Unit 10 The Kind of People We Are

PREVIEW	Students listen to a conversation about setting boundaries at work, read a conversation discussing stress before an exam, and take a self-test on personal qualities.	
LESSON 1 **Describe enjoyable activities of the past**	***Grammar***	Describing past repeated or habitual actions
LESSON 2 **Suggest ways to cope with stress**	***Vocabulary***	Ways to cope with stress
	Grammar	Expressing an expectation or mild obligation with *be supposed to*
LESSON 3 **Discuss how to be more active**	***Reading skills***	Identify supporting details; Recognize cause and effect; Relate to personal experience
LESSON 4 **Compare attitudes about taking risks**	***Word Study***	Adverbs of manner
	Listening skills	Listen for main ideas; Listen for supporting details; Understand from context; Relate to personal experience
EXTEND-IT 5	*Choose a catastrophic event*; *Be a script writer!*; *Present and explain an innovation*	

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

Preview

A STRESSES OF WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss to list possible reasons not to answer the phone.
- Have Ss listen to the conversation. Elicit the answer to the first question in the directions.
- To check comprehension, ask:
  Would the man pick up the phone if his boss called? (yes)
  What is he afraid of? (that his boss will think he's lazy)
  What two adjectives does the man use to describe the woman? What do they mean? (*secure:* confident; *laid back:* relaxed and not worried about anything)
- Ask, *Who agrees that the woman shouldn't answer the phone? Who disagrees? Why?*

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read the conversation. Play the audio for them to follow along if appropriate. To check comprehension, ask:
  Why hasn't anyone seen Aysun in a long time? (She's been studying for the Board exams.)
  How many times has Aysun failed already? (once)
  Why do you think she doesn't like to talk about having failed the exam? (It's embarrassing and stressful.)

LANGUAGE AND CULTURE

- *Boards* refers to the U.S. national board exams in medicine.
- *Be a defeatist* means to not believe one will succeed.
- *I don't advertise this* is an informal way of saying *I don't tell many people this.*
- *Misery* is great suffering or unhappiness.
- *What do you say* is similar to *How about…?*
- *That'd* is the way *That would* is pronounced in informal spoken English. It's not typically written this way.
- *Unwind* means to relax and stop feeling anxious.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- After Ss complete the exercise, have them compare answers with a partner.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- After Ss complete the task, have them share their sentences with a partner.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss in pairs. Assist as needed, referring to the Language and Culture notes above.

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to look at the cartoons and the speech bubbles. Encourage Ss to use context to figure out meaning. Say, *The first sentence includes the word or phrase. The second sentence gives an explanation.*
- Assist as Ss check the words or phrases that describe themselves.
- Bring the class together. To analyze the words further, ask:
  Which words are adjectives? (sociable, active, sedentary, laid back, high-strung, adventurous)
  Which words are nouns? (a loner, an individualist, an idealist)
  Which words are sometimes used as criticisms? (a loner, high-strung)
  Which words are opposites? (sociable / a loner; active / sedentary; laid back / high-strung)

EXTENSION (+10 minutes) Have Ss work in pairs to look at the cartoons and imagine and discuss details about the people. Write these questions on the board:

1. *sociable: What are the people talking about? Why do they enjoy his company?*
2. *a loner: What kinds of things does he like to do alone?*
3. *active: What do you think are her interests and activities?*
4. *sedentary: What type of work does she do?*
5. *laid back: What types of things do you think he doesn't stress about?*
6. *high-strung: What is he nervous about?*
7. *adventurous: How does she feel doing these activities?*
8. *individualist: What does he do that makes him an individualist?*
9. *idealist: How does she express her idealism?*

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat.
- Monitor as pairs discuss their own personal qualities.

OPTION (+5 minutes) Tell Ss not to look at the Student's Book. Make the following oral statements and have Ss write the matching word or phrase from the vocabulary. Say:

1. *I like being around other people.* (sociable)
2. *I prefer my own company.* (loner)
3. *I have tons of interests and activities.* (active)
4. *I spend most of my time sitting down.* (sedentary)
5. *I'm easily rattled.* (high-strung)
6. *I don't let thing get to me.* (laid back)
7. *I do things some people find scary.* (adventurous)
8. *I don't follow the crowd.* (an individualist)
9. *I feel we have the power to make changes.* (an idealist)

EXTENSION (+10 minutes) Form pairs. Have Ss create a single role play to illustrate three words or phrases from Exercise F, but without using the words or phrases. Then have pairs perform their role plays for the class to guess the words. Write an example on the board and read it with a volunteer, for Ss to guess the answers.

A: You seriously went ice fishing? And then skiing on the same day?
B: You know me. That's just the kind of person I am. I need to be constantly moving and doing things.
A: Not me. I'm happiest at home on the sofa.
(adventurous, active, sedentary)

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the sample notes.
- Call on volunteers to read the items in the chart. Ask, *Which two items in the chart have similar meanings?* (the first and last items)
- Give Ss a few minutes to complete the chart and then discuss their examples in pairs.
- Bring the class together and ask, *Did you write the same name for any of the items?*

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LESSON 1 Describe enjoyable activities of the past

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Draw Ss' attention to the photos of Eric and Joy at the bottom of the article. Then have Ss look at the photos at the top of the article. Ask, *Which of these activities looks more enjoyable?*
- Have Ss read the article. Play the audio if appropriate. Clarify vocabulary as needed.
- To check comprehension, ask:
  Which activity did Eric do over and over during the December vacation? (snowmobiling)
  When would Eric go snowmobiling? (early in the morning)
  What was his mom always making for him when he returned home? (hot chocolate)
  What would the hot drink do? (warm him up)
  What would Joy's family do every summer? (rent an RV and hit the road)
  What would Joy's parents make the kids do? (map out the routes and driving time)
  What else would Joy's parents encourage their kids to do? (choose activities)
- Have Ss read the text again, focusing on the featured grammar.

LANGUAGE NOTES

- *At the crack of dawn* means very early in the morning.
- *Hop on* means to get on quickly.
- An *RV* (recreational vehicle) is a large vehicle, usually with cooking equipment and beds in it, that a family can use for traveling or camping.
- *Hit the road* means to set out on a journey.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example answer. If Ss ask, explain that the Pantanal is the world's largest wetland.
- Form pairs and have them discuss. Monitor and listen for how well Ss are able to talk about past repeated actions using *used to*, *would*, and *was always*. Don't make any corrections at this point: just listen to determine which structures Ss know. (See Teaching Tip below.)

TEACHING TIP Diagnostic exercises such as the speaking activity in Exercise B allow a teacher to gauge how much Ss already know about a topic and adjust the lesson accordingly. For example, if Ss are already using the full range of past repeated structures correctly, it may not be necessary to spend much time on the grammar chart before doing the exercises.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Ask Ss to reread the example answer in Exercise B. Ask: *Which verbs show finished past action?* (went, took) *Which verb describes a repeated past action?* (used to take)
- Have Ss read the first rule. Call on a volunteer to read the two example sentences. Ask, *Did the father take the child to the amusement park just once?* (No, he did this often.) Ask, *Did they go on the rides repeatedly?* (yes) Ask, *What other words in the second sentence emphasize that this was a repeated action?* (again and again, all day long)
- Have Ss read the second rule. Call on a volunteer to read the example sentences. Ask, *Do we need* always *in the sentences?* (Yes, the past continuous without *always* doesn't express a repeated action.) Then ask, *Were they looking for a place to go hiking more than once?* (yes) Write the first example sentence on the board and then change it to replace *was always looking* with *would look.* Elicit that the past continuous with *always* puts more emphasis on the continuity and frequent occurrence of the past habitual action.
- Draw Ss' attention to the **Remember** note and example sentences. Stress that *used to* indicates that something is no longer true.
- To check understanding of the **Be careful!** note, write: *When I was a kid . . .* Invite Ss to complete this statement in the different ways. To quiz Ss, write this sentence on the board: *I would be blond.* Ask, *Is this sentence correct?* (No, *be* is a non-action verb and cannot be used with *would*.) Then have Ss correct the sentence. (I used to be blond.) Write it on the board.
- Write on the board: *She didn't use to be a teacher.* Ask, *Why do we use* use to *not* used to *here*? (It's a negative statement, so we use the base form.)

LANGUAGE NOTE Past continuous with *always* to express past repeated or habitual action can be used to voice annoyance. For example: *My brother was always taking my things*. In Joy Weaver's text, the statement that her sister *was always choosing something like a museum visit* expresses mild annoyance with her sister's choices.

GRAMMAR EXPANDER (optional, page T129)

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D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Ask a volunteer to read the first statement and the example explanation of why it cannot be rewritten. To demonstrate why *would* wouldn't make sense, write the incorrect sentence on the board and cross it out: ~~*I would like every kind of winter sport*~~. Elicit other examples of non-action verbs. (For example: love, want, be)
- Instruct Ss to identify the other sentences that cannot be rewritten with *would*.
- Have Ss compare answers with a partner. Then go over any questions as a class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and point out the sample answer for item 2.
- Have Ss rewrite the sentences with *would*.
- Bring the class together and review answers.

Answers for Exercise E

3. They would look for historic sites to visit on summer vacations.
6. When Aysun was studying for the Boards the last time around, she would study only in the morning.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Reiterate that Ss are rewriting sentences from Exercise E, not D. Point out that the past continuous with *always* can only be used with action verbs. Have Ss rewrite the sentences.
- To review, ask volunteers to read their sentences. Ask, *How are the sentences different with the past continuous with* always? (They emphasize the continuity of the past habitual action.)

Answers for Exercise F

2. My father was always working at home on Fridays when we were little.
3. They were always looking for historic sites to visit on summer vacations.
6. When Aysun was studying for the Boards the last time around, she was always studying only in the morning.

G PERSONALIZE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Ask volunteers to read the prompts. If Ss prefer not to write real information, they can make up the statements.
- Ask Ss to share answers with a partner. Encourage them to ask follow-up questions.

CHALLENGE (+10 minutes) In pairs, have Ss replace the examples of *would, was / were always*, and *used to* in the Grammar Close-Up on page 102 with other forms where possible and read the new sentences aloud. (For example: *I'd wake up . . . and hop . . .*: I used to wake up . . . and hop . . .; *my mother was always making hot chocolate . . .*: my mother would make / used to make hot chocolate; *It would warm me up*: It used to warm me up. For the first six examples in Joy's text, all the forms are possible; the final example can be restated as . . . *we always used to have a good time.*) Note that *have* is usually a non-action verb. However, Joy says: . . . *we would always have a good time.* Ask, *Why is* have a good time *used with* would *here?* (This isn't a typical use of *have*; *to have a good time* is an action verb.)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss to read the questions in pairs to make sure they understand them.
- Clarify vocabulary as needed. For the third question, ask, *What is a* staycation? (a holiday that you spend at or near your home rather than traveling somewhere else)
- Have Ss complete this activity for homework. They can interview a relative or friend in person or on the phone.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Form pairs and have Ss share information.
- Monitor Ss' conversations, encouraging them to use all three structures for past repeated or habitual actions. Also tell them to summarize the relative or friend's personal qualities, referring to the vocabulary in Lesson 1. Assist as needed.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they discuss.

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

✓ using *would*, the past continuous with *always*, and *used to* for past repeated actions
✓ recycling vocabulary to identify personal qualities

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 Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to write a paragraph discussing one of the topics in Exercise G in more detail. Tell them to use the full range of structures for past repeated actions. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 2 Suggest ways to cope with stress

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Ways to cope with stress.* Ask, *What things do you do to cope with stress?* (For example: go for a run, do yoga, talk to a friend, see a funny movie) Then ask, *What are some things that cause stress?* (For example: a heavy workload, too many responsibilities, family needs, finances)
- Have Ss read and listen to the title of each tip.
- Then have them listen and repeat.
- Ask, *What does it mean to take a breather? To slow down? To laugh things off? To set aside down time? To set limits? To take up a hobby?* Call on volunteers to answer each question using the information provided for each tip.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Call on volunteers to read the suggestions.
- Have Ss listen and match the complaint they hear to each suggestion.
- If appropriate, have Ss listen again and check their answers.
- Then ask them to compare answers with a partner.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule. Establish that *be supposed to* is used for actions that are expected but not required. Draw Ss' attention to the two example sentences. Say the same sentences, replacing *be supposed to* with *must* or *have to*. Ask, *How does the meaning change?* (The statement becomes an obligation; there may be consequences if the rules are not followed.)
- Have Ss read the second rule about the reporting aspect of *be supposed to*. Call on Ss to read the examples. Elicit additional examples. (For example: The teacher is supposed to return our exams tomorrow. I'm supposed to send in my application by Friday.)
- Read the third rule about the structure of *be supposed to*. Draw Ss' attention to the example sentences. Write the third example on the board. Ask, *Did John take the professional exam last month?* (no) *Did someone expect him to take it?* (yes)
- Offer additional examples for Ss to identify as present, past, or future:
  We're supposed to get a package in the mail. (future)
  They weren't supposed to arrive until Friday. (past)
  I'm supposed to sit here. (present)
- Draw Ss' attention to the examples of negative statements. Ask, *Do we expect them to know about the new policy?* (no) *Were they expected to arrive so early?* (no) Point out that *not supposed to* can also mean that something is forbidden. For example: *You're not supposed to park in front of the school. The kids are not supposed to have phones in the classroom.*
- Call on volunteers to read the two examples for *yes / no* questions. After the first one, ask, *What is being questioned?* (if Debbie is supposed to make the opening remarks at the meeting) After the second example, ask, *What is being questioned?* (if the school was supposed to refund tuition when they cancelled the class)
- For the information questions, point out that the first example focuses on when the report is expected to be finished. The second question focuses on the expectation about who will get the promotion.
- Have Ss read the **Be careful!** note. Write these sentences for Ss to correct:
  I will bring my raincoat since it will be supposed to rain. (. . . since it's supposed to rain)
  I supposed I will look for a new job. (I suppose I will look . . .)

GRAMMAR EXPANDER (optional, page T130)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Point out that when using *be supposed to*, it is sometimes understood but at other times unclear exactly who has the expectation. Tell Ss they will speculate in the exercise about who has the various expectations.
- As a class, look at item 1. Ask a volunteer to read the example answer. Invite other Ss to speculate who else might expect Ken to bring home some take-out food for dinner. (For example: his wife, his roommate)
- Have Ss complete the exercise. Point out that sometimes the expectation can come from people in general. For example, when a young person is riding on a full bus or train and an older person gets on, the younger person is supposed to give up his or her seat. Or if you are in a library, you're supposed to put your phone on silent.
- Review answers as a class.

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E ERROR CORRECTION

Suggested time: 5 minutes | Your time:

- Have Ss correct the errors individually. Then have them compare answers with a partner.
- Bring the class together and go over the answers.

PRONUNCIATION LESSON (optional, page T140)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Ask volunteers to read each item.
- Then have Ss make the statements with *be supposed to*. Have Ss compare answers with a partner.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *uh-oh* to indicate that you realize you've made a mistake
- Use *I just realized* to acknowledge a mistake
- Say *No wonder* to indicate that you've come to understand the reason something happened
- Introduce an inconvenient truth with *Frankly, . . . I hate to tell you this . . ., The painful fact is . . .*, or *To tell you the truth*

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What did the woman forget to do? (sign up for the oral exam)
  Why did she forget? (She's stressed out because she's working and studying.)
  What advice does her friend have for her? (to slow down, maybe work fewer hours)
  What does the friend mean when she says, Frankly, I don't think you have much of a choice? (She implies that her friend will keep messing up if she doesn't slow down.)
- Call Ss' attention to the **Social language** box and read the heading. Elicit or explain that *an inconvenient truth* is a fact that someone doesn't want to acknowledge because they will have to take responsibility for it and make a change. Ask, *What is the inconvenient truth in this conversation?* (that the woman doesn't really have a choice; she must slow down) Model each item in the **Social language** box for Ss to listen and repeat.
- Ask Ss to find an example of *be supposed to* in the conversation. (I was supposed to sign up for the oral exam by yesterday.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - use falling intonation for *Ooh, I'm sorry. How did that happen?* and *What do you mean?*
  - use rising intonation for *Would you like some friendly advice?*
  - use emphatic stress on *completely* in *It completely slipped my mind*
  - stress *Frankly.*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Point out the **Some ideas** list. For the friendly advice the friend gives, refer Ss to the vocabulary in Exercise A on page 104.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations.

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

✓ using vocabulary for ways to cope with stress
✓ expressing an expectation or mild obligation with be *supposed to*

OPTION Use the Unit 10 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper and write the numbers 1–3. Write on the board:

1. *I was supposed to go away this weekend, but I'm too busy.*
2. *I'm supposed to read five hundred pages for my history class tomorrow.*
3. *I'm supposed to help out at a school event all day Sunday, but I also have an exam on Monday.*

Have Ss label each sentence *present*, *past*, or *future* to indicate present, past, or future expectation. (1. past, 2. present or future, 3. future) Next, tell Ss to imagine that these three sentences are from an e-mail from a friend. Tell them to write a response advising how to cope with stress. Collect the papers 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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LESSON 3 Discuss how to be more active

A READING

Suggested time: 20 minutes | Your time:

- Read the lesson title and invite Ss to brainstorm ideas. Write Ss' ideas on the board in one column. (For example: walk to work, go running, get a dog and walk it every day) Title the column *How to be more active.*
- Read the directions and the target question. Create a second column on the board titled *Negative effects of a sedentary lifestyle*. Invite Ss to brainstorm ideas. Write them on the board. (For example: weight gain, health problems, bad mood) Leave the columns on the board to refer to after reading the article.
- Draw Ss' attention to the article's title. Ask, *Why do you think* moving *is in all capitals with an exclamation point?* (to indicate a raised voice and to get the reader's attention)
- Invite Ss to preview the images. Ask, *What do you think is the goal of the article?* (to inspire people to start exercising) *Where might you find such an article?* (For example: in a magazine or a blog) *Why do you think the woman in the picture on the right is standing at her desk?*
- Play the audio if appropriate. As Ss read, tell them to underline information in the article that will help them answer the target question.
- Clarify vocabulary as needed, referring to the Language Notes below.
- Review the answer to the target question as a class. Then return to the list on the board to see which ideas that Ss suggested as negative effects of a sedentary lifestyle were covered in the article. Ask, *Do we see any matches?* Then look at the list titled *How to be more active* and see if any of Ss' ideas are discussed in the article.

LANGUAGE NOTES

- The expression *too [adjective] for your own good* means you have too much of a good quality so that it may actually be a disadvantage.
- *Squeeze out* means to compress or twist something wet in order for liquid to come out; *squeeze out every minute of exercise* means to get as much exercise as possible out of every minute.
- *Be planted* when used for humans means to be firmly placed in a particular place or position. The implication is that there is little or no movement, like a plant in the ground.
- *Here's to . . .* is an expression for making a toast or expressing good wishes to someone. For example: *Here's to Martin on his graduation.* The expression is short for *Here's a health to . . .* It dates back to the late 1500s.

OPTION (+5 minutes) Invite Ss to skim the article for three examples of past repeated or habitual actions. (Two examples in the statement of the woman running: *I was always planted in front of a computer* and *I would rarely get any exercise;* one example at the end of the article: *Remember how you would spend every evening sitting in front of the TV?*) Then ask Ss to find one example of expressing mild obligation with *be supposed to*. (The second sentence of the fourth paragraph: *We all know we're supposed to make sure we're getting enough exercise.*) Ask, *Is it clear who has this expectation?* (This is something generally known, so the expectation comes from people in general.)

OPTION (+5 minutes) Write on the board: *Here's to the new you!* Read it with enthusiasm, maybe holding up a water bottle. In pairs, have Ss think of occasions for celebration and make statements using *Here's to . . .* (For example: Here's to Collin on his birthday; Here's to Anika on passing her exams.)

B IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Say, *Some questions may appear to have more than one possible answer, but the correct answer reflects what is in the article.*
- Call on volunteers to read the questions. Review or clarify vocabulary as needed.
- Have Ss read the article again to find answers to the questions. Encourage them to underline the information in the article that supports each answer. If necessary for item 1, break down that *one in four* in the first sentence must be translated mathematically (1 in 4 = 25% or one quarter).
- In pairs, have Ss compare their answers.
- Bring the class together to go over any questions.

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C RECOGNIZE CAUSE AND EFFECT

Suggested time: 5 minutes | Your time:

- Read the directions and emphasize that the answers are according to the article. More than one answer can make sense otherwise.
- Have Ss look at the two columns in the exercise. Ask, *Which list contains the cause?* (the right column) T*he effect?* (the left column) To model item 1, ask, *Which of the items, a–f, improves memory, according to the article?* Have a volunteer give the answer and explain their choice. Confirm by saying, *Dancing regularly is the cause of improved memory; improved memory is the result of dancing regularly.*
- Have Ss work individually or in pairs to match the items, referring to the article to back up their answers.
- Go over the answers as a class.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Form pairs. Encourage Ss to return to the first two paragraphs of the article and reread them when discussing question 1. Then have them read the tips at the bottom of the article when discussing question 2. Remind Ss that they can speak theoretically or generally if they prefer.
- Prompt Ss with specific questions such as, *How many hours a day do you spend sitting? How much time do you spend exercising per week?*
- Bring the class together and have volunteers share.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the image. Ask, *What can you see?* (a fitness tracker or smart watch)
- Tell Ss they should think about their family's lifestyle, their own lifestyle, and that of the people they know.
- Monitor as Ss complete the survey individually. Prompt with questions such as, *Why do you think sedentary lifestyles are more common these days compared to in the past?*
- Then form groups and have Ss share ideas.

OPTION (+5 minutes) Extend the discussion of the third question in the survey. Point out that many people would like to exercise more but have to spend a lot of time sitting while they are at work or studying. Ask, *What can workplaces do to encourage people to exercise more? What can schools do?* (For example: Workplaces could have exercise classes at lunch, organize walking challenges among colleagues, and so on. Schools could promote cycling to school and increased physical activity in the classroom.)

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Read the directions and the topics. Encourage Ss to choose a point of view or a particular context to focus on for their presentation to ensure they are not just repeating general points: see the Option below. Let Ss do further research as needed and decide who in each group will present which points. Remind Ss that, even if they are doing an informal presentation, there should be a clear introduction to the presentation topic and an organized progression of points.
- Assist as needed. Ask each group, *What point of view are you focusing on?* to ensure they stay focused.
- Have groups present. Encourage Ss to respond and ask questions.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations and presentations to determine if they are

✓ analyzing the reasons for sedentary behavior and evaluating solutions

✓ suggesting ways to be more active

OPTION For the presentation, groups do not need to cover all three topics in a–c. To ensure variety in the presentations, they could decide on their own topic related to the Talking Points theme. For example: *How workplaces can promote more active lifestyles. How city planning can promote more active lifestyles. Does technology encourage people to lead more active lifestyles or make it more difficult? Being too active also isn't good.*

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write this topic for Ss to respond to: *Do you think a person's work situation or home obligations can force them to be more sedentary? Or will an active person always find ways to be active no matter what? Give examples.* Tell Ss to respond, taking into account the full range of topics discussed in the unit. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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LESSON 4 Compare attitudes about taking risks

A WORD STUDY

Suggested time: 10 minutes | Your time:

- Write *adverb* on the board. Read the first rule to review how an adverb of manner functions. Remind Ss that manner refers to how something is done.
- Call on a volunteer to read the first example sentence and explanation. Ask, *How are the activities dangerous?* (physically) Ask another volunteer to read the second example sentence and explanation. Ask, *How do risky activities challenge you?* (physically and mentally) To further test comprehension, write on the board: *Val is cautiously excited about starting university. He talks nervously about moving far from home.* Have Ss identify the adverbs of manner and the words they modify. (cautiously: excited; nervously: talks)
- Draw Ss' attention to the note with a list of adjectives and adverbs. Have Ss listen and repeat.
- Then look at the **Exceptions** note. To test understanding, write these adjectives on the board: *happy*, *unbearable*. Elicit the adverb forms. (happily, unbearably) Then elicit sentences. (For example: Max drove off happily. My history class is unbearably boring.) Have Ss identify what the adverb modifies in each sentence.
- Draw Ss' attention to the last rule and example sentences. Elicit additional sentences. (For example: Fortunately, the pharmacy was still open. Sadly, Jack Wilson lost his job.)

GRAMMAR EXPANDER (optional, page T130)

B IDENTIFY ADVERBS OF MANNER

Suggested time: 2.5 minutes | Your time:

- Tell Ss to scan the article. Ask, *What will you be looking for to help you find these words?* (an *-ly* ending) Tell Ss to look for adverbs of manner and not adverbs of frequency.
- Have Ss highlight or circle words individually. Then have them compare with a partner and identify the verb or adjective being modified, or indicate that the adverb expresses the speaker's attitude. (unfortunately: expresses speaker's attitude; actually: cause; simply: causing; easily: fall asleep; surprisingly: expresses speaker's attitude; physically: do)
- Bring the class together to answer any questions. If Ss highlighted *daily* in the text, explain that when *daily* is used before a noun, it is an adjective. However, when it modifies a verb, as in *I walk daily*, it is an adverb. The meaning is the same in both cases: happening or done every day. Ask, *Other than* unfortunately *and* surprisingly *which describe the speaker's attitude, what do all these adverbs modify: a verb or an adjective?* (a verb)

C WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to form the adverbs of manner.
- In pairs, have Ss compare answers. Then have them identify if the adverb modifies a verb or an adjective, or if it expresses the speaker's attitude. (1. verb: to live; 2. expresses speaker's attitude; 3. verb: was injured; 4. verb: could get hurt; 5. adjective: challenging; 6. verb: walked)

D LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Point to the photo of the people on the roller coaster and ask, *What are these people doing?* (riding a roller coaster) *How do you think they feel? If you were riding this roller coaster, how would you feel?* Call on a volunteer to read the caption. Poll the class by asking, *Who agrees with this statement?*
- Have Ss listen and take notes on each personality type.
- Then have Ss listen again and write descriptions in the chart.
- Go over the answers as a class. Call on different Ss to read their descriptions aloud.

LANGUAGE AND CULTURE The "T" in *type-T* is short for *thrill*.

E LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the three statements. Tell them they will listen to the interview to fill in supporting statements.
- Play the audio. For lower-level classes, you can pause the audio before the relevant sections to alert Ss to listen for the information for that item. For item 1, pause after the question *What's that, and what does it tell us about human nature?* For item 2, pause after the question *Is there a downside to that kind of behavior?* For item 3, pause after the question *Does that make me a big T?*
- Have Ss compare answers in pairs. If appropriate, allow Ss to listen again.

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F UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss read the three items and see if they can answer them.
- Elicit the meaning of *risk-taker*. (someone who is willing to do things that involve danger or risk) Then elicit the meaning of *risk-avoider*. (someone who stays away from risk)
- Write these expressions on the board:
  1. faint of heart
  2. live on the edge
  3. adrenaline rush
  Tell Ss to listen for each expression and then circle the correct answer. Play the audio.
- Have Ss check answers with a partner.
- Bring the class together to review answers. Elicit the speaker's definition of the term *adrenaline rush*. (the thrill one feels physically from living dangerously)

LANGUAGE NOTE *Faint of heart* means having a nervous nature and unwilling to face something difficult or dangerous. It is usually used in the phrase *not for the faint of heart*.

G RELATE TO PERSONAL EXPERIENCE

Suggested time: 2.5 minutes | Your time:

- Elicit or explain that the continuum is a scale for identifying how much risk you take.
- Ask, *What kind of personality does a risk-taker have?* (a "big T" personality) *A risk-avoider?* (a "small t" personality)
- Draw a two-column chart with the headings *risk-taker* and *risk-avoider* on the board. Individually, have Ss complete the chart with notes about examples of their behavior.
- Ask Ss where they think they fit on the risk-taking continuum.
- Form small groups and have Ss share their opinions of their personality type and give examples.
- Go over the responses as a class. Take a poll to find out whether most Ss in the class consider themselves to be risk-takers or risk-avoiders. Write some examples in the chart on the board as Ss respond.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss look at the picture and caption. Ask, *What is this person doing?* (base jumping—jumping from cliffs, buildings, or bridges with a parachute) Ask, *Have you ever done anything this risky?*
- In pairs, Ss interview each other about the riskiest thing they have ever done and take notes on the notepad. To help elicit adverbs of manner, write on the board examples of how Ss can describe what happened:
  The first time I did bungee jumping, I was actually terrified.
  I walked on the volcano carefully.
  Fortunately, everyone came home in one piece.
- Assist as needed. Point out to Ss that what may not be risky to one person may seem very risky to someone else.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Form groups of three. Have Ss share what they learned about their partners. Encourage them to refer to their notepads and to describe the risky experiences, using adverbs where possible.
- As Ss work, draw a risk-taking continuum on the board like the one in Exercise G, with the labels *Risk-avoider* on the left and *Risk-taker* on the right. Then bring the class together and have Ss share their risky experiences. As a class, decide where each experience fits on the continuum and write it in. For example: Sandy: *bungee jumping*.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using adverbs of manner
✓ comparing attitudes about taking risks

WRITING HANDBOOK (optional, page T150)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Ask them to write statements about themselves using the terms *adrenaline rush* and *live on the edge*. (For example: My brother gets such an adrenaline rush from anything risky—he would speed in a car just for the fun of it. I wouldn't say I like to live on the edge, but I do enjoy white water rafting.) Collect the papers and read them to identify areas for review and extra practice.

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

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Extend-It 5

OPTION Use the Phrase Book to ensure that Ss recycle and use known language from earlier levels and units. The Phrase Book is located under Printable Resources in the Portal.

1 CHOOSE A CATASTROPHIC EVENT

Suggested time: 30 minutes | Your time:

Note: In Activities 1 and 2, Ss work in groups to research and present a short talk on a catastrophic event, then write and perform a script based on the same event. Activity 3 involves pairs of Ss researching and presenting an innovation that helps in disaster situations.

- Read the activity heading. Elicit the meaning of *catastrophic*. If Ss are not sure, encourage them to look at the five titles and images. Then confirm that *catastrophic* means causing a lot destruction, suffering, or death.
- Have Ss skim the titles. Ask, *Which of these catastrophes have you heard about before?* Then call on Ss to read the descriptions. Create a timeline on the board and add to it in chronological order as Ss read (see exact dates of the two 2009 events below). Clarify vocabulary as needed, referring to the Language Notes on this page.
  79 CE: The Destruction of Pompeii
  1871: The Great Chicago Fire
  1912: The Sinking of the Titanic
  2009: Miracle on the Hudson (January 15, 2009)
  2009: The 259-Car Autobahn Pileup (July 20, 2009)
  Another event
- Read the first set of directions. Form groups of 3–4 people. To make sure groups do not select the same topic, tell Ss to consider several possibilities and then report to you the one they chose. Alternatively, let Ss pull topics out of a hat or you assign topics.
- Have groups look up information about their topic online and fill in details in the chart. Each S should write notes. Tell them to use a piece of paper if they run out of space.
- As Ss work, write these tips on the board:
  Decide which person in the group will present which section of the chart.
  The first person to speak should introduce the topic and provide the location and date.
  Be prepared to answer questions.
- Bring the class together and draw Ss' attention to the tips on the board. Explain that, even though this is not a formal presentation, it should still be organized and logical. If they don't know an answer to a question someone asks their group, they should write it down to find out the information and share the answer later.
- Read the second set of directions and have groups present. Invite a person from each group to write their catastrophe and date on the board. Encourage questions and discussion after each presentation.
- Finally, ask what facts Ss found most interesting and whether there are any points of comparison between the different catastrophes. (For example: Isn't it amazing that no one was killed in either the plane crash on the Hudson or the 259-car autobahn pileup?)

LANGUAGE NOTES

- *CE* (*common era*) and *BCE* (*before the common era*) are year notations from the Gregorian calendar, the official calendar in most of the world.
- The *autobahn* mentioned here refers to the federal highway system in Germany.
- *Massive* means very large.
- A *pileup* is a traffic accident involving many vehicles.
- *Fast-growing* and *259-car* are hyphenated compound adjectives.

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2 BE A SCRIPT WRITER!

Suggested time: 30 minutes | Your time:

- Draw Ss' attention to the heading and elicit that a script is the written form of a play, TV program, film, and so on.
- Read the first set of directions. Write on the board: *video skit, TV newscast, podcast*. Explain that a *skit* is a short performance.
- Call on Ss to read the descriptions of each type of script. Have pairs of volunteers read the conversation in each image.
- To ensure a variety of presentations, say, *I will assign each group the type of script you will write and perform. Remember: A script should have each character's name, including the narrator's name and the lines they say.* To ensure that the script layout is correct, write an example on the board based on the conversation from the *Video Skit* script:

  Narrator: It's 79 CE in the city of Pompeii . . .

  Boy 1: What was that sound . . . an explosion?

  Boy 2: Maybe. But it . . .

  Tell Ss that each group member should have a copy of the script so that they can read it to the class.
- Assist as needed. Encourage Ss to have fun and to make the script engaging for viewers. Hint to them to look at the four trophy categories that will be used to evaluate the scripts. You could change the "Funniest performance" category to "Most moving performance" if you prefer. Tell them to be sure to practice their script at least once.
- Read the second set of directions. Point to the four trophy categories. Say, *As each group presents, write down the catastrophe name and take notes. Refer to the four categories and decide if a group deserves a particular trophy.* If time permits, Ss can draw a chart and give each group between 1 and 4 stars for each category.

	Group 1	*Group 2*	*Group 3*	*. . .*
Best script				
Best acting				
Funniest performance				
Clearest pronunciation				

- Call on groups to present. Make sure Ss take notes. Once all the groups have presented, have Ss calculate their scores and share with you. You can then combine the scores and announce the winners. Alternatively, just poll the class at the end and ask, *Which group had the best script? The best acting? The funniest performance? The clearest pronunciation?*

3 PRESENT AND EXPLAIN AN INNOVATION

Suggested time: 30 minutes | Your time:

- Introduce the activity by explaining that catastrophic events have often led to inventions to improve safety.
- Form pairs. Try to match Ss with someone they didn't work with in the previous activity.
- Read the directions. Have Ss study the pictures and ask volunteers to read the captions. Invite Ss to share what they think the innovations shown are. (1. seatbelt, 2. life raft / lifeboat, 3. firefighting drone, 4. survival pod) Share the information from the Language and Culture notes below.
- Assign pairs one of the four topics for their short digital or poster presentation.
- Read the questions in the cards at the bottom of the page. Tell Ss they can use the cards to sketch drawings or draft text of what would be on their posters or slides.
- In pairs, have Ss research the topic and take notes. Encourage them to write down the dates of inventions and innovations to make any possible links with the various catastrophic events from Exercise 1 on page 110. They should think about whether their invention existed at the time of the catastrophe, and if so, whether it helped people survive the event.
- Invite pairs to make their presentations. Ss should take notes and ask questions after each presentation. Encourage discussion.
- Time permitting, take notes and offer groups individual feedback.

LANGUAGE AND CULTURE

- Nils Bohlin invented the three-point seat belt that is found in all of today's cars. His invention saves thousands of lives every year.
- Maria Beasley is known for a number of important inventions, but is most known for her improved design of the life raft in 1882. Her invention is credited with saving countless lives.
- In the last decade, drones have been used in firefighting.
- Survival capsules were invented after the 2004 Indian Ocean tsunami, which killed over 200,000 people. People can survive inside the capsule for several days.

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