Unit 3 What We Read

WARM-UP	Students discuss their reading preferences and read an illustrated conversation modeling the social language of talking about books and reading habits.	
LESSON 1 **Recommend a good book**	***Vocabulary***	Ways to describe a book
	Grammar	Noun clauses that function as direct objects
	Pronunciation	Sentence stress in short answers with *so* and *not*
LESSON 2 **Talk about a newspaper or magazine article**	***Grammar***	Noun clauses: embedded questions
LESSON 3 **Describe tastes in leisure reading**	***Vocabulary***	Some formats for reading
	Listening skills	Listen for main ideas; Listen to take notes; Paraphrase
LESSON 4 **Discuss formats of educational materials**	***Reading skills***	Understand main idea; Understand details
	Writing	Write a review
INTERACTIVE COOL DOWN	*The "Do You Know?" Game*	

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

Warm-Up

Suggested time: 8 minutes | Your time:

- Read the question in the directions and the man's statement. Have Ss look at the photos and captions while you list the five types of reading materials on the board.
- Poll the class. Ask about each type of reading material. For example, ask, *Who reads books the most?* Tally Ss' responses on the board.
- On the board, circle the most popular type of reading material and ask for details. For example, ask, *Which newspapers do you read? Whose posts do you read on social media?*

OPTION Instead of polling the whole class, have Ss interview each other to find out which type of reading material is most popular. Have Ss walk around the room, interviewing their classmates, and recording their names and answers on a sheet of paper. Tell Ss to start by asking what their classmate reads the most, and then ask follow-up questions to find out more details. Brainstorm possible follow-up questions with the class and write them on the board. For example: *Which blogs do you read?* Tell Ss to interview at least four classmates. Then bring the class back together to discuss their findings.

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UNIT 3

What We Read



Warm-Up

Which of these do you read the most?











UNIT 3 COMMUNICATION GOALS

Lesson 1 Recommend a good book

Lesson 2 Talk about a newspaper or magazine article

Lesson 3 Describe tastes in leisure reading

Lesson 4 Discuss formats of educational materials

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Topic Warm-Up

A GENRES OF BOOKS | Take the self-test.

Browse category

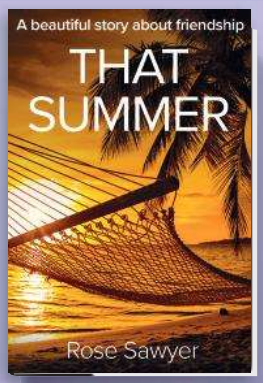
Search Book

Reading Habits Self-Test

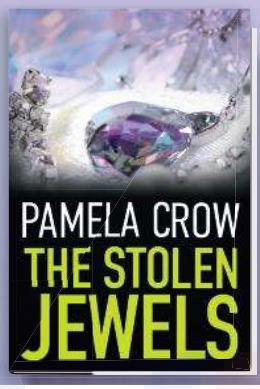
Which genres do you like? Which books look interesting to you?

Menu

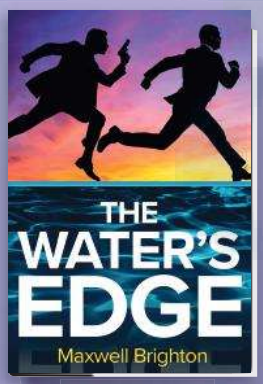
Fiction



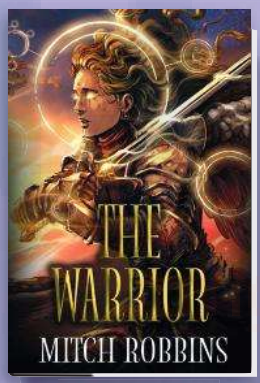
a novel



crime fiction / a mystery



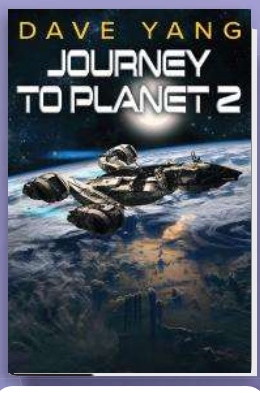
a thriller



a fantasy

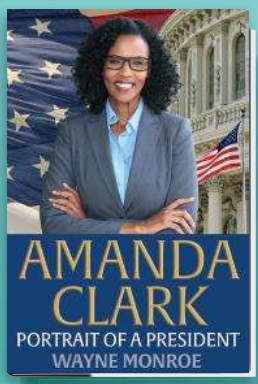


a romance

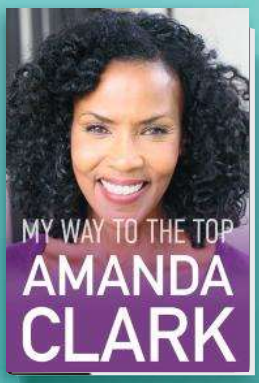


a science fiction book

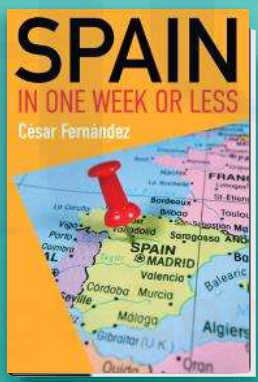
Non-Fiction



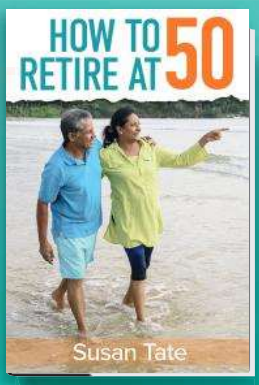
a biography



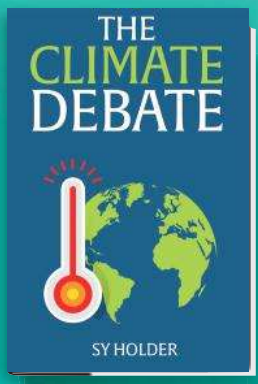
an autobiography



a travel book



a self-help book



current events

B VOCABULARY | Genres of books | Read and listen. Then listen again and repeat.

C DISCUSSION | Compare your responses. Discuss your favorite genres and your favorite books.

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Topic Warm-Up

A GENRES OF BOOKS

Suggested time: 8 minutes | Your time:

- Read the heading of the exercise. Elicit the meaning of *genre.* (kind, type) If Ss don't know, encourage them to guess from the context. Say the word again and have the class repeat it.
- Elicit the difference between *fiction* and *non-fiction.* (Fiction is about imaginary people and events. Non-fiction is about real people and actual events.) Elicit the meaning of *a novel.* (a long fictional story) Point out that the other five books under *Fiction* are all types of novels.
- In pairs, have Ss preview the pictures and captions and try to guess the meaning of the different genres. Have them copy each caption onto a sheet of paper and use the picture to write 1–2 sentences describing the genre. For example: *Crime fiction / a mystery: The books in this genre are about murder or other crimes. There is often a detective who solves the crime.*
- Have a few volunteers read aloud their definitions of the genres. Elicit corrections or additional information from the class and clarify as necessary.
- Read the questions in the self-test directions and have Ss answer them by taking the self-test.
- Have Ss choose one book that attracted their attention. Ask Ss to explain why they like it. Model a response. For example, say, *I picked* The Stolen Jewels *because I like crime fiction. I like following the detective while he or she tries to figure out what's going on. I like how the bad guys always lose in the end.* Call on volunteers to tell which book they chose and why.

OPTION To check comprehension, tell Ss that you are going to describe different kinds of books. For each book, Ss should tell you what genre it is. For example, say:
A book about life on another planet. (science fiction)
A book about visiting a foreign country. (travel)
A book about tips to stay healthy. (self-help)
A book about a person who discovers a killer. (crime fiction / a mystery)
A book about people in love. (a romance)
A book about the life of an important person. (a biography)
A book about the writer's own life. (an autobiography)
A book with a very exciting story. (a thriller)
A book about political changes happening in the world. (current events)
A book about an island controlled by a society of women warriors. (fantasy)
Any book about imagined people and events. (a novel)

LANGUAGE AND CULTURE

- *Genre* is used only when referring to types of writing, music, films, art, and so on. It is most often used in writing or more formal speech.
- There are many compound nouns with *book.* For example: *a self-help book, a science-fiction book.* These compounds are formed with a non-count noun + *book.* We do not add *book* when we say *a novel, a biography, an autobiography, a thriller,* or *a mystery.*
- The title of the romance in Exercise A is *Love Triangle.* A *triangle* in this context is a complicated relationship in which one person in a couple is also in love with someone else.
- *Biography* and *autobiography* are frequently followed by the preposition *of* (a biography of Mahatma Gandhi, *The Autobiography of Nelson Mandela).*

B VOCABULARY

Suggested time: 4 minutes | Your time:

- Play the audio and have Ss listen and read. Play it again and have them listen and repeat.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- To prepare, ask Ss to write the titles of some of their favorite books and label them *fiction* or *non-fiction.* Tell Ss that if they don't like to read and don't have favorite books, they can write the titles of their favorite movies and their genres.
- Form pairs. Tell Ss to compare and discuss their favorite genres and books or movies. Monitor and assist as needed.
- Bring the class back together. Ask, *Who likes the same kind of [books] as their partner?* Call on volunteers to talk about what they and their partner have in common. If no pairs like the same kind of books or movies, have volunteers describe their differences.

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures of Abbie and Diana and guess where they are. (at a café)
- Direct Ss' attention to the note about accents. Ask Ss who has an American accent. (Abbie) Ask where Diana is from. (a Spanish-speaking country)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What's the relationship between Diana and Abbie? (They're friends.)
  What does Abbie need? ("a good read" = a good book)
  Do Abbie and Diana like the same kind of books? (No. Diana likes thrillers. Abbie prefers non-fiction.)
- Draw Ss' attention to the footnotes. Ask, *Who belongs to Generation Z?* (Gabi) *How old is she?* (16) *Who's a millennial?* (both Diana and Abbie)
- On the board, write Abbie's first question, *Any suggestions?* Ask what words Abbie has left out. (Do you have) Ask Ss to find another question with missing words. (Abbie: Any good non-fiction to recommend?) Tell Ss that this is a common way of asking *yes / no* questions informally.

B UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Read the underlined expressions in Exercise A and have Ss repeat.
- Form pairs. Read the directions. Tell Ss to try to use different words to express the meaning of each phrase when they answer these questions. To model this, write on the board:
  Diana: I just can't put it down.
  Diana told Abbie that . . .
  Ask, *What did Diana mean?* Use Ss' suggestions to complete the sentence, or write: *The book was so good that Diana couldn't stop reading it.*
- Have Ss answer the questions with their partners. Then go over the answers with the class.

LANGUAGE AND CULTURE

- In American English, when people use the expression *be big on something* (meaning: to like it), they usually use it in the negative: *I'm not big on spicy foods.*
- *Hooked on*, similar to *addicted to*, can have both a positive and a negative meaning.

EXTENSION (+3–4 minutes) Tell Ss you are going to describe a situation and ask a question. They should answer using one of the underlined phrases from the Zoom-In conversation. For example, say:
[Name of a S] always used to buy one kind of yogurt, but now [he] buys a different brand. What did [he] do? (He switched over to a new brand.)
My mother knows all the news about everybody in the neighborhood. What would you say about her? (She's up on all the neighborhood news.)
[Name of a S] stayed up too late reading a book because it was so fascinating. How did [she] feel about it? (She couldn't put it down.)

Answers for Exercise B

1. *Diana means that Tania Nelson's thriller is very interesting and exciting, and she can't stop reading it.*
2. *Abbie means she doesn't really like them.*
3. *Diana means that Liz would be able to give Abbie a better, more informed recommendation because Liz reads non-fiction books often. Diana isn't able to give Abbie a good recommendation, because Diana doesn't read many non-fiction books.*
4. *It means that Liz has current, up-to-date information about the topic.*
5. *Diana means that she read a lot; reading was a favorite pastime for her when she was younger.*
6. *Abbie means she has not stopped reading print books and started reading digital books.*
7. *Abbie means that she loves holding and reading from a book made out of real paper; there's no better way to read, in her opinion.*

C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Read the directions. Discuss the questions as a class. Make sure Ss find support for their answers in the Zoom-In conversation.
- Ask, *Do you agree or disagree with Abbie's description of Gen-Zs?* Ask Ss to explain their answers.

SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example statement.
- Form pairs. Monitor to make sure Ss use language from the Zoom-In conversation, and assist as needed.
- Bring the class together. Write on the board: *Generation Z; Millennials; Older generations.* Point to each heading and ask, *What do these people like to read?* Write Ss' suggestions on the board.

LANGUAGE AND CULTURE The generations of the XX and XXI century are often referred to by their English nicknames. For example: *Generation Z* (born between the mid-1990s and 2010s); *millennials* (1981 to mid-1990s); *Generation X* (mid-1960s to 1980); *baby boomers* (mid-1940s to mid-1960s); *the silent generation* (1920s to mid-1940s).

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Language Warm-Up

UNDERSTAND A VARIETY OF ACCENTS
Abbie = American English (standard)
Diana = Spanish

A ZOOM-IN | Read and listen to a conversation about reading. Notice the featured words and phrases.





Abbie: I'm looking for a good read. Any suggestions?

Diana: Definitely! This Tania Nelson thriller. Did you know she wrote a new one? I just can't put it down. You'd love it.

Abbie: Actually, I'm not big on thrillers. The plots are way too complicated. I get distracted for one second, and then I'm lost. Any good non-fiction to recommend?

Diana: You know, you'd be better off asking my sister Liz about non-fiction. She's always up on the latest best-sellers.

Abbie: I'll do that. Not to change the subject—but how's your daughter Gabi doing?

Diana: Pretty good, but speaking of reading, I'm kind of concerned that I never see her reading a book. When I was her age I was totally hooked on reading.

Abbie: Well, just because you don't see her reading traditional books doesn't mean she's not reading. She's 16—a Generation Z*, right? Those kids were all born with a cell phone in their hands.

* Generation Z (or "Gen-Z") are people born between the mid-1990s and 2010s.

Abbie: They're all digital natives—they do all their reading on a screen.

Diana: You're right. And you know what? We millennials** aren't all that different. Just look at me with my tablet!

Abbie: Interesting. You and I *are* both millennials, but I've never switched over to reading on a screen. To my mind, nothing beats the feeling of real paper in my hands.

** Millennials were born between 1981 and the mid-1990s.

B UNDERSTAND FROM CONTEXT | With a partner, answer the questions about the featured language.

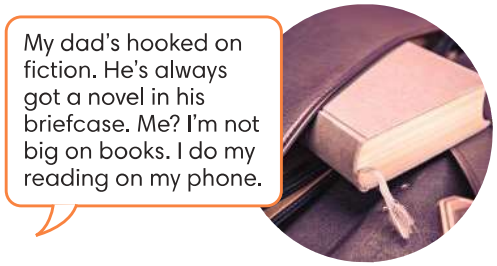
1. When Diana says about Tania Nelson's thriller, "I can't put it down," what does she mean?
2. When Abbie says she's "not big on thrillers," what does she mean?
3. When Diana says Abbie would "be better off" asking Liz for a recommendation, what does she mean?
4. When Diana says that Liz is always "up on" the latest best-sellers, what does she mean?
5. When Diana says she was "totally hooked on reading" when she was younger, what does she mean?
6. When Abbie says she's never "switched over to" reading on a screen, what does she mean?
7. When Abbie says "nothing beats" the feeling of real paper in her hands, what does she mean?

See page T27 for answers.

C THINK AND EXPLAIN | Discuss the questions. Support your answers with information from Zoom-In.

1. Why is Diana worried about her daughter Gabi?
2. What does Abbie mean when she says Gen-Zs are born with cell phones in their hands?

SPEAKING PAIR WORK | Do you think that your generation has different reading habits from other generations'? In what ways are they different? In what ways are they the same? Use language from Zoom-In in your discussion.



Answers for Exercise C

1. *Diana is worried that her daughter isn't interested in reading books because Diana loved reading books when she was Gabi's age.*
2. *Abbie means that Gen-Zs start using cell phones at a very young age.*

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1 COMMUNICATION GOAL Recommend a good book

A VOCABULARY | Ways to describe a book | Read and listen. Then listen again and repeat.

It's a **best-seller**.	It's very popular and lots of people are buying it right now.
It's a **page-turner**.	It's so interesting that you want to keep reading it without stopping.
It's a **cliff-hanger**.	It's so exciting that you can't wait to find out what will happen next.
It's a **fast read**.	It's enjoyable and easy to finish in a short period of time.
It's **hard to follow**.	It's difficult to understand.
It's **trash**.	It's very poor quality or contains offensive material.



B PAIR WORK | What kind of book do you most enjoy reading? Use the Vocabulary.

I like best-sellers. If everyone's buying and reading a book, it must be good.

I actually disagree. I think best-sellers are usually trash.

COACH **C** GRAMMAR | Noun clauses that function as direct objects

A noun clause functions as a noun within a sentence. Noun clauses are frequently direct objects. The use of that is optional.

direct object

I hear (that) Dan Brown is writing a children's book.
She thinks (that) travel books are a waste of time.
Did you know (that) Robert Ludlum just published a new thriller?

Affirmative short answers
Use so to replace a noun clause after the verbs think, believe, guess, and hope.
A: Does James Patterson have a new book out?
B: I think so. / I believe so. / I guess so. / I hope so.
[so = (that) James Patterson has a new book out]

Negative short answers
Use not . . . so with think and believe. Use not after guess and hope.
I don't think so. / I don't believe so.
I guess not. / I hope not. NOT I ~~don't guess so~~. / I ~~don't hope so~~.

Verbs that often introduce noun clauses

agree	guess	say
believe	hear	see
doubt	hope	suppose
feel	know	think
forget	remember	understand

GRAMMAR EXPANDER p. 130
- Verbs followed by noun clauses (expansion)
- Adjective complements

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E NOTICE THE GRAMMAR | Find and underline an example of a noun clause functioning as a direct object in Zoom-In on page 27.

Did you know she wrote a new one? / I'm kind of concerned that I never see her reading a book.

F GRAMMAR PRACTICE | Use the prompts to write statements and questions with noun clauses. Use that.

1 I didn't know / American songwriter and author Bob Dylan / win / the Nobel Prize for Literature in 2016.
2 Did you forget / Indian author Aravind Adiga / write / *The White Tiger* in 2008?
3 She says / her favorite book by Malaysian novelist Tan Twan Eng / be / *The Gift of Rain*.
4 Did you know / U.S. author Philip Roth / write / twenty-seven novels during his life?
5 I believe / Mexican novelist Carlos Fuentes / be / born in Panama, not in Mexico.
6 I think / South Korean writer Han Kang's novel *The Vegetarian* / receive / what is now called the Booker International Prize for fiction.
7 No offense, but I thought / the new Lisa Owen thriller *Mama's Boy* / be / just plain trash.

See page T28 for answers.

G PAIR WORK | Take turns reading the statements and questions from Exercise F, omitting that.

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LESSON 1 Recommend a good book

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss read and listen to the audio.
- Play the audio again and have Ss listen and repeat.

EXTENSION After Ss listen and repeat, write the vocabulary on the board. Form pairs. Have Ss decide who is Student A and who is Student B. Say, *Student A, close your book and listen. Student B, read a definition from the book. Student A, match the definition with a word or phrase on the board.* Tell Ss that after three definitions, they should switch roles.

B PAIR WORK

Suggested time: 3 minutes | Your time:

- Read the directions and the conversation. If appropriate, refer Ss to the book genre vocabulary on page 26.
- Form pairs. Have Ss discuss the kinds of books they most enjoy.

OPTION If it is clear that some Ss do not enjoy books, begin Exercise B by asking, *Who likes to read books?* Form pairs of book-lovers to discuss the books they like best. Form pairs of Ss who do NOT love books and have them answer these questions: *Why don't you like to read books? What kind of movies do you enjoy? What movies can you name that were based on books?* Monitor the conversations to keep Ss on topic.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and the examples in the chart. To clarify how a noun clause functions as a noun, write on the board:
  I know [something]. (direct object)
  that he is an author. (direct object = noun clause)
  Tell Ss, *The underlined noun clause is the direct object of the verb. It expresses the information you know, believe, think, and so on.*
- Have Ss look at the first example sentence in the chart. Ask, *Why are there parentheses around* that? (to show we can omit *that*) Say, *When a noun clause is a direct object of the verb, the word* that *is often omitted, especially in spoken English.*
- Draw Ss' attention to the words in the **Verbs that often introduce noun clauses** box. Say, *These are called "mental activity" verbs.* To check comprehension, ask Ss to form sentences using *I* + a verb from the list. Write their sentences on the board as additional examples.
- Have Ss read the information about affirmative and negative short answers and repeat the model sentences.

GRAMMAR EXPANDER (optional, page T130)

D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat the example sentences.
- Monitor. Make sure Ss do not stress *that*.

E NOTICE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Have Ss turn to the Zoom-In conversation on page 27 and raise their hands when they've found the example of a noun clause direct object.
- Have a volunteer dictate the sentence to you to write on the board. Ask, *Where could you add the word* that? (after *Did you know*)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 with the class as an example. Elicit the answer and write it on the board. Include *that*.
- Have Ss complete the task individually and then compare answers with a partner.
- Go over the answers. If there is confusion about the sequence of tenses, point out the specific time references. Tell Ss, *After a past tense mental-activity verb, you also use the past tense in the noun clause.*

Answers for Exercise F

1. *I didn't know that American songwriter and author Bob Dylan won the Nobel Prize for Literature in 2016.*
2. *Did you forget that Indian author Aravind Adiga wrote* The White Tiger *in 2008?*
3. *She says that her favorite book by Malaysian novelist Tan Twan Eng is* The Gift of Rain.
4. *Did you know that U.S. author Philip Roth wrote twenty-seven novels during his life?*
5. *I believe that Mexican novelist Carlos Fuentes was born in Panama, not in Mexico.*
6. *I think that South Korean writer Han Kang's novel* The Vegetarian *received what is now called the Booker International Prize for fiction.*
7. *No offense, but I thought that the new Lisa Owen thriller* Mama's Boy *was just plain trash.*

G PAIR WORK

Suggested time: 2 minutes | Your time:

- Form new pairs. Have partners read the sentences in Exercise F aloud. Monitor Ss' verb tenses and make sure they omit *that*.

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H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the directions. Have Ss listen and read the examples, and then listen and repeat.
- Form pairs. Have Ss take turns asking and answering the questions, using rising intonation for the questions.

I PAIR WORK

Suggested time: 3 minutes | Your time:

- Have Ss read the directions and the conversation. To help Ss generate ideas for questions, write *Weekend Activities* on the board. Have the class brainstorm activities and list them on the board.
- Model the exchange. Have a S ask you about your plans.
- Have Ss work individually to write their questions.
- Form pairs and have Ss ask and answer their questions. Monitor and assist as needed.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Express strong surprise by beginning a question with *You mean . . .*
- Introduce statements of common belief with *They say . . .* or *I've heard . . .*

- Have Ss read and listen to the conversation.
- Have Ss underline the four noun clauses in the conversation. Call on volunteers to read them aloud. Point out that none of the clauses starts with the optional *that.*
- Call Ss' attention to the **Social language** box. Ask, *What is a statement of common belief?* (a statement about what many people think is true) Read the expressions and have Ss repeat.

LANGUAGE NOTE In American English, *fracas,* meaning a short, noisy fight involving several people, is pronounced /ˈfræ-kəs/.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Have Ss practice the conversation, switch roles, and repeat.

C TALKING POINTS

Suggested time: 3 minutes | Your time:

- Read the directions. Refer Ss to the vocabulary on pages 26 and 28. Tell Ss not to worry if they can't remember a title or an author's name, or if appropriate, suggest they look it up online.

OPTION If some of your Ss don't read books, give the class the option of writing about a movie. If they choose to do this, remind them to write about actors or directors instead of authors and to avoid book-related phrases like *best-seller*, *page-turner*, and *copy*.

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Direct Ss' attention to the **Recycle This Language** box. Tell Ss to use these adjectives to describe the book.
- Model the exchange with a higher-level S who likes to read. Play the role of Speaker B.
- Form pairs. Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and vocabulary.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

E CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are

✓ using book-related vocabulary
✓ asking questions to extend the conversation
✓ using noun clauses after *they say* and *I've heard*

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Have them write three sentences about books or movies, using *I* and three different verbs from the list on page 28. Also have them use noun clauses as direct objects. To model the activity, write on the board: *I think there are a lot of book-lovers in this class. I hear that [J. K. Rowling] is a good writer.* Collect the papers. Read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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COACH

H PRONUNCIATION | Sentence stress in short answers with so and not | Read and listen. Notice the stress on the verb. Then listen again and repeat.

1 Are there a lot of characters in the story? I THINK so.
2 Has she read that book yet? I don't THINK so.
3 Do you think this thriller will be good? I HOPE so.
4 Does the story have a happy ending? I beLIEVE so.
5 Will this be Grisham's last novel? I HOPE not.

I PAIR WORK | Write five yes / no questions about your partner's future plans. Then read your questions aloud. Your partner responds with short answers, using think, hope, believe, or guess.

Are you going to read anything this weekend?

I think so.

COMMUNICATION ACTIVATOR

Now let's recommend a good book.



A CONVERSATION MODEL | Read and listen.

A: I'm looking for a good read. Any suggestions?
B: Have you read anything by Odette Sorell?
A: Odette Sorell? No, I haven't, but they say her mysteries are great.
B: You mean you haven't read *Fracas in Caracas*? It's a best-seller.
A: I didn't know she wrote that. I've heard it's a real page-turner.
B: It is. Would you like to borrow my copy? I have it at home.
A: I definitely would. Thanks so much.

Social language
To introduce statements of common belief, say:
They say . . .
I've heard . . .

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Write notes about a book you've read. Use the Vocabulary in your description.

Title:
Genre: Author:
What's it about?

Your opinion of it:

D CONVERSATION PAIR WORK | Personalize the conversation, using the Vocabulary and your notes from Talking Points. Then change roles.

A: I'm looking for a good read. Any suggestions?
B: Have you read anything by ..... ?
A: ..... ? No, I haven't, but they say ..... .
B: You mean you haven't read ..... ? It's ..... .
A: I didn't know ..... wrote that. I've heard it's ..... .
B: . . .

KEEP TALKING! ●●●

Ask questions about the book.
What's it about?
Where does the story take place?
Why did you decide to read it?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Positive adjectives

amazing	funny
awesome	hilarious
excellent	inspiring
exciting	interesting
fantastic	thought-provoking

E CHANGE PARTNERS | Personalize the conversation again.

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2 COMMUNICATION GOAL Talk about a newspaper or magazine article



A GRAMMAR | Noun clauses: embedded questions

GRAMMAR EXPANDER p. 130
Embedded questions:
- with whether
- usage and common errors
- punctuation

An embedded question is a kind of noun clause.
Use if to begin an embedded yes / no question.

Yes / no questions	Embedded yes / no questions
Did you like the article?	Tell me **if you liked the article**.
Was the story hard to follow?	My husband would like to know **if the story was hard to follow**.
Have you read anything good lately?	Could you tell me **if you've read anything good lately**?

Use a question word to begin an embedded information question.

Information questions	Embedded information questions
What's the article about?	I can't remember **what the article's about**.
Why have you decided not to read it?	I can't understand **why you've decided not to read it**.
Whose magazine is this?	We're not sure **whose magazine this is**.
When was it written?	No one knows **when it was written**.
Where is the author from?	Do you know **where the author is from**?
Where does he live?	Can you tell me **where he lives**?
Who wrote the book?	I don't know **who wrote the book**.
Who did she speak to?	They don't know **who she spoke to**.

Be careful!
Use normal word order (not question word order).
Don't say: Do you know ~~where is the author from~~?

Punctuation If an embedded question is . . .
- **within a statement, use a period.**
  I wonder what her name is.
- **within a question, use a question mark.**
  Do you know what her name is?

B GRAMMAR PRACTICE | Change the questions to embedded questions.

1 Do their parents like any news websites?
I wonder *if their parents like any news websites.*

2 Where can I buy a copy of this month's *SportsToday Magazine*?
Do you know *where I can buy a copy of this month's* SportsToday Magazine?

3 Who's the author of the *Out and About* blog?
I can't remember *who the author of the* Out and About *blog is.*

4 Why don't you read a digital newspaper?
I just don't understand *why you don't read a digital newspaper.*

5 When does next month's issue of *Good Cooking* come out?
I'd like to know *when next month's issue of* Good Cooking *comes out.*

6 Is this today's *San Antonio Times*?
Could you tell me *if this is today's* San Antonio Times?

C GRAMMAR PRACTICE | List some print and digital publications you like and don't like to read. Then discuss your lists with a partner, using embedded questions.

"Tell me why you're so interested in travel blogs."

My favorite websites or blogs	My favorite print or digital magazines	My favorite print or digital newspapers
Some websites or blogs I don't like	Some print or digital magazines I don't like	Some print or digital newspapers I don't like

Ways to introduce embedded questions
Tell me . . .
I'd like to know . . .
Can you tell me . . . ?
I can't understand . . .
I don't know . . .
I wonder . . .
I can't remember . . .

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LESSON 2 Talk about a newspaper or magazine article

A GRAMMAR

Suggested time: 12 minutes | Your time:

- Have Ss read the first rule and examples in the chart. Write on the board:
  1. Did you like the article?
  2. Tell me if you liked the article.
  Point to the underlined phrase and say, *An embedded question is part of a larger sentence.* Then point to sentence 1 and ask, *Is this a* yes / no *or an information question?* (a *yes / no* question) Point to sentence 2 and say, *Embedded* yes / no *questions can start with* if.
- Point to *Did you like* in sentence 1. Say, *In embedded* yes / no *questions, use* if + *statement word order.* Circle *Did you like* and *if you liked* on the board.
- Say, *An embedded question is a direct object noun clause. It's the object of the verb in the introduction to the embedded question.* Read the three example introductions from the chart (*Tell me,* etc.).
- Have Ss read the second rule and examples. On the board, write:
  3. What's the article about?
  4. I can't remember what the article's about.
  Point to sentence 3 and ask, *Is this a* yes / no *or an information question?* (an information question) Point to sentence 4 and say, *Embedded information questions start with a question word.* Point out the underlined information. Ask, *Is the word order the same or different?* (It's different. Embedded information questions use statement word order.)
- Have Ss underline the question words in the rest of the embedded questions. Point out the different word order used with *who* as the subject (I don't know who wrote the book.) and *who* as the object (They don't know who she spoke to.).
- Have Ss read the **Be careful!** note. Have Ss find examples of questions with *where* in the chart. Read them.
- Have Ss look at the **Punctuation** note. Have Ss read the first rule and example. Ask, *What's the statement?* (I wonder) Have Ss read the second rule and example. Ask, *What's the question?* (Do you know) Say, *The punctuation depends on the introductory clause.* Then read the woman's question. Ask, *Why is there a question mark here?* (because the introductory clause is a question, *Can you tell me*)

TEACHING TIP If Ss ask about questions with *whether,* tell them *whether* can take the place of *if* in embedded *yes / no* questions. *If* is more commonly used.

LANGUAGE AND CULTURE Embedded questions sound less direct than *yes / no* and information questions. People often use them to be polite.

GRAMMAR EXPANDER (optional, pages T130–131)

B GRAMMAR PRACTICE

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Elicit the embedded question and write it on the board.
- Have Ss complete the sentences individually.
- Go over the answers with the class. Have Ss explain why they chose a period or question mark for each item.
- Have Ss look at item 2. Say, *The speaker wants one specific* SportsToday Magazine. *Which one?* (a copy of this month's magazine) *What other words in these sentences refer to one specific magazine or newspaper?* (next month's issue of, today's)

EXTENSION (+3–4 minutes) To practice embedded questions in a fun way, form groups of four. Have the groups decide who will be Students A, B, C, and D, and have them sit in that order in a circle. Then say, *Student A, turn to Student B. Ask a* yes / no *or information question. Student B, no matter what Student A asks, answer with an embedded question beginning with* I don't know. *Then ask Student C a question, and repeat.* To model the activity, ask a higher-level S a question and elicit the answer. For example, ask, *Who are you?* (I don't know who I am.)

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Draw Ss' attention to the **Ways to introduce embedded questions** box and tell them they can use these phrases in their discussion.
- Have Ss work individually to write their lists. For the materials they don't like, tell them they can list types of publications rather than specific titles.
- Form pairs and have Ss discuss their lists. Monitor to make sure they form embedded questions correctly.

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Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I actually don't know* to admit that perhaps you should
- Use *actually* to express a surprising fact
- Say *Duh!* to admit you should have thought of something earlier
- Acknowledge someone's good idea with *Why didn't I think of that?*

- Have Ss look at the photo and ask what they can see. (two men talking as they walk)
- Have Ss read and listen to the conversation. To check understanding, ask:
  What is Speaker A's problem? (He can't find a newspaper he wants.)
  Why doesn't Speaker B give Speaker A the paper with the article? (He doesn't have it.)
  What is Speaker A probably going to do next? (read it online)
- Have Ss underline the embedded question in the conversation. (Do you know where I can get a copy of the *Newton Times*?) Ask, *Does Speaker A use question word order in this sentence?* (no) Ss often make mistakes with word order in embedded questions, and pointing out the correct word order will help Ss to avoid this.
- Respond to any questions Ss have about vocabulary.
- Direct Ss' attention to the **Social language** box and read it, stressing *I* in the question. Have Ss repeat.

LANGUAGE AND CULTURE *Duh* is very informal and can be insulting. People sometimes use it to laugh at their own words or actions and label them stupid, but it is also used to express contempt or ridicule for someone they think is being stupid.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Form pairs and have Ss practice the conversation.

C TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Have Ss turn back to page 30 to choose a publication they like. It must be a print publication. If Ss listed only digital publications, have them think of a print newspaper or magazine that also appears online.
- Have Ss work individually to write notes about the article they've read (or are inventing). Tell Ss that they do not need to write complete sentences, but they should write clearly so that another reader can understand their notes.

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Have Ss decide who will be Speaker A and who will be Speaker B.
- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar chart on page 30 and Speaker A's notes in Exercise C)
- Point out that the sentence *Maybe at . . . ?* must be a suggestion of where to buy, not borrow, the publication (because of *sold out).*
- Have Ss personalize the conversation. Then have Ss switch roles and repeat the conversation.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

E CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are
✓ using embedded questions correctly
✓ making helpful suggestions

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. On the board, write:
What's / Who's your favorite ____?
Where do you read ____?
Are you big on reading ____?
Tell Ss to decide how to complete these questions and then rewrite them as embedded questions in sentences. For example:
Who's your favorite author?
I don't know who your favorite author is.
Collect the questions and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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COMMUNICATION ACTIVATOR

Now let's talk about a newspaper or magazine article.



A CONVERSATION MODEL | Read and listen.

A: Do you know where I can get a copy of the *Newton Times*?

B: I actually don't know. Maybe at the newsstand on the corner?

A: I tried there, but they were sold out. There's an article about a doctor for a soccer team in there I'm dying to read.

B: Oh, it was great. If I had the paper, I'd give it to you, but I always read it online.

A: Duh! Why didn't I think of that?

Social language
To acknowledge someone's good idea, say:
Why didn't I think of that?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Choose a print publication from Exercise C on page 30. Think about one article you read in that publication (or invent one). On the notepad, write what the article was about.

Name of publication:

What the article was about:

D CONVERSATION PAIR WORK | Change the conversation, using your information from Talking Points. Then change roles and use the article from your partner's notepad.

A: Do you know where I can get a copy of ..... ?

B: I actually don't know. Maybe at ..... ?

A: I tried there, but they were sold out. There's an article in there about ..... I'm dying to read.

B: Oh, it was ..... . If I had the ..... , I'd give it to you, but I always read it online.

A: ..... Why didn't I think of that?

KEEP TALKING! ●●●

- Say more about the article.
- Explain why you want to read it.
- Suggest other ways to find the article.

Watch the video for ideas!

E CHANGE PARTNERS | Change the conversation again, using other articles.

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3 COMMUNICATION GOAL Describe tastes in leisure reading

A VOCABULARY | Some formats for reading | Read and listen. Then listen again and repeat.



B PAIR WORK | Check the times and places you like to read. Compare your ideas. Explain why.

- ☐ while I'm driving in a car
- ☐ while I'm in bed before I go to sleep
- ☐ while I'm taking a bath
- ☐ while I'm commuting on public transportation
- ☐ while I'm eating lunch
- ☐ other: .....

C LISTEN FOR MAIN IDEAS | Listen to the speakers talk about their tastes in reading. Then circle the correct answers.

1 What's Edgar Wilson's favorite kind of book?
   a a traditional print book
   (b) an audiobook
2 What's Coumba Diallo's favorite kind of book when she travels?
   (a) a digital book on her tablet
   b a traditional print book
3 What's Seth Milgrom's favorite kind of book?
   a an actual print book
   (b) a digital book on a phone
4 What's Marcela Sebastian's favorite thing to read?
   (a) news and current events
   b novels

D LISTEN TO TAKE NOTES | Read the questions. Then listen again. Write notes about what each speaker says.



What's a disadvantage of print books for him?

Edgar: A disadvantage of print books for him is that he gets distracted easily when he reads them.

Edgar Wilson U.S.



What's a disadvantage of paperbacks for her?

Coumba: A disadvantage of paperbacks for her is that she can't travel easily with them because they take up too much space.

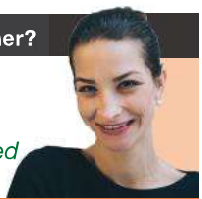
Coumba Diallo Senegal



What's a disadvantage of print books for him?

Seth: A disadvantage of print books for him is that they're not as convenient or portable as his phone.

Seth Milgrom U.S.



What's a disadvantage of print books for her?

Marcela: A disadvantage of print books for her is that they are bad for the environment because so many trees need to be cut down to make the paper.

Marcela Sebastian Chile

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LESSON 3 Describe tastes in leisure reading

A VOCABULARY

Suggested time: 4 minutes | Your time:

- Have Ss look at the pictures and captions to see which words are new to them.
- Play the audio. Have Ss listen and read. Replay the audio and have Ss listen and repeat.

OPTION (+5 minutes) On the board, write *print format.* Under that, write *digital format,* and then *audio format.* Form pairs. Have Ss decide who is Student A and who is Student B. Say, *Student A, close your book and listen. Student B, say one of the vocabulary words. Student A, say what format it is.* (For example: hardcover = print format) After four turns, have Ss switch roles.

LANGUAGE AND CULTURE An e-reader is a device that people can use to read texts in a digital format. A common term for books in an electronic format is *e-book*.

B PAIR WORK

Suggested time: 6 minutes | Your time:

- Read the directions. Tell Ss to check all the answers that are true for them when they read.
- Have Ss complete the exercise individually.
- Form pairs and have Ss compare answers with their partner. Monitor and listen for Ss' reasons.
- Bring the class back together. Take a poll to find out Ss' favorite times and places to read. Invite volunteers to give their "other" answers and explain the reasons for their reading choices.

OPTION (+5 minutes) Instead of a full class discussion, have each pair join another pair for a small-group discussion. Have each pair tell the other pair what the two partners have in common and how they are different in the ways they like to read. Monitor the group discussions to make sure that all Ss are taking turns speaking and explaining their reasons.

C LISTEN FOR MAIN IDEAS

Suggested time: 8 minutes | Your time:

- Read the directions. Draw Ss' attention to the photos in Exercise D. Tell Ss that these are the speakers they will hear.
- Do item 1 with the class as an example. Read the question-and-answer options. Then play the audio. Pause at the end and ask Ss to call out their answer.
- Continue with the next three segments, reading each question first.

D LISTEN TO TAKE NOTES

Suggested time: 10 minutes | Your time:

- Have Ss preview the four questions so they will know what kind of information to listen for. Tell Ss to take notes on paper instead of in their book if they prefer. Remind them to note down all the major points each speaker makes because they will need their notes for this exercise and for Exercise E.
- Play the audio for conversation 1. Pause at the end to let Ss complete their notes. Read the first question and ask a volunteer to answer it. If details are missing or more could be said, ask, *Does anyone have anything more to add?*
  - If the Ss' answer is correct, confirm it.
  - If it's not correct, replay the audio, pausing after Edgar says, *. . . I get distracted.* Ask, *What does* distracted *mean?* (unable to pay attention) Continue with the audio. Repeat the item 1 question.
- Play the rest of audio as Ss work individually to take notes and answer the questions.

OPTION If Ss have difficulty with listening exercises, do the following:

- For conversation 2, replay the audio, pausing after Coumba says, *I just can't fit two or three books in my carry-on luggage.* Repeat the second question.
- For conversation 3, replay the audio, pausing after Seth says, *It's portable, convenient, and always ready.* Ask, *Why does he read on his phone?* (It's always available.) *Is the same thing true about print books?* (no)
- For conversation 4, replay the audio, pausing after Marcela says, *. . . I would like to preserve them.* Repeat the fourth question.

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E PARAPHRASE

Suggested time: 7 minutes | Your time:

- Read the directions and the example. Form pairs and have partners decide who is Student A and who is Student B.
- Say, *Student A, you go first. Paraphrase what else the first person, Edgar Wilson, said. Student B, add any information that is missing.* Have Ss switch roles to paraphrase the next person. Tell Ss to refer to their notes from Exercise D on page 32.
- Monitor as pairs complete the task and assist as needed. Play the audio again if appropriate.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss compete the questionnaire individually. Tell them they can write either complete sentences or notes. For questions 5, 8, and 9, explain that Ss can either choose one format or check all the formats they like.
- If appropriate, refer Ss to the vocabulary on pages 27 and 28 and the list of reading materials in the **Recycle This Language** box in Exercise B.
- Monitor and assist as needed.

OPTION If you have Ss who do not read for pleasure, have them cross out questions 3, 4, and 6 on the questionnaire. On the board, write: *3. When do you read for information? 4. What do you read about? 6. Where can you read information you trust?* Have Ss copy and answer these, and then complete the rest of the questionnaire.

B GROUP WORK

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A-B)

- Read the directions and the conversation. Tell Ss that they can choose questions from the questionnaire to ask or write their own questions.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use the phrases *Any suggestions?, Could you tell me if . . . ?,* and *I'd like to know if . . .* in their interviews.
- Form groups. Tell Ss to take turns playing the role of interviewer. Give Ss a time limit for the whole activity and a time for each S's turn as interviewer. Have Ss take turns being timekeeper for their group. (See Teaching Tip below.)
- Have each S prepare his or her own list of interview questions. Then have Ss role-play their interviews. Monitor the groups and assist as needed.

OPTION Instead of having each S write his or her own interview questions, brainstorm questions with the class and write them on the board. Ss can refer to them during their role plays. The Ss who are conducting the interview should sit facing the board so they can see the questions easily.

EXTENSION (+3 minutes) While you monitor the groups, take notes about individual Ss' reading preferences and habits. Use them to write questions to ask the whole class after Ss complete their interviews. Bring the class back together and ask, *What did you learn about the people in your group?* Read your questions. For example, *Who is a big reader? Who has a favorite author of fiction? Who prefers non-fiction? Who listens to audiobooks?* Have Ss call out other Ss' names to answer the questions.

TEACHING TIP When Ss work in groups, it's often good to set a time limit for the activity. Have one S in each group be timekeeper, or have Ss take turns in that role. The timekeeper can set up a timer on his or her phone and signal when the group has 30 seconds or a minute left to complete the task. This helps keep Ss on task and moving towards completion. The timekeeper can also help make sure Ss keep to their individual time limits if, for example, each one is presenting.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating vocabulary for reading formats
✓ asking questions to draw out the interviewee
✓ covering the pluses and minuses of each format

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Choose one format: print, digital, or audio.* Tell Ss to write at least four sentences about that format. They should explain how people read or listen to texts in the format and how they have used it recently. Collect the sentences and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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E PARAPHRASE | With a partner, briefly paraphrase what each person says about his or her favorite format for reading. Listen to one or more of the speakers again if necessary.

> "Edgar loves audiobooks because he likes to listen to someone reading to him."

COMMUNICATION ACTIVATOR

Now let's describe tastes in leisure reading.

A TALKING POINTS | Complete the questionnaire.

What are your reading tastes?



1 Are you a big reader? Why or why not?

2 How often do you read for pleasure?

3 Check what you read for pleasure. Then write the types you like; i.e. science fiction, self-help books, etc.

- ☐ fiction
- ☐ non-fiction
- ☐ other:

4 Do you have any favorite authors of fiction? If so, who are they?

5 If you read fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read fiction.

6 Do you have any favorite authors of non-fiction? If so, who are they?

7 Do you have any favorite news journalists that you like to read? If so, who are they?

8 If you read non-fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read non-fiction.

9 What's your favorite format for news and current events?

☐ print ☐ digital ☐ audio ☐ TV

10 Write one advantage and one disadvantage of each format.

- **print:** advantage
  disadvantage
- **digital:** advantage
  disadvantage
- **audio:** advantage
  disadvantage

11 Is there anything else you want to say about about your reading habits?

B GROUP WORK | Write a list of interview questions, using Talking Points for ideas. Role-play an interview show, with one classmate using the interview questions to interview the others.

So, I understand you're big on biographies. Tell us what you've been reading lately.

You're right. I'm crazy about biographies. I just picked up one about the fashion designer, Valentino, and started reading it this morning.

SOFT SKILLS BOOSTER p. 155

RECYCLE THIS LANGUAGE

- a mystery
- a thriller
- a fantasy
- a romance
- a science fiction book
- a biography
- an autobiography
- a travel book
- a self-help book
- a magazine
- a blog
- fashion
- sports
- entertainment
- travel
- technology
- I [think / guess / hope] so.
- Any suggestions?
- I can't put it down
- I'm better off with ___
- I'm hooked on ___
- I've switched to ___
- Nothing beats ___
- Could you tell me if . . .
- I'd like to know if . . .
- Duh!
- Why didn't I think of that?

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4 COMMUNICATION GOAL Discuss formats of educational materials

A READING | Read an article about the role of reading in learning. Do most students prefer print or digital sources?

PRINT OR DIGITAL? WHAT THE RESEARCH TELLS US



Today, educational publishers offer students and teachers an array of digital educational materials that are attractive and less expensive than traditional print materials. Additionally, a growing number of students use random websites for study as well, although these can be less trustworthy than materials created by established educational publishers. High school and college students, who are all digital natives, believe they can read faster from a digital source than from a traditional print textbook. However, when they are asked which kind of materials they prefer to learn from, surprisingly, many prefer print.

Studies have shown that students are correct about speed. And speed would seem to be an advantage because an education requires a vast amount of reading. Unfortunately, however, there are recent indications that speed doesn't necessarily improve learning outcomes. As an example, one recent study of ninety university students found that when students read a text longer than one page, their comprehension of main ideas was equally good from print and digital sources. But when the students were tested on key details or specific information, they performed better when they had learned from print.

What could account for this difference? Some believe that identifying details in a text longer than one page requires more focus than simply understanding its main ideas. Researchers believe that the reason comprehension of key details is lower when students learn from a digital source is distraction. It has been found that the act of scrolling through digital material (as opposed to turning the pages of a book) disrupts students' attention. Another theory is that online sources contain numerous hyperlinks that distract students by drawing their focus away from the original article. Clicking on links and reading them makes it hard for students to remember what they had been reading.



So is the trend towards digital learning a good thing? In many ways it is. Nevertheless, in spite of the advantages of cost and convenience (and the fact that students can read digital texts faster), several recent studies have indicated that when students are given a choice between print and digital course materials, a majority of them choose print. Some say that it's easier to underline or highlight important points and then find them again when they need to study. Others say that they want to keep their book after the course is finished. Many e-textbooks are only available for one semester and then students lose access.

One study of more than 500 U.S. college students found that, of students who had used both print and digital texts, 57% preferred print, although 21% liked a mixture of both. A newer study found that 92% of college students say they preferred physical books.

We know that digital educational materials are here to stay, and their use is growing. Over time, students' preferences may change, especially if publishers can offset some of the things students say they don't like about digital materials.

B UNDERSTAND MAIN IDEA | Which represents the main idea of this article?

a Students believe that they can read an e-textbook faster than a traditional print textbook.
b Digital textbooks are less expensive and more convenient than traditional printed textbooks.
c While there are advantages and disadvantages to both print and digital formats of educational materials, a majority today still prefer print.

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LESSON 4 Discuss formats of educational materials

A READING

Suggested time: 15–20 minutes | Your time:

- Read the directions. Say, *Before we read, let's try to predict the answer to this question.* Take a poll. Ask, *How many think print textbooks are more popular with students? How many think digital materials are more popular?*
- Have Ss preview the article. (See Teaching Tip below.) First, have Ss look at the photos and tell you what they see. Make sure Ss notice that the young woman in the top photo is marking up, or highlighting, her book and that she has used sticky notes to mark certain pages. Ask Ss if they use these tools.
- Read the title of the article. Point out that it's not a complete sentence and that titles usually aren't. Elicit ideas from the class about what the complete question would be. Then read *What the research tells us.* Tell Ss that this is the subheading of the article. Write *subheading* on the board.
- Tell Ss that the main idea of an article is often found in the introduction, especially in the first or last sentence. Read those two sentences from the text. Ask, *So, what is the answer to the question at the top of the page? Do most students prefer print or digital resources?* (print) *How many of you guessed the right answer?*
- Have the Ss read the article for general understanding. Tell them not to underline, make notes, or look up words. They should just read.
- Have Ss reread the article, with pencil in hand, while you play the audio. Tell them to underline any new words they hear. Afterwards, elicit questions about vocabulary and deal with them as a class or have Ss use their dictionaries to answer their own questions.

OPTION (+5 minutes) In pairs or small groups, have Ss read the article aloud. Tell them to take turns, reading just two sentences at a time.

TEACHING TIP Predicting and previewing help to engage Ss and make sure they are thinking actively about what they are reading. If possible, always have Ss predict the content of a reading. First, have them guess the answer to questions about it before they read. Then have them look at titles, subheadings, and photos, or skim the text quickly to see if they had the right idea.

B UNDERSTAND MAIN IDEA

Suggested time: 4–6 minutes | Your time:

- Read the directions and the three options. Have Ss work individually to choose their answer.
- Elicit the correct answer. Have Ss raise their hands if they got it right. Call on these Ss to explain how they knew. Have them point out the parts of the article that indicate the main idea. (For example: the last sentence in paragraph 1 starting with *However*, . . . ; the third sentence in paragraph 4 starting with *Nevertheless*, . . .)

EXTENSION (+5 minutes) Form pairs. Draw a two-column chart on the board with the headings *Reading to Learn* and *Reading for Pleasure.* Write on the board: *How is reading to learn different from reading for pleasure?* Tell Ss to draw a chart in their notebooks and take notes in the chart about each type of reading during their discussion. Bring the class back together and call on Ss to give their ideas. Start with lower-level Ss so they have the chance to state the easiest points. Make notes of Ss' answers in the chart on the board.

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C UNDERSTAND DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss circle their answers individually and then compare with a partner.
- Bring the class together and go over the answers. For each statement, ask Ss where in the article they found support for their answer. Turn back to the Reading to confirm.
- Ask additional questions to check comprehension. For example: *According to the article, which cost less, digital or print materials?* (digital) *Why doesn't reading faster always mean reading better?* (Readers don't remember details as well when they read fast.)

OPTION (+5–7 minutes) After checking answers, return to item 1. Read the statement and ask, *Who believes this? Why do you think it's true?* Then read the rest of the items and elicit Ss' personal reactions to them.

Communication Activator

A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Read the directions, question 1, and the sample answer. Tell Ss they don't have to write complete sentences.
- Ask Ss to answer the questionnaire individually. Monitor and assist as needed.

B DISCUSSION

Suggested time: 7 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Ideas** box and encourage them to talk about the topics listed.
- Tell Ss to read the **Optional** box and underline useful vocabulary in the Reading on page 34.
- Form pairs. Monitor Ss' discussions and assist as needed. (See Teaching Tip on this page.)

EXTENSION (+5 minutes) After the pair discussion, bring Ss together for a class discussion about the questions in Talking Points.

- Ask about online sources Ss use. Write the sources on the board if you know and trust them. If you do not trust a source, explain why Ss should avoid using it.
- Ask about distractions Ss face when using online sources for schoolwork. Ask, *What helps you stay focused?* (Possible answers: using ad-blocking software, setting a timer for a study session, and ignoring distractions until it's break time)
- Ask the last question, about which textbook format is more convenient, and take a poll. Invite volunteers to give their reasons.
- Ask Ss to raise their hands if they have ever taken an online course. If a few Ss raise hands, ask them, *Did you enjoy the course? How was it different from learning from a print or digital textbook?*

TEACHING TIP When you do pair discussions, there may be pairs that struggle with the task. Have them join another pair, preferably of higher-level Ss. There may also be pairs that finish the task well ahead of the rest of the class. Have each pair that finishes early join another pair and take turns reporting on the discussion they had with their partner.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ reflecting on their own learning experiences
- ✓ talking about different formats for educational materials
- ✓ making comparisons

WRITING

Suggested time: 10 minutes | Your time:

- Have Ss read the directions. Tell them that their summary of the book or article should be one paragraph. Write *SUMMARY* on the board and list the information the summaries should include: *title, genre (book) / source (where the article comes from), writer name, topic, main points about the topic.*
- Remind Ss they must also say (1) whether they liked it and why or why not and (2) whether they recommend it and why or why not.
- If Ss cannot complete their paragraph in the time available, have them finish it for homework.
- Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, page T146)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Do you prefer to learn from print or digital materials? Why?* Tell Ss they can refer to what they wrote in their Talking Points in Exercise A, as well as the **Ideas** box. Have them write at least three sentences. Collect the sentences and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

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C UNDERSTAND DETAILS | Circle the correct word or phrase.

1 Students believe they can read a text faster when it's in (digital / print) format.
2 A recent study has discovered that when students read texts longer than a page, their comprehension of (main ideas / key details) is the same from either print or digital sources.
3 When students study from a digital text, their comprehension of key details is (better / worse) than when they study from print.
4 Researchers have suggested some reasons why some types of comprehension suffer when students read from (print / digital) texts.
5 When students are asked which kind of textbook they like better, print or digital, several studies report that most choose (print / digital).

COMMUNICATION ACTIVATOR

Now let's discuss formats of educational materials.

A TALKING POINTS | Answer the questions about the best ways for you to learn. Explain your answers.

1. What online sources do you use for your studies?
Wikipedia. I trust the information, and it's easy to use.

1. What online sources do you use for your studies?

2. What are some differences between learning from a digital textbook and from a website?

3. What distractions do you face, or do you think you would face, when you learn from online sources?

4. Which kind of source (a printed textbook or a digital textbook) makes comprehension easier for you?

5. Which is more convenient, in your opinion: a printed textbook or a digital textbook?

B DISCUSSION | With a partner, compare your opinions of the value of digital and print sources in your studies. Discuss how different formats affect your learning.

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: ". . . (are) here to stay."

Ideas
speed
comprehension
concentration
focus

WRITING

Write a review of something you've read—a book or an article from a print or digital magazine or newspaper. It can be something you liked or didn't like.

- Summarize what it was about.
- Explain why you thought it was good or not good.
- Tell the reader whether you recommend it or not.

WRITING HANDBOOK p. 146
- Summarizing
- Guidance for this writing exercise

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THE DO YOU KNOW? GAME

TO PLAY Play with a partner. Place your coins at START outside of the circle.
PLAYER 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Change the question on the space where you land to an embedded question.
PLAYER 2: Respond to the embedded question or say, "I don't know." If the answer is incorrect or if you say, "I don't know," Player 1 goes again and asks you another question. If the answer is correct, take your turn.

TO SCORE POINTS You get one point for each correct embedded question. For each correct answer, you get the number of points indicated on the board. To determine if a response is correct, check the answer key on page 121.

TO WIN The first player to get ten points or reach the end is the winner.

EXAMPLE: What's the capital of France?

Tell me what the capital of France is.

Paris.



PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Recommend a good book.
- ☐ Talk about a newspaper or magazine article.
- ☐ Describe tastes in leisure reading.
- ☐ Discuss formats of educational materials.

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Interactive Cool Down

THE "DO YOU KNOW?" GAME

Suggested time: 15–20 minutes | Your time:

- Read the name of the game and the first line of the directions. Tell Ss to use two coins as markers. They can use bits of paper if they don't have coins.
- Form pairs. Have Ss decide who is Player 1 and who is Player 2. Read the directions for Player 1 and the example question, embedded question, and answer. Elicit a few alternatives to the introductory clause *Tell me* and write them on the board. (For example: *Do you know, Can you tell me*)
- Read the directions for Player 2. Have two higher-level Ss model the first move of the game for the class. After Player 1 asks and Player 2 answers the question, ask the class, *How many points do they get? Let's look at the rules.* Read the directions *To Score Points* and *To Win*. Tell Ss that both players need to keep score, so everyone needs pen and paper. Elicit the numbers of points earned by Players 1 and 2 for the first move.
- Ask, *Whose turn is it now?* A correct answer means it's Player 2's turn. If the answer was incorrect, or Player 2 said *I don't know*, then Player 1 goes again. To make sure Ss understand this rule, ask Ss to explain when a player gets to take another turn.
- Tell Ss to begin playing. Monitor as Ss play the game, listening for the correct use of embedded questions. Assist as needed.

EXTENSION (+8–10 minutes) After Ss complete the game, tell them to play again, but this time, they need to write their own questions. They will need 16 strips of paper. Each S takes eight strips and writes eight questions, either information questions or *yes / no* questions with *Do you know*. The questions should be factual. (For example: *Do you know the capital of Mongolia?* not *Would you like to visit Mongolia?)* Also, the writer must know the answer. Monitor as Ss write their questions, checking that they focus on facts and are appropriate for the game. The completed questions can go in an envelope or a hat or be placed upside down on the desk. When a player lands on a space, the player closes his or her eyes and draws a question to change into an embedded question.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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