Unit 2 Building Character

PREVIEW	Students listen to a lecture about lying, read and listen to a conversation and take a self-test about accepting or avoiding responsibility.	
	Vocabulary	Accepting or avoiding responsibility
LESSON 1 **Discuss when telling a lie might be acceptable**	*Grammar*	Adjective clauses: review and expansion
LESSON 2 **Accept responsibility and express regret**	*Listening skill*	Listen to draw conclusions; Make personal comparisons
	Grammar	"Comment" clauses introduced with *which*
LESSON 3 **Identify the origins of moral principles**	*Listening skills*	Listen to summarize; Understand from context; Listen for main idea; Listen for supporting details
LESSON 4 **Describe the values you live by**	*Reading skills*	Classify words; Understand from context
	Vocabulary	Some values
SOFT SKILLS WORKSHOP 1	*An oral report*	

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

Preview

A IS LYING GOOD FOR YOU?

Suggested time: 5 minutes | Your time:

- Read the directions. Play the audio. Then go over the answer to the first question.
- Elicit the definition and examples of *white lie*. (a lie about something small or unimportant, usually told to avoid hurting someone else's feelings)
- In pairs, have Ss discuss if they ever tell lies and why.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss preview the photo and the conversation. Ask, *What are they talking about?* (Possible answer: something that happened at the daughter's school)
- Have Ss read and listen to the conversation.
- To check comprehension, ask, *What did Rick do in class?* (sat in the teacher's chair, broke the teacher's tablet) *Why does Sofie feel guilty?* (because she didn't tell the teacher about Rick) *What advice does Sofie's mom give?* (that Sofie ask Rick to tell the truth)

LANGUAGE NOTES

- If you do something *for a laugh* or *for laughs*, you do it as a joke or for fun.
- In this context, *fool around* means to behave in a silly way for fun.
- If you describe someone as a *clown*, you think they are silly, stupid, or annoying.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Point out that only the sentences with the underlined phrases need to be paraphrased. Remind Ss they can paraphrase by changing the word order, the word form, or using different words and expressions with similar meanings.
- Do item 1 as a class. Read the sentences. Give Ss some time to paraphrase the last one. Elicit answers from different Ss. Point out that more than one answer is possible.
- In pairs, have Ss discuss the meaning of the words and phrases and write their paraphrases.
- Call on Ss to share their answers with the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentence individually and then share it with a partner.
- Have volunteers read their sentences aloud.

E DISCUSSION

Suggested time: 5 minutes | Your time:

- Give Ss time to think about their answers to the questions.
- Have Ss discuss their answers in pairs or small groups. Remind them to support their answers.
- Ask volunteers to share and explain their answers.

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the title of the test. Elicit the meaning of *own up to something*. (to admit or confess that you have done something bad or embarrassing)
- Have Ss look at the illustration. Ask, *What happened in this situation?* (The man knocked over and broke a vase while taking another off the shelf.) *Was this intentional or a mistake?* (a mistake)
- Ask, *If you were in this situation, what would you do?* Read the three choices and example sentences. Elicit answers from different Ss.
- Point out that, in choice A, *admit making* a mistake is the same as *own up to* a mistake.
- Ask Ss to give other examples of what the man could have said to shift the blame or make up an excuse.
- Then say, *Now, what would* you *do if you . . .?* and have volunteers take turns reading situations 1–8 for the class. Check for understanding.
- Give Ss five minutes to take the test individually. If Ss check *other*, have them write their reaction down on a separate sheet of paper.
- Bring the class together. Have Ss calculate their scores.
- Read aloud what each score means. Point out that having many A answers means a person tends to own up to his or her mistakes. Having many B or C answers means a person tends to avoid responsibility.

EXTENSION (+5 minutes) Have Ss respond to the eight situations from a different perspective. For example, ask, *What would your grandparents do if they . . . ? What about your parents? Your children?*

G VOCABULARY

Suggested time: 2 minutes | Your time:

- Have Ss listen to the vocabulary.
- Then have Ss listen and repeat the phrases.

OPTION (+5 minutes) Call on Ss to share examples of each situation about other people. Model an answer for *admit making a mistake*. For example: *My friend admitted making a mistake after he accidentally backed into his friend's car. He had to pay for the damage, but his friend was grateful that he told her.* Elicit additional examples for this phrase. Then elicit examples for the other two.

H PAIR WORK

Suggested time: 8 minutes | Your time:

- Give Ss time to recall if they have ever been in any of the situations and how they reacted.
- Then have Ss share and compare their answers to the test in pairs. Remind them to tell their partner about a time they owned up to one of the mistakes in the self-test and to say what they would do in the cases they checked the choice *other.* Monitor and assist as needed.
- Bring the class together. Have pairs share if they have similar reactions when it comes to owning up to their mistakes.

OPTION (+10 minutes) For each situation, take a class survey to find out which reaction is the most common among Ss. Invite volunteers to share any other reactions they had to a particular situation, and why.

EXTENSION (+5 minutes) Ask, *Why can it be hard to accept responsibility?* Have Ss discuss the question in pairs. Elicit answers from the class.

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the topics. Give Ss time to recall an example of each event.
- Have Ss discuss the topics in small groups. Suggest they share and compare their experiences with the group, describing and explaining their reactions. Encourage them to say if they would do anything different now and why.
- If appropriate, suggest Ss can discuss situations they have not directly experienced.
- Give a time limit for discussion. Monitor. Make sure Ss use vocabulary related to accepting or avoiding responsibility.
- Ask a volunteer from each group to share one example situation and explain the group's reaction(s).

TEACHING TIP Assign roles so that all group members participate. For example, a group leader keeps the conversation on track. A timekeeper keeps track of the time. A recorder takes notes on the discussion. A reporter uses the recorders' notes to report back to the class.

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LESSON 1 Discuss when telling a lie might be acceptable

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the comments silently.
- Suggest Ss summarize the information in a T-chart as they read. (See Teaching Tip below.) Tell them to label the columns *Pros* and *Cons* and note the speakers' opinions in the appropriate column.
- To check comprehension, call on Ss to share the pros and cons of being truthful as discussed in the texts. (For example: pro: relationships could be harmed if you are not truthful; con: the truth can sometimes hurt people's feelings)
- Have Ss preview the featured grammar in the texts. Ask, *What types of clauses are underlined?* (adjective clauses) *What relative pronouns are used?* (that, whose, when, where, which, whom, who)

LANGUAGE NOTES

- Edda: We use *Let's face it* before saying something that people might not want to accept, although it is true.
- Edda: We use *no harm done* to describe an action that didn't cause anything bad to happen.

TEACHING TIP Have Ss use a T-chart when categorizing, comparing, or contrasting information. Suggest they draw a large letter "T", making two columns, write a heading at the top of each column, and list the ideas for each category under the appropriate heading.

EXTENSION (+5 minutes) In pairs, have Ss recall the example situations in which lying was considered acceptable by Edda and Maritza. For each, have Ss consider the con for the person telling the lie. (For example: Edda's best friend Angie could find out Edda lied and stop asking for Edda's opinions. The company could find out Maritza received the bill and charge her even more.)

EXTENSION (+10 minutes) Have Ss choose the comment they most agree with and the one they most disagree with. In pairs or small groups, have them share their choices and explain why they agree and disagree.

B PAIR WORK

Suggested time: 8 minutes | Your time:

- Read the directions. Pointing to the labels on the continuum, say, *There is a range of possibilities between the two absolutes of "never" and "always" being truthful. Where would you place the people in Exercise A on this line?*
- Give Ss a minute to write the people's names where they think they fall in the range.
- Form pairs. Have Ss compare where they placed each person. If their answers differ, ask them to justify their placement with information from the comments.
- Then have Ss mark and share where they place themselves, and why. Remind them to give specific examples from their own personal experience to help explain their answers.

OPTION (+2 minutes) Poll how many Ss are never, sometimes, and always truthful.

C GRAMMAR

Suggested time: 12 minutes | Your time:

- Read the **Remember** note aloud. Point out that in formal English, *who*, not *that*, is preferred for referring to people. Be sure Ss understand that *which* can never be used with people, even though *that* can.
- Ask a volunteer to read the two example sentences. Ask Ss, *What do the adjective clauses give more information about?* (in sentence 1, *people*; in sentence 2, *the most common types of lies*) Point out that in sentence 1, *who* functions as the subject of the adjective clause. In sentence 2, *that* functions as the object of the adjective clause.
- Read the next rule. Ask a volunteer to read the example sentences. Ask Ss, *What nouns or noun phrases do the adjective clauses modify?* (a time, place in the world, People) Suggest Ss underline the nouns and phrases to notice that they come directly before the relative pronouns.
- Read the final rule. Ask different volunteers to read the pairs of formal and informal example sentences. Point out the different placements of the prepositions in the pairs of sentences. Reinforce that *in which* is always kept together, regardless of whether the sentence is formal or informal. Tell Ss that *whom* is increasingly less common in informal spoken English.
- Tell Ss that the informal example sentence in each pair can be further reduced by omitting the relative pronoun. For example, we can also say, *Most of us tell little white lies to the people we often interact with.*
- Call on a student to reduce the second informal sentence. (It's a question most people can't give a truthful answer to.)
- Direct Ss' attention to the box on the side. Read the rules and examples. Remind Ss that *whom* is always used as an object.

GRAMMAR EXPANDER (optional, pages T119–120)

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D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss look back at the Grammar Close-Up on page 14 and answer the questions in pairs. Suggest they circle the relative pronouns introducing the adjective clauses.
- Monitor. Make sure that when Ss write the informal sentences, they place the preposition at the end of the sentence. If necessary, remind them that they can drop the relative pronoun. Also, remind Ss that clauses with *in which* use the same form in both formal and informal sentences.
- To go over the answers, read the questions and call on Ss to answer. Invite volunteers to write the two informal sentences from Step 2 on the board.

EXTENSION (+5 minutes) Have Ss analyze the adjective clauses in the Grammar Close-Up and say what noun or noun phrase they modify. (Answers:
that people tell their closest friends: the lies
whose friendship meant so much to me: a person
to whom I was speaking: the employee
who always tell the truth: people
when telling a lie is acceptable: times
that are the most important to you: the relationships
where people are honest 100% of the time: place in the world
that people in all cultures do: something social
in which telling a lie may be the best solution: situations
to whom we should never be dishonest: people)

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and the list of relative pronouns.
- Have Ss complete the exercise individually.
- To go over the answers, call on Ss to read the completed sentences. Elicit the nouns, pronouns, or phrases the relative pronouns refer to. (1. People; 2. The people; 3. a place; 4. some situations; 5. The people, the people; 6. times, situations; 7. those; 8. a choice; 9. moments; 10. Friends)

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A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the heading of the chart and the four different situations.
- Have Ss choose two or more of the situations to write notes about. For each situation, have them decide if their decision was the best or a mistake. Suggest they recall the reason for their decision.
- Monitor. Assist with vocabulary and spelling as needed.
- If Ss cannot think of examples from their own lives, tell them to describe situations they think would be acceptable and appropriate—for example, a situation where they would lie to avoid trouble or probably be rewarded for telling a lie.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions and ask a volunteer to read the example answer.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Give Ss a few minutes to think about situations where telling a lie is acceptable or unacceptable, and why. Then have Ss share their ideas in pairs or small groups.
- Remind Ss to use adjective clauses to give more information about people, things, possession, location, and time.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ using adjective clauses appropriately
✓ using the correct relative pronouns
✓ providing examples and reasons to explain their views

TEACHING TIP Ask Ss to have an open mind and be respectful when offering an opinion about choices their classmates have made. Remind Ss that their classmates come from diverse backgrounds and may have different perspectives, and their experiences will reflect these various points of view.

EXTENSION (+10 minutes) In pairs or small groups, have Ss argue either that lying is good for us socially or that truthfulness is the best. Give Ss time to brainstorm arguments for and against both sides. Then have them choose a side and debate. Time permitting, ask Ss to switch roles and debate the opposite side.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to use adjective clauses to describe a person and / or a situation in their lives that taught them the importance of telling the truth. For example: *I was raised by my grandma, who was brought up in a religious family. She was someone who never lied to people she interacted with. I remember one situation that happened at a family lunch, which we had every Sunday throughout my childhood. . . .* Collect Ss' papers and read them to identify areas for review.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 2 Accept responsibility and express regret

A LISTEN TO DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

- Give Ss a minute to preview the choices.
- Play the audio for Ss to listen to the conversations.
- Then play the audio for the first conversation again and do item 1 as a class. Ask, *What mistake did the woman make?* (She had an accident in her friend's car.) *Did she accept responsibility or shift the blame?* (accepted responsibility) Have Ss circle the answer.
- Play the rest of the audio again. Pause after each conversation to give Ss time to choose the answer and note down details to help them explain it.
- Have Ss compare answers and explanations in pairs.
- To go over answers, call on Ss to read the statements aloud and explain their choice.

LANGUAGE NOTES

- Conversation 3: When you *cut someone off* while driving, you pull in front of someone's car abruptly, without signaling or giving any warning.
- Conversation 5: To be *ticked off* is to be annoyed.
- Conversation 5: If you *buy* a story, you believe or accept it, even though it is unlikely to be true.

B MAKE PERSONAL COMPARISONS

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *put yourself in someone's shoes.* (to imagine how you would feel or act if you were in the same situation)
- Play conversation 6 again. Then ask a volunteer to read the man's example statement.
- Play the audio and pause after each conversation. Elicit the mistake and ask Ss to take notes on what they would do. (1. She damaged his car's side door. 2. He borrowed her suitcase, and it was damaged. 3. They almost had an accident because he was speeding and someone cut them off. 4. She wrote the wrong date in a contract. 5. She overslept and was late for a meeting. 6. He lost the headphones she loaned him.)
- Have Ss share their answers in pairs or small groups.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- First, draw Ss's attention to the note on the right about independent and dependent clauses. Read the explanation about **independent clauses** and ask a volunteer to read the example sentence.
- Read the explanation about **dependent clauses**. Ask a volunteer to read the examples. Elicit the relative pronoun or conjunction in each. (which; because; if)
- Read the final explanation and examples in the note.
- Then read the first rule about comment clauses. Have a volunteer read the examples. Elicit the independent and dependent clauses.
- Have a different volunteer read the examples without the comment clauses. Ask, *Are the comment clauses necessary to the meaning of the sentence?* (no)
- Read the second rule and example. Ask, *How many independent clauses are there?* (two) *Which one does the highlighted comment clause comment on?* (the first) *Is the comment clause essential to the meaning of the first clause?* (no)
- Read the rules and examples in the **Be careful!** note.
- Remind Ss that *which* is used in both restrictive and non-restrictive clauses, but *that* is used only in restrictive clauses.

LANGUAGE NOTE A subordinating conjunction, such as *because* and *if*, introduces a subordinate, or dependent, clause.

GRAMMAR EXPANDER (optional, pages T120–121)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Review the example with the class. First, read the independent sentence. Then read the sentence in parentheses like an aside, using a different tone of voice. Finally, read the sample answer, using the same tone for the comment clause.
- Elicit the independent clause of the example answer. (Mona never returned the book I lent her) Then elicit the dependent comment clause. (which really bothers me) Ask, *Is the dependent clause introduced by a relative pronoun or a subordinating conjunction?* (relative pronoun) *What pronoun?* (which) *Why do we use* which *and not* that? (because the adjective clause gives non-essential information about the situation) *What separates the comment clause from the independent one?* (a comma)
- Have Ss do the activity and then compare answers in pairs.
- Ask volunteers to write the answers on the board.

PRONUNCIATION LESSON (optional, page T135)

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A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce an admission that you made a mistake with *I'm really sorry, but . . .*
- Accept responsibility for a mistake with *It was totally my fault*
- Express remorse for one's actions with expressions like *I'm so embarrassed, I feel awful about it*, etc.
- Relieve someone's self-blame with *Look, these things happen*
- Offer to make good on financial harm one has caused with *I insist on paying for it*

- Direct Ss' attention to the photo. Ask, *Who are these people?* (Possible answer: co-workers) *What might they be talking about?* (a mistake someone made)
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What did the woman do?* (backed into the man's car while parking) *Did she accept responsibility?* (yes) *How did the man react?* (He understood.) *What did she offer to do?* (pay to fix the car)
- Call Ss' attention to the **Social language** box. Elicit the meaning of *remorse*. (a strong feeling of sadness and regret about something bad you have done)
- Play the audio for the expressions and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they use emphatic stress for *totally* in *It was totally my fault* and for *so* in *I'm so embarrassed.*
- Monitor as Ss practice the conversation in pairs. Have them switch roles and repeat.

C TALKING POINTS

Suggested time: 10 minutes | Your time:

- First, ask Ss to write notes about two situations where they made a mistake they regret.
- Ask a volunteer to read the list of **Possible situations** for the class. Point out that Ss can write about a different situation if they prefer.
- Model the activity. Copy the left column of the chart on the board. Fill it out as follows:
  What happened: spilled tomato juice on my friend's sofa
  What I said: I feel awful about it.
  What I did to make things right: paid for the dry cleaning
- Have Ss fill out their charts individually. Monitor and assist as needed.
- Then tell Ss they will use their notes to tell a partner what happened. Point to your notes on the board and ask a volunteer to read the example answer in the book. Elicit the comment clause. (which was totally embarrassing)
- In pairs, have Ss share their situations. Remind them to use comment clauses when possible. Encourage Ss to ask each other follow-up questions to better understand what happened.

OPTION (+5 minutes) In pairs, have Ss brainstorm different ways to make up for the mistakes in each of the possible situations. Go over Ss' ideas as a class.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Go over the suggestions in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Read the expressions in the **Recycle This Language** box. Elicit the meaning of *mess up*. (to make a mistake or do something badly)
- Have Ss write and practice their new conversations in pairs. Encourage them to use the expressions in the **Social language** box.
- Have Ss switch roles and practice again. Then ask Ss to switch partners and practice a new conversation.
- Time permitting, invite volunteers to role-play their conversation for the class.

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

✓ using comment clauses correctly
✓ using expressions to accept responsibility or express remorse correctly

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

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a short apology note to a friend for one of the **Possible situations** in Exercise C. In the note, Ss should accept responsibility, express remorse, and include at least one comment clause. For example: *Hi, Jill, I spilled black tea on your white sofa, which was incredibly careless of me! It was totally my fault, and I feel awful about it. I'll call someone to clean your sofa soon. Sorry!* Monitor and assist as needed. Collect and read Ss' notes to identify areas for review.

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

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LESSON 3 Identify the origins of moral principles

A LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Read the lesson title. Elicit the meaning of *moral principles*. (guidelines that people live by to make sure they are doing the right thing)
- Play the audio. Have Ss complete the exercise individually and then compare their answers in pairs. If appropriate, play the audio again for Ss to check their answers.
- Ask volunteers to share their answers with the class.

OPTION Pause after *Let's take another caller. Wency, from Wuhan.* In pairs, have Ss share and compare their notes on Jake's call before moving on.

LANGUAGE NOTES

- *Folks* is an informal way to refer to one's parents. It can also be used to refer to people in general.
- An *upbringing* is the way that parents take care of their children and teach them to behave as they grow up.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items.
- Have Ss listen to the podcast again and choose an answer for each item.
- To go over answers, call on Ss to read the completed sentences aloud.

OPTION Have Ss complete the exercise based on the information they remember from the podcast. Then play the audio and have them check their answers.

LANGUAGE NOTE Item 3: *Take a stand* means to publicly take a firm position in support of, defense of, or opposition to something.

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Have Ss preview the answer choices. Remind them that while all the statements may be true, only one is the main idea of the podcast.
- If appropriate, play the audio again for Ss to check the main idea.
- Elicit the answer. If there is any disagreement, invite Ss who chose the correct answer to explain their choice.

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Have different volunteers read the items for the class.
- Play the audio. Tell Ss there may be more than one example of some situations.
- In pairs, have Ss share and compare their answers.
- Go over answers. Call on Ss to recall as many details about the examples as they can.

OPTION (+5 minutes) Elicit additional examples of each situation from Ss' personal experiences.

EXTENSION (+5 minutes) Write *selflessness* and *self-centeredness* on the board. Ask, *How are selflessness and self-centeredness different?* (*Selflessness* is caring about other people's needs and problems more than your own. *Self-centeredness* is being so interested in yourself that you do not think about what other people feel or need.) *What are some examples of each?* (For example: Self-centeredness is taking the last piece of pie at a dinner. Selflessness is leaving it for someone else, even if you really want or need it.) Have Ss discuss in small groups. Elicit answers.

E CRITICAL THINKING

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit examples of influences discussed in the podcast. (For example: parents, peers, religion, schools, companies)
- Give Ss a few minutes to think about their answer. Then have Ss share their ideas in pairs.
- Invite volunteers to share their answers and reasons with the class.

EXTENSION (+5 minutes) Ask, *Do you think our moral principles are established in childhood or do they continue to evolve as an adult?* Have Ss share their opinions in pairs or small groups. Ask them to provide reasons and examples from their personal life to explain their answers.

EXTENSION (+10 minutes) Have Ss research the code of ethics of their school, their company, or another organization or business. Then ask them to share it with the class in a future session.

EXTENSION (+15 minutes) For homework, have Ss find and bring in a children's story or short book, in any language. In class, have Ss share the story in small groups and explain its moral. Ask, *What life lesson is illustrated in the story? What does it teach about the consequences of good and bad behavior?* To wrap up, have each group present one of their stories to the class.

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A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What's the origin of my moral principles? Do they come from . . . ?* and read each of the influences in the chart.
- Elicit examples of life events. (For example: a divorce, a big move, a natural disaster, sudden financial loss)
- Lead a class brainstorm of other influences. (For example: my university, a philosopher / writer / guru, a book, social media) Encourage Ss to add these ideas to their chart next to *Other*.
- Direct Ss' attention to the sample answer. Say, *One influence is my mother.* Then read the example.
- Ask, *Is my mother very, somewhat, or not particularly influential?* (very) Review the ranking key with the class.
- Draw Ss' attention to the photo. Elicit examples of what the girl could say in the future about her influences. (For example: My brother had a big influence on my life. He taught me to be kind to others and share our things with those in need.)
- Have Ss fill out the chart individually. Ask them to rank and describe only the influences they have in their real life. Otherwise, they can leave the influence blank.
- Help Ss recall memories by asking about the different influences in the chart. Ask, *What did you learn from [your friends]? How did they teach you right from wrong?*
- Assist with spelling and vocabulary as needed.

TEACHING TIP Give Ss plenty of time to individually reflect on memories. Some Ss may have more fragmented or less positive memories from their childhood. Assure them it is OK if they cannot remember every detail or need to skip reflecting on a specific influence.

EXTENSION (+5 minutes) In pairs, have Ss share how the origins of their moral principles are similar to or different from the origins described by the two callers on the podcast. Suggest Ss refer to their notes in Exercise A on page 18 as they discuss. Take a class poll on if Ss' experiences are more similar to Jake's or Wency's.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Have two volunteers read the example answers.
- In pairs, have Ss take turns sharing the most important influences from their responses in Talking Points. Ask Ss to explain why the influences are important and describe one specific lesson they learned from each. Encourage Ss to ask their partners follow-up questions to learn more about how they developed their moral principles.
- Bring the class back together. Invite volunteers to share a moral or ethical lesson they learned from one of their influences.

LOOK FOR While Ss are doing Exercises B, monitor their discussions to determine if they are
- ✓ providing specific examples from their personal experience
- ✓ asking their partner follow-up questions about their influences

OPTION (+5 minutes) Take a class survey to compare which influences have been the most and least impactful for Ss'.

EXTENSION (+15 minutes) Form small groups. Have each group write the influences listed in the Talking Points on small strips of paper. *Colleagues, classmates*, *community,* and *culture* can all be separate items. Then have them put the pieces of paper in a bag. Ask Ss to take turns choosing an influence from the bag and sharing how that person or thing impacted them. If they did not have the influence, they can put that strip back and choose another. The activity continues until all the influences have been discussed.

EXTENSION (+15 minutes) Ask Ss to reflect on whether they have been an important influence in the development of someone's moral principles, such as their children, relatives, friends, co-workers, or students. In pairs or small groups, ask Ss to take turns sharing at least one moral or ethical lesson they have taught someone. Have them consider if the lesson was taught formally or if they provided a model with their words and actions. Tell Ss to include as much detail as possible when describing their lesson. Give them time to take notes before sharing, if necessary. To review, ask volunteers to share who they have influenced, and how.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a short paragraph about the person or thing that has had the biggest influence on their sense of right or wrong. Ask them to include specific examples of moral or ethical lessons they learned. Monitor and assist as needed. Collect and read Ss' paragraphs to identify areas for review.

Remind Ss of additional listening practice in their digital resources.

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LESSON 4 Describe the values you live by

A READING

Suggested time: 15 minutes | Your time:

- Read the title and subtitle of the article. Elicit the meaning of *values* in this context. (strongly held beliefs about what is valuable, important, or acceptable)
- Read the target question.
- Have Ss read the text silently.
- In pairs, have Ss discuss the definition of *core values*.
- Elicit the answer. Come up with a class definition and write it on the board.
- Have Ss look back at the title of the article. Ask, *What does it mean to have a life worth living?* (to live a life that is according to your principles and therefore more rewarding)

OPTION Play the audio. Have Ss follow along with the text as they listen.

LANGUAGE NOTES

- *Strike it rich* means to suddenly become wealthy.
- If you *hold someone or something dear*, you feel that the person or thing is very important to you.

OPTION (+5 minutes) In pairs, have Ss identify the topic or main idea of each paragraph in the article. (Possible answers: 1. We all have different ideas about happiness, but living by our values is probably the best way to achieve it. 2. Celebrities and financially secure individuals may use their fame and money to live by their values. 3. Core values are the most important principles in our lives, and how we apply them varies from person to person. 4. Making a list of core values can help give your life direction and meaning. 5. Consulting that list can help you make the right choices and live by your core values.)

TEACHING TIP Encourage Ss to summarize and write the main idea of each paragraph in the left and right margins. This notetaking skill promotes more interactive reading and helps prepare Ss for class discussions about the text.

EXTENSION (+5 minutes) Write these terms on the board: *1. deeply held values, 2. humility, 3. identity.* In pairs, tell Ss to find the definition of these terms in the text. (1. things that are most important to us; 2. choosing not to seek special attention for themselves; 3. sense of self) Go over the answers as a class. Have Ss look back at the article. Ask them what kind of punctuation the writer uses to define the terms. (a dash) Elicit that a dash can introduce a clause that explains or expands upon something that precedes it.

EXTENSION (+10 minutes) Have Ss read the article again and underline examples of adjective clauses. In each clause, ask them to highlight the relative pronoun and the noun it refers to in the previous clause. Then have Ss compare answers in pairs. Bring the class together and elicit answers. For each adjective clause, ask, *What is the relative pronoun? What word does it refer to?* (Paragraph 1: those **things** **that** are the most important to us; Paragraph 2: some **individuals** **who** are financially secure; Paragraph 3: the **principles** **that** are most important to you; **core values** **that** paint a picture; Paragraph 4: The first step to a **life** **that** has direction and meaning; the **values** **that** are important to you; **the ones** **that** you see as your top priorities; **the ones** **that** will serve as guidelines; keep them in a **place** **where** you can easily find them; Paragraph 5: What **choice . . . that** will most closely align with the **values** [**that**] I hold dear.)

EXTENSION (+15 minutes) For homework, have Ss research the philanthropic activities of a celebrity, influencer, or brand they follow on social media. Have them also research if the person publicly calls attention to their cause or does the work more privately. In class, have Ss take turns reporting on their findings in small groups. Invite volunteers to present their findings to the class.

EXTENSION (+15 minutes) In pairs or individually, have Ss research local charitable causes. Allow them to conduct research on their phones, tablets, or laptops. Ask them to write which organization aligns with their own values and explain how and why.

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B CLASSIFY WORDS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss do the activity individually.
- Remind Ss to explain their choices. If necessary, model item 1. Say, *Values, guidelines, and principles are concepts that we live by or that affect our decisions.*
- Bring the class together. Elicit answers.

EXTENSION (+5 minutes) Have Ss work in pairs to write statements that include each set of correct answers. Ask them to use at least two of the words in each statement. To help Ss, elicit the part of speech for each set. (Items 1 and 2: nouns; item 3: adjectives and a noun at the end.) Possible answers:

1. Values, guidelines, and principles help us act appropriately in certain situations.
2. Happiness, satisfaction, and emotional well-being come from living by your core values.
3. Everyone should identify which values are important or a top-priority for them.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Remind Ss to use context clues from the article to help them choose the answers.
- Have Ss work individually to complete the statements.
- Call on Ss to read the completed sentences aloud.

Communication Activator

A SOME VALUES

Suggested time: 5 minutes | Your time:

- Have Ss read the values and their definitions silently.
- Play the audio and have Ss listen and read the words. Then have them listen and repeat.
- Draw Ss' attention to the **More values** box. Read the words and have Ss repeat.

OPTION Have Ss underline the stressed syllables in the vocabulary as they listen. (com<u>pa</u>ssion, cu<u>rio</u>sity, gene<u>ro</u>sity, <u>gra</u>titude, <u>pa</u>tience)

CHALLENGE (+10 minutes) Have Ss look up the words in the **More values** list. Assign one or more terms to each S or pair of Ss. Elicit the definitions.

TEACHING TIPS

- Review the following patterns with Ss to help them predict pronunciation when they encounter new nouns. Stress often falls on the first syllable of nouns. However, stress usually falls on the syllable before the suffixes *-sion*, *-tion*, and *-ity*.
- Have Ss associate each value with someone they know. Linking new information to their everyday life can help Ss recall the meaning of new vocabulary.

B TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the sample answer for the class.
- Have Ss do the activity individually. Remind them the examples do not have to be true for them right now. It can also be something they are trying to do.

OPTION (+5 minutes) Read all the values in Exercise A. Tell Ss to raise their hand if it is one of their core values. Tally the number of hands raised for each value to identify the most important ones for the class.

C GROUP WORK

Suggested time: 20 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- In small groups, have Ss take turns sharing the core values they live by and how they apply them in their life.
- Encourage Ss to suggest more ways their classmates can apply their values effectively.
- Ask volunteers to tell the class about their core values and how they apply or plan to apply them.

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

✓ including vocabulary for values
✓ giving examples of how they live by their values
✓ suggesting ways other Ss could apply their values more effectively

WRITING HANDBOOK (optional, page T145)

CLOSURE ACTIVITY (+10 minutes) Brainstorm humanitarian causes with the class. (For example: fighting poverty and discrimination) Write Ss' ideas on the board. Ask, *If you could choose one humanitarian cause to commit your time and money to, what would it be? How does this cause align with your values? How does it help make the world a better place?* Give Ss a few minutes to take notes individually. Then have Ss share their answers in pairs or small groups. As Ss discuss, take notes on areas for review and extra practice in later lessons.

Remind Ss of additional reading, vocabulary, 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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Soft Skills Workshop 1: An Oral Report

Introduction to the Soft Skills Workshops: The Soft Skills Workshops lead Ss to master the creation and presentation of activities frequently required in professional and advanced academic settings. The outcome of each workshop is achieved through interactive tasks that build teamwork, collaboration, and presentation skills—three of the most often cited soft skills required by employers. The default total teaching time in this section has been set at 90 minutes. Depending on the class size, level, and specific needs, some workshops might take up to 120 minutes. If necessary, the activities can be divided into two or three classes.

1 TEAMWORK

Suggested time: 40 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask Ss, *Have you ever given an oral report? What was it about? Who did you present to?*
- Read the directions and review the questions in the chart. Elicit types of supporting details. (For example: quotations, real-life examples, statistics)
- Have Ss look at the images as you read the captions. Tell them these are the five topics they can report on. To check understanding, elicit an example of charitable giving from the article in Exercise A on page 20. (For example: donating money to a charitable cause that builds hospitals) Elicit an example of urban crime. (For example: car theft)
- Read the ideas in the **Tips for Teamwork** box. Encourage Ss to make suggestions and improvements using the language from the box. Fill in the blanks to provide a few examples, such as *I find charitable giving to be an interesting topic. But on the other hand, global warming affects everyone on the planet.* OR *It might be better if we provide an example to illustrate this main point.*
- Work with the class to determine how long the presentation of their report will be (for example, 3–5 minutes) so that they can plan accordingly.
- Form teams of four or six. Have each team choose a topic and then research it in pairs. Then have the pairs compare notes and decide on the content of their report.
- Monitor and assist as needed. Encourage Ss to ask each other questions and give feedback to help improve their idea development.

OPTION (+5 minutes) Have each team discuss and rank the topics from most interesting (1) to least interesting (5). This way, if they don't get their top choice, they can request another topic they are interested in.

OPTION (+5 minutes) Encourage Ss to also find visuals to show during their presentation, such as charts, diagrams, and infographics.

TEACHING TIPS

- Encourage the teams to choose different topics so that there aren't many presentations on a same topic and the audience is kept interested and focused.
- Write on the board time limits for each task. (For example: 5 minutes to discuss topics, 20 minutes to research in pairs, 15 minutes to finalize main ideas) Keep time as Ss work.

2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions. Go over the ideas in the **Tips for Collaboration** box. Encourage Ss to maintain a respectful and positive attitude while choosing roles and giving each other feedback.
- Monitor and assist as Ss write their drafts. Make sure they revise them according to peer feedback before combining the parts into one report.
- If time is limited, suggest that the secretary write the body of the report while the other team members write the introduction and conclusion.
- Remind Ss to state the topic in the introduction and summarize the main points of the report in the conclusion.
- Have all team members read the complete report silently before giving feedback. Then ask them to share any additional suggestions for the secretary to make a final draft.

OPTION (+5 minutes) Write this outline on the board:
Introduction: Topic, reason for topic, challenges
Main idea 1 + supporting information
Main idea 2 + supporting information
Main idea 3 + supporting information
Main idea 4 + supporting information
Conclusion: Restate introduction
Review the outline. Encourage Ss to organize their report in this way.

OPTION (+5 minutes) After the pairs take turns reading their drafts aloud, have them exchange their drafts and give each other written feedback instead of oral.

OPTION Suggest that all the team members discuss what they will say in the introduction and conclusion before breaking into groups to write each section.

TEACHING TIP Encourage Ss to use the "sandwich method" when providing feedback. First, Ss state something that their team members did well. Next, they point out an area for improvement. Then they "sandwich" the critical feedback with something else their team members did well. Remind Ss to provide specific examples or reasons for their opinions so their teammates have a clear idea of why certain areas need improvement.

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3 PRESENTATION

Suggested time: 20 minutes | Your time:

- Read the directions. Make sure each team member has a copy of their final report.
- Have Ss choose roles. Suggest they present the part or parts of the report they wrote.
- Read the expressions in the **Tips for Presentation** box. Remind Ss to acknowledge each other by name during their presentations and thank the audience when finished.
- Remind Ss of the time limit for their presentation. Suggest they keep time while practicing.
- Direct Ss' attention to the **Evaluate** section. Read the directions. Give Ss a minute to read the questions silently.
- Elicit other suggestions for an effective presentation using written notes. (For example: numbering papers to keep them in order, holding papers low rather than in front of your face)
- Tell Ss to refer to the Evaluate checklist as they practice their presentations and give each other feedback.
- Review the **Key**. Clarify that "yes" means all of the time and "usually" means most of the time.
- Monitor as Ss rehearse. Assist with body language and pronunciation as needed.
- Distribute the copies of the Evaluation Chart. Make sure Ss have a chart to fill out for each group.
- Call on teams to present. If two teams are presenting on the same topic, make sure they don't go one after the other.
- Leave time after each presentation for the audience to ask questions and complete the Evaluation Chart (for example, 5 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Remind Ss that it's OK to say they don't know the answer to an audience question.
- Collect Ss' Evaluation Charts after the final presentation.

OPTION (+5 minutes) Suggest Ss make notecards to use during their rehearsal and presentation. Tell them to write a new topic on each card and use key words and phrases instead of complete sentences.

TEACHING TIPS

- In large classes, allocate more time or sessions for the different teams to present. Alternatively, have teams present to each other rather than to the whole class.
- If printouts of the Evaluation Chart are not available, suggest Ss copy the numbers of the questions in the Evaluate checklist on separate sheets of paper and use these to evaluate each group.

Language Center

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