Unit 2 Creativity in Our Lives

PREVIEW	Students listen to a conversation about the composer Ludwig van Beethoven, read a conversation discussing art, and complete a survey.	
LESSON 1 **Talk about how you've been enjoying the arts**	***Grammar***	The present perfect continuous and the present perfect: review and expansion
LESSON 2 **Disagree politely about artistic preferences**	***Grammar***	Cleft sentences with *What*
	Vocabulary	Adjectives to describe the arts
LESSON 3 **Describe the personalities of creative people**	***Vocabulary***	Describing creative personalities
	Reading skills	Understand from context; Identify supporting information; Relate to personal experience
LESSON 4 **Discuss ways to increase creative thinking**	***Word Study***	Participial adjectives: present and past forms
	Listening skills	Listen to confirm content; Listen for details; Relate to personal experience
EXTEND-IT 1	*Plan a trip*; *Choose a destination*; *Check into the hotel*; *Arrange local activities*	

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

Preview

A THE CREATIVE PERSONALITY

Suggested time: 10 minutes | Your time:

- Have a volunteer read the title of the unit. Write *creativity* on the board and ask, *What things come to mind when you see this word?* (For example: visual arts like drawing, painting, photography; music; dance; writing books) Then point out *Creative Personality* in the exercise heading. Invite Ss to speculate what this means.
- Have Ss listen to the conversation. To check comprehension, ask:
  What positive things does the speaker say about Beethoven? (He was imaginative and extremely gifted, producing music with a new sound that moved people's emotions.)
  What negative things does the speaker say about him? (He could be quite difficult to be with and he had a terrible temper.)
- In pairs, have Ss discuss the questions in the directions.

B ZOOM-IN

Suggested time: 15 minutes | Your time:

- Read the directions aloud. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What recommendation does Kurt make to Wei? (a photography exhibit at the Metro)
  What exhibits does Wei mention to him? (art exhibits at her company's office that display her colleagues' work)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Point out the featured words and phrases. Call on volunteers to read them aloud.
- Let Ss work individually to locate them in context to figure out the meanings.
- If appropriate, model item 1. Call on a S to read line 5 of the conversation. Ask, *What context gives you the answer?* (*I haven't had the time* = busy)
- Go over the answers with the class.

EXTENSION (+5 minutes) Divide the class into pairs and assign each pair one of the featured phrases. Have them write sentences. Then ask them to share with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Clarify that Ss should not look up the featured phrases in Exercise C. Encourage them to look up words or phrases in an English-English dictionary. Monitor and assist.
- After Ss complete the task, have them share with a partner.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the first question and call on a S to read the example answer.
- In pairs, have Ss discuss the questions.

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F TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the title of the survey and the headings of the two sections. Ask, *What does* memorable *mean?* (that we can't forget it)
- Tell Ss they will write down songs and performers that were memorable for different reasons.
- Give Ss a few minutes to complete the survey. Tell them they can include the same performer more than once. Instruct them that if they can't answer a question, they can skip it. Assist with vocabulary as needed, but encourage Ss to use the context.
- Have Ss tell a partner about the songs and performers they listed, and why each one is memorable.

OPTION (+5 minutes) Invite Ss to respond to their partner's survey answers for *Memorable performers*, indicating if they would like to see those performers as well. Then bring the class together and list Ss' answers on the board. See if there is a performer that is particularly popular among the Ss.

EXTENSION (+5 minutes) Write on the board:
1. *danceable*
2. *catchy*
3. *moving*
4. *annoying*
5. *innovative*

Point out that each of the words is explained in the survey. Tell Ss to underline the explanation for each word. Model item 1: *that made you want to get up and move to the music*. Monitor and assist. Then bring the class together and elicit answers. (2. catchy: *unforgettable melody you couldn't get out of your head*; 3. moving: *that touched you emotionally*; 4. annoying: *that drove you crazy*; 5. innovative: *unlike anything you'd ever heard before*)

LANGUAGE NOTE A *survey* is a set of questions asked to a large number of people in order to find out about their opinions or behavior.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen. Then have them listen and repeat.
- Tell Ss to work in pairs to find the words in the survey and use the context to explain them.

LANGUAGE NOTES
- The *beat* is the rhythm of a piece of music.
- A *melody* is the order of notes in a musical piece.
- *Lyrics* are the words of a song.
- *Sound* in this context refers to the particular style or quality of an artist's or group's music.
- *Voice* in this context refers to the quality of sound produced when one sings.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the **Activities** list on the right. Say, *Write a checkmark next to activities that you participate in. Fill in* Other *for other activities.*
- Write on the board: *How do you make the arts and music a part of your life?* Ask a volunteer to read the man's statement.
- Form pairs. Have Ss discuss and share reasons, mentioning the activities they checked. Encourage Ss to elaborate and ask each other questions. (For tips on pair work, see Teaching Tip below.)

OPTION (+5 minutes) Ask, *Do you think the activities on the list are all examples of the arts or music? If not, which ones would you leave out, and why?*

TEACHING TIP When dividing the class into groups for projects, be mindful of the level of Ss. Don't always group lower-level Ss together and higher-level Ss together. Lower-level Ss can benefit from being in a multi-level group. The key is to monitor any group work carefully, to ensure that tasks are spread fairly and that everyone is contributing and benefitting from the task.

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LESSON 1 Talk about how you've been enjoying the arts

A GRAMMAR

Suggested time: 15 minutes | Your time:

- Have Ss read the first rule in the grammar chart. Write the first statement on the board: *She's <u>been dancing</u> professionally for ten years*. Underline the form and review that you use *have / has* + *been* + present participle. Ask, *Is she dancing professionally now?* (yes) *Did she dance professionally in the past?* (yes) *Will she likely be dancing professionally in the future?* (yes)
- Call on volunteers to read aloud the remaining statement and the example questions. To quiz Ss' understanding of form, say, *Change the two statements into questions*. (Has she been dancing professionally for ten years? Have they been going to a lot of art galleries recently?) Then say, *Make up answers for the questions under* Questions *in the present perfect continuous*. (Possible answers: Yes, I've been playing the piano for a long time. Peter has been taking tango lessons lately.)
- Direct Ss' attention to the first rule in the box on the right. Ask a volunteer to read the examples. Call on Ss to make statements using the present perfect continuous with these words and phrases.
- Read the **Note**. Call on Ss to read the example sentences. Write the two statements on the board next to those from the main grammar chart to stress that the meaning is the same. Reiterate that each sentence means that they did the action in the past, are currently doing it, and will likely do it in the future.
- To highlight how the present perfect differs from the present perfect continuous, read the **Remember** rules in the chart. Ask volunteers to read the examples. To confirm understanding, write on the board: *Gina has already been to the Louvre.* Ask, *Is this a completed action?* (yes) *When did Gina visit the Louvre?* (it is unknown; at an indefinite time in the past)
- Point out the rule following **BUT**. Ask a S to read the example sentence. Give another example: *Wow, look at her moves. She's been practicing*. Elicit other examples.
- Finally, read the rule following **Be careful!** If appropriate, review that stative verbs are verbs that express a state rather than an action. Point to the list of common stative verbs.
- Ask a S to read the example sentences under the **Be careful!** rule. To confirm understanding, write: *I've been knowing Marcia for a few weeks. I've been going out with Marcia for a few weeks.* Ask, *Which sentence is correct*? (the second one) *How can you correct the first sentence?* (I've known Marcia for a few weeks.) Finally, quiz Ss by asking, *Could you say* I've gone out with Marcia for a few weeks*?* (yes) Be sure Ss notice the difference in meaning between actions and situations.

GRAMMAR EXPANDER (optional, pages T116–117)

B GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Ask Ss to look at the photos of the three people. Call on volunteers to read the people's names, ages, and cities where they live.
- Play the audio and have Ss follow along and read the text. To check comprehension, ask:
  How has Haruki been enjoying the arts? (He's been dropping by the art museum.)
  Why has he been enjoying these visits? (They've been helping him understand contemporary art better.)
  How has Barry been enjoying the arts? (He's been going to the musical theater a lot.)
  Why has he been checking to see what's playing in London? (because he's traveling there and wants to see musical theater there)
  How has Diana been enjoying the arts? (She's started playing the violin again.)
  How long has she been playing violin? (since she was six)
  What music has she been listening to? (violinists with different musical styles)
- Have Ss read the text again, focusing on the featured grammar. Ask, *What form do you recognize from this lesson?* (the present perfect continuous) *Does it describe actions that have finished?* (No, the actions continue.)
- In pairs, have Ss find examples of the present perfect and explain why it is used.

LANGUAGE NOTES

- Haruki: *Be big on something* means to like it very much. *Drop by* means to make a casual visit to a person or place.
- Barry: A *good deal* is a good price.
- Diana: *Have an urge* means to really want to do something. *Open up* means to become more accepting of something.

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C UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Model the exercise with item 1. Write on the board: *She's performed in the musical* Evita *for the past three years*. Ask, *Is the action continuing?* (yes) Tell Ss to check the box. Ask a volunteer to rewrite the statement in the present perfect continuous. Ask, *Is the sentence correct?* (yes) *Does changing the tense change the meaning?* (no)
- Have Ss check the boxes of the sentences in which the present perfect continuous can be used. You can hint to Ss that if they see words like *already*, *yet*, *before*, or *ever*, the sentence cannot be written in the present perfect continuous.
- After Ss check the items, have them compare answers with a partner. Assist as Ss work to answer any questions. Then have Ss rewrite the sentences that can be changed on a piece of paper.

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Before Ss begin, have them scan the exercise items for these words: *already*, *yet*, *before*, and *ever*. Ask, *What do these words indicate?* (that the question will be in the present perfect, describing a finished action)
- Tell Ss to look at the context carefully.
- Ask Ss to compare answers with a partner. Assist as needed.
- Bring the class together and go over the answers. Then have Ss practice the conversations.

OPTION (+5 minutes) Have Ss look at items 2, 3, 4, and 6. Ask, *Does the action continue into the future in any of the items?* (2. no, because speaker B is done with the tablet; 3. yes, speaker B may continue checking; 4. no, she's no longer playing; 6. yes, they will be waiting for a while longer)

LANGUAGE NOTE In item 3, the question is in the present perfect continuous: *What have you been doing?* and the response is *Just checking . . .* This is an informal abbreviated form of the full present perfect continuous *I've just been checking*.

PRONUNCIATION LESSON (optional, page T132)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample writing. Ask, *What form is used in the first sentence?* (present perfect continuous)
- Refer Ss to the **Activities** list on page 13 for ideas. Encourage Ss to use words and phrases like *lately*, *recently*, and *these days* from the grammar chart.
- Monitor as Ss fill in the chart. Offer feedback and tips if appropriate.

B DISCUSSION

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A–B)

- Form pairs. Explain that they'll first use their ideas from the chart in Exercise A to talk about how they've been enjoying the arts. Then they will ask each other questions and provide details and examples. Have a volunteer read the example question.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations. Assist as needed.

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

✓ using present perfect continuous for actions that began in the past and continue in the present

✓ using present perfect for completed actions at an indefinite time in the past

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 and write the numbers 1–4. Write on the board:

a. I have been living in this apartment since May.
b. Lina has read that book.
c. Maria has been baking again. The house smells like cookies.

Instruct Ss that you will ask questions and they will write down the letter of the sentence that answers it. Ask:

1. *Which sentence describes a recently finished action?* (c)
2. *Which sentence describes an action that started in the past and is continuing in the present?* (a)
3. *Which sentence is about a completed action at an indefinite time in the past?* (b)
4. *Which sentence, a or c, would have the same meaning in the present perfect?* (a)

Collect the papers and check answers to identify areas for review and extra practice.

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

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LESSON 2 Disagree politely about artistic preferences

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the lesson title. Then ask a volunteer to read the man's statement. Ask, *Is this an example of disagreeing politely?* (yes) Ask, *What would be an example of not disagreeing politely?* (For example: That song is garbage. I really hate the lyrics.)
- Have Ss read the grammar rule. Write the first pair of example sentences on the board. Ask, *How is the cleft sentence different?* (There is stronger emphasis on *his performance*.)
- Point out that in the second example sentence the action is *blew Gary away*. The noun clause is created by taking *What + blew Gary away*. Write the noun clause on the board. Then write another example: *The girl's deep voice surprised the audience*. Elicit a cleft sentence with *What*. (What surprised the audience was the girl's deep voice.)
- Direct Ss' attention to the last example sentence and say, *Make sure the form of the verb* be *agrees with its complement*. Elicit the *be* verbs used in the cleft sentences. (was, was; were; is) Ask, *Why does the second example sentence use a plural form of* be? (because *photographs* is plural) *Why do the first two sentences use a past form of* be *and why does the last sentence use a present form of* be? (Example sentences 1 and 2 are in the past: *His performance was . . .* and *Their color photographs blew . . .*; example sentence 3 is in the present: *I like watching documentaries.*)
- To check understanding, have Ss make cleft sentences with *What* from these sentences: *I really enjoy jazz*. (What I really enjoy is jazz.) *I really enjoyed the jazz concert last week*. (What I really enjoyed was the jazz concert last week.)

GRAMMAR EXPANDER (optional, pages T117–119)

B PRONOUNCE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Have Ss listen to each sentence from the grammar chart and repeat.
- Instruct Ss to imitate intonation, pauses, and emphasis.
- Have Ss repeat a second time if appropriate.

C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss scan the Zoom-In conversation on page 12 for an example of a cleft sentence with *What*.
- Have a volunteer write the example on the board. Ask, *On which words does the sentence put emphasis?* (his pictures of everyday people)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- To warm up, call on a volunteer to read the first statement and write it on the board.
  Ask, *Which word or phrase will* What *emphasize?* Underline it: *She can't stand listening to heavy metal bands*. Ask, *What is the verb?* (can't stand) *Is it in the present or past?* (present) Write the answer on the board and underline *are*. Ask, *Why is the plural form used?* (because *heavy metal bands* is plural)
- Have Ss complete the exercise individually. Remind them to use the correct present or past form of *be*, and to be sure it agrees with the complement. Then in pairs have them compare answers. Assist as needed.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the first question and another volunteer to read the example answer. Ask, *Does anyone know Beethoven's* Moonlight Sonata? *Do you find it a soothing piece of music?* Invite volunteers to share what music helps them sleep at night. If Ss say they don't listen to music at bedtime, suggest this statement and write it on the board: *What helps me sleep well at night is quiet!*
- In pairs, have Ss take turns asking and answering questions. Listen for correct use of cleft sentences.
- Bring the class together and call on Ss to share answers.

F VOCABULARY

Suggested time: 5 minutes | Your time:

- To warm up, call on two volunteers to read the woman's statement and the man's statement.
- Have Ss read and listen to the list of positive and negative adjectives. Then have them listen and repeat the words.
- In pairs, have Ss study the sentences and the definitions in parentheses. Ss may ask why there are no hyphens in *up to date* when they've seen the phrase with hyphens elsewhere. If they ask, you can explain that we usually hyphenate compound phrases such as this when they come before the noun they modify.

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G LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read each item. Draw Ss' attention to the example description for item 1.
- Play the audio. Pause after each conversation to allow Ss time to choose answers.
- Have Ss listen again to check their work.
- In pairs, Ss take turns using cleft sentences to describe each person's opinions. Go over the answers as a class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Use *To tell the truth* and *I hate to say it*, *but* to politely introduce a contrary opinion
- Soften a contradictory opinion with expressions such as *[He's] not my favorite*, *[They're] just not my cup of tea*, etc

- Have Ss look at the photo. Ask, *Where are these people? What are they doing?*
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat.
- Have Ss read and listen to the conversation.
- To check comprehension, ask:
  Do both men like Maluma? (no)
  Why does the second man say he doesn't like Maluma? (He doesn't like his sound and he thinks his music is commercial.)
  Do both men like Carlos Vives? (no)
  What does the first man say about Vives? (that he could live without him)
- Have Ss identify a cleft sentence in the conversation. (To tell the truth, what I don't like is his sound.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they:
  - use rising intonation for *Are you as much of a Maluma fan as I am?*, *Honestly?*, *But you know who I really like?*, and *Carlos Vives?*
  - use falling intonation for *How can you not like Maluma?* and *Who?*
  - use an apologetic tone for *To tell the truth* and *I hate to say it*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point to the notepad Ss are going to fill out. Call on a volunteer to read the headings. Ask, *Do you see an example of a clause from a cleft sentence in the headings?* (yes: What I like)
- Call on a volunteer to read the sample answers. Draw Ss' attention to the **Ideas** box at the bottom of the page. These adjectives were used extensively throughout the lower levels of *Connectivity*. If Ss don't know them, there are presentations of these words and vocabulary flashcards for them in the Portal.
- Let Ss work individually. Tell Ss to fill out the third column with complete cleft sentences.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Instruct Ss that they will use the Conversation Model in the Exercise A to role-play their own conversation with a partner.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Monitor Ss' conversations. Assist as needed. Have Ss change roles and practice again, using new ideas before working with a new partner.

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

- ✓ using cleft sentences with *What* to emphasize certain information
- ✓ using adjectives to make positive and negative descriptions

OPTION Use the Unit 2 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *My favorite movie / book / art piece* and *A movie / book / art piece I disliked*. Tell Ss to use cleft sentences to emphasize information and adjectives to make positive and negative descriptions. Remind them to politely express negative points of view. Collect the papers and read them to identify areas for review and extra practice.

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

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LESSON 3 Describe the personalities of creative people

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss not to look at the Student's Book. Write on the board: *Personalities of creative people*. Invite Ss to suggest adjectives to describe the personalities of creative people. Write these on the board. Ask, *Which of these are positive traits? Negative?*
- Then have Ss compare the list on the board with the words in the Student's Book to see if any are the same.
- Have Ss read the words and definitions individually. Note that some people may feel that *eccentric* could be classified as a positive trait.
- Have Ss listen. Then have them listen and repeat.
- To check comprehension, have volunteers use the words in sentences about people they know or famous people. Encourage them to give examples of this person's character or actions. (For example: My friend Ted is really difficult. No matter what I do, he's never satisfied. My sister is really eccentric. She wears fun wild clothes and changes her hair color often.) Refer to the Teaching Tip below about personalizing new vocabulary.

LANGUAGE NOTE The adjectives listed in this activity can often describe a creative personality but are not limited to describing creative people. They can be used to describe anyone.

TEACHING TIP Helping Ss personalize new vocabulary will deepen their understanding of word meanings and help retain new verbs. Offer opportunities to recycle vocabulary to give Ss more exposure to the words and familiarize them with the pronunciation.

B READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question: *Which traits do artists and performers exhibit?* Tell Ss they will answer this question after reading the article.
- Ask, *Do you recognize the man in the painting and the man in the black and white photograph?* (Vincent van Gogh and Pablo Picasso)
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- Before 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.
- In pairs, have Ss discuss the artist and performer traits that the article mentions.

LANGUAGE NOTES

- *Put something out there* means to show something to the public.
- *Reflective* means thinking quietly about something.
- *Appealing* means attractive or interesting.
- *Stormy* means full of strong and angry feelings.

OPTION (+5 minutes) For scanning practice, tell Ss to find and highlight each vocabulary word from Exercise A in the article. In pairs, have Ss take turns reading the sentences with the vocabulary words.

OPTION (+5 minutes) This activity can either be used as a listening activity or a reading activity. Write these headings on the board: *Eccentric behavior*, *Moody behavior*, *Egotistical behavior*. Point out that the article gives specific examples illustrating each personality trait listed on the board. Have Ss read or listen to the article for the examples and take notes. Go over the answers as a class. (*Eccentric behavior:* During an early recording session, Michael Jackson performed with his back to his producer and with the room lights turned off; *Moody behavior:* Van Gogh was often considerate of others and polite, but an angry confrontation could lead to mood swings resulting in drastic behavior like ending a friendship and even cutting off his own ear; Picasso was difficult to live with due to frequently changing moods; *Egotistical behavior:* Picasso was unable to pay attention to the needs of others, making relationships stormy and short.)

CHALLENGE (+5 minutes) Call on a higher-level S to read the second paragraph of the article. Write on the board: *Do you agree that creative people tend to be more perceptive than the rest of us? Do you think they experience a world with more color, beauty, and drama?* In groups, have Ss discuss the questions. Tell them to revisit the definition of *perceptive* (able to notice things that most people don't). Encourage Ss to back up their arguments with references to people they know or other people. Monitor as Ss talk and help promote discussion if appropriate. Write on the board: *Do you think creativity is limited to the arts? What about a computer programmer or an engineer or a lawyer? Aren't all people perceptive, only in different ways?* Bring the class together and have groups share their points of view.

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C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Say, *Look through the article quickly to find the words in quotation marks and circle them.*
- In pairs, have Ss discuss and paraphrase the sentences and write them down. Assist as needed. For item 2, if Ss are tempted to just use the text following the dash in paragraph 3 as the answer, encourage them to use their own words. Help them understand that to be *in the zone* means being very focused. For item 3, elicit examples of emotional ups and downs. (happy versus sad; calm versus angry; kind versus impolite)
- Bring the class together and call on Ss to share answers.

LANGUAGE NOTE The verb phrase *delight us* is quite formal and wouldn't typically be used in informal conversation. It means to give someone great satisfaction and enjoyment. A person can also *delight in* (*something*): *Dan delighted in playing the guitar*.

OPTION (+5 minutes) Write on the board: *Describe a time when you were in the zone doing something*. Point out that being *in the zone* is not limited to art. It could relate to working on an assignment, exercising, and so on. Have Ss discuss in pairs or small groups. Then invite volunteers to share with the class.

D IDENTIFY SUPPORTING INFORMATION

Suggested time: 5 minutes | Your time:

- Before doing the exercise, have Ss scan the list of names to the right. Ask, *Without looking back at the article, who remembers who these people are: Pearl S. Buck?* (a U.S. writer) *Quincy Jones?* (Michael Jackson's producer) *Jennifer O. Grimes?* (a psychologist) *Vincent van Gogh?* (an artist) *Pablo Picasso?* (an artist)
- Ask, *What reading technique could help find this information in the text?* (scanning)
- Have Ss work individually, underlining the information in the article to support each completed statement.

E RELATE TO PERSONAL EXPERIENCE

Suggested time: 10 minutes | Your time:

- Call on a volunteer to read the woman's statement. Ask, *Which three words does she use to describe Christian Bale's traits?* (egotistical, difficult, passionate) *Which ones are negative?* (egotistical and difficult)
- In pairs or small groups, have Ss talk about artists' and celebrities' traits. Tell them to refer to the vocabulary in Exercise A on page 18.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss preview the survey in pairs. Explain that it contains words from this unit as well from Unit 1. Clarify any definitions as needed. Also encourage Ss to look up words in a dictionary.
- Point out that the survey rates a creative person. Say, *If you think you are creative, rate yourself. Or rate another person who you think is creative.* Have Ss work individually to complete the survey.
- Monitor as Ss work individually. Assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss look at the picture. Ask, *Which word from the survey would you use to describe the boy?* (imaginative)
- Read the directions. Call on two volunteers to read the example answers.
- In groups, have Ss talk about creative people, referring to the survey in Exercise A. Encourage Ss to ask each other questions.

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

✓ including vocabulary for describing creative personalities

✓ effectively discussing positive and negative traits

EXTENSION (+10 minutes) Have Ss research details about a famous person's positive and negative qualities and write a short description. Encourage them to consult credible websites, not gossip sites. Remind Ss that they must write the description in their own words and include the reference of the website where they found the information. The descriptions Ss write can then be peer-reviewed in class. Instruct Ss to read a classmate's assignment and give feedback. Write on the board: *Are there examples that demonstrate the person's positive and negative qualities?*

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to write a description of a creative person using adjectives to describe their positive and negative traits. Encourage Ss to close their books and try to use as many words as they can remember from the lesson. Collect the papers and read them to identify areas for review and extra practice.

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

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LESSON 4 Discuss ways to increase creative thinking

A WORD STUDY

Suggested time: 10 minutes | Your time:

- Write on the board: *I was bored. I was boring.* Ask, *Do these sentences mean the same thing?* (no) *Why not?* (In the first sentence, something bored me, or made me feel bored. In the second sentence, I am describing myself as boring.) Underline *bored* and *boring* and explain that these are participial adjectives.
- Have Ss read the first rule in the Word Study chart. For more information about sense verbs as linking verbs, see the Teaching Tip below.
- Direct Ss to the **Some participial adjectives** list on the right. Review that base form + *-ing* is the present participle; base form + *-ed* is the past participle. Play the audio and have Ss listen and repeat.
- Have Ss read the **Remember** note and call on a S to read the examples. Ask, *Would it make sense to say* We left the talk feeling inspiring? (No, the past participle is necessary to describe an effect.)

TEACHING TIP You can point out that all sense verbs can function as linking verbs. Write on the board: *look*, *smell*, *appear*, *sound*, *taste*, *feel*. Elicit sentences using these words and participial adjectives. (For example: Sheila looks annoyed.)

EXTENSION (+5 minutes) Say sentences to Ss using participial adjectives from the list and have them identify each sentence as correct or incorrect. If it is incorrect, elicit the correct answer. For example:
The movie was very entertained. (incorrect)
The music I was listening to was soothed. (incorrect)
His critique of the painting was surprising. (correct)
I was pleasing with my new playlist. (incorrect)
I am annoyed by the artist's difficult personality. (correct)
If Ss have difficulty, write the sentences on the board.

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the sentences and choose the correct participial adjective forms.
- Then have Ss compare answers with a partner. Assist as needed.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask two volunteers to read the example conversation.
- Have Ss work in pairs to practice making sentences with the present participial adjectives and past participial forms. If Ss have difficulty making statements verbally, tell them to write the sentences down.

OPTION (+5 minutes) Call on pairs to write one of their sentences, but without the participial adjective. Then they call on volunteers to complete the sentences.

D LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Ask a S to read the lesson title. Ask, *What do you think it means to* increase creative thinking? (to make a person think of unusual ideas) Invite Ss to brainstorm some ideas about how to increase creative thinking. Elicit and write these on the board. If Ss get stuck, hint to think about creativity in the workplace.
- Invite Ss to preview the list of topics to choose from.
- Play the audio. Have Ss listen and choose the topics.
- Have Ss listen again to check their answers. Go over the answers as a class.
- Then form pairs and have Ss take turns summarizing the speaker's ideas on each topic for their partner.

LANGUAGE NOTES

- The adjective *set* means unlikely to change. A *set way of thinking* is one that is not open to change.
- *Maintain customer loyalty* means to keep customers coming back to a company for its goods or services.
- *Think outside the box* means to think of new, different, and unusual ways of doing something.
- *Pigeonhole* is to consider someone as having only one particular skill.
- The expression *two heads are better than one* means that two people are more likely to solve a problem or think of an idea than one person alone.

Answers for Exercise D

- *change office designs: ". . . they design more open spaces so colleagues can interact more. Tables and chairs in conference rooms are replaced with sofas and comfortable armchairs."*
- *encourage employee participation: Tyler speaks about this throughout: ". . . all employees' ideas are appreciated"; ". . . employees are urged to use their talents and strengths to meet the company's challenges. That means everyone is included in the creative process."*
- *offer company perks: "Some companies are taking meetings offsite, like in a local coffee shop . . . or they have 'walking' meetings where small groups of employees walk and talk together outdoors."*
- *improve customer loyalty: ". . . maintaining customer loyalty's a concern for all companies."*
- *encourage employees to take risks: "In fact, employees are encouraged to take risks—to not be frightened of failure or being wrong."*

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E LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss to preview the questions. Tell them to make notes if they remember some details.
- Play the podcast, stopping at the end of each section so that Ss can write more notes to answer the questions.
- In pairs, have Ss discuss the questions, referring to their notes.

OPTION (+15 minutes) In groups, have Ss brainstorm what they feel is an ideal office space. Tell them to use ideas from the podcast and add additional descriptions and perks. Monitor and assist. Prod Ss with questions to encourage them to be creative. Ss can listen again or you can show them the audio script in the Portal.

CHALLENGE (+15 minutes) Remind Ss that the guest in the podcast is a corporate creativity consultant. Write the term on the board. Tell pairs to write up a job description for a corporate creativity consultant or create a plan for a creativity training workshop. Ss can listen again or they can see the audio script in the Portal for ideas.

EXTENSION (+5 minutes) Write on the board: *Creativity is just connecting things*. Ask, *Do you remember who said this?* (Steve Jobs, founder of Apple) In groups, have Ss discuss what this quote means and respond to it. Then bring the class together and have groups share ideas.

Possible answers for Exercise E

1. *Google told its employees to spend 20% of their workday time on what the company calls "Google passion projects." They wanted their employees to be open-minded and listen to their colleagues' ideas and to contribute their own fresh ideas and perspectives. The goal was to come up with innovative ideas and solutions.*
2. *Companies design more open spaces so colleagues can interact more. Tables and chairs in conference rooms are replaced with sofas and comfortable armchairs. Some companies decorate the office with inspirational art. They want their employees to feel inspired to think creatively.*
3. *Some companies offer perks like gym memberships, meditation, and yoga classes to help their staff reduce stress and think freely.*

F RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Call on a S to read the example answer. Ask, *What participial adjectives are used in the comment?* (excited, depressing)
- In pairs or small groups, have Ss share answers to the target question.
- Bring the class together. Ask, *Would anyone prefer a more traditional work space? Why?*

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Preview the company practices as a class. Call on volunteers to read each item. Tell Ss the list contains ideas from the podcast. Elicit or explain the meaning of any vocabulary as needed.
- Ask Ss to rate the topics individually. Clarify that they will write the number 1, 2, or 3 next to each item.
- In pairs, have Ss compare answers.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Have Ss look at the list of company practices again. Ask, *Which of these could also apply in a classroom?* (For example: be open-minded to different ways of learning, take risks with language, recognize that it's OK to make mistakes, brainstorm ideas, set clear goals and objectives, encourage Ss' interaction, role-play)
- Read the directions. In groups, have Ss brainstorm how to encourage creative thinking and problem solving in a class setting. Monitor Ss' conversations.
- Bring the class together and have Ss share ideas.

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

✓ using participial adjectives

✓ discussing different ways to increase creative thinking

WRITING HANDBOOK (optional, page T142)

CLOSURE ACTIVITY (+5 minutes) Form pairs. Tell Ss to recall a class or other situation where they were encouraged to think creatively. Have Ss talk about the experience, using the participial adjectives in Exercise A on page 20. Tell them to recall the physical space they were in and indicate if anything about the space provided good conditions for creativity. Monitor Ss' conversations 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 1

Note on Extend-It

Extend-It sections provide additional sets of pair work and group work activities involving planning activities and role plays. Each activity in Extend-It is designed around specific goals to be achieved, using on-page language cues, ideas lists, and realia. The default total teaching time in this section has been set at 90 minutes. Depending on the class size and level, some Extend-It sections might take up to 120 minutes.

> **OPTION** Use the Phrase Book to ensure that Ss recycle and use known language from earlier levels and units. The Phrase Book provides a supporting vocabulary list and offers a game option for each activity in the Extend-It section. The Phrase Book is located under Printable Resources in the Portal.

1 PLAN A TRIP

Suggested time: 15 minutes | Your time:

Note: In Activities 1 and 2, Ss plan a trip. Activities 3 and 4 involve role plays related to the trip.

- Read the directions. Have Ss read the prompts on the notepad. If appropriate, elicit or give examples of flight and seat preferences (direct flights versus stopovers; first-class, business, premium economy, and economy class; aisle, middle, or window seats), hotel room types (single, double), and so on. Clarify that *temperament* is similar to *outlook*.
- Have Ss agree on the dates and number of days together. Then have them fill the rest of their preferences in individually to discuss and compare.
- Bring the class together and have Ss note similarities and differences in their plans.

2 CHOOSE A DESTINATION

Suggested time: 20 minutes | Your time:

- Ss can stay in the same pairs or work with a new partner.
- If appropriate, explain that *pros* are advantages and *cons* are drawbacks. Point out that Ss will compromise on a destination.
- Assist as needed.
- Bring the class together and call on pairs to share the destination they chose.

LANGUAGE AND CULTURE

- Miami: The Seaquarium is a famous aquarium. The Everglades is a wetland national park. Little Havana is Miami's Cuban neighborhood, with art galleries and restaurants.
- Chicago: The first photograph shows the Art Institute of Chicago, a renowned art museum.

3 CHECK INTO THE HOTEL

Suggested time: 15 minutes | Your time:

- Read the directions. Model the example conversation with a higher-level S. Play the role of the clerk. Speak with a respectful tone of voice and demonstrate polite body language, such as shaking the guest's hand (or nodding), maintaining eye contact, and smiling.
- In pairs, have Ss skim the list of **Ideas** and perform the role plays. They can use props such as desks for the hotel counter and bags as luggage.
- Remind them to role-play the guest and clerk once and then to switch roles.
- Assist with phrases and expressions as needed.

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4 ARRANGE LOCAL ACTIVITIES

Suggested time: 40 minutes | Your time:

- Direct Ss' attention to the two lists of local activities. Have Ss read each list silently.
- Form groups of three. If possible, the groups should be based on preferred interests. Read the directions. Call on volunteers to read the example conversation. Point out that this example conversation is just between the two travelers. Model what one of the travelers might ask a concierge: *Excuse me, sir, can you tell us more about the walking tour of Little Italy? What time is the tour and where does it begin?*
- Have groups narrow down what events they are interested in before they do the role play. They can make notes on a piece of paper using these headings for both days: *Morning*, *Lunch*, *Afternoon*, *Evening*.
- Have Ss role-play the conversations between the two travelers and the concierge.
- Assist with phrases and expressions as needed. In the Visitors' Guide: *Improv* is short for *improvisation*, which is a drama performance where the actors make up the words as they perform.
- Bring the class together and have volunteers share role plays.

EXTENSION (+10 minutes) Have Ss brainstorm additional questions they could ask the concierge apart from arranging activities. (For example: help with moving to a quieter room, replacing something you've forgotten at home, booking transportation, booking spa treatments)

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