinion about something
**on track**: likely to lead to a success or the correct result
**establish**: to start a relationship, an organization or a business
**partially**: not completely

1. We need to keep this meeting _____on track_____ so we can finish on time.
2. Don't just think about what you want from the negotiation. Ask what the other _____party_____ wants as well.
3. We will learn a lot of details in this class, but the _____broad_____ topic is negotiating.
4. Start out with some personal conversation to try to _____establish_____ a good relationship.
5. They walked away from the negotiation because they couldn't find a _____middle ground_____.
6. We weren't excited about the result, but at least we were _____partially_____ satisfied.
7. What is your _____position_____ on the new rule? Are you for or against it?

# UNIT 10, LESSON 1 EMBEDDED *YES / NO* QUESTIONS



**A** Complete the meeting notes. Use the phrases in the box.

| | | | |
|---|---|---|---|
| if we wanted | us whether we | whether she was | if she had |
| if we were | me whether I | ~~whether I could~~ | |

- Michael asked me whether I could (1) take the meeting notes. I agreed.
- Leo asked us if we wanted (2) coffee. We said yes, and he brought some in.
- Hector asked us whether we (3) were ready to start. Everyone said yes.
- Kimiko asked if we were (4) happy with the new office. Most people said yes.
- I asked Lisa whether she was (5) writing the annual report. Lisa said it would be finished soon.
- Hector asked Donna if she had (6) any suggestions about how to increase profits.
- Donna asked me whether I (7) could email my meeting notes to the group. I told her I would.

**B** Read the direct questions from an interview. Then complete the reported questions.

1. Can you tell me about yourself?
   She asked me if I could tell her about myself.
2. Do you have a driver's license?
   She asked me whether I had a driver's license.
3. Are you a college graduate?
   She asked me if I was a college graduate.
4. Can you speak any foreign languages?
   She asked me whether I could speak any foreign languages.
5. Are you interested in a management position?
   She asked me if I was interested in a management position.
6. Do you have any questions for me?
   She asked me whether I had any questions for her.
7. Can you start immediately?
   She asked me if I could start immediately.

**C** MAKE IT PERSONAL **Complete the embedded questions. Use information that is true for you.** Answers will vary. Possible answers:

1. My teacher asked me if I had finished my homework.
2. My classmate asked me whether she could share my textbook.
3. A friend of mine asked me if he could borrow some money.
4. My mother asked me whether I was studying enough.
5. My father asked me if I had enough money to buy books.

# UNIT 10, LESSON 1 EMBEDDED *YES / NO* QUESTIONS

**REVIEW GRAMMAR**
*Yes / no* questions

**COMMON ERRORS**
Using question word order in the embedded question
Omitting *if* or *whether*
Wrong verb tense in the embedded question (present or future)

**A**

- Have Ss look at the picture. Ask, *Where are these people?* (at a meeting) *What are they doing?* (listening and taking notes) Read the instructions aloud.
- Read the phrases in the box aloud. Go over number one as a class. Say, *At the meeting, Michael asked me whether I could take the meeting notes. I agreed.* Ask, *What is the embedded question here?* (whether I could take the meeting notes)
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs. Suggest Ss cross off the phrases in the box after they've used them.
- To review, call on Ss to read the complete sentences aloud.
- In pairs, have Ss take turns reading the sentences aloud.

⊕ **EXTENSION** Ask Ss to write the direct *yes / no* question that each person at the meeting asked. Make a numbered list 1–7 on the board. Do number one as a class. Ask Ss, *Who asked the question?* (Michael) *Who did he ask it to?* (you) *What was the direct question?* Write number one on the board like this: *1. Michael [to you]: Can you take the meeting notes?* Have Ss complete the rest of the exercise in pairs. To review, invite volunteers to add the direct *yes / no* questions to the list on the board. Review answers:

1. Michael [to you]: Can you take the meeting notes?
2. Leo [to everyone]: Do you want coffee?
3. Hector [to everyone]: Are you ready to start?
4. Kimiko [to everyone]: Are you happy with the new office?
5. You [to Lisa]: Are you writing the annual report?
6. Hector [to Donna]: Do you have any suggestions about how to increase profits?
7. Donna [to you]: Can you email the meeting notes to the group?

**B**

- Read the instructions. Say, *I can't wait to hear how your job interview went. Tell me what questions the interviewer asked you!*
- Read the direct question in number one aloud. Ask a volunteer to read the example answer. Ask, *What is the embedded question here?* (if I could tell her about myself)
- Have Ss work in pairs to complete the exercise but write down their answers individually.
- To review, read the direct questions aloud and call on Ss to read the answers. Clarify any questions about verb use or form.

⊕ **EXTENSION** Ask, *How are these questions similar or different from the questions you have been asked in job interviews?* In small groups, have Ss discuss their real-life experiences. Ask them to use *if* and *whether* and embedded questions to talk about their interview questions. (For example, In my last interview, I was also asked if I was a college graduate, but they didn't ask me whether I had my driver's license. That wasn't a job requirement.)

**C**

- Tell Ss to complete the sentences to talk about questions people have asked them in personal or school situations. Ask a volunteer to read example sentence aloud.
- Have Ss complete the exercise individually. Remind them to make the statements true for them.
- Monitor. Provide help with vocabulary or spelling as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Encourage them to ask follow-up questions, such as *How did you answer? What did you say? What happened?*
- To review, invite volunteers to share their answers with the class.

⊕ **EXTENSION** Arrange Ss in groups of 4–5. Ask them write a *yes / no* question they have for each of their group members. For example, *Do you have any siblings? Have you ever been to Paris?* When Ss are ready, have them take turns asking and answering the questions in their group. After 10–15 minutes, ask Ss to write down what each of their group members asked them. (For example, Martin asked me if I had any siblings. Andrei asked me whether I had been to Paris.) Invite volunteers to share with the class one of the questions they were asked and how they answered it. (For example, Martin asked me if I had any siblings, and I do! I actually have three younger brothers.)

# UNIT 10, LESSON 2 QUESTIONS WITH FINAL PREPOSITIONS

**REVIEW GRAMMAR**
Phrasal verbs with objects, page 159
Phrasal verbs, page 160
Prepositions, page 162

**COMMON ERRORS**
Word order (not having preposition in the end position)

**A**
- Direct Ss' attention to the photo. Ask, *Who are these people? How are they feeling? What do think they are talking about?* Elicit ideas.
- Say, *Complete the questions with final prepositions.* Read the example aloud. Ask, *What's the auxiliary verb in this question?* (are) *What's the main verb?* (looking)
- Have Ss preview the exercise items and underline the auxiliary and main verbs in each question. Remind them more than one answer may be possible.
- Have Ss work individually and then compare their answers in pairs.
- To review, read the conversation aloud, and call on Ss to say the answers. After each, ask the class, *Are there other possible answers?* Write Ss' ideas on the board.
- Have Ss practice the conversation in pairs. Time permitting, have them swap roles and practice again.

**EXTENSION** Have Ss answer each question in exercise A with a complete sentence. (For example, 1. I am looking for my bottle of aspirin.) Tell Ss to underline the verb + preposition combinations and circle the objects. In pairs, have them compare their answers and take turns reading them aloud.

**B**
- Read the instructions and number one aloud. Have Ss underline the verb + preposition combination in the statement and question. Ask, *What is the object in the statement?* (something that happened) *What is the object in the question?* (What)
- Have Ss work individually and then compare their answers in pairs.
- To review, read each statement and call on Ss to read the corresponding question aloud.

**EXTENSION** In small groups, have Ss create a short story about the people in the office in exercise B based on the answers to the questions. (For example, Well, Emilia is upset about Christopher's promotion because he always disagrees with everyone on their team.) Assign roles so that all group members participate. The group leader keeps the group work on track. The recorder writes down the story. The editor proofreads the story. The storyteller reads the story aloud to the class. Have each group present their story to the class. Then take a class vote on the most interesting story.

**EXTENSION** Have Ss bring in to class or bring up on their phones pictures of family and friends. Ask them to write sentences about what's happening in the pictures using verb + preposition combinations. Ask **lower-level Ss** to write 3–4 sentences. Have **higher-level Ss** write 5–6. In same-level pairs, ask Ss to take turns showing and talking about their pictures using their sentences. Encourage Ss to ask follow-up questions with final prepositions to get more information. (For example, S1: This  is Seth. He's a great cousin, but he always disagrees with me. S2: What does he disagree with you about?)

**C**
- Read the instructions and number one aloud. Ask, *What are other possible answers?* Elicit other questions with final prepositions for number one. Write Ss' ideas on the board.
- Have Ss complete the exercise individually. Ask **higher-level Ss** to write 2–3 questions for each statement. Monitor. Provide help with vocabulary and spelling as necessary.
- In pairs, have Ss take turns reading their questions aloud. Ask them to check each other's questions for correct word order and verb form.
- Read the sentences aloud and elicit answers from Ss.
- After each answer, take a class survey to see how many other Ss had similar answers.

**EXTENSION** Have Ss watch a short video, like a movie trailer or TV commercial. Play the video without audio, and ask Ss to write 4–5 questions with final prepositions asking about what happened. (For example, What were the women talking about? At the end, what were they laughing at?) Have volunteers share their questions with the class. Correct any errors with final prepositions. Play the video again, this time with audio, and ask Ss to write answers to their questions. Finally, have Ss take turns asking and answering each other's questions in pairs.

# UNIT 10, LESSON 2 QUESTIONS WITH FINAL PREPOSITIONS



**A** Complete the conversation between co-workers. Use the correct prepositions. More than one correct answer may be possible.

**Arthur:** What are you looking ___for___ (1), Diana?

**Diana:** My bottle of aspirin. I just got out of a terrible meeting.

**Arthur:** I'm sorry to hear that. Who were you meeting ___with___ (2)?

**Diana:** Lisa, Victor, Leo, and some clients.

**Arthur:** What were you talking ___about___ (3)?

**Diana:** The clients' advertising plans. I didn't like some of the ideas.

**Arthur:** I see. Who did you disagree ___with___ (4)?

**Diana:** Leo.

**Arthur:** Which department does he work ___in / for___ (5)?

**Diana:** Accounting. He is against spending more money, but I think we need to.

**Arthur:** I see. What should we spend more money ___on___ (6)?

**Diana:** Well, better graphics. But it's not Leo who made me angry.

**Arthur:** Really? Who are you angry ___at / with___ (7)?

**Diana:** A couple of the clients. While I was talking to Leo, they started laughing.

**Arthur:** What were they laughing ___at / about___ (8)?

**Diana:** They were looking at some silly website on their phones instead of listening.

**B** Read the statements about people in an office. Write questions with final prepositions to get more information.

1. Emilia is upset about something that happened. What is she upset about?
2. Christopher usually disagrees with someone. Who does he usually disagree with?
3. Amanda ran into somebody at lunch. Who did she run into?
4. Pietro is laughing about something. What is he laughing about?
5. I'm taking care of something very important. What are you taking care of?
6. We always laughed at one person in meetings. Who did you always laugh at?
7. The security guards are looking for something. What are they looking for?

**C** MAKE IT PERSONAL Read the sentences. Write a question with a final preposition that you could ask this person. Answers will vary. Possible answers:

1. A friend has just finished a class. What did the teacher talk about?
2. A friend just finished a telephone call. Who were you talking with?
3. A friend is in a very bad mood. What are you unhappy about?
4. A friend isn't paying attention in class. What are you thinking about?
5. A friend says he or she has a lot of money. Where did you get it from?

# UNIT 10, LESSON 3 REPEATED AND PARALLEL COMPARATIVES

**A** Use the words in the box to complete the sentences with a repeated comparative.

| dark | ~~demanding~~ | expensive | good | hungry | large |
|---|---|---|---|---|---|

1. Helen has several new responsibilities at work. Her job is getting ___more and more demanding___.
2. I hope we're going to eat soon. I'm getting ___hungrier and hungrier___.
3. Our sales team is getting ___larger and larger___. We started out with only four sales representatives, but now we have over twenty.
4. I think it will rain soon. The sky is becoming ___darker and darker___.
5. I can't believe how much this phone costs! Phones are becoming ___more and more expensive___.
6. Alec and Jake used to argue a lot, but now they're getting along ___better and better___.

**B** MAKE IT PERSONAL Complete the sentences with parallel comparatives. Answers will vary. Possible answers:

1. The older I get, ___the wiser I become___.
2. The less I study, ___the worse my grades become___.
3. The more you practice, ___the better you'll get___.
4. The more people talk, ___the more annoyed I get___.

# UNIT 10, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

**altruism**: the practice of caring about the needs of others before dealing with your own
**a donation**: money or items that you give to help others
**a sacrifice**: something that you decide not to have or do so that something more important can happen
**constant**: happening all the time
**humanity**: people in general

1. If we want to have money for a vacation next summer, we need to make some ___sacrifices___ during the year.
2. Many studies have found that ___altruism___ makes people feel happier. It's nice to help others.
3. That boy is in ___constant___ motion. He never sits down!
4. We learn about ___humanity___ by studying people from different cultures.
5. Every month, I make a small ___donation___ to a local charity.

## UNIT 10, LESSON 3 REPEATED AND PARALLEL COMPARATIVES

**REVIEW GRAMMAR**
Regular and irregular comparative adjectives

**COMMON ERRORS**
Omitting *the* when using parallel comparatives to show a results
Using *more* with monosyllabic adjectives
Not following the spelling rules for making comparative adjectives

**A**
- Say, *Complete the sentences with a repeated comparative using the adjectives in the box.* Read aloud the words in the box. Repeat each word twice. Ask Ss to write the number of syllables in each adjective in their book.
- Ask a volunteer to read number one aloud. Ask Ss, *Why do we use* more *in the example?* (because *demanding* has three syllables)
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind Ss to pay attention to the spelling rules for comparative adjectives.
- Invite volunteers to write the answers to numbers 2–6 on the board. Review the answers as a class. Check for the correct spelling of the comparative adjectives.

**B**
- Read the instructions. Remind Ss that parallel comparatives are used to show a result. Tell Ss to make the sentences true for them.
- Ask a volunteer to read number one aloud. Ask, *What are the comparative adjectives in this example?* (the older, the wiser) *What is the result here?* (The person is now wiser.)
- Have Ss complete the exercise individually. Monitor. Provide help with spelling and vocabulary as necessary.
- In pairs, have Ss take turns reading their sentences aloud. Ask them to check each other's work for the correct spelling of the comparative adjectives.
- Invite volunteers to share their answers with the class. Take a class survey on how many Ss wrote similar answers.

**EXTENSION** Have Ss write 3–4 more sentences using parallel comparatives about their work or school life. Ask Ss to be specific and use real-life examples. (For example, The more I practice English, the easier it is.) Have Ss share their sentences in pairs and check each other's spelling. Encourage them ask each other follow-up questions.

**EXTENSION** In pairs, have Ss discuss the images in 1A on page 118 using repeated comparatives. Encourage them to create stories about the people and situations in the photo. (For example, He was getting more and more anxious to escape until one day he decided to run. The guard chased after him and caught him before he got away.) Have the pairs form groups of four and take turns sharing their stories. Invite volunteers to share any interesting, surprising, or funny stories with the class. Have **higher-level Ss** repeat the activity with the images in 1A on page 114.

## UNIT 10, LESSON 4 VOCABULARY PRACTICE

- Focus attention on the words in the activity. Say, *These are vocabulary items from the reading in this unit.*

**OPTION** Give Ss time to scan the reading to see how the words are used in context.

- Read the instructions and give Ss time to complete the activity.
- Go over the answers.

**EXTENSION** Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

## UNIT 2, LESSON 1 IMPERATIVES IN REPORTED SPEECH

Use *said*, *told*, and *asked* with an infinitive to report past orders and requests.

| Direct speech | | | | Reported speech | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subject** | **Verb** | **Object** | **Imperative** | **Subject** | **Verb** | **Object** | **(*Not*) infinitive** | |
| I<br>You<br>She | said,<br>told | –<br>him, | "Arrive on time."<br>"Don't be late." | I<br>You<br>She | **said**<br>**told**<br>**asked** | –<br>him<br>us | **to arrive**<br>**not to be** | on time.<br>late. |

**Notes**

- Never use a noun or pronoun as an object with *said*.
- Always use a noun or pronoun as an object with *told* and *asked*.
- Never use *ask* with imperatives in direct speech.
- Always use a comma before the imperative in direct speech.

## UNIT 2, LESSON 1 VERBS FOR REPORTING WHAT SOMEONE SAYS

| Verbs for reporting what someone says | | | | | | |
|---|---|---|---|---|---|---|
| acknowledge | confirm | forbid | mention | recall | reveal | urge |
| add | continue | guarantee | note | recommend | rule | warn |
| admit | convince | hint | notify | record | say | whisper |
| advise | cry | imply | observe | refuse | scream | write |
| agree | demand | inform | order | remark | shout | yell |
| announce | deny | inquire | persuade | remind | state | |
| answer | describe | insist | predict | repeat | suggest | |
| argue | direct | instruct | promise | reply | teach | |
| ask | discuss | invite | propose | request | tell | |
| confess | explain | maintain | reassure | respond | threaten | |

## UNIT 2, LESSON 1 REFERENCE WORDS IN REPORTED SPEECH

### Changes in time words

| Direct speech | Reported speech |
|---|---|
| now | then, right then, at that moment |
| today | that day |
| tomorrow | the next day, the following day |
| the day after tomorrow | two days later |
| yesterday | the day before |
| last week | the week before, one week earlier |
| last month | the month before, one month earlier |
| last year | the year before, one year earlier |
| next week | the following week, one week later |
| next month | the following month, one month later |
| next year | the following year, one year later |
| these days | those days |
| this week | that week |
| a week (month, year) ago | one week (month, year) earlier |

### Changes in place words

| Direct speech | Reported speech |
|---|---|
| here → | there |

*Example:*
"Can you come **here today**?" he asked
He asked me if I could go **there that day**.

## UNIT 2, LESSON 2 RESTRICTIVE RELATIVE CLAUSES

Restrictive relative clauses define the meaning of nouns. They provide information that is necessary to understand the sentence.

| Relative pronoun | Used for | Example |
|---|---|---|
| **who** | people | I know the designer **who** made this jacket. |
| **whom** | people | Selena is the woman (**whom**) I met at the fashion show. |
| **that** | people and things | The man **that** owns the accessories store is sitting over there.<br>It's one of the few pieces of jewelry (**that**) I wear. |
| **Relative adverb** | | |
| **when** | time | I'll always remember the day **when** my husband gave me this ring. |
| **where** | place | The store **where** my cousin works is in London. |

Notes

- The relative pronouns *who* and *that* can be the subject or the object of the relative clause.
  Subject: *I know the designer* ***who made*** *this jacket.*
  (S) (V)
  Object: *It's one of the few pieces of jewelry* ***that I wear****.*
  (obj) (S) (V)
- The relative pronoun can be deleted when it is the object of the relative clause.
  *It's one of the few pieces of jewelry (****that****) I wear.*

## UNIT 4, LESSON 2 INDIRECT QUESTIONS

Use indirect questions to be polite or if you're not sure the person will know the answer to the question.

| Direct *wh*- questions | | | | Indirect questions | | | |
|---|---|---|---|---|---|---|---|
| ***Wh*- word** | **Auxiliary verb** | **Subject** | **Main verb** | | ***Wh*- word** | **Subject** | **Verb** |
| Where | **is** | he? | | I wonder | where | he | **is**. |
| Why | **isn't** | she | **answering**? | I don't know | why | she | **isn't answering**. |
| When | **did** | you | **plan** to leave? | Can you tell me | when | you | **planned** to leave? |

In *yes / no* questions, use *if* or *whether* before the subject.

| Direct *yes / no* questions | | | Indirect questions | | | |
|---|---|---|---|---|---|---|
| **Auxiliary verb** | **Subject** | **Main verb** | | ***If / Whether*** | **Subject** | **Verb** |
| **Is** | he | **here** yet? | Do you know | **if** | he | **is here** yet? |
| **Were** | they | **late**? | Can you tell me | **whether** | they | **were late**? |

Notes

- Indirect questions often appear after introductory phrases, such as *I wonder*, *I don't know*, *Can / Could you tell me*, *Do you know*, *I'd like to know*, or *Would you mind explaining*.
- We always use statement word order in indirect questions. The subject always comes before the verb.

## UNIT 6, LESSON 1 PRESENT PERFECT FOR PAST EXPERIENCES

Use the present perfect to show that something has or hasn't happened at an indefinite time in the past. The present perfect is formed with *have* or *has* + past participle.

| Questions | | | Statements | | | |
|---|---|---|---|---|---|---|
| ***Have / Has*** | **Subject** | **Past participle** | **Subject** | ***Have / Has*** | ***Not*** | **Past participle** |
| **Have** | you | **been** to the theater? | I | **have** | | **been** to the theater. |
| **Has** | she | **seen** the play? | She | **has** | | **seen** the play. |
| **Have** | they | **taken** a bus tour? | They | **have** | **not** | **taken** a bus tour. |

Notes

- The adverbs *yet* and *already* are often used with the present perfect. Use *yet* in questions and negative statements. Use *already* in affirmative statements.
  *Have you seen the play **yet**? I haven't seen the play **yet**.*
  *She has **already** seen the play.* or *She has seen the play **already**.*
- It is possible to have more than one verb after *have* or *has*. It is not necessary to repeat *have* or *has*.
  *I **have traveled** to Paris and **have seen** the Eiffel Tower.*
  More common: *I **have traveled** to Paris and **seen** the Eiffel Tower.*
- Use the simple past when the specific time of the event is mentioned. *I **took** a tour **last week**.*

Use contractions, such as *haven't* or *hasn't*, in spoken English and informal writing.

## UNIT 6, LESSON 2 SIMPLE PRESENT AND SIMPLE PAST PASSIVES

Use the passive when it is not known or not important who performs an action.

| Simple present passive | | | | |
|---|---|---|---|---|
| **Subject** | ***Be*** | ***(Not)*** | **Past participle** | |
| I<br>The movie<br>Blockbusters | **am**<br>**is**<br>**are** | (not) | **employed**<br>**adapted**<br>**released** | as a director.<br>from a book<br>every day. |

| Simple past passive | | | | |
|---|---|---|---|---|
| **Subject** | ***Be*** | ***(Not)*** | **Past participle** | |
| The movie<br>The actors | **was**<br>**were** | (not) | **filmed**<br>**known** | last year.<br>in Hollywood. |

**Notes**

- In passive sentences, the focus shifts from the agent to the object.
  Active: *People invited <u>the writer</u>.* Passive: *<u>The writer</u> was invited.*
- Use *by* when it *is* important to know who performs an action:
  *The role is played **by** award-winning actor Henry Davis.*
- In questions, the verb *be* comes before the subject:
  ***Are you** employed now?* *Where **were you** employed last year?*

## UNIT 8, LESSON 1 PRESENT UNREAL CONDITIONAL

Use present unreal conditionals to talk about untrue or imagined situations and their results.

| Statements | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***If*-clause** | | | | **Result clause** | | | |
| ***If*** | **Subject** | **Simple past** | | **Subject** | ***Would / Wouldn't*** | **Base form of verb** | |
| **If** | I<br>she<br>people | **were**<br>**had**<br>**didn't care**, | rich,<br>more time,<br>– | I<br>she<br>they | **would**<br>**would**<br>**wouldn't** | **donate**<br>**volunteer**<br>**help**. | more money.<br>every day. |

| Questions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ***If*-clause** | | | | **Result clause** | | | | |
| ***If*** | **Subject** | **Simple past** | | ***Wh-* word** | ***Would / Wouldn't*** | **Subject** | **Base form of verb** | |
| **If** | you<br>they | **had**<br>**had** | more money,<br>the time, | what<br>- | **would**<br>**would** | you<br>they | **do**?<br>**help** | <br>us? |

**Notes**

- The *if-clause* uses the simple past, but this is not a past statement. It's about the present.
- For the *be* verb, use *were* for all subjects: *If he* **were** *president… If they* **were** *free…*
- The *if-clause* can come at the beginning or end of a sentence. Use a comma when the *if-clause* comes at the beginning of a sentence.

## UNIT 9, LESSON 2 *HAVE TO / NEED TO* FOR OBLIGATION AND NECESSITY

| Affirmative statements | | | Negative statements | | | | |
|---|---|---|---|---|---|---|---|
| **Subject** | ***Have to / Need to*** | **Base form of verb** | **Subject** | ***Do / Does*** | ***Not*** | ***Have to / Need to*** | **Base form of verb** |
| I | **have to** | **make** photocopies. | I | **do** | **not** | **have to** | **make** photocopies. |
| He | **has to** | | He | **does** | | | |
| She | **needs to** | **order** lunch. | She | **does** | | **need to** | **order** lunch. |
| They | **need to** | | They | **do** | | | |

| ***Yes / No* question** | | | | **Short answers** | |
|---|---|---|---|---|---|
| ***Do*** | **Subject** | ***Have to / Need to*** | **Base form of verb** | **Affirmative** | **Negative** |
| Do | I | **have to** | **be** there early? | Yes, you **do**. | No, you **don't**. |

| **Information question** | | | | | **Answer** | | |
|---|---|---|---|---|---|---|---|
| ***Wh-* word** | ***Do*** | **Subject** | ***Have to / Need to*** | **Base form of verb** | **Subject** | ***Have to / Need to*** | **Base form of verb** |
| What | **do** | we | **need to** | **bring**? | You | **need to** | **bring** your laptops. |

## UNIT 10, LESSON 2 PHRASAL VERBS WITH OBJECTS

Phrasal verbs are made up of a verb + particle. Particles look like prepositions (*with*, *of*, *on*), but together with the verb they have a different meaning.

**Separable phrasal verbs**

| **Subject** | **Verb** | **Particle** | **Object** | | **Subject** | **Verb** | **Object** | **Particle** |
|---|---|---|---|---|---|---|---|---|
| I | **put** | **together** | a plan. | or | I | **put** | a plan | **together**. |
| Arun | **backs** | **up** | the files. | | Arun | **backs** | them | **up**. |

**Inseparable phrasal verbs**

| **Subject** | **Verb** | **Particle** | **Object** |
|---|---|---|---|
| Mira | **is getting** | **on** | the Internet. |
| We | **went** | **over** | the notes. |

Notes

- With separable phrasal verbs, the object can come before or after the particle.
- When the object is a pronoun, it ***must*** come after the verb and before the particle. Compare these examples:

  *I put **a plan** together.* *I put **it** together.*

  *I put together **a plan**.* **NOT** ~~*I put together it.*~~
- With **inseparable** phrasal verbs, the object always comes after the particle.

  *We went over **the notes**.* *We went over **them**.*

## UNIT 10, LESSON 2 PHRASAL VERBS

| Inseparable phrasal verbs | | | | | |
|---|---|---|---|---|---|
| agree with | come by | get by | go over | make up | speak up |
| back out | count on | get in | hang out | meet up | talk over |
| come across | disagree with | get out | hear from | run into | turn into |
| come along | get ahead | go for | hold on | show up | watch out |

| Separable phrasal verbs | | | | | |
|---|---|---|---|---|---|
| break down | figure out | keep up | put down | throw away | turn off |
| call off | fill in | look up | put off | throw out | turn on |
| check out | fill out | pick out | put on | try on | turn over |
| cheer up | give back | pick up | set up | try out | use up |
| clean up | give up | point out | shut off | turn around | wear out |
| cross out | hang up | put away | think over | turn down | write down |

| Three-word phrasal verbs | | | | |
|---|---|---|---|---|
| break up with | come down with | get along with | look out for | run out of |
| catch up on | come up with | keep up with | look up to | stand up for |
| catch up with | get around to | look down on | make up for | stand up to |
| check up on | get away with | look forward to | put up with | take care of |

# IRREGULAR VERBS

| Base form of verb | Simple past | Past participle | Base form of verb | Simple past | Past participle |
|---|---|---|---|---|---|
| be | was | been | leave | left | left |
| become | became | become | lay (off) | laid (off) | laid (off) |
| begin | began | begun | lose | lost | lost |
| break | broke | broken | make | made | made |
| bring | brought | brought | mean | meant | meant |
| build | built | built | meet | met | met |
| buy | bought | bought | oversleep | overslept | overslept |
| catch | caught | caught | pay | paid | paid |
| choose | chose | chosen | put | put | put |
| come | came | come | quit | quit | quit |
| cut | cut | cut | read | read | read |
| cost | cost | cost | ride | rode | ridden |
| deal | dealt | dealt | rise | rose | risen |
| do | did | done | run | run | run |
| draw | drew | drawn | say | said | said |
| drink | drank | drunk | see | saw | seen |
| drive | drove | driven | sell | sold | sold |
| eat | ate | eaten | send | sent | sent |
| fall | fell | fallen | set | set | set |
| feed | fed | fed | show | showed | shown |
| feel | felt | felt | shut | shut | shut |
| fight | fought | fought | sing | sang | sung |
| find | found | found | sit | sat | sat |
| fly | flew | flown | sleep | slept | slept |
| forget | forgot | forgotten | speak | spoke | spoken |
| forgive | forgave | forgiven | spend | spent | spent |
| freeze | froze | frozen | stand | stood | stood |
| get | got | gotten | steal | stole | stolen |
| give | gave | given | swim | swam | swum |
| go | went | gone | take | took | taken |
| grow | grew | grown | teach | taught | taught |
| have | had | had | tell | told | told |
| hear | heard | heard | think | thought | thought |
| hide | hid | hidden | understand | understood | understood |
| hit | hit | hit | wear | wore | worn |
| hold | held | held | win | won | won |
| know | knew | known | write | wrote | written |

## PREPOSITIONS

| | | | |
|---|---|---|---|
| about | below | from…to | outside |
| above | beneath | in | over |
| across | beside | in front of | past |
| after | besides | inside | round / around |
| against | between | in spite of | since |
| ahead of | beyond | into | than |
| along | but | like | through |
| among | by | near | throughout |
| apart from | concerning | next to | to |
| around | despite | of | towards |
| as | down | off | under |
| at | during | on | until |
| away from | except (for) | onto | up |
| because of | facing | on top of | with |
| before | for | opposite | within |
| behind | from | out of | without |

## METRIC CONVERSIONS

| Volume | | Length and distance | | Weight | |
|---|---|---|---|---|---|
| 1 fluid ounce | 29.57 milliliters | 1 centimeter | .39 inch | 1 ounce | 28.35 grams |
| 1 milliliter | .034 fluid ounce | 1 inch | 2.54 centimeters | 1 gram | .04 ounce |
| 1 pint | .47 liter | 1 foot | .30 meter | 1 pound | .45 kilogram |
| 1 liter | 2.11 pints | 1 meter | 3.28 feet | 1 kilogram | 2.2 pounds |
| 1 quart | .95 liter | 1 yard | .91 meter | | |
| 1 liter | 1.06 quarts | 1 meter | 1.09 yards | | |
| 1 gallon | 3.79 liters | 1 mile | 1.61 kilometers | | |
| 1 liter | .26 gallon | 1 kilometer | .62 mile | | |

# THE WRITING PROCESS

The writing process consists of 5 stages:

1. Pre-writing
2. Drafting
3. Revising
4. Proofreading
5. Publishing

The five stages of the writing process can be applied to any type of writing task. Whether you are writing an essay, an article, or a blog entry, each stage allows your writing to progress from an idea in your head to a completed text. With each stage you shape and improve your writing.

| | |
|---|---|
| **Pre-writing** | **PLAN**<br>➪ The Pre-writing stage is where you make a plan for your writing.<br>➪ Choose a topic you want to write about.<br>➪ Think about what you want to say about the topic.<br>➪ Generate ideas using brainstorming techniques (mind maps, idea webs, lists, etc.).<br>➪ Do research, if necessary, and take notes.<br>➪ Use graphic organizers and charts to start arranging your ideas. |
| **Drafting** | **WRITE**<br>➪ The Drafting stage is where you begin to turn your ideas into a written text.<br>➪ Think about your audience. Your tone will vary if you are writing for students or business professionals or to a friend or a university professor.<br>➪ Use ideas from the Pre-writing stage to start composing sentences and paragraphs. Don't focus too much on grammar and mechanics. Just get ideas flowing.<br>➪ If using researched materials, put the information in your own words or use quotations. Keep track of the references you use.<br>➪ First focus on the body of your text. Then add a beginning and ending.<br>➪ Read your draft to see if what you're saying flows logically.<br>➪ You may need to complete this stage more than once. |
| **Revising** | **IMPROVE**<br>➪ The Revising stage helps you to improve tone, content, style, and organization.<br>➪ Consider your target audience again and adjust the tone as needed.<br>➪ Cut, add, change, and rearrange text as needed.<br>➪ Develop an effective beginning and ending.<br>➪ Check if you need to give more information about any details.<br>➪ Vary words that you repeat too often.<br>➪ Revisit the drafting steps to develop new ideas that need to be added.<br>➪ Ask a friend or classmate to review your draft, and incorporate feedback that you find helpful.<br>➪ Set your writing aside and then return to it with fresh eyes and read it again.<br>➪ You may need to complete this stage more than once. |

| | |
|---|---|
| **Proofreading** | **CORRECT**<br>➪ The Proofreading stage comes only after you are happy with tone, content, style, and organization.<br>➪ Print your document before proofreading if you are working on a computer. You may notice mistakes that you can miss on a screen.<br>➪ Look for errors in spelling, punctuation, and capitalization. Read your text several times, first focusing only on spelling, then on punctuation, then on capitalization.<br>➪ Do several sweeps for grammar mistakes, checking for your individual problem areas. For example, first focus on sentence structure, then read again to check for subject-verb agreement, then again for use of tenses.<br>➪ Check that you listed any references correctly.<br>➪ Ask another person to proofread your text for you. Make sure you agree with the corrections and understand them before applying them.<br>➪ Once you print a final copy, don't add hand-written corrections. Print a clean copy. |
| **Publishing** | **SHARE**<br>➪ Finally, at the Publishing stage, you can share your text with other people.<br>➪ Post it online.<br>➪ Send it in an email or letter.<br>➪ Present it orally to people.<br>➪ Hand it in to a teacher or supervisor.<br>➪ Submit it to a publication or a contest. |

# PRESENTATION SELF-EVALUATION

Fill out the evaluation after giving your presentation. If possible, ask a classmate to record your presentation. Then complete the chart after watching it. Be honest and keep notes of your observations to improve future presentations.

| Criteria | Goals | Self rating 1–4<br>4 Excellent<br>3 Good<br>2 Fair<br>1 Poor | Room for improvement |
|---|---|---|---|
| **ORGANIZATION** | I planned and researched my topic well. | | |
| **PRESENTATION SKILLS** | I incorporated tips from the Presentation Skill box in my preparation. | | |
| **FLOW OF IDEAS** | My ideas flowed logically, and I stayed on topic. | | |
| **PREPAREDNESS** | I was well prepared. It was obvious I had practiced enough. | | |
| **DELIVERY** | I spoke clearly and loudly enough so everyone could easily understand me. | | |
| **BODY LANGUAGE** | I held the audience's attention with varied gestures and eye contact. | | |
| **CONFIDENCE** | I was relaxed and spoke with ease and enthusiasm. | | |
| **VISUAL AIDS** | I incorporated visual aids and used them effectively. | | |
| **TIME** | I spoke within the two-minute time frame. | | |
| **RESPONSE TO AUDIENCE** | I was able to effectively answer questions and respond to comments. | | |

# Audio / Video Scripts

## WELCOME UNIT

### Page 2, Ex. 1B

1. **Student:** Can you repeat the instructions?
   **Teacher:** Sure. Practice the conversation with a partner.
   **Student:** OK.
2. **Student:** Sorry–I still don't get it. Could you explain that a bit more?
   **Teacher:** Of course. Let me give you an example.
3. **Student:** Just to confirm—you're saying we should do this for homework?
   **Teacher:** That's right.
   **Student:** OK. Thanks.
4. **Student:** Can I ask you something? What's the difference between "advice" and "advise"?
   **Teacher:** The first word is a noun and the second is a verb.
5. **Student:** Can you remind me—what's the English word for "barato"?
   **Teacher:** Cheap.
   **Student:** Oh, right. Thanks.
6. **Student:** How do you pronounce this word?
   **Teacher:** Repeat after me: Gorgeous.
   **Student:** Gorgeous.
   **Teacher:** Correct.

## MEET THE PEOPLE OF TSW MEDIA

### Page 4

**Leti:** My name is Leticia Molina, but everyone calls me Leti. I live in Santa Cruz, Bolivia. I'm a photographer. I travel as much as I can. Last year, I visited the Galapagos Islands. The scenery and the wildlife were incredible, and I took the most amazing photos!

**Ed:** Hi! I'm Ed Miller. I live in New York, but I'm originally from Minneapolis, Minnesota. I'm a Copy Writer. I love music, especially classic rock. I'm also into fashion and pop culture, and I'm active on social media. My pop culture vlog as almost 6,000 followers!

**Lan:** Hi! My name is Lan Pham. I'm from Ho Chi Minh City, in Vietnam. I'm an event planner, and I love my job. I enjoy negotiating for good deals. It's like a game for me. Right now, I'm in New York for a big conference. It's fun, but I miss my husband and my daughter.

**Ahmet:** Hi! I'm Ahmet Tanir. I live in New Jersey with my wife and two kids. I'm an illustrator. It's the perfect job for me because I love making art. Lately, I've been trying get healthier–you know, eat better, exercise more, but it's so hard! Especially when people keep bringing donuts into the office!

**Marcos:** Hello. My name is Marcos Alves. I'm from São Paulo, Brazil, and I'm a Market Research Analyst. I married my high school sweetheart, and we have two kids. I enjoy all kinds of sports–well, watching sports, actually. I'm not athletic at all. I'm too clumsy!

**Paula:** My name is Paula Florez. I'm from Mexico City, Mexico, and I'm a Sales Rep. I love meeting up with my friends for dinner and dancing. I travel a lot for work. I especially love coming to New York so I can hang out with Ed and gossip about celebrities.

**Adriana:** 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.

**Kendrick:** Hi. I'm Kendrick Scott and I'm a designer in the Vancouver office. I'm excited to be part of the TSW Global Speaker Program. It's giving me experience with public speaking, which is an important skill for advancing my career.

**David:** 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.

Tracks in gray are audio only.


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# UNIT 1

## Page 6, Ex. 1B

1. A: You're soaked!
   B: I know! It's raining really hard outside and I forgot my umbrella.
2. A: Is it raining hard?
   B: Nah, just barely.
3. A: Ooh, does that hurt?
   B: Yes, it does. I spent too many hours in the sun yesterday.
4. A: It's horrible outside today.
   B: Yeah, it is. I don't mind dry heat, but this is terrible. It feels like the shower room at the gym.
5. A: Ugh. I hate these kinds of days.
   B: I know. It's just gray all day but it never rains.
6. A: What happened to your car?
   B: It was hailing last night. I went out this morning and the window was broken.

## Page 7, Ex. 3B

1. My car got damaged in the storm.
2. This time next week I'll be in Tahiti.
3. My cousins are in town this week.
4. It was freezing here this morning.
5. I've never traveled abroad.
6. It snows a lot in these mountains.

## Page 7, Exs. 4A and 4B

**Marcos:** Hey, Leti. How are you? How was your trip?
**Leti:** It was amazing. Really—so incredible. The people there, the animals, the light… I got the best pictures!
**Marcos:** Cool! What country were you in again?
**Leti:** Botswana.
**Marcos:** Interesting. Was it hot?
**Leti:** Oh man, it was *so* hot. We were out in the sun all day on a safari, taking pictures of animals. A couple of the people in my group got sick from the heat.
**Marcos:** They did?
**Leti:** Yeah, I was lucky. I got a little sunburned, but that's it.
**Marcos:** Was it humid?
**Leti:** No, it was super dry, *except* for the one day when we were all out with our cameras and suddenly it started pouring!
**Marcos:** Oh no! It did? Did your camera get damaged?
**Leti:** No, luckily. I just wrapped it up in my jacket and I ran back to the truck as fast as I could! I got soaked. Completely soaked. But—I saved my camera!
**Marcos:** Wow. I guess that kind of ruined your photo shoot for the day, though.
**Leti:** Not at all! The downpour only lasted fifteen minutes. We just waited it out in the truck.
**Marcos:** Oh, good.
**Leti:** Then the sun came out and pretty soon it was boiling hot again! But the grass was so green and the sky was crystal clear—everything was even more beautiful after the rain.
**Marcos:** Hmm, I don't know, Leti—people getting sick from the heat and getting caught in the rain…. Are you sure you had fun?
**Leti:** It was more than fun, Marcos. It was a dream come true! You should try it sometime.

## Page 7, Ex. 4C

**Leti:** A couple of the people in my group got sick from the heat.
**Marcos:** They did?
**Leti:** Yeah, I was lucky. I got a little sunburned, but that's it.
**Marcos:** Was it humid?
**Leti:** No, it was super dry.

## Page 9, Exs. 4A and 4B

**Marcos:** Wow, it sounds like you had a great trip. I can't wait to see the pictures.
**Leti:** I've got a bunch here on my computer if you want to look at them.
**Marcos:** Definitely!
**Leti:** Well, here's the first elephant I saw.
**Marcos:** Wow, he's enormous!
**Leti:** He's a she, actually. This is her baby.
**Marcos:** Aw, he's so cute!
**Leti:** He's adorable. And *so* intelligent and playful.
**Marcos:** Yeah, they're really social, aren't they?
**Leti:** Incredibly social. Seriously, they're such amazing animals. It's just so obvious that they really care for each other. I love elephants. And here's a–
**Marcos:** A lion?
**Leti:** Very good!
**Marcos:** And I even know that's a male lion.
**Leti:** Yes, it's pretty easy to tell with adult lions. Isn't he gorgeous? He looks so calm, but he's so fierce. I love lions.
**Marcos:** Are there any animals you don't love?
**Leti:** Not really. But I do stay away from hippos!
**Marcos:** Hippos? Really?
**Leti:** They're such dangerous animals. You have no idea. They're very aggressive and believe it or not, they can run almost four times faster than humans.

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**Marcos:** Hmm.

**Leti:** And I'm proud of this one. This was such a difficult picture to get.

**Marcos:** Ugh! A tarantula?

**Leti:** Actually, that's a baboon spider. They're a kind of tarantula. They're such fascinating creatures! This spider can kill a small snake! Or a bird! You don't like spiders, huh?

**Marcos:** I don't even like small spiders! If any spider bigger than this comes into my house, I ask my wife to kill it.

**Leti:** You shouldn't kill spiders! They eat insects. It's good to have spiders around!

**Marcos:** That's what my wife says. She always takes them outside.

**Leti:** Good for her!

**Marcos:** I guess. As long as it's not one of those baboon spiders!

## Page 9, Ex. 4C

**Leti:** Well, here's the first elephant I saw.

**Marcos:** Wow, he's enormous!

**Leti:** He's a she, actually. This is her baby.

**Marcos:** Aw, he's so cute!

**Leti:** He's adorable. And *so* intelligent and playful.

## Page 11, Exs. 3A, 3B, and 3C

What happens when the wolves disappear?

Okay. I'm going to tell you a story. Try to imagine what happens next. You're a farmer, and wolves are stealing your chickens! So, you set traps and all the wolves die off. Problem solved.

But have you created a new problem?

With no wolves around, deer invade the nearby hills. And the deer eat all the hillside plants. So? Who cares? Well, you do. With no plants to hold it, the soil becomes very loose and no longer holds the rain. Instead, storm water races down and floods your field and wipes away your crops. Even though you thought you were a smart farmer, was it worth saving your chickens if it meant losing your whole farm?

So, why share this story? What's the point?

Well, what this story shows us is how every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the result. And although we can't predict the long-term effects of allowing different animals to die off, we *do* know that our planet is stronger when there are many different species of animals and plants. And right now, there are more than 3,000–that's right, *3,000*–endangered species.

I know what you're thinking. One way to save endangered animals is to make sure people don't kill them. Most countries have laws that limit hunting and fishing. Isn't that enough? No. Though hunting laws are great, they're not enough. You see, hunting isn't the only danger that animals face.

Here are a few other dangers–and some creative solutions.

Indonesians are putting tracking collars on elephants. Why do that? Well, when elephants move out of the jungle and into areas where they can cause problems and get hurt, the collars allow people to track them and guide them to a safer place. Clever, right?

Here's another smart idea: a magnetic fish hook. Why magnetic? Surprisingly, it protects sharks. Sharks keep oceans healthy. When people fish, sharks caught by mistake are just thrown away. But, it turns out that sharks hate magnets! So they stay away from magnetic hooks. But what about other fish? It's okay. The hooks don't bother the fish people want for food. So, everyone wins. Well, except for the fish, of course.

Here's another problem and another idea. Imagine the Costa Rican jungle. Countless monkeys live there. One day, *zoom*, a new highway cuts through the jungle and, suddenly, the monkeys are getting hit by cars. What should we do? Here's a solution that I love: monkey bridges. Overhead ropes hang over the road so happy monkeys can swing safely across. Brilliant!

You want to hear another idea? Let's start with the problem. In Japan, turtles were getting stuck crossing the railroad tracks. Now, turtle tunnels let them go *under* the rails. Cool, huh?

Okay, smart collars, magnetic hooks, monkey bridges, turtle tunnels. What do you think a bee highway is? This is incredible. In Oslo, the capital of Norway, too many tall buildings meant bees were disappearing in the city. So they started creating a bee highway, made up of rooftop flower gardens and shelters that help bees survive as they travel across the city. Genius.

So, it's clear that with a little bit of effort and creativity, we *can* protect wildlife, but we need to do a lot more of it. Not all of the animals we need to save are big and beautiful like wolves and elephants. Some are tiny, or ugly, and some are even dangerous. But every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the results.

## Page 16, Exs. 1A and 1B

One of my favorite endangered species is the gray whale. I admire their unusual combination of power and peacefulness. They're extremely strong, but they don't attack other animals like some whales do.

I'm especially impressed by the size of these gentle giants. They're about 15 meters—or about 50 feet—long. That's as long as a bus. They can weigh up to 40 tons, which is as much as eight


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elephants. But don't be afraid. Even though they're enormous, they're not aggressive at all. They're actually playful and they're so friendly that they sometimes swim up to people on boats and let them touch their heads.

Gray whales live in the Pacific Ocean. The population of gray whales has increased in some areas, but they're endangered in others. For example, a large population used to exist near Japan and Russia, but now that part of the ocean has less than 100 of them left.

One of the most common dangers to gray whales is whalers, who hunt and kill whales. Other threats are large ships and fishing boats that injure them, and dangerous chemicals that get put into the ocean and make them sick.

Fortunately, several organizations are working to make the ocean safer for gray whales. They're trying to make whale hunting illegal in more countries, and they're trying to pass laws to protect whales from chemicals. I hope that environmental groups and scientists will continue working to make it possible for these amazing animals to survive. Thank you.

# UNIT 2

### Page 19, Exs. 4A and 4B

**Ed:** Hey Leti! I heard you had a great trip.

**Leti:** I did! But how are things around here? Anything exciting happen while I was gone?

**Ed:** Well, I heard that Pam, from the social media team, is leaving.

**Leti:** That doesn't surprise me at all. I talked to her a couple of months ago and she said she was applying to law schools.

**Ed:** Law schools? Wow, that's a big change from working in social media!

**Leti:** Well, she said she'd always wanted to be a lawyer. She'd expected this to be a short-term position—you know, a place to work while she saved up money for law school. But then she got a promotion to a permanent position, so she stayed.

**Ed:** Huh. Good for her. That's a big move.

**Leti:** Well, like my dad always says, "You can't succeed if you don't try."

**Ed:** True. Hey, do you know how she got onto the social media team here? Like, what kind of experience she had?

**Leti:** Well, She knew a lot about it. She said she had been a very active social media user for years.

**Ed:** So am I!

**Leti:** It sounds like you're interested in applying for Pam's job.

**Ed:** Maybe, but I don't even what kind of candidate they're looking for.

**Leti:** Well, when Pam started here, the company was expanding its social media operations, and she volunteered to help and got involved with some of the new projects.

**Ed:** Lucky her!

**Leti:** Yeah, she started out by helping the social media team and learning about their work. Then she eventually joined the team full time.

**Ed:** Well, I've done some writing for the team, so I definitely know what's involved.

**Leti:** Well, go for it, then! Mary is in charge of hiring. You should go talk to her—see if you can get some information about the job description.

**Ed:** Yeah… that's a good idea. I think I will.

**Leti:** You know what my dad always says–

**Leti and Ed:** You can't succeed if you don't try.

**Ed:** Well, your dad is a wise man. Thank you for your help. I'm going to go talk to Mary.

### Page 19, Ex. 4C

**Leti:** I talked to her a couple of months ago and she said she was applying to law schools.

**Ed:** Law schools? Wow, that's a big change from working in social media!

**Leti:** Well, she said she'd always wanted to be a lawyer.

### Page 20, Ex. 1B.

1. If you look at my website, you'll see that I have a *lot* of design ideas, and they aren't the same ones you see every day.
2. My former employers will tell you that I always get my work done on time and I almost never miss a day of work.
3. Sometimes it seems like customers have too much information to fit into a nice design, but I can usually find a way to do it.
4. I understand the importance of explaining my ideas clearly to customers so there are no misunderstandings. And I'm very good at it!
5. I've used all of the latest software. I always try to keep up-to-date.
6. I love my job and I enjoy working with people. I don't let problems get me down or make me angry.

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## Page 21, Exs. 4A and 4B

**Ed:** Mary? Can I talk to you for a minute?
**Mary:** Sure! What's up?
**Ed:** Well, I heard that Pam is leaving…
**Mary:** News travels fast around here, doesn't it?
**Ed:** Yeah, it does. So this means you have an opening for a Social Media Specialist now, right? I might be interested in joining the team.
**Mary:** I didn't know you were interested in social media, Ed. You're such a good copy writer.
**Ed:** Thanks! I like writing, but I'm interested in a job with more variety. So, what kind of candidate are you looking for?
**Mary:** Well, let's see. The person I'm looking for is creative. We want to hear a lot of good, new ideas.
**Ed:** Of course.
**Mary:** And obviously we want someone who has excellent communication skills.
**Ed:** OK. Well, I *am* a writer
**Mary:** Good point. This job involves a lot of teamwork. And you'll need to manage freelancers, so leadership skills are very important.
**Ed:** I can do that. So, what kind of technical skills are you looking for?
**Mary:** We need someone who can create and edit images, and of course the Social Media Specialist needs to be familiar with all of the main social media platforms,
**Ed:** Well, that's definitely me! I have almost 10,000 followers on different platforms.
**Mary:** You do?! How did you get so many followers?
**Ed:** I just… I make a lot of jokes about pop culture—you know, music, movies, fashion…
**Mary:** Wow, that's great! I had no idea. But Ed, we *are* looking for someone who has done social media for a company or an organization.
**Ed:** Well, I've never done it as a *job*, but in college I ran social media for the radio station and for a couple of clubs I was involved with.
**Mary:** Well, that's close to what we're looking for.
**Ed:** And I have a website where I've linked all of my current social media accounts and described my past projects.
**Mary:** Oh, I'd love to see your website! That would be helpful.
**Ed:** Great! I'll send you the link.
**Mary:** Now, there is an advertisement for this position that I'm going to post on Monday. And I'm sure we'll be interviewing several candidates.
**Ed:** I understand.
**Mary:** But I encourage you to apply, Ed. I'm glad you came to talk to me.
**Ed:** Me too! Thanks, Mary.

## Page 21, Ex. 4C

**Ed:** So, what kind of candidate are you looking for?
**Mary:** Well, let's see. The person I'm looking for is creative. We want to hear a lot of good, new ideas.
**Ed:** Of course.
**Mary:** And obviously we want someone who has excellent communication skills.

## Page 23, Exs. 3A, 3B, and 3C

The Future of Work

When banks in the U.S. started using ATMs in the 1970s, many people predicted that the automated teller machine would mean the end of the human bank teller. And, for a little while, it looked like they were right! Tellers *did* lose their jobs in great numbers. But then something unexpected happened. The banks discovered that having fewer employees made it cheaper to run a bank branch. So, what did the banks do? They opened more bank branches. In the end, the number of people working as bank tellers actually increased.

This is a technology story that has been repeated over and over. Yes, automation has destroyed jobs, but it's also created them, often in unexpected ways.

So the question is, will future technologies also create jobs? Or are we facing a future without work? You've probably already heard a lot about how technology steals jobs, so I thought I'd talk to you about the other side of story.

Machines have been replacing humans in factories for decades. More recently, computers have been replacing store clerks because so many people are now shopping online. And self-driving vehicles? They're on their way to eliminating millions of driving jobs. Even doctors and financial managers are finding that many of the tasks they once did can now be done by machines and intelligent software.

However, all of this automation is also producing jobs.

Think about it. As we increase automation, there is a huge demand for programmers, technicians, and engineers to design and repair the new machines. Those jobs require education. Therefore, we'll see more work for teachers, trainers, and all of the people who work at universities and training centers—everyone from accountants to


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landscapers. And I have no doubt that technology will lead to other new jobs that we can't even imagine yet.

We can make some predictions about how automation will affect a particular industry, but there's also a more general effect on the economy. Basically, it makes things cheaper. Automation in factories–you know, I'm thinking of robots–has made essential goods less expensive, so more people can buy the things they need. Cheap production of clothing, household goods and building materials has improved the lives of millions of people. And, for some people, paying less for necessities has meant more spending on all kinds of other things, like vacations and dinners at restaurants. Cheaper manufacturing also means cheaper electronics, such as computers and phones, so people will replace those things more often. All this spending means jobs, jobs, jobs. Technology may have changed the way we work, but most people are still employed.

So the next time you hear someone complaining that automation is killing jobs, remind them that it is also creating jobs and making our lives better. We don't need to fear the robots. They do difficult and dangerous work for us, and they have allowed us to have more leisure time and to live longer and healthier lives.

### Page 28, Exs. 1A and 1B

When I was growing up, I dreamed of becoming an astronomer and studying the stars. I loved being outside, staring up at the sky, and admiring the moon. I was amazed by how many stars there were.

Astronomy seemed like an ideal career for me because math and science were my favorite subjects. I'd also be good at it because I'm a night owl who likes staying up late.

My grandfather is the one who introduced me to astronomy. He gave me my first telescope. It was difficult for me to use the telescope at first, but he was very patient, and he taught me how to set it up and focus it. After some practice, I eventually learned to be independent and was able to see all kinds of things in the sky.

Some friends didn't understand why I enjoyed spending time outside in the dark searching for objects in space; they said it would be easier to look at photographs on the internet. For me, though, it was exciting to use my own telescope to find mountains on the moon, the Orion Nebula, and the rings around Saturn.

I'm not sure that I'll pursue a career in astronomy, but looking at the universe through my telescope will always be one of my favorite hobbies.

## UNIT 3

### Page 30, Ex. 1B.

1. The runners are close, but Kelly Peterson is pulling ahead. Yes, I think she's got it—and yes! Kelly Peterson crosses the finish line first with Janet Corey right behind her in second place!
2. A: Let's go on the Ferris wheel!
   B: No! Too scary. I don't like heights. Let's go on the merry-go-round.
   A: Seriously? That's a kid's ride!
3. (SFX: a concert, live music and a crowd)
4. A: Oh, this is a strange painting. What is it?
   B: I think it's a tiger. See the orange and black? And there are the eyes…
   A: Hmm I don't know… It might be a pumpkin and some flowers.
5. Ladies and gentlemen, this is my lovely assistant, Eva. Look closely, because I'm about to make her disappear!
6. And the winner is this beautiful creation of chocolate, caramel and vanilla with fresh banana slices. All of our judges said it tastes as good as it looks!
7. A: Where should we go first?
   B: Let's try the pizza!
   A: Pizza? With all these choices? Let's try something different! How about the fish tacos?
8. (SFX: Fireworks)

### Page 31, Exs. 4A and 4B

**Paula:** Hey Ed, what are you up to this weekend?
**Ed:** Oh, well, tonight I'm going to go see The Stardust!
**Paula:** The who?
**Ed:** The Stardust. They play David Bowie music and the singer sounds just like David Bowie.
**Paula:** Really?
**Ed:** Yeah. They're playing at the City-Wide Festival.
**Paula:** Huh… I didn't know you liked David Bowie's music.
**Ed:** Oh, I love it. I never got to see the real David Bowie, but I always wanted to. He was one of the greatest musicians of all time!
**Paula:** Well, it sounds like a fun concert. So what else is happening at the festival?
**Ed:** Oh, lots of stuff. There's a carnival, events for kids, magic shows, puppet shows, a food fair on Fifth Avenue. You can try food from 20 different countries!

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**Paula:** A food fair? Now, *that* sounds like something I'd like.

**Ed:** A lot of great restaurants have booths there this year–The Bistro, Antoine's, Calypso….

**Paula:** Calypso is supposed to be one of the best restaurants in New York!

**Ed:** Is it? I've never eaten there.

**Paula:** Yeah. I haven't been to that many restaurants here, but I ate there the last time I was in town. I've wanted to go back ever since. It was one of the most delicious meals I've ever had.

**Ed:** Hmm. I should go by the food fair and check out Calypso's booth.

**Paula:** Oh, you should. Seriously, their food is *so* good.

**Ed:** Hey, why don't you come with me?

**Paula:** Sounds fun, but… I don't know. When is it?

**Ed:** The festival starts tonight and goes through Sunday afternoon.

**Paula:** It's just… I'd love to go, but I've got a mountain of work to get through before I head back to Mexico.

**Ed:** Aw, come on, Paula, we've got to hang out while you're in town. Besides, you can't work all the time! It's not good for you!

**Paula:** Well… I guess I could take off one night for the food fair. I mean, I do have to eat, right?

## Page 31, Ex. 4C

**Paula:** Calypso is supposed to be one of the best restaurants in New York!

**Ed:** Is it? I've never eaten there.

**Paula:** Yeah. I haven't been to that many restaurants here, but I ate there last time I was in town. I've wanted to go back ever since. It was one of the most delicious meals I've ever had.

## Page 33, Exs. 4A and 4B

**Paula:** Hi. How's it going?

**Ed:** I'm *so* tired. I stayed up all night binge-watching the third season of Circle of Kings.

**Paula:** Ooh, for the first time? I streamed it all as soon as it came out.

**Ed:** Yeah, I hadn't gotten around to it yet. It was great!

**Paula:** I know! Wasn't the season finale amazing?

**Ed:** It was! And now I'm dying for Season 4 to come out. I need to know if Alan Storm is going to live!

**Paula:** I know, though honestly he's one of my least favorite characters. Don't you think the actor is kind of annoying?

**Ed:** Actually, I like him. I mean, he doesn't have to *do* much–just be handsome and look angry all the time.

**Paula:** You've got a point. Maybe it's the writers' fault that I don't like him.

**Ed:** Yeah, maybe.

**Paula:** You know, I don't think the writing has been as good this season. The plot is getting so confusing, and they keep introducing all these new minor characters.

**Ed:** I know! I have to watch with my phone in my hand just so I can look things up "Uh… who is this guy?"

**Paula:** Me too, but don't you love Princess Kaliya?

**Ed:** Oh, yeah—she's fantastic. I mean, when she fought all those guys in the forest.

**Paula:** I know! That was the best! Didn't you love her little smile after she had beaten them all?

**Ed:** So good.

**Paula:** They'd better not kill her off or I'm going to be furious. She's my favorite character.

**Ed:** Well, we know she's going to play a big role in the next season. I mean in the trailer, she was–

**Paula:** No, no! Don't tell me! I haven't seen the trailer. I don't like spoilers.

**Ed:** Oh, come on. It's just a trailer! It doesn't tell you anything important. And aren't you just a little bit curious?

**Paula:** Of course I am! But I want to be surprised!

**Ed:** OK, well, I have the trailer right here.

**Paula:** Ugh… OK, I'll watch it. Now I need to know!

## Page 33, Ex. 4C

**Paula:** Wasn't the season finale amazing?

**Ed:** It was! And now I'm dying for Season 4 to come out. I need to know if Alan Storm is going to live!

**Paula:** I know, though honestly he's one of my least favorite characters. Don't you think the actor is kind of annoying?

**Ed:** Actually, I like him.

## Page 35, Exs. 3A, 3B, and 3C

The Random Life

Let me ask you a question. Have you ever felt like you were stuck? Like you needed some change in your life, but you weren't sure *how* to change it? A guy named Max Hawkins did. He's a computer programmer who chose an unusually creative way to get unstuck.


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A few years ago, Max had what most people would say was an extremely nice life. He had a great job, good friends, and a beautiful home. What more could you want? But Max just wasn't satisfied. He felt like he was always doing the same things, hanging out with the same people, and missing out on interesting experiences. He felt like he was living in a bubble. So he decided to use his programming experience to do something amazing. He started developing apps to choose where he would go and what he would do at random.

What?

Seriously, first, he changed his ride-sharing app so that he could call for a car and have it take him to a random point, but still close to his destination. He created another app to find random public events. It might be a yoga class or a networking event or even a party at someone's house. Whatever event the app chose, he would go there. Was he nervous that people wouldn't welcome him at their events? Of course! But he usually found that people were friendly and amazed at how he ended up there. Sure, some of the events weren't that exciting, but some of them were incredibly interesting. And all were things he wouldn't have thought to try on his own.

What came next?

Eventually, Max wanted to see the world. No surprise, he developed an app to choose places to travel. He added price controls so the app wouldn't send him places he couldn't afford, but then he let it choose locations for him all over the world. He went to Vietnam, Germany, India, the United Arab Emirates, Slovenia–the list goes on. But these weren't just weekend visits. Once the app chose a place, Max lived there for a month and, while there, his other apps told him how to spend his time: which events to attend, which restaurants to eat at, and which places to visit. Imagine! He ended up at a political rally in Berlin and a cat café in Thailand. Are those places you would have thought of going on your own?

Two years went by. Max found the apps opened his mind to new experiences and to new people. Really, it gave him a whole new understanding of the world.

Now, maybe the rest of us don't have the time or the money to travel the globe, but I think we could still learn a thing or two from Max Hawkins about trying new things and getting out of our comfort zone. It is surprisingly easy to get stuck in your own bubble and finding our way out once in a while is an excellent idea.

### Page 40, Exs. 1A and 1B

In Spain, at the end of every summer, a small town named Buñol holds a huge tomato festival called the Tomatina. People from all over the world—mostly people around my age—try to get tickets so they can be part of this festival.

Do they have a competition to see who has grown the largest tomato? No.

Do they have a cooking contest with the tomatoes? No.

So, what do they do?

Well, about 20,000 people buy tickets and travel to this little town in Spain to throw tomatoes. At each other! For an hour!

They wait on crowded streets for very large trucks to bring more than 150 tons of tomatoes. That's a lot of tomatoes. They weigh as much as 30 elephants! The giant tomato fight lasts from 11 A.M. until noon. The participants, buildings, and streets turn bright red from the tomatoes getting crushed against them.

The piles of tomatoes are so deep that they cover people's feet.

Personally, I don't like the idea of being hit by pieces of flying food and getting soaked with tomato juice. However, if you're looking for a way to get out of your bubble and decide to go to the Tomatina, I can offer a few recommendations.

First, wear old clothes, and wear shoes that won't fall off. Also, to protect your eyes, wear goggles. After the tomato fight is over, you can let one of the fire trucks spray water on you when they are cleaning the streets, or you can walk over to the river to rinse off there. Last, be sure not to miss the festival's parade and fireworks. Have fun!

## UNIT 4

### Page 43, Exs. 4A and 4B

**Ahmet:** Hey, Lan. Are you working through lunch?

**Lan:** Oh, no. I'm not working. I have to get a gift for a friend, and I'm trying to figure out what to get her.

**Ahmet:** Is she in the States?

**Lan:** Yeah, that's why I want to get it while I'm here—so I don't have to pay shipping from Vietnam.

**Ahmet:** That makes sense. Do you have any idea what she wants?

**Lan:** No! That's the problem!

**Ahmet:** I see. You could try checking for a public wish list. Some people have one.

**Lan:** What do you mean?

**Ahmet:** Here, look. "Find wish lists." Click there. There should be a place where you can put in her email address to see if she has a public list of the things she wants.

**Lan:** Really? Oh, I see… No, she doesn't have one.

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**Ahmet:** Oh well, it was worth a try.
**Lan:** I don't know what to get her.
**Ahmet:** What kinds of things does she like?
**Lan:** She loves rock climbing, but I don't know anything about that.
**Ahmet:** Rock climbing? I know! Why don't you do a search for "gifts for rock climbers."
**Lan:** Great idea! OK. So here, have a look. What do you think of this mug?
**Ahmet:** I like that! It looks cool. It's pretty expensive, though. I usually buy what's on sale.
**Lan:** Oh, me too! I never pay full price for anything. But, you know, it's my friend's birthday. I can't tell her to wait for the sale!
**Ahmet:** Good point. You might want to try looking for a coupon code. There may be one somewhere.
**Lan:** Oh, good tip! You're just full of good shopping ideas, aren't you?
**Ahmet:** What can I say? I'm a man of many talents.

## Page 43, Ex. 4C

**Lan:** I have to get a gift for a friend, and I'm trying to figure out what to get her.
**Ahmet:** Is she in the States?
**Lan:** Yeah, that's why I want to get it while I'm here—so I don't have to pay shipping from Vietnam.
**Ahmet:** That makes sense. Do you have any idea what she wants?
**Lan:** No! That's the problem!
**Ahmet:** I see. You could try checking for a public wish list.

## Page 44, Ex. 1B

1. Ugh, this blouse is too big. I'm going to need to return it.
2. **A:** These pants are too small. Do you think I could get a larger size?
   **B:** Yes, no problem at all.
3. Excuse me, how much is this skirt? I don't see a price anywhere.
4. **A:** I'd like to return this lamp.
   **B:** No problem. Can I ask why you're returning it?
   **A:** Oh, I just decided I don't really need it.
5. **A:** Do you think I could just get my money back?
   **B:** I'm sorry. I can't do that. It's against store policy to return cash.
6. **A:** See? There are three items here. But I only bought two.
   **B:** Oh, I'm so sorry. I guess the cashier made a mistake.

## Page 45, Ex 3C

exam
except
executive
exist
experience
extreme

## Page 45, Exs. 4A and 4B

**Lan:** Hi. I was wondering if I could return this watch. I bought it here a couple of days ago.
**Sales associate:** That shouldn't be any problem. Is it defective?
**Lan:** No, no. I just… I just changed my mind about it.
**Sales associate:** OK. Do you have your receipt?
**Lan:** Yeah, I do And the tags are still attached.
**Sales associate:** Hmm, unfortunately, you bought this during our red tag sale, and that means all sales are final.
**Lan:** Well, do you think I could just exchange it? Or get a store credit?
**Sales associate:** I don't think so. It's store policy.
**Lan:** Are you sure? I bought a lot of things here that day. Do you think you could make an exception?
**Sales associate:** Well… I'm not allowed to, but I can ask my manager.
**Lan:** That would be great!
**Sales associate:** OK, just a minute.
**Sales associate:** OK. My manager said that you can have a store credit.
**Lan:** That's great, thank you so much!
**Sales associate:** Here you go. Your credit is on the card.
**Lan:** Fantastic!
**Sales associate:** And there's no expiration date, so you can use it at any time.
**Lan:** Oh, I'm going to use it right now.
**Sales associate:** Perfect. Thanks for shopping at RJ's. Have a nice day.
**Lan:** You too.

## Page 45, Ex. 4C

**Lan:** Hi. I was wondering if I could return this watch. I bought it here a couple of days ago.
**Sales associate:** That shouldn't be any problem. Is it defective?
**Lan:** No, no. I just… I just changed my mind about it.
**Sales associate:** OK. Do you have your receipt?
**Lan:** Yeah, I do. And the tags are still attached.


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**Sales associate:** Hmm, unfortunately, you bought this during our red tag sale, and that means all sales are final.

**Lan:** Well, do you think I could just exchange it? Or get a store credit?

## Page 47, Exs. 3A, 3B, and 3C

Men, Women, and Shopping

They say, "Men like to buy. Women like to shop." What exactly does that mean? Do you believe it? Generally, could it be true?

Well, we can look at market research that has shown that men are usually more goal-oriented, meaning they focus on making a specific purchase when shopping. They need a product, they go to the store, they find it, they buy it, end of story. In general, research shows that men shop because they need to, and many don't enjoy it.

Women, however, are more likely to enjoy the experience of shopping, searching out the perfect item. It's also a social activity. Many women get together with friends to go shopping, whereas men more often shop alone. And who knows, perhaps because they enjoy the shopping process, women are more particular, are more willing to spend time looking for deals, and more likely to use coupons to save money. Here's another thing:women are more likely to make impulse purchases, that is, to buy something they hadn't planned on buying.

Of course I'm not describing everyone; there have always been men who love to shop and women who hate it. But we can make these generalizations because market research surveys confirm them. However, when we begin to talk about *why* differences between men and women exist, there's a lot more disagreement.

Some suggest that differences in female and male brains cause differences in shopping habits. Brain scans seem to confirm this. But it's hard to make a connection between a laboratory brain scan and people's actions in the real world. Some psychologists have said that the differences between men and women's shopping habits are explained by our history of hunting and gathering. There was a time when women searched for edible plants, while men focused on finding and killing animals and getting home before the meat went bad. The idea is that these ancient behaviors still influence us today. Does that make sense? How true does that sound to you?

What we can agree on is that no matter what the brain scans say or what our ancestors did, traditional habits appear to be changing. Researchers say that male shoppers, aged 18 to 24, behave differently than older males. Online, for example, while older men are more likely to quickly search for a specific item, younger men prefer to browse around the internet, often shopping for fun. This behavior is also true in the real world—younger men enjoy shopping more than older men do, and they are more likely to go shopping with friends. In addition, male shoppers are becoming more particular, for example, reading detailed product descriptions and customer reviews before making a purchase.

It's likely shopping habits will continue to change. So, will market researchers still identify differences between male and female shoppers 20 years from now? And if our behaviors change, will our brain scans change as well? Ask me in 20 years.

## Page 52, Exs. 1A and 1B

I've decided to open a store called Chain Reaction. It's called Chain Reaction because it will be a bicycle store. The chain is what you call the metal links connecting the pedals to the back wheel, which make the bike move. It's also called Chain Reaction for another reason.

A *chain reaction* is when one thing happens, and then another thing happens as a result. I think having bicycles can cause a chain reaction that leads to several positive effects. For example, one of the main reasons I want to sell bikes is that they can make people want to do more exercise. Then, as a result of getting more exercise, people will get healthier. It's a chain reaction!

My store will have bicycles for everyone! Do you remember when you learned how to ride a bike? How exciting it was? Maybe you felt the wind on your face, and you felt like you were flying. Chain Reaction will help parents provide that experience for their children. Other people might be looking for a bicycle to ride themselves on the weekends or even to race in competitions. I'll have bikes for them too.

To attract customers when I first open the store, Chain Reaction will offer coupon codes online. The store is also going to provide free events to the community, like classes about bicycle maintenance and safety.

And for people who enjoy cycling with a group, Chain Reaction will organize weekly bike rides around the city.

To make sure my customers receive quality service, they will always get personal attention in my store. There will be helpful employees to answer their questions and fix their bicycles quickly. If a customer is not completely satisfied with a purchase, our store policy will always make returns and exchanges easy so customers stay happy.

Whether you're searching for your first bicycle or your fifth, I hope you'll shop at Chain Reaction. Thank you.

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# UNIT 5

## Page 54, Ex. 1B

1. Try going to the park every day. Walk around among the trees. Listen to the birds. You'll find it's very relaxing.
2. It's really bad for you. It's very high in calories, it's bad for your teeth, and it has no nutritional value at all!
3. To get started, try taking the stairs instead of the elevator. Walk to work instead of taking the bus, or do a quick run around your block when you get home in the afternoon.
4. Find a quiet place. Relax your body, but don't fall asleep. Take long, slow breaths. Let other thoughts go away as you focus on your breathing.
5. If you're tired during the day, you're probably not getting enough. Try to get in bed at least eight hours before you need to wake up the next day.
6. Most of your diet should be fresh vegetables and fruit. Try to avoid things that come in cans or packages.
7. A doctor may notice problems before you do, so you should visit your doctor regularly, not just when you're sick.
8. Most people should have around eight glasses a day. You may not notice that you're thirsty, but it's still very important that you get enough.

## Page 55, Exs. 4A and 4B

**Lan:** Ooh! Donuts! Who brought those?
**Ahmet:** Marcos. Wouldn't you know, I was going to start my diet this week, but then he brought these in.
**Lan:** Ah, one donut isn't going to hurt you.
**Ahmet:** I ate two.
**Lan:** But why are you starting a diet?
**Ahmet:** Well, it's mostly about health. I eat too much sugar and I don't exercise enough.
**Lan:** I have the same problem. I need to get more exercise, too. My hotel has a really nice gym. I was planning on going there every day, but I've been here for a week and I haven't gone once!
**Ahmet:** Do you belong to a gym at home?
**Lan:** No. I go to yoga classes sometimes, not as often as I should. I'm just so busy all the time.
**Ahmet:** I know what you mean. I was thinking about joining the gym near my house, but by the time I get home from work, I'm always too tired to go.
**Lan:** Why don't you join one around here? You could bring your gym clothes to work and go at lunchtime.
**Ahmet:** That's a good idea. I might do that. Want some water?
**Lan:** Yeah, thanks. That's also on my health resolutions list. I need to drink more water instead of so much coffee.
**Ahmet:** I'm the same way. Especially when it's cold outside. My wife is really good about it. She fills up a big bottle in the morning and makes sure she finishes it by the end of the day.
**Lan:** Oh, that's a good idea.
**Ahmet:** Yeah… I was going to do it too, but…
**Lan:** I know… it's so hard to get into a new routine! Well, I should get going. I'm flying back to Vietnam tonight.
**Ahmet:** You are? Well, have a good flight! I hope you get lots of sleep.
**Lan:** I never sleep well on airplanes. I'll be lucky if I get two hours.
**Ahmet:** Oh, that's too bad.
**Lan:** Yeah… That's *another* one of my health resolutions, actually, even when I'm not on a plane, I need to get more sleep.
**Ahmet:** Oh, not me. I get eight hours every night. I'd say sleeping is one thing I'm really good at.

## Page 55, Ex. 4C

**Lan:** My hotel has a really nice gym. I was planning on going there every day, but I've been here for a week and I haven't gone once!
**Ahmet:** Do you belong to a gym at home?
**Lan:** No. I go to yoga classes sometimes, not as often as I should. I'm just so busy all the time.
**Ahmet:** I know what you mean. I was thinking about joining the gym near my house, but by the time I get home from work, I'm always too tired to go.

## Page 57, Ex. 3C

1. **A:** Jack couldn't finish the race.
   **B:** Neither could I.
2. **A:** I've never broken a bone.
   **B:** Neither have I.
3. **A:** I can run pretty fast.
   **B:** So can I.

## Page 57, Exs. 4A and 4B

**Marcos:** Hi Ahmet.
**Ahmet:** Hey Marcos. What's up?
**Marcos:** I saw this flyer about a Fun Run.
**Ahmet:** Oh yeah, that's this weekend.


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**Marcos:** Is it a race?
**Ahmet:** Well, no, not really. It's just for fun. We run as a team to raise money for the Children's Hospital.
**Marcos:** That's great! I like the idea of raising money for charity.
**Ahmet:** Yeah, so do I. And everyone has a good time.
**Marcos:** Is everybody going?
**Ahmet:** A lot of people are. Do you want to do it? I think you can still register.
**Marcos:** Hmm. I don't know. I'm not in very good shape right now. I haven't been working out much lately.
**Ahmet:** Neither have I! And I –
**Marcos:** And besides that, my back is really sore.
**Ahmet:** Oh? What happened? Did you hurt yourself?
**Marcos:** Yeah. I picked up a really heavy box yesterday. And you know, I did it the right way–I bent my knees and everything–but somehow I think I pulled a muscle in my back. It's really sore.
**Ahmet:** Ouch.
**Marcos:** So I guess I can't do the Fun Run.
**Ahmet:** Well, I can't either.
**Marcos:** Oh, no! What happened to you?
**Ahmet:** I fell during a practice run and broke my ankle. It got really swollen, and was so painful.
**Marcos:** Oh, man, that's too bad.
**Ahmet:** I know. I was looking forward to the run. But I am going—to cheer them on! I can at least do that!
**Marcos:** I can, too! That's a great idea!

## Page 57, Ex. 4C

**Marcos:** So I guess I can't do the Fun Run.
**Ahmet:** Well, I can't either.
**Marcos:** Oh, no! What happened to you?
**Ahmet:** I fell during a practice run and broke my ankle. It got really swollen, and was so painful.
**Marcos:** Oh, man, that's too bad.
**Ahmet:** I know. I was looking forward to the run. But I am going—to cheer them on! I can at least do that!
**Marcos:** I can, too! That's a great idea!

## Page 59, Exs. 3A, 3B, and 3C

Getting a Good Night's Sleep

Do you find yourself dozing off in the afternoon when you should be working? Do you keep hitting the snooze button when your alarm rings in the morning?

If your answers are *yes* and *yes*, chances are you don't sleep enough.

Maybe you intend to go to bed early, but end up watching TV until late. Or you mean to get up at seven, but instead you wake up at six and start worrying about how tired you'll soon be.

Lack of sleep is a big problem nowadays, and can be much worse than just falling asleep at work. People who don't sleep enough have trouble concentrating. They're also more likely to get colds or the flu, more likely to get depressed, and to be overweight. They may take longer to recover from illnesses and have higher risks of diabetes and heart disease. Believe me, not sleeping enough is a problem you need to fix.

"But how?" you ask. Listen closely. I'll share seven ways you can get a better night's sleep.

First, no electronics. Turn off your TV, your computer, and your phone. Your body is programmed to sleep in darkness. And light, especially the blue light on many electronics, disturbs your rest, even if you're not looking directly at it. Of course, actually looking at your devices—for example, checking the time or checking your messages when you should be sleeping—is even worse.

Second, avoid naps. Instead, take a short walk, drink a big glass of water, or call a friend. If you have to nap, do it early in the day and for no longer than 20 minutes. Napping later, or for too long, impacts your sleep at bedtime.

Third, get comfortable in bed. Buy a good pillow that supports your neck—not too thin or too thick. And don't sleep on your stomach; it twists your neck. If you have back pain, try a pillow under your knees or between your legs. It helps keep your back straight.

Fourth, about an hour before bed, relax your mind and your body. Keep the lights low, listen to relaxing music, take a warm bath, or read something calming. Put aside your problems and worries before even going into your bedroom.

Fifth, watch what you eat and drink. Avoid heavy meals before bed. A full stomach can keep you awake. Coffee in the morning is fine, but not in the afternoon or evening.

Sixth, exercise. You know exercise is good for you in so many different ways, and now you can add a better night's sleep to the list. However, the extra energy you can get from working out can keep you awake if you exercise too close to bedtime. Work out in the morning, or at least three hours before bed.

Finally, the seventh point may be the hardest one: keep a regular schedule. Plan to wake up and go to bed around the same time every day. When your body gets used to the schedule, falling asleep will come naturally.

So, there you have it: seven ways to get a better night's sleep. If you're not getting enough sleep,

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start following this advice immediately. You'll be healthier and happier, your mind will be clearer, and you won't fall asleep at work!

### Page 64, Exs. 1A and 1B

Who doesn't hate being sick or in pain? I know I don't like it, and you probably don't either. When I don't feel well, I'll try almost anything to recover as soon as possible. Of course, you need to see a doctor for serious problems, like broken bones. For minor problems, though, you can try simple home remedies.

One problem that I've used a home remedy for is a sunburn after spending too much time at the beach. I rubbed the liquid from an aloe vera plant on my sunburn, and it really was really soothing! You've probably seen the aloe vera plant; it looks like a cactus with long, green, pointed leaves, and the liquid from this plant can be very helpful. Aloe vera is the most common ingredient in treatments for sunburn sold in stores, so I felt comfortable doing this myself.

I've heard a home remedy for minor aches and pains. If you have a pulled muscle, a sore back, or swollen ankles, you can try Epsom salts, which have minerals that can help your muscles to feel better. You put about 200 grams, or two cups, in a bath. You soak for 15 minutes to help with any aches you have. I haven't done this yet, but I would try it because it sounds relaxing.

There are also several home remedies for colds. One of these remedies is putting an onion on your foot underneath a sock and sleeping with it there. This is an interesting idea, but it sounds uncomfortable, and I don't want my feet to smell like onions. I'd rather have some hot tea or chicken soup. I don't think I'll try this suggestion.

Last, if you're feeling exhausted but have trouble falling asleep at bedtime, try a cup of warm milk. Even if that home remedy doesn't help you fall asleep, at least it's good for your bones. Thank you.

## UNIT 6

### Page 67, Exs. 4A and 4B

**Marcos:** I watched this amazing show on TV last night, *Crimes of the Century*? Have you seen it?

**Leti:** No. I don't like violence.

**Marcos:** Well, neither do I, but they're not all about violent crimes. Last night's episode was about a bank robbery. It was pretty amazing!

**Leti:** What was so amazing about it?

**Marcos:** Well, when the bank employees came to work Monday morning, they didn't even know there had been a robbery. Everything seemed fine—then they opened the vault, and it was completely empty!

**Leti:** What? How is that possible? Didn't they have alarms?

**Marcos:** They did, but the robbers had kidnapped a guard and forced him to turn off the alarm on Friday night.

**Leti:** Oh no, did they hurt the guard?

**Marcos:** No, no, no. The guard was ok. He said they kept him tied up at the bank all weekend while they robbed it.

**Leti:** OK, good.

**Marcos:** But wait, it gets better! So this gang of robbers had spent six months pretending to be landscapers on a property near the bank and, during that time, they had dug a tunnel from the property all the way under the street to the bank vault.

**Leti:** A tunnel? Really?

**Marcos:** Yes, and because of the tunnel, they were able to spend the whole weekend slowly taking everything out of the vault. They got millions.

**Leti:** Wow. So did they ever get caught?

**Marcos:** One of them did. You're not going to believe how he finally got caught.

**Leti:** I can't wait to hear! Let me grab my lunch and then you can tell me about it.

### Page 67, Ex. 4C

**Marcos:** Well, when the bank employees came to work Monday morning, they didn't even know there had been a robbery. Everything seemed fine—then they opened the vault, and it was completely empty!

**Leti:** What? How is that possible? Didn't they have alarms?

**Marcos:** They did, but the robbers had kidnapped a guard and forced him to turn off the alarm on Friday night.

### Page 68, Ex. 1B

1. I saw the robbers go into the bank. There were four of them and they were all wearing masks. I was so scared!
2. OK, we've got everything we need to arrest this guy. Let's go get him!
3. Mr. Bob Thomas is sentenced to four years in prison.
4. Help! Help! That guy just hit me and ran away!
5. My client was nowhere near where the robbery occurred, and we can prove it!
6. Four more years and then I'll finally be out of this place.
7. It wasn't me! I was at home in bed the whole time. I've never even been to that bank.


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## Page 69, Ex. 3C

1. rose, pause, case, supervise
2. purpose, suppose, decrease, expense
3. choose, false, loose, nurse
4. refuse, advise, exercise, erase

## Page 69, Exs. 4A and 4B

**Leti:** OK, so what's this amazing story about how the bank robber got caught?

**Marcos:** Well, one of the robbers was so excited about all his new money that he decided to post a video about it online.

**Leti:** No way.

**Marcos:** Yep. He showed off piles of cash and the map of the tunnel…

**Leti:** Oh boy.

**Marcos:** So, surprise, surprise–not long after the video went up, he had two detectives knocking on his door, and they arrested him.

**Leti:** You're kidding. And have the rest of the robbers been caught, too?

**Marcos:** Nope. They only caught the one guy. They're still looking for them. And the rest of the money hasn't been found yet.

**Leti:** Huh.

**Marcos:** Oh, and they also arrested the guard.

**Leti:** Wait… I thought the guard was a victim!

**Marcos:** Well, it turns out that they had paid him to keep quiet about the robbery. Since he'd accepted the stolen money, he went to jail, too.

**Leti:** Ah, that makes sense.

**Marcos:** Yeah… But he got a shorter sentence. His lawyer said that he'd only helped the robbers because he was afraid they'd hurt him.

**Leti:** And the judge believed that?

**Marcos:** Well, he didn't have a criminal record, and he had worked at the bank for a long time, and he had a lot of witnesses who said he had a good character until this happened.

**Leti:** Hmm. But even if he was afraid at first, he could've returned the money and told them later. Do you think he was really scared? Or did he just want the money?

**Marcos:** I'm not sure, but he's not completely innocent! And he's in jail now.

**Leti:** And what about the video guy?

**Marcos:** He's going to be in jail for a long time. On the bright side, his video has been seen by millions of people, so he's a very famous prisoner!

## Page 69, Ex. 4C

**Marcos:** Not long after the video went up, he had two detectives knocking on his door, and they arrested him.

**Leti:** You're kidding. And have the rest of the robbers been caught, too?

**Marcos:** Nope. They only caught the one guy. They're still looking for them. And the rest of the money hasn't been found yet.

## Page 71, Exs. 3A, 3B, and 3C

Forensic Technology: TV or Reality?

Now a show of hands, please. Is there anyone who *hasn't* seen forensic science on TV? I didn't think so.

You know what happens: Investigators arrive at a crime scene, see a bloodstain on the wall and instantly know that the killer was left-handed and attacked the victim from behind with a large round object. People love to watch these shows, but how realistic are they? In many ways, they aren't realistic at all. For example, on TV, DNA tests come back from the lab immediately but, in real life they can take two weeks. And on TV, fingerprints often lead straight to the criminal but, in reality, most fingerprints usually don't. Nevertheless, thanks to advances in technology, there are new developments in forensics that are just as cool as what you see on TV.

Did you know that there are lasers that can be used to analyze broken glass? Studying the broken glass from a crime scene can show the direction of a bullet or the amount of force that hit the glass. And, imagine this, they can even identify the *type* of glass and match it to the tiniest piece found on a criminal's clothing.

Forensic investigators are also doing amazing work with cameras. High-speed photography helps them to see and understand how bulletholes and gunshot wounds are created. Special cameras can show hidden writing or even impressions on a piece of paper. Now these cameras also provide information about the paper itself, even if it has been damaged by water or fire. Other cameras can help crime victims in hospitals. They can see bruises under a person's skin before they're visible to the naked eye. This helps doctors treat victims faster, and helps police understand how a victim has been hurt.

Finally, there's DNA. You already know that scientists can use DNA samples to identify specific people. However, that's only useful if a suspect's DNA can be compared to crime scene evidence. It's likely that, in the near future, we'll get a lot more information from the DNA itself, even if there's no suspect. Forensic scientists are already testing DNA to determine the age and ethnic background of suspects, or even to locate their family members. What else? Soon we may learn even more about people from their DNA, for example, whether they smoke, or exercise a lot. And although we once needed a large sample of blood or skin to get a useful DNA result, now we

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don't. Scientists can find DNA on a surface that someone has simply touched.

Forensic technology is changing the way crimes are solved. It's helping police arrest criminals who committed murders decades ago, and it's also helping innocent people get out of jail. But, although the science is not as advanced as it is on TV, it's still wise to avoid a life of crime. You will get caught.

### Page 76, Exs. 1A and 1B

You're not going to believe these true stories about mistakes that have been made by people committing crimes.

The first one is about a lazy thief. His mistake was getting too comfortable and relaxed in one of the homes he was robbing.

While he was robbing one couple's home, he found some fried chicken in their refrigerator, so he took a break to eat it. Can you believe that? But wait–it gets better.

After he had eaten, he took a nap in one of the bedrooms. The couple came home, found him asleep, and called the police. He was arrested and taken to jail.

The second story is about a man who broke the law because he wanted to save time on his way to work. To help the environment, a lot of cities have carpool lanes, which are special lanes on the road that drivers are only allowed to use if they're sharing their car with someone else. The man in this story didn't have friends or co-workers to ride in his car with him, but he wanted to drive in the carpool lane because it usually moves faster than the lanes for cars with only one person.

Instead of following the rules and driving in the slow lane, he found a plastic skeleton–the kind they use to teach about human bones in biology class–and started driving around with that. It might have saved him some time, but it didn't save him any money. The police realized the "passenger" was a skeleton and gave the driver a ticket. He had to pay a lot of money. I don't think he'll make that mistake again.

Thank you!

## UNIT 7

### Page 79, Exs. 4A and 4B

**Ed:** Hey, Paula, what's up?

**Paula:** Are you watching the awards show?

**Ed:** Of course I am! I have to see all of my favorite Circle of Kings actors! It's just red carpet interviews right now, though.

**Paula:** Yeah, I know. That's the best part! You get to see what everyone is wearing!

**Ed:** Wait a second, is it showing live on TV in Mexico?

**Paula:** Nah, I'm watching online.

**Ed:** Oh, that makes sense.

**Paula:** So I wanted to ask you… who is that woman wearing the blue dress? Her dress is *gorgeous*.

**Ed:** Uh, which one?

**Paula:** The blonde woman standing next to the guy in the plaid jacket.

**Ed:** I don't see her... oh wait, is it that woman in the back? In the blue striped dress? I don't know who she is. I don't think she's very famous.

**Paula:** Hmm. It's not really striped–

**Ed:** How about Stella Davina? Have you seen what she's wearing?

**Paula:** No, I haven't seen her yet.

**Ed:** Oh well… you won't miss her. Her dress is pretty strange.

**Paula:** Oh, is it a tight, sleeveless gold dress? I think I see her.

**Ed:** No, it's a really loose, pink polka-dotted thing–looks like pajamas.

**Paula:** Oh man! Did you just see that?

**Ed:** What?

**Paula:** That guy tying his shoe! Amanda Morgan just backed into him and knocked him right over. He hit a reporter doing an interview... oh man. What a mess! Didn't you see it?

**Ed:** Uh... Paula?

**Paula:** Yeah?

**Ed:** That happened last year.

**Paula:** What do you mean?

**Ed:** Amanda Morgan knocking over the guy on the red carpet. That was last year. You're watching last year's video.

**Paula:** Oh no! You're kidding! How did I do that? Ugh, you're right.

**Ed:** Hey, it's easy enough to do. Plus, it was worth it to see the red carpet disaster, right?

**Paula:** You've got a point. Let's see... Ah, here's the live feed.

**Ed:** Good. Now watch for those pink pajamas!

### Page 79, Ex. 4C

**Paula:** Who is that woman wearing the blue dress? Her dress is *gorgeous*.

**Ed:** Uh, which one?

**Paula:** The blonde woman standing next to the guy in the plaid jacket.

### Page 81, Exs. 4A and 4B

**Ed:** Hey Leti, you're back!

**Leti:** Yep. Back again.

**Ed:** So, are you here to shoot the photos for the new marketing materials?

**Leti:** Yep. It should be good.


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**Ed:** That's great. I was hoping they'd get you to do it. You're one of the best photographers we have.

**Leti:** Aw, thanks Ed! By the way, congratulations on the Social Media Specialist job.

**Ed:** Thank you… So, when do you start the shoot?

**Leti:** Unfortunately, we can't get started until Wednesday.

**Ed:** Why did you have to fly in today?

**Leti:** We were supposed to start tomorrow, but nothing is ready.

**Ed:** What do you mean?

**Leti:** Let's see . . . Mindy's skirt is too loose, so we need to have it taken in. John spilled something on his jacket, so we need to get it cleaned. Marta broke the zipper on her pants, so we need to get that fixed.

**Ed:** Oh boy. Maybe we should use different models next time.

**Leti:** It's not just the models! The room isn't ready either. One of the lights in there isn't working, so they need to get that replaced before I can shoot in there.

**Ed:** Oh no! So when do you think you'll finish?

**Leti:** Oh, they'll get everything taken care of tomorrow. If the models can have their makeup done by 8AM, I can shoot it all on Wednesday.

**Ed:** Oh, that's not too bad. Do you want to get some lunch later?

**Leti:** Why not? I've got lots of time!

## Page 81, Ex. 4C

**Leti:** Let's see . . . Mindy's skirt is too loose, so we need to have it taken in. John spilled something on his jacket, so we need to get it cleaned. Marta broke the zipper on her pants so we need to get that fixed.

**Ed:** Oh, boy.

## Page 83, Exs. 3A, 3B, and 3C

Clothing, Attitude, and Success

Did you know that wearing a superhero T-shirt can make you feel more confident than wearing a plain T-shirt? Or that athletes wearing red feel physically stronger–able to lift heavier weights–than athletes wearing blue? Or that people who put on a white coat do better on tests when they're told it's a doctor's coat? This isn't magic. It's because what you wear affects your attitude. And your attitude affects your performance. In my opinion, your clothing can be the key to feeling good, making a good impression on others, and being successful.

When people say "Dress for success," you might think, "That's just for business executives. I'd rather just be comfortable." But choosing the right clothes may be more important than you think. For example, studies show that people in business clothes do better on tests. Basically, when you dress more formally, your mind is sharper. Anyone here wear a suit to school? Maybe you should, at least on test days!

Another study found that dressing up makes you a better negotiator. Researchers put half of their subjects in sweatpants and T-shirts and the other half in suits and asked them to play a negotiation game. Those who dressed in suits reached better deals than their more comfortable partners. It seems that this is because those dressed in suits felt more confident and powerful. So I would say that if you need to negotiate—for example, if you're buying a car–dress formally.

Now, maybe you'd rather not always wear traditional business clothes to work. Maybe you'd rather be a bit different. Well, it turns out that a little personal style can be a good thing too. One study showed that people have a better impression of those who make small changes to traditional styles. Study participants thought a man at a party wearing a bright red tie was more important and more intelligent than men wearing darker-colored ties. And when they saw pictures of a university professor wearing red sneakers, they thought he was more competent and a better teacher than a professor in traditional shoes. Would you feel comfortable being a bit different?

OK, enough about work. You also have a social life, and how you dress for it matters, too. In fact, formal work clothes are actually a problem when it comes to socializing. Studies have shown that dressing formally makes it more difficult to be warm and friendly. Some offices have "casual Fridays," where people dress informally at work once a week. That may not be ideal for negotiations, but it's great for creating a friendly workplace.

Whether it's a business environment or a social one, you have a lot of control over your clothes. Think about what your clothes mean. And when you're getting dressed tomorrow, don't just think about what you'd rather wear. Instead, try to dress for success.

## Page 88, Exs. 1A and 1B

The expression, "Don't judge a book by its cover" means that you can't tell whether a book will be good just by looking at the cover. A wonderful book might not have an attractive cover. It can also mean that a book with a beautiful cover might not be that good. The same idea can be applied to people and the clothes they wear.

For example, my friend Miguel always wears expensive designer clothes and appears wealthy, but he actually earns a salary that's below average.

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Instead of spending a small amount on clothes, he would rather use a large percentage of his income on high-quality, expensive clothing. You might think he's too worried about appearance, but the truth is that he's a salesperson, and making a good first impression is very important to his business.

Another example of where you can't judge a book by its cover is my neighbor who wears tennis shoes and exercise clothes all the time. If you saw her, you might think that she runs or goes to the gym often, but she never works out!

The truth is that she has young children and prefers wearing exercise clothes because they're easy to put on and comfortable when she's running after her little kids!

It's easy to think you can tell a lot about people based on their clothes, but this is a bad idea. The clothes they wear don't always match how much money they have in their bank account or show what their interests really are. If you look closely, the reality may surprise you.

# UNIT 8

## Page 91, Ex. 3C

1a. We'd studied coding.
1b. We studied coding.
2a. I wish I hadn't sent that email.
2b. I wish I'd sent that email.
3a. Ed built his own app.
3b. Ed had built his own app.
4a. He'd heard the news.
4b. He heard the news.

## Page 91, Exs. 4A and 4B

**Paula:** Wow, Ahmet, that's such a beautiful illustration. The colors are incredible! It looks like an island paradise from a Rousseau painting. And that monkey is so cute.

**Ahmet:** Thanks. I'm almost done with it.

**Paula:** Is that for a client?

**Ahmet:** It is, yeah… I love that I get to be so creative on this job.

**Paula:** I bet! It's impressive. Was it hard to learn to use all that design software?

**Ahmet:** Well, it did take a lot of practice! And I never stop learning. Each new version gives you more tools. Check this out.

**Paula:** Wow, it's like the monkey was never there!

**Ahmet:** Yep. It's amazing, really. There was nothing like this when I got started, but the technology changes so fast and you have to keep up with it.

**Paula:** That's true. I wish I had learned more about computers when I was in school. I don't know anything, except for, you know, basic office programs.

**Ahmet:** Really?

**Paula:** Yeah. A lot of my friends were into technology, but I was never really interested. Now they're all working as programmers at tech companies and making a lot of money. And I think to myself, if only I had learned to code!

**Ahmet:** Well, it's never too late!

**Paula:** I suppose so, but it's hard to take classes. I travel so much.

**Ahmet:** I'm sure there are apps or online classes that can teach you some basic coding. You have no excuse!

**Paula:** Yeah, you're right, Ahmet. Thanks. A little less "I wish I had" and a little more "I will!" right?

**Ahmet:** Exactly!

## Page 91, Ex. 4C

**Paula:** I wish I had learned more about computers when I was in school. I don't know anything, except for, you know, basic office programs.

**Ahmet:** Really?

**Paula:** Yeah. A lot of my friends were into technology, but I was never really interested. Now they're all working as programmers at tech companies and making a lot of money. And I think to myself, if only I had learned to code!

## Page 93, Exs. 4A and 4B

**Paula:** Aargh!

**Marcos:** What's up?

**Paula:** It's this terrible new file management system. Carla asked me to upload this report, but I can't figure out how to put it in the right place. You know, I was just talking to Ahmet about how I wish I knew more about computers.

**Marcos:** It's probably not you. The system still has problems.

**Paula:** Well, that's annoying.

**Marcos:** Yeah, but they'll update it pretty soon and fix everything. In the meantime, we're stuck with it. Maybe I can help you?

**Paula:** That would be great. Thanks!

**Marcos:** My pleasure! Huh. This looks different from mine for some reason.

**Paula:** Do I need to install something?

**Marcos:** No, it's on the network. But maybe restart your browser to make sure it updated.

**Paula:** I hope this works! I don't have the time for this! Oh! That changed it.

**Marcos:** Yeah, now it's updated. So, click here.

**Paula:** Yeah, I think that's what I did last time.


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**Marcos:** Now open this for the list of folders, and scroll down to Carla's name.
**Paula:** Yeah, I got that. But when I try to add the file, nothing happens.
**Marcos:** Oh. Huh. That should work.
**Paula:** Wait a second, what's this icon? Oh! I get it. In order to put the file in her folder, I need to click here and then choose "upload file" from the drop-down menu.
**Marcos:** Oh, you're right! You figured it out!
**Paula:** I did! I thought you were the techie.
**Marcos:** Hey! I'm a market research guy. What do I know about file-management systems?

### Page 93, Ex. 4C

**Marcos:** Now open this for the list of folders and scroll down to Carla's name.
**Paula:** Yeah, I got that. But when I try to add the file, nothing happens.
**Marcos:** Oh. Huh. That should work.
**Paula:** Wait a second, what's this icon? Oh! I get it. In order to put the file in her folder, I need to click here and then choose "upload file" from the drop-down menu.

### Page 94, Ex. 1C

My name is Carlos Torres. After I finished graduate school for anthropology, I began to study the people who live in the Arctic. That's where I met Teruko, one of my closest friends. When Teruko moved back to Japan, I didn't hear from her for a long time. In fact, she didn't even send me a message on my birthday, and I was a little upset. Then, about a year ago, she called me. She explained that she had been taking care of her mother, who had been sick. We've been messaging each other a lot all year. She's a wonderful person and we are good friends again. We plan to see each other next year.

### Page 95, Exs. 3A, 3B, and 3C

Is Social Media Ruining Your Friendships?

Recently, my friend Anita unfriended 200 people on social media. She just deleted them from her contacts list, posting a message, "Please don't be offended. I need to spend less time online and focus on people in my real life. Want to stay in touch? Send me a message! But right now, I'm way over my Dunbar Number."

What was she talking about? And why would anyone want fewer friends? Well, it turns out that your Dunbar Number comes from Robin Dunbar, an anthropologist and psychologist who, in the 1980s, figured out that people usually have between 100 and 200 friendships. So your Dunbar number is the number of meaningful friendships you can manage—about 150. Since then, researchers have broken that number down further. The smallest group—around 15 people—those are your close friends, the ones you might call when you're having a problem. The next group, your good friends, is around 50 people. They're the ones you would invite if you had a big party. The outer group—around 100 people or so—those are casual friends. You don't talk to them very often, or possibly don't even talk to them at all, but you still consider them friends.

Before social media, people would lose touch with that big outer circle of friends, but not anymore. We keep casual friendships alive with occasional online comments and congratulations. We keep our old friends even as we grow apart. And why not? Friends are important to our happiness. So, Anita probably made a mistake by cutting off so many social media connections. Right?

Well, maybe yes and maybe no. Although social media is great for keeping in touch with casual friends, your number of close friends remains the same–no matter how many friends you have online. And keeping in touch on social media tends not to deepen your close relationships. People who spend face-to-face time with their friends share experiences. They go places together and they do things together. And they touch each other. According to Dunbar, we don't realize how important human touch is to us. Your friend patting you on the back when you're down can comfort you in a way that no on-screen conversation can.

In addition, too much time spent online can actually damage real world relationships. If you're focusing on maintaining casual online friendships, you may not pay enough attention to your real-life friends. You may not even spend enough time with your partner. Too much time on social media is associated with higher divorce rates. Studies have also shown that people who spend a lot of time online are lonelier than people who spend less time online.

So, is my friend Anita happier now that she's not on social media as much? I don't know! She hasn't posted any updates about it! But, in the end, I'm just a casual friend of Anita's. It's really not so important for me to get her daily news.

### Page 100, Exs. 1A and 1B

According to one study, most of us have downloaded about 90 apps on our phones, and each day, we spend two and a half hours, or about 10% of our time using them. That's a lot of time on apps! Because we have so many different apps to choose from, sometimes it can be difficult to know which ones are worth installing. I'd like to tell you

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about two of the apps that I've found that help me to stay organized and get things done.

My favorite app is ToDoist. It's like a to-do list on paper, but it's easier to put things in order. ToDoist makes it simple to set up reminders for things that you need to do weekly or monthly, like studying for quizzes or paying bills. You can even have the app remind you of your friends' birthdays every year. If you have this app, you'll never forget anything again.

Another app that I wish I had heard about sooner is called Forest, where the goal is to grow as many trees as you can to create a forest. As I said, most people spend a large part of their day using apps, and this app can help you when you want to focus on something besides your phone.

Here's how it works. When you want to concentrate, you open the app and start its timer. For example, before you start studying, you could set the timer for 30 minutes. Next, you click the start button to make a tree start growing. Then, if you don't use your phone during the 30 minutes, your tree gets larger and it will be added to your forest. On the other hand, if you decide to unlock your phone during that time, the app destroys your tree on the screen, and it won't become a part of your forest. Even though the tree isn't real, helping it stay alive motivates me to stay focused on my work instead of being distracted by other apps on my phone.

Thank you for listening. I hope that you'll find the ToDoist and Forest apps helpful too.

# UNIT 9

### Page 102, Ex. 1B

1. Would you like some coffee or tea with your meal?
2. Thank you so much for coming today! I think you'll all be excited to hear about our new products!
3. Oh hi, I'll be finished with this room in just a minute.
4. Hello! Welcome to Sales Con. Are you already registered?
5. We're going to offer a choice of three main dishes on the menu, chicken, beef, and a vegetarian option.
6. It looks like this USB isn't working. I'm just going to move the cable, and then we'll restart it and try again!
7. I've been very pleased with your work lately, Colin. I'm going to be recommending you for a promotion.
8. Excuse me, sir. You need permission to enter this area.

### Page 103, Exs. 4A and 4B

**Lan:** Sounds good. Thank you so much. Great. I'll talk to you Friday. Bye! Yes!

**Leti:** You look happy!

**Lan:** I am! I just got the hotel to give us a big discount on the conference rooms.

**Leti:** Good work! Is this for the sales meeting?

**Lan:** Yep. It's going to be huge this year. We've got about 300 people coming.

**Leti:** Wow! That's a lot of people.

**Lan:** Which is why I also got them to give us the main ballroom a day early.

**Leti:** Wow, you're quite the negotiator, aren't you? No wonder the managers love you.

**Lan:** I'm pretty good at getting what I want. And it's fun to try and get a good deal.

**Leti:** So does the hotel provide the staff you need? Like, to set up the equipment and everything?

**Lan:** Our staff takes care of tech support. I'm going to have them get everything set up before the conference starts. You know, everyone gets really upset when the technology doesn't work.

**Leti:** Yeah.

**Lan:** But the hotel provides the maintenance staff and security and everything.

**Leti:** What about the food? Do they take care of that, too?

**Lan:** They do, but I work with the caterers on the menu.

**Leti:** Well, all the food was certainly wonderful last year. I remember this delicious chicken dish they made.

**Lan:** Yeah, they have great food. And I'm having them make that chicken dish again.

**Leti:** Oh, good. And the wait staff was excellent. I'm sure that however much they cost, they're worth it.

**Lan:** Easy to say when you're not paying the bill!

**Leti:** True.

### Page 103, Ex. 4C

**Lan:** I just got the hotel to give us a big discount on the conference rooms.

**Leti:** Good work! Is this for the sales meeting?

**Lan:** Yep. It's going to be huge this year–we've got about 300 people coming.

**Leti:** Wow! That's a lot of people.

**Lan:** Which is why I also got them to give us the main ballroom a day early.


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## Page 105, Ex. 3C

1a. They had better not agree to that deal.
1b. They'd better not agree to that deal.
2a. You don't have to reduce your price.
2b. You'd better not reduce your price.

## Page 105, Exs. 4A and 4B

**Leti:** So, you know, Lan, since you're such a good negotiator, maybe you could give me some advice.

**Lan:** Of course.

**Leti:** Well, you know I do some photography work on the side, usually weddings and that kind of thing.

**Lan:** Oh, I didn't know that! I'll need to keep that in mind so I can recommend you to friends for their weddings!

**Leti:** Thanks. But the problem is that this time I've got a big company that wants me to go to their company picnic next month and take pictures of their employees. I'm supposed to call them this afternoon, but I'm not sure if I should accept the offer.

**Lan:** Sounds like it could pay well.

**Leti:** Well, that's the thing. We agreed to a price for candid photos, but they're trying to get me to provide all these extra services for the same price.

**Lan:** Like what?

**Leti:** Like shooting in an extra location, taking headshots of everyone there, doing a big group shot—it's all stuff that I can do, but it's not what we agreed to. It's a lot more work.

**Lan:** Hmm. And did you tell them that?

**Leti:** I did! I told them that those are extra services and I may even have to bring another photographer with me to do all of that work. And all of that costs extra.

**Lan:** And what did they say?

**Leti:** They said I should put together a proposal–you know, with various options and get back to them.

**Lan:** That's a lot of work. And you may not even get the job. You don't have to do all that.

**Leti:** Hmm. Maybe I'd better walk away.

**Lan:** Well, I think you should be ready to walk away. But if you're really interested in doing more work for them, maybe you could make a deal for future work instead.

**Leti:** What do you mean?

**Lan:** Well, you could offer them a lower rate on the extra services but, in exchange, tell them you want a contract for an additional job.

**Leti:** That's a good suggestion. It would be nice to have them as a regular client. I think I'm going to try that.

**Lan:** But only if they pay you what you're worth!

**Leti:** Exactly!

## Page 105, Ex. 4C

**Leti:** They said I should put together a proposal–you know, with various options and get back to them.

**Lan:** That's a lot of work. And you may not even get the job. You don't have to do all that.

**Leti:** Hmm. Maybe I'd better walk away.

## Page 107, Exs. 3A, 3B, and 3C

The Negotiation Dance

What do you think when you hear the word *negotiation*? Is it like a fight that you're trying to win? It shouldn't be. If you go into a negotiation only focused on what you want and how you're going to get a better deal, chances are you won't be successful. For example, imagine you're selling a service, like website design, and charging the client an extra high price. You might consider it a great negotiation, but unless your clients are satisfied, you'll probably lose their trust and maybe even their business. What's worse, they'll likely tell other potential contacts that you charge too much. Say goodbye to more business.

So, forget fighting. Being a good negotiator is more like being a good dancer, where you and your negotiating partner give and take and achieve something wonderful. Of course, like dancing, some people are naturally better at negotiating, but everyone can improve with a little practice.

Let's continue with the dancer idea. Just as a dancer prepares for a performance by studying a set of steps, you need to prepare for a negotiation through research and planning. Before negotiating with different people, learn everything you can about them. Let's say you're negotiating to buy a used bicycle. Find out how much it costs new. Consider how the condition should affect the price. How much are other sellers charging? Have all of the facts before you begin your negotiation, and you'll start from a position of strength.

Back to the dancers. Good dancers pay close attention to their partners' moves. Similarly, good negotiators listen to what their partners want sk a lot of questions and say things like, "Let me be sure I understand you" and, "Let me summarize what you just said" and, "I want to give you what you want, at a price that's fair for both

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of us." Unless you're working towards that win-win solution, you'll never be a great negotiator.

One more thing: it takes confidence to smoothly move with your dance partner across the floor, and you'll need that same confidence when you negotiate. If you believe in yourself, other people will believe in you, too. Study after study has shown this to be true. Groups trying to solve a problem almost always end up accepting the solution proposed by the most confident person, even if that person is wrong, and even if that person knows less about the subject than others. Build your self-confidence; it's a powerful tool in getting people to see things your way.

I could go on. Negotiating is complicated. But let me just summarize. Even if you aren't a natural-born negotiator, you can learn the skills. You can prepare for negotiations by listening carefully to what the other side wants, and you can build confidence by believing in yourself. With a little effort, you might find that your next negotiation is more successful than you ever expected. You might even be a better dancer than you realize.

### Page 112, Exs. 1A and 1B

When you're negotiating a deal, interviewing for a job, or giving a presentation, it's hard for other people to believe in you unless you believe in yourself. It's normal to feel anxious sometimes, but you need to have self-confidence to gain trust and respect. Fortunately, even if you're shy or nervous, you can *appear* confident if you follow a few suggestions.

The best advice I've heard about developing confidence is to "fake it till you make it." This means that if you *pretend* that you have confidence, eventually you really will start to feel more confident. When you're in a situation where you're uncomfortable, imagine what a confident person would do with his or her voice, words, and actions, and then do these things yourself.

Another suggestion to help you feel more confident is to be prepared. For example, when you're going to a job interview, you'll feel more sure of yourself if you've done research about the company and had a friend do a practice interview with you. Or, if you're negotiating a price for something, it's much easier to feel confident if you have done research to find out what a fair price is.

The last advice I'll share is the simplest advice. Have good posture—that's the way you hold your body. Sit or stand up straight with your head high and your shoulders pulled back. You'll immediately feel better about yourself, and this will help your confidence. Thank you and good luck. And remember—fake it till you make it!

## UNIT 10

### Page 114, Ex. 1B

1. A: Sally, why weren't you in school last Friday?
   B: I was in the hospital.
2. A: Excuse me, my soup is cold!
   B: Oh, I'm sorry sir. I'll bring you a new bowl.
3. A: I think these blue pants would be the best choice for you.
   B: Oh, OK. I'll try them on.
4. A: We should stay in tonight. It's going to be really crowded downtown.
   B: Yeah, you're right. Let's go out tomorrow instead.
5. A: Hmm, what should we do now?
   B: Oh! I know what we can do!
6. A: Hot air is lighter than cool air, so when you fill the balloon with hot air, it rises.
   B: Can I ask a question?
7. A: It's your turn to wash the dishes.
   B: It is not! I did it last night!
   A: There were hardly any dishes last night! It's still your turn.
   B: It is not!

### Page 115, Exs. 4A and 4B

**Ed:** Sorry I'm late, but I have a good excuse!

**Ahmet:** No problem. But what happened?

**Ed:** I ran into Pam on the way here!

**Ahmet:** Pam who used to work here? How nice! Does she like law school?

**Ed:** She does! Lots of work though. And she misses everyone here.

**Ahmet:** Did she ask if you were enjoying her old job on the social media team?

**Ed:** Oh yeah, we talked all about it. It was a really interesting conversation. In fact, we're going to get lunch soon to catch up some more.

**Ahmet:** That's great! I guess you didn't know her too well before, did you?

**Ed:** No. I had done a lot of writing for the social media team, but I never really worked with Pam directly.

**Ahmet:** Well, she knows a lot. And I'm sure she'll have some good advice for you about the job. She could probably answer any questions you have, too.

**Ed:** Yeah. It's not so much that I have questions, more like, it's just nice to talk with someone who's had the same experience, you know?

**Ahmet:** Yeah, I get what you're saying.


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**Ed:** Oh, and she asked whether we were still having problems with the website. I told her we'd only gotten a few complaints.
**Ahmet:** Just a few!
**Ed:** Yeah. I told her that we're working on it. And I asked if she had any suggestions for working with Charles.
**Ahmet:** Charles? The user experience guy? He can be a little difficult sometimes.
**Ed:** I think it's just that he makes you follow the "correct procedure." But Pam said he always has good ideas.
**Ahmet:** Pam can always see the good in people! She has great people skills.
**Ed:** I know! I wish she were still on the social media team.
**Ahmet:** Except then you wouldn't have your job!
**Ed:** Good point!

## Page 115, Ex. 4C

**Ed:** Oh, and she asked whether we were still having problems with the website. I told her we'd only gotten a few complaints.
**Ahmet:** Just a few!
**Ed:** Yeah. I told her that we're working on it. And I asked if she had any suggestions for working with Charles.

## Page 117, Ex. 3C

1. **A:** Did you meet up with Marco?
   **B:** Yeah. I ran into him this morning.
2. **A:** What was your boss complaining about?
   **B:** I got in late–again.
3. **A:** Come on, let's go!
   **B:** I'm coming! I'm coming!

## Page 117, Exs. 4A and 4B

**Ed:** Yeah... yeah... OK. I'll check on it and get back to you.
**Paula:** You seem upset. What's going on?
**Ed:** The website has a bunch of broken links. The tech team was supposed to have fixed it, but they haven't gotten to it yet.
**Paula:** Oh, yeah! I ran into Marta from customer service in the lobby this morning, and she told me a customer had had problems finding some information on the website.
**Ed:** What was she looking for?
**Paula:** The contact information for the Beijing office.
**Ed:** We need to take care of our clients, or we're going to lose them.
**Paula:** Well, why is it taking the tech guys so long? Did they give you an explanation?
**Ed:** Kind of. They said it was a little complicated and that it would take a while.
**Paula:** You know that's not good enough. Did you speak up?
**Ed:** I agree with you, but… I just... I'm new to the social media team. I want to get along with people.
**Paula:** But what the tech team does affects your work, right?
**Ed:** Well, yeah. I mean, the social media accounts are always pointing people to the website, and when the website doesn't work, customers complain to us.
**Paula:** You need to develop a relationship with the tech team so you feel comfortable talking to them about this.
**Ed:** Yeah, you're right. I'll try to meet up with them so I'm sure we're all on the same page. We really need to keep our customers happy.
**Paula:** And you!

## Page 117, Ex. 4C

**Paula:** Oh, yeah! I ran into Marta from customer service in the lobby this morning, and she told me a customer had had problems finding some information on the website.
**Ed:** What was she looking for?
**Paula:** The contact information for the Beijing office.

## Page 119, Exs. 3A, 3B, and 3C

When People are the Problem

You can't escape them. They're with you at work, on the bus and the train, and maybe even in your own family. They make you angry and confused. And they're making your life more and more stressful. In fact, in workplace surveys, they are a major cause of stress.

I'm talking, of course, about difficult people–the ones who always disagree, always complain, and are always angry. You can't avoid difficult people, but you can control how you react to them. Today I'm going to share advice about dealing with these people. It's not the easiest advice to follow, but it might help lower your stress.

Most importantly, stay calm. Take deep breaths and try not to get angry or defensive. Listen carefully to what people have to say, and do your best to understand how they feel and what's bothering them. You don't know what's happening in their lives or what's in their minds, so be understanding and respectful. If people really feel that you're listening to them, they might be willing to listen to you. And if the person is angry because you've done something wrong, say, "I'm sorry" or, "I'm going to try to fix this." If you haven't done anything wrong, though, don't be afraid to stand up for yourself and say, "Please don't talk to me like that."

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Be careful about how you express sympathy. It may seem like a good idea to say, "I understand," but often it's not. Sometimes people just want to express anger or frustration. You mean to sound comforting, but when you say, "I understand" too quickly, they may think you just don't want to take the time to really listen to how they feel. Instead, ask them to tell you more about what's bothering them. Similarly, while humor can sometimes help people to feel better, be careful about smiling or joking when someone is very upset. Smiling too much can backfire if people feel that you're laughing at them.

Another thing that you shouldn't do–no matter how much you want to–is demand that people change their behavior. They probably won't, and they may feel the request is disrespectful. And it's particularly important not to argue with unreasonable people; they're not going to listen to reason anyway, right? An argument is only going to make you angry, and that is the last thing you want. The more emotional you get, the more unreasonable other people will be.

Finally, when you've finished dealing with difficult people, take care of your own stress. Get some exercise. Spend some time in nature. If you got through an encounter with a difficult person and didn't lose your cool, you need to congratulate yourself. Keeping calm isn't always easy; you should feel good about it!

Difficult people will always be in your life–there's just no way to get away from them. But interacting with them thoughtfully can remove a lot of stress from your day.

### Page 124, Exs. 1A and 1B

There are some people that you just get along with immediately. There are other people that it takes you a while to get to know and to like. My friend Omar was one of those people. He and I have very different attitudes about honesty, and it definitely took some time for me to appreciate that—and him.

When I was growing up, my parents taught me that I should try not to say things that would upset people when it wasn't necessary, and I still follow that advice to avoid arguments and disagreements. On the other hand, Omar believes it's more important to be honest all the time.

When I first met Omar, he seemed rude to me. For example, after class one day, I invited everyone in our study group to see a movie, and I was surprised when he said, "No, thanks. That movie looks really boring." I couldn't believe it! I would have told a white lie and said, "I'm sorry, but I have other plans today," instead of being so direct.

Another time he seemed impolite to me was when Daniel, a guy in our study group, was complaining that our class was too hard and the tests weren't fair. Trying to be nice, I pretended to agree with Daniel and show sympathy, but Omar said exactly what he was thinking again. He told Daniel, "The problem isn't the class. The real problem is that you need to do homework and come to class more often," which was true.

We finished our class a few semesters ago, and we're still friends because the better I get to know Omar, the more I appreciate him. I'm grateful that I can always trust him to give me an honest opinion, and I admire the way he's comfortable with conflict.

If you know someone whose personality is different from your own, I recommend that you give him or her a chance and see what you can learn from them. Thank you.


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### To the Teacher

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### Welcome Unit

Page 2 (1): Shutterstock; 2 (2): Shutterstock; 2 (3): DGLimages/Shutterstock; 2 (4): Undrey/Shutterstock; 2 (5): Barock/Shutterstock; 2 (6): Air Images/Shutterstock; 3: Liyao Xie/Moment/Getty Images; 4: Pearson Education Inc.

### Unit 1

Page 5 (elephants): W. Perry Conway/Corbis/Getty Images; 5 (Leti Molina): Pearson Education Inc.; 6 (Leti Molina): Pearson Education Inc.; 6 (pouring): Lars Christensen/Shutterstock; 6 (drizzling): Marie Martin/Shutterstock; 6 (humid): Feellgood/123RF; 6 (soaked): Sun ok/Shutterstock; 6 (sunburned): Graphbottles/Shutterstock; 6 (freezing): Nobilior/123RF; 6 (hailing): Surne1shots/Shutterstock; 6 (overcast): Zoran Photographer/Shutterstock; 6 (damaged): Nightman1965/123RF; 6 (stuck): Oleg1824/Shutterstock; 7: Pearson Education Inc.; 8 (Leti Molina): Pearson Education Inc.; 8 (elephant): Michael Potter11/Shutterstock; 8 (lion): Byrdyak/123RF; 8 (snake): Paytai/Shutterstock; 8 (bat): Independent birds/Shutterstock; 8 (hippopotamus): Adwo/Shutterstock; 8 (blue whale): Andrew Sutton/Shutterstock; 8 (tarantula): Cathy Keifer/Shutterstock; 9: Pearson Education Inc.; 10 (Leti Molina): Pearson Education Inc.; 10 (1): Tatyana Aleksieva-Sabeva/123RF; 10 (2): Matyas Rehak/123RF; 10 (3): Oticki/Shutterstock; 10 (4): Natalia Pascari/123RF; 10 (5): Jonathan Vasata/123RF; 10 (6): Arangan Ananth/Shutterstock; 10 (7): Ng Yin Jian/Shutterstock; 10 (8): Zeljko Radojko/Shutterstock; 11: Pearson Education Inc.; 12 (Leti Molina): Pearson Education Inc.; 12 (sloth): Ignasi Such/123RF; 12 (Howler Monkey) Jaana Piira/Shutterstock; 12 (porcupine): Jan Csernoch/Alamy Stock Photo; 14 (Leti Molina): Pearson Education Inc.; 14 (surfing): David McShane/123RF; 14 (flowers): Pittaya Phetphu/123RF; 14 (fried plantains): lldipapp/123RF; 16: Jan-Dirk Hansen/123RF.

### Unit 2

Page 17: Chris Ryan/OJO Images/Getty Images; 17 (Ed Miller): Pearson Education Inc.; 18 (Ed Miller): Pearson Education Inc.; 18 (center, right): Pixsooz/Shutterstock; 19: Pearson Education Inc.; 20: Pearson Education Inc.; 21: Pearson Education Inc.; 22: Pearson Education Inc.; 23: Pearson Education Inc.; 24 (Ed Miller): Pearson Education Inc.; 24 (center, right): Shutterstock; 26 (Ed Miller): Pearson Education Inc.; 26 (woman thinking): Minerva Studio/Shutterstock; 28: Amble Design/Shutterstock.

### Unit 3

Page 29: Aluxum/iStock/Getty Images; 29 (Paula Florez): Pearson Education Inc.; 30 (Paula Florez): Pearson Education Inc.; 30 (concert): Goran Djukanovic/Shutterstock; 30 (magic show): Vchal/Shutterstock; 30 (puppet show): MilousSK/Shutterstock; 30 (food fair): Alexey Borodin/Shutterstock; 30 (art exhibit): Africa Studio/Shutterstock; 30 (fireworks): Gino Santa Maria/Shutterstock; 30 (baking contest): Dennis Gottlieb/Photodisc/Getty images; 30 (carnival): Annette Shaff/Shutterstock; 30 (parade): Operation Shooting/Shutterstock; 30 (race): Hero Images/Getty Images; 31: Pearson Education Inc.; 32 (Paula Florez): Pearson Education Inc.; 32 (center, left): Javi_Indy/Shutterstock; 33: Pearson Education Inc.; 34 (Paula Florez): Pearson Education Inc.; 34 (center): Rawpixel/123RF; 35: Pearson Education Inc.; 36 (Paula Florez): Pearson Education Inc.; 36 (railway): Evaldo Rossi/EyeEm/Getty Images; 36 (knitting): Vitalij Sova/123RF; 38 (Paula Florez): Pearson Education Inc.; 38 (dinosaur): Tvamvakinos/Shutterstock; 38 (concert): Zeljkodan/Shutterstock; 38 (farmer's market): Mangostock/Shutterstock; 40: Leonardo Munoz/EPA/Shutterstock.

### Unit 4

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### Unit 5

Page 53: Andresr/E+/Getty Images; 53 (Ahmet Tanir): Pearson Education Inc.; 54 (Ahmet Tanir): Pearson Education Inc.; 54 (soda can): Weiloong/123RF; 54 (exercise): Maridav/Shutterstock; 54 (drink water): Ferli/123RF; 54 (sleep): Shutterstock; 54 (meditation): Luckybusiness/123RF; 54 (doctor checkup): Rocketclips/Shutterstock; 54 (healty food): Jacek Chabraszewski/Shutterstock; 54 (hike in nature): CreativeDoctah/Shutterstock; 55: Pearson Education Inc.; 56 (Ahmet Tanir): Pearson Education Inc.; 56 (feet ache): Sirinapa/123RF; 56 (pulled muscle): Toa55/Shutterstock; 56 (swollen ankles): Lavizzara/Shutterstock; 56 (sore back): Andriy Popov/123RF; 56 (sprained wrist): Decade3d/123RF; 56 (hurt knee): Izf/Shutterstock; 56 (exhausted): Racorn/123RF; 56 (sore throat): Gstockstudio/123RF; 56 (broken thumb): Dorling Kindersley/Getty Images; 56 (stiff neck): Szefei/123RF; 57: Pearson Education Inc.; 58: Pearson Education Inc.; 59: Pearson Education Inc.; 60 (Ahmet Tanir): Pearson Education Inc.; 60 (Yuzuru Hanyu): Aflo/Shutterstock; 60 (Serena Williams): Jimmie48 Photography/Shutterstock; 60 (Lionel Messi): Ververidis Vasilis/Shutterstock; 62 (Ahmet Tanir): Pearson Education Inc.; 62 (center, left): Shutterstock; 64: Dolgachov/123RF.

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**Unit 6**

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**Unit 7**

Page 77: Devon Strong/The Image Bank/Getty Images; 77 (Ed Miller): Pearson Education Inc.; 78 (Ed Miller): Pearson Education Inc.; 78 (zip up): Svetlana Cherkasova/Shutterstock; 78 (take off): Cecilia Tomio/Shutterstock; 78 (put on): Galina Tcivina/Shutterstock; 78 (tie): Dmytro Panchenko/123RF; 78 (button): Moodboard/123RF; 78 (tight t-shirt): Alan poulson/123RF; 78 (loose shirt): Alexandr Bognat/123RF; 78 (long-sleeved): Dmitry Naumov/123RF; 78 (short-sleeved): Ptnphoto/123RF; 78 (sleeveless): Ludmila Baryshnikova/123RF; 78 (floral): Federico Cimino/123RF; 78 (stripped): Aleksandr Belugin/123RF; 78 (plaid): Ruth Black/123RF; 78 (polka-dotted): Aleksandr Prokopenko/123RF; 78 (solid blue): Sorapong Chaipanya/123RF; 79: Pearson Education Inc.; 79 (left, room background): Africa Studio/Shutterstock; 79 (right, room background): Anna Maksimyuk/Shutterstock; 80: Pearson Education Inc.; 81: Pearson Education Inc.; 82: Pearson Education Inc.; 83: Pearson Education Inc.; 84 (Ed Miller): Pearson Education Inc.; 84 (center, left): Dmitriy Shironosov/123RF; 85: Olena Kachmar/123RF; 86 (Ed Miller): Pearson Education Inc.; 86 (man, Mateo Diaz): Katarzyna Bialasiewicz/123RF; 86 (woman, Kristen Walters): Anna Furman/123RF; 88: Dolgachov/123RF.

**Unit 8**

Page 89: Zapp2Photo/Shutterstock; 89 (Paula Florez): Pearson Education Inc.; 90 (Paula Florez): Pearson Education Inc.; 90 (code): Nd3000/Shutterstock; 90 (software): Ian Wedgewood/Pearson Education Ltd; 90 (apps): Georgejmclittle/123RF; 90 (virus): Georgejmclittle/123RF; 90 (network): Oleksiy Mark/Shutterstock; 90 (hardware): Auremar/123RF; 91: Pearson Education Inc.; 92: Pearson Education Inc.; 93: Pearson Education Inc.; 94: Pearson Education Inc.; 95: Pearson Education Inc.; 96: Pearson Education Inc.; 98 Pearson Education Inc.; 98 (center. right): Victor Habbick Visions/Science Photo Library/Alamy Stock Photo; 99: Gorodenkoff/Shutterstock; 100: Panuwat Phimpha/Shutterstock.

**Unit 9**

Page 101: Rawpixel.com/Shutterstock; 101 (Lan Pham): Pearson Education Inc.; 102 (Lan Pham): Pearson Education Inc.; 102 (maintenance staff): ALPA PROD/Shutterstock; 102 (security personal): FangXiaNuo/E+/Getty Images; 102 (greeter): Wavebreak Media Ltd/Getty Images; 102 (waitstaff): Albert Yuralaits/123RF; 102 (caterer): Wavebreakmedia/Shutterstock; 102 (presenter): Kasto/123RF; 102 (supervisor): Golubovy/123RF; 102 (tech support): Tyler Olson/123RF; 103: Pearson Education Inc.; 104 (Lan Pham): Pearson Education Inc.; 104 (make agreement): Asdf_Media/Shutterstock; 104 (sign contract): Thodonal/123RF; 104 (cancel agreement): Uladzislau Salikhau/123RF; 104 (accept offer): UfaBizPhoto/Shutterstock; 104 (reject offer): FangXiaNuo/E+/Getty Images; 104 (make suggestion): Zoriana Zaitseva/Shutterstock; 104 (offer lower rate): Kurhan/Shutterstock; 104 (walk away): Bbtreesubmission/123RF; 105: Pearson Education Inc.; 106: Pearson Education Inc.; 107: Pearson Education Inc.; 108 (Lan Pham): Pearson Education Inc.; 108 (center, left): Aleksandr Davydov/123RF; (center, right) Dmitriy Shironosov/123RF; 110 (Lan Pham): Pearson Education Inc.; 110 (woman, Ask Ana): Rick Gomez/Getty Images; 110 (women on sofa): Weedezign/iStock/Getty Images; 111: AJR_photo/Shutterstock.

**Unit 10**

Page 113: Vchal/Shutterstock; 113 (Ed Miller): Pearson Education Inc.; 114 (Ed Miller): Pearson Education Inc.; 114 (excuse): Avid_creative/E+/Getty Images; 114 (suggestion): Dmitry Kalinovsky/123RF; 114 (idea): UM-UMM/Shutterstock; 114 (explanation): Dolgachov/123RF; 114 (disagreement): Roman Kosolapov/Shutterstock; 114 (complaint): Elnur Amikishiyev/123RF; 114 (point): Moodboard/123RF; 115: Pearson Education Inc.; 116: Pearson Education Inc.; 117: Pearson Education Inc.; 118 (Ed Miller): Pearson Education Inc.; 118 (prisoner escape): LightField Studios/Shutterstock; 118 (students surprised): Antonio Guillem/123RF; 118 (respectful to grandmother): Toa55/Shutterstock; 118 (sympatethic nurse): ERproductions Ltd/DigitalVision/Getty Images; 118 (comforting to child): Vyacheslav Volkov/123RF; 118 (demanding child): Kenishirotie/123RF; 118 (unreasonable child): Dmytro Zinkevych/123RF; 118 (emotional man): ESB Professional/Shutterstock; 119: Pearson Education Inc.; 120 (Ed Miller): Pearson Education Inc.; 120 (family): Ideabug/E+/Getty Images; 120 (vaccinating child): Valeriya Anufriyeva/Shutterstock; 121: FocusStocker/Shutterstock; 122 (Ed Miller): Pearson Education Inc.; 122 (center): Rawpixel/123RF; 124: Olena Yakobchuk/123RF.

**Grammar Practice /Vocabulary Practice**

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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**e**w |
| 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, bu**tt**er |
| 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**udge**, **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 | **sh**ip, 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 |



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