Unit 6 On the Move

PREVIEW	Students listen to a podcast about airline travel, read and listen to a conversation about Internet security, take a self-test about travel hassles.	
LESSON 1 **Describe how you deal with commuting**	***Grammar***	The unreal conditional: continuous forms for actions in progress
LESSON 2 **Help others avoid hassles while traveling**	***Vocabulary***	Ways to politely ask for a favor
	Grammar	The unreal conditional: statements with *If it weren't for . . . / If it hadn't been for . . .*
LESSON 3 **Talk about property lost, damaged, or stolen on a trip**	***Reading skills***	Identify supporting details; Summarize
LESSON 4 **Discuss protecting Internet security**	***Word Study***	Participial adjectives as noun modifiers
	Listening skills	Listen for main idea; Understand from context; Listen to confirm content; Listen for supporting details
SOFT SKILLS WORKSHOP 3	*A Sales Presentation*	

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

Preview

A LOST PROPERTY

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What does "hassle" mean?* (something inconvenient and annoying) *What are some common hassles in airline travel?* Elicit answers.
- Have Ss listen to the podcast and note down their answers. Then go over the answers with the class.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Ask Ss to read the beginning of the conversation. Ask, *What hassle is Jason complaining about?* (a pop-up asking him to enable two-factor authentication)
- Have Ss read and listen to the conversation.
- To check comprehension, ask, *Which Internet security methods do Jason and David talk about?* (two-factor authentication and password managers) *Which method does Jason use?* (password manager) *Why doesn't he want to add two-factor authentication?* (He thinks it's inconvenient, as you often need to wait for a code or answer security questions.)

LANGUAGE AND CULTURE

- A *two-factor authentication* system requires two identity proofs before you can log in, such as a password and a code sent to another device.
- A *password manager* is a program that stores, creates, and manages passwords.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss and complete the definitions. Then have them write new sentences with the phrases.
- Go over the definitions as a class. Then ask volunteers to share their new sentences.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss identify the relevant parts of the conversation and discuss the questions.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences and then share them in pairs.
- Ask volunteers to share their sentences with the class.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the questions aloud. Ask, *What is a worrywart?* (someone who worries too much)
- Have Ss discuss the questions in pairs or small groups. Remind them to explain their views.
- Bring the class together. Ask volunteers to share and explain their views.

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G TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the question and instructions at the top of the test. Have Ss read the choices silently.
- Use the pictures to check understanding. Ask, *In the first picture on the left, what hassle is the woman facing?* (insufficient room in overhead bins) *In the second picture, what is the couple experiencing?* (uncomfortable seating) *What's the issue in the third picture?* (inedible or disgusting airline food) *What's the issue with the woman in the car?* (She's lost.) *What problem is the man having?* (a mechanical breakdown)
- Check understanding of the other choices. Make sure Ss understand the meaning of *an overbooked flight* (a flight without enough seats for everyone), *a flat tire* (a tire without enough air), *getting towed* (having your car taken by the police because it was parked incorrectly or pulled by a truck because it has broken down), *missing a connection* (failing to get on the next plane / train / bus to your destination).
- Elicit other travel hassles from the class. Write them on the board. Encourage Ss to add one they have experienced to the list of choices.
- Give Ss a few minutes to check the hassles they have experienced.

OPTION (+5 minutes) For each hassle listed, elicit if it applies to traveling by car, plane, bus, or train.
(Possible answers:
– inedible or disgusting airline food: plane
– no meals on a long flight: plane
– insufficient room in overhead bins: plane / bus / train
– an overbooked flight: plane
– lost luggage: plane / bus / train
– a long line: plane / bus / train
– a long delay: plane / bus / train
– a flat tire: car / bus
– a mechanical breakdown: car / plane / bus / train
– poor air-conditioning or heating: car / plane / bus / train
– no cell phone service or Wi-Fi: car / plane / bus / train
– uncomfortable seating: car / plane / bus / train
– an aggressive driver: car / bus
– a huge traffic jam: car / bus
– finding a bathroom: car / plane / bus / train
– finding something to eat: car / plane / bus / train
– getting towed: car / bus
– getting lost: car
– missing a connection: plane / bus / train)

H PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss read the box **How Many Hassles Did You Check?** Ask, *What is a* novice? (someone who is new to something) *What is the difference between someone intermediate and someone experienced?* (Someone intermediate is getting better at dealing with things; someone experienced knows how to avoid trouble.) *What does it mean to be* seasoned? (to be very accomplished or experienced) *What does it mean when* you've seen it all? (You are so experienced that nothing surprises you.)
- Have Ss add up their scores to see which category they fall into.
- Read the directions. Give Ss time to recall their worst traveling experience.
- In pairs, have Ss compare their scores and identify which of the partners has experienced more problems.
- Then ask them to take turns sharing their worst travel experience. Remind them to ask and answer questions about each other's stories. Monitor and assist as needed.
- Ask volunteers to share their stories with the class.

OPTION (+5 minutes) Ask Ss to take notes about their partner's worst experience. Then put Ss into different pairs. Have them retell their former partner's story.

EXTENSION (+5 minutes) Write the scoring levels on the board: *novice, intermediate, experienced, seasoned.* Ask Ss to list something they do at each level. Give examples: *I am a novice chess player. I am an intermediate Mandarin speaker. I am an experienced skier. I am a seasoned teacher.* Ask volunteers to share their sentences.

START TALKING | DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the questions. Ask volunteers to read the example answers.
- Give Ss time to think about their answers.
- Have Ss share their answers in pairs or groups. Monitor as Ss discuss.
- Invite volunteers to share their answers to the first question with the class.

EXTENSION (+15 minutes) Divide Ss into four groups. Assign each group one type of transportation: car, plane, bus, or train. Ask each group to discuss and list suggestions to avoid the travel hassles in Exercise G that apply to that form of transportation. Have each group share their suggestions with the class, either as an oral presentation or as a text.

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LESSON 1 Describe how you deal with commuting

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Have Ss read about each person's commute.
- To check comprehension, ask about each text: *How does she / he commute? Why did she / he choose this option? What hassles does she / he face?* (Person 1: drives; to avoid taking three buses; there's sometimes traffic, parking can be a problem; Person 2: walks; to stay fit; it's time-consuming, drivers don't respect pedestrians; Person 3: rideshare; it's not expensive, she doesn't have to own a car or worry about subway delays; no hassles)

LANGUAGE AND CULTURE

- Person 1: A *parking pass* gives you access to a parking garage or parking lot.
- Person 3: A *rideshare app* allows you to arrange a ride in a privately owned car.
- Person 3: Something that *costs an arm and a leg* is very expensive

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *upsides* (the pros / positive things) and *downsides* (the cons / negative things). Then ask, *What are the upsides and downsides of each person's commute in Exercise A?* (Person 1: comfort, safety, convenience / traffic and parking issues; Person 2: staying fit, saving money / time-consuming, inconsiderate drivers; Person 3: not having to own a car or worry about train schedules / probably more expensive than subway)
- In pairs, have Ss talk about the upsides and downsides of their commutes.
- Ask volunteers to tell the class about their commutes.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Review conditional sentences. Read the first rule in the **Remember** box. Then read the first example sentence. Reiterate that the *if* clause is the condition clause: under a certain condition (going to sleep early), I wake up early.
- Then read the rules of real and unreal conditional sentences. Point out that real conditionals state general truths. Unreal conditionals, on the other hand, focus on imaginary conditions.
- Read the first unreal conditional example. Ask, *Am I you?* (no) *Do I take the train?* (no) *What would happen in an imaginary scenario in which I was you?* (I / You would take the train.) Point out that this is a present unreal conditional. Then read the next example sentence and say, *This is a past unreal conditional.* Ask, *Did he drive?* (no) *Did he get lost?* (no) *What would have happened in an imaginary scenario if he had driven?* (He would have gotten lost.)
- Read the first rule, about expressing actions in progress in conditional sentences.
- Read the rule under **Present unreal conditional sentences** and the first example sentence. Ask, *Are they driving right now?* (no) *What would happen in an imaginary scenario if they were driving right now?* (They wouldn't be wasting time at that bus stop.) Then read the second example. Ask, *Are buses frequent?* (no) *What would happen in an imaginary scenario if buses were more frequent?* (We would be riding on one now.)
- Read the rules under **Past unreal conditional sentences** and the first example sentence. Ask, *Had I been talking on the phone?* (yes) *What would have happened in an imaginary scenario if I hadn't been talking on the phone?* (I / You would have been watching the news of the bridge collapse on TV.) Then read the next example. Ask, *Had they closed the garage?* (yes) *What would have happened in an imaginary scenario if they hadn't closed the garage?* (We would have been parking there every day.)
- Read the rule under **Sentences with mixed time frames** and the first example sentence. Ask, *What is happening now?* (I am / You are spending the night in the airport waiting for the next flight.) *Why is this happening?* (because the travel agent was not honest about how much time is needed between flights) Then read the second example. Ask, *What is happening now?* (I am / You are walking to work every day.) *What would have happened if I weren't walking to work every day?* (I / You would have had to join a gym.)
- Read the **Be careful!** note and example sentence. Point out that it applies to all unreal conditional sentences—present or past.

GRAMMAR EXPANDER (optional, pages T127–128)

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D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss do the first task individually. Elicit that these are unreal conditional sentences and that the *if* clauses present imaginary scenarios.
- Check answers as a class. If necessary, guide them with questions:
  1. *Did I take the subway?* (no) *Am I waiting for a driver to confirm my rideshare?* (yes)
  2. *Was I walking to work?* (no) *Did I get a parking ticket?* (yes)
  3. *Does the airline have a weight limit?* (yes) *Am I paying extra for my luggage?* (yes)
- Read the directions for the second task. Have two volunteers read the example conversation.
- Form pairs. Have Ss take turns reading each item and responding with a statement with *should have*. Remind them there is more than one possible answer for each item. Monitor as the pairs work.
- Bring the class together. Ask volunteers to role-play one of their conversations for the class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over answers as a class. If necessary, guide them with questions:
  1. *What would have happened in an imaginary scenario if you were driving home now?* (You would be sitting in traffic.)
  2. *What would have happened if my phone battery weren't dead?* (I would be calling the rideshare now.)
  3. *What would have happened if she hadn't parked in a no-parking zone?* (She wouldn't be paying a fine.)
  4. *What would not have happened if he hadn't been riding the subway during rush hour?* (He wouldn't have gotten pickpocketed.)
  5. *What would not have happened if Jill had been paying attention?* (She wouldn't be waiting for a train that had already left.)

OPTION (+5 minutes) Have Ss identify which statements are present unreal conditional (1, 2), which are past unreal conditional (4), and which are mixed (3, 5).

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the sample writing.
- Ask Ss to identify if each sentence is present unreal or past unreal conditional. (1. present, 2. past, 3. present, 4. present, 5. past)
- Have Ss complete the statements individually. Then have them take turns reading their statements in pairs. Remind them to use a continuous form. Monitor and assist as needed.
- Call on Ss to share their sentences with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and have Ss read the sample writing.
- Give another example. Ask the first question on the notepad: *What was the hassle?* Write on the board: *I drove to an appointment downtown. It took me an hour to find a parking space.* Then ask the second question: *How could I have avoided or prevented it?* Write next to the first sentence: *I could have taken the subway.*
- Tell Ss they can use their own ideas or choose some from the **Common hassles** box. Encourage them to choose hassles they have experienced.
- Give Ss time to draft their notes. Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the example answer.
- Then give another example using the notes you wrote on the board in Exercise A. For example: *If I hadn't been driving around looking for parking, I wouldn't have been late for my appointment.*
- Go over the phrases in the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- Give Ss time to think about what they are going to say.
- Then have Ss take turns sharing their experiences in pairs.
- Ask volunteers to share one of their experiences with the class.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are using continuous forms in unreal conditional sentences correctly.

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) Write on the board: *What is a hassle you faced at work or school? What could you have done to prevent or avoid it?* Ask Ss to write their answers as unreal conditional statements using a continuous form. Collect Ss' answers and read them to identify areas for review.

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

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LESSON 2 Help others avoid hassles while traveling

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the requests, and then listen and repeat. Make sure they use a rising intonation.
- Draw Ss' attention to the pictures. Ask, *Where are they? What favor is he / she asking?* (From top left: 1. on a plane, asking for help to place a suitcase in the overhead bin; 2. in an airport, asking for directions; 3. in an airport/station, asking someone to watch her bags; 4. in an airport, asking for help getting a suitcase; 5. in an airport/station, asking someone to keep his place in the line; 6. in an airport/station, asking people to let her pass)
- Write the first request on the board. Then ask, *How can you ask for this favor using different words?* (For example: Could / Can you help me with this suitcase?) Repeat with the other requests. (2. Could you show me the right way? 3. Could you watch my things / bags for me? 4. Could you get that suitcase for me? 5. Could you keep my place in the line? 6. Could you let me pass?) Point out that the indirect questions are more polite than simple requests with *Could* or *Can.*

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the requests. Explain that each conversation will stop just before the last speaker makes one of these requests.
- Do the first item with the class. Play the audio. Pause after the first conversation and ask, *Which of these will the speaker request?* (c)
- Play the rest of the audio. If appropriate, pause after each conversation for Ss to choose the response.
- To go over the answers, play the audio again. Pause after each conversation and elicit the request.

EXTENSION (+5 minutes) Play the conversations again. Ask Ss to explain why each person makes the request. (Possible answers: 1. The woman is looking for a coffee shop, which is across from Gate 75, but she doesn't know where the gate is. 2. She needs help putting her heavy bag on the scale. 3. She's too short to reach the overhead bins. 4. He needs to use the bathroom, but he doesn't want to lose his place in line. 5. They just invited passengers with small children to board. 6. He was called to the counter.)

Answers for Exercise D

Woman 1: If I weren't driving, I'd have to take three buses to get there. (relief)
If I hadn't been working such long hours, I probably wouldn't have forgotten to renew that pass. (regret)
Man: I figure if I weren't walking to work and back five days a week, I'd be huffing and puffing on a treadmill—and paying for an expensive gym membership. (relief)
Man: But if I hadn't made a resolution to get my exercise this way, I'd be spending all my exercise hours in a car in traffic or waiting around for a bus or train. (relief)
Woman 2: I would take the subway if the city weren't constantly making track repairs and rerouting trains. (regret)
If it weren't for my rideshare, I'd be constantly worrying how long it would be till the next train arrived (relief)

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss they will analyze another use of present and past unreal conditionals. Write on the board:
  If it weren't for . . .
  If it hadn't been for . . .
- Read the rule in the grammar box. Ask Ss to read the example sentences under **Relief** and **Regret** silently. Elicit the meaning of *relief* (a feeling of comfort when something bad has ended or did not happen) and *regret* (the sadness you feel about something because you wish it had not happened).
- Draw Ss' attention to the prompts on the board. Ask, *Which prompt is in the present unreal?* (the first) *Which is in the past unreal?* (the second) Elicit an example sentence for each prompt. (Possible answers: If it weren't for the weather, we'd play some tennis. If it hadn't been for your advice to leave early, we would have missed our flights.) Point to each example on the board and ask: *Does it express relief or regret?* (For the possible answers above, the first one expresses regret, and the second one expresses relief.)
- Focus Ss' attention on the **Remember** note and examples. Ask, *Which one is in the present unreal?* (the first) *And in the past unreal?* (the second and the third) Remind Ss that *if only* is used to express regret, not relief.

D NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Ask Ss to turn to the Grammar Close-Up on page 58 and find unreal conditional sentences that express relief or regret. Have them categorize each example individually and then check their answers in pairs. Point out that only one of the examples will use a conditional structure with *for*.
- Go over the answers as a class. Call on different Ss to read an example and say if it expresses relief or regret.

OPTION (+5 minutes) Ask Ss to restate the sentences expressing regret using *If only*. (Possible answers: If only I hadn't been working such long hours, I probably wouldn't have forgotten to renew that pass. If only the city weren't constantly making track repairs and rerouting trains, I would take the subway.)

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E UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss listen to each conversation and choose *relief* or *regret*. If necessary, pause after each conversation.
- To go over the answers, play the audio again. Pause after each conversation and elicit the answer.

F LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the items.
- Play the audio. Pause after each conversation for Ss to write the correct phrase.
- Check answers. If appropriate, play the audio again.

LANGUAGE NOTE Some sequences of tenses might vary in informal spoken English and according to the speaker's point of view. In item 6, for example, if the speaker is thinking of some specific past action made by Ben, he or she might say, *if it hadn't been for Ben.* If the speaker is thinking about Ben's helpfulness in general, he or she might say, *if it weren't for Ben.*

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Then have a volunteer read the example and another read the writing sample.
- Ask Ss to preview the items and identify which will use the present unreal conditional (item 1) and which will use the past unreal conditional (items 2–5).
- Have Ss restate the sentences individually and then check answers in pairs. Go over answers as a class.

Possible answers for Exercise G

1. *If it weren't for this backache, I'd be able to take you to the airport.*
2. *If it hadn't been for the wakeup call, I would have missed our appointment.*
3. *If it hadn't been for the announcement, we would have gone to the wrong departure gate.*
4. *I wouldn't have been able to put my bag in the overhead bin if it hadn't been for the flight attendant's help.*
5. *We would have arrived late if it hadn't been for the airline's automatic text message.*

H GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the statements individually and then take turns reading them in pairs.
- Ask volunteers to read one of their statements aloud. For each, ask the class if it expresses relief or regret.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask a stranger for help with *I wonder if you could do me a favor*
- Agree to offer assistance with *How can I help?*
- Confirm willingness to perform a favor with *I'd be happy to*
- Announce your return with *I'm back*

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What favor does Speaker A ask Speaker B?* (to keep an eye on her things) *Why?* (She left her boarding pass at the counter.)
- Read the **Social language** note. Then read Speaker B's first line 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 falling intonation for *I wonder if you could . . .* and *How can I help?*
- Monitor as Ss practice the conversation in pairs. Have them switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions. Encourage Ss to use the response in the **Social language** box.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Have Ss change roles and practice again, using new ideas, before working with a new partner.

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

- ✓ incorporating the expressions to politely ask for a favor correctly
- ✓ using unreal conditional statements correctly to express relief or regret

OPTION Use the Unit 6 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) As Ss leave the classroom, have them make a request using the vocabulary in Exercise A on page 60. For example: *Excuse me. Would you be nice enough to help me with my books?*

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

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LESSON 3 Talk about property lost, damaged, or stolen on a trip

A READING

Suggested time: 15 minutes | Your time:

- Read the lesson title. Ask volunteers for examples of things they or someone they know had that were lost, damaged, or stolen on a trip.
- Draw Ss' attention to the text. Ask, *What are the texts in the left column?* (messages / emails to Tom Kramer) *What are the texts in the right column?* (Tom's advice / answers to the messages)
- Read this week's topic (*Laptop Horror Stories)*. Ask Ss to scan Tom's answers in the right column and predict what the horror stories (in the left column) are. Elicit ideas.
- Have Ss read the text. Elicit what the problem was in each story. (Kim Ho-suk probably left his laptop at the airport security check in Lima. Part of the ceiling in Helena Elyakim's hotel room fell on her laptop and damaged it.)
- Read the directions. Have Ss discuss their answer to the question in pairs. Ask them to explain their views.
- Ask volunteers to share their answers with the class.
- Then ask, *Why did Kim Ho-suk write to Tom?* (to ask for suggestions to avoid losing / forgetting his laptop again) *Why did Helena Elyakim write to Tom?* (to ask for his opinion about the fact that the hotel is offering to pay for a repair instead of a replacement of the laptop)
- Elicit any vocabulary whose meaning Ss couldn't infer from the context. Ask other Ss to provide explanations or to look up the words in a dictionary and share the definitions with the class.

LANGUAGE AND CULTURE

- In English-speaking countries, the order for names is first / given name, middle name, and then last / family name. In some countries, like South Korea or China, the family name comes first. For example, in the name *Kim Ho-suk, Kim* is the family name and *Ho-suk* is the given name.
- You say *I could just kick myself* to say you are annoyed with yourself for doing something foolish or missing a chance to do something.
- When you *keep your wits about you,* you remain vigilant and rational, and able to make quick and sensible decisions.
- *Tracking software* is a program installed in an electronic device that reports its location remotely.
- *Shame on [you]* is used to say someone should feel guilty or embarrassed for doing something the speaker considers wrong.

OPTION (+5 minutes) Ask Ss to find an unreal conditional sentence expressing regret in Kim Ho-suk's message and one expressing relief in Helena Elyakim's message. (If it hadn't been for oversleeping and rushing through security, this never would have happened. If it hadn't been for that cup of coffee, the ceiling would have fallen onto my head.)

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B IDENTIFYING SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss determine individually if each statement is true or false.
- Then have them compare answers and correct the false statements in pairs.
- Go over the answers as a class. Elicit the passages from the text that justify each answer.

EXTENSION (+5 minutes) To check comprehension further, ask:
What country was Kim Ho-suk visiting when the problem happened? (Peru)
Who contacted the airline for him? (a colleague)
Why? (because he doesn't speak Spanish)
Has he found his laptop? (no)
Where was Helena Elyakim when she had her laptop disaster? (Los Angeles)
Why wasn't she hit by the ceiling? (She had gone to get coffee.)
What did the hotel staff fix? (the ceiling)

C SUMMARIZE

Suggested time: 10 minutes | Your time:

- Suggest Ss note down or underline key information in the texts to prepare for the task.
- In pairs, have Ss take turns summarizing one of the stories each. Encourage them to ask questions about any key information missing in their partner's summary.
- Ask volunteers to summarize one of the stories to the class.

OPTION (+3 minutes) Have Ss write their summaries and then read them to their partners.

TEACHING TIP Summarizing teaches Ss how to identify the most important ideas and ignore irrelevant information. It can also help improve their memory and comprehension.

D DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the questions. Give Ss time to think about their answers. Then have them discuss their answers in small groups or pairs. Monitor.
- Ask volunteers to share their answers with the class.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Then read the questions on the notepad and have a volunteer read the sample answers.
- Have Ss write their notes individually. If they haven't had such experience or don't know someone who has, suggest they write about an event they have heard of.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Ask two volunteers to read the example conversation. Then have Ss read the sample notes in Talking Points again. Ask them to suggest what the person could do to avoid leaving his / her watch behind again. (For example: keep a list of everything you take on a trip and go over it before leaving your hotel room)
- Go over the **Recycle This Language** box. Encourage Ss to use these expressions in their discussion.
- Have Ss discuss their experience in pairs.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ asking questions about their partner's experience
✓ suggesting ways to avoid the issue

CHALLENGE (+15 minutes) Refer Ss to the text on page 62. On the top half of a blank sheet of paper, have them write a message to Tom Kramer about some property lost, damaged, or stolen, and ask for advice. Ask them to write their name below the message. Collect and redistribute the messages among the Ss. Have them read the message and write a reply with some advice below it. Return the messages to the first writers. Ask volunteers to read their messages and the reply if they considered the reply to be good advice. Alternatively, ask Ss to write each message as homework.

CLOSURE ACTIVITY (+5 minutes) Elicit or remind Ss of Kim Ho-suk's story on page 62. Write on the board: *What would you have done if you had found Kim Ho-suk's laptop at the airport?* Have Ss write their answer and name on a sheet of paper. Collect Ss' answers and read them to identify areas for review.

Remind Ss of additional reading practice in their digital resources.

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LESSON 4 Discuss protecting Internet security

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Write on the board:
  They had worked all night and had hacked my email account.
  Ask Ss, *Which verb is transitive?* (hack) *Why?* (It can be followed by an object.) *Which verb is intransitive?* (work) *Why?* (It cannot be followed by an object in this sense.)
- Draw Ss' attention to the list of participial adjectives. Ask, *Are these verbs transitive or intransitive?* (transitive) Point out that we can use the past participle of transitive verbs as adjectives.
- Write this sentence below the one on the board:
  A hacked email account can cause you all sorts of problems.
- Have Ss notice that *hacked* modifies its object in the first sentence and functions as an adjective.
- Play the audio. Have Ss read and listen to the phrases and sentences with the past participles. Then have them listen and repeat.
- Check understanding of the vocabulary.

OPTION (+5 minutes) Hold a class or group discussion to check understanding of the vocabulary. Ask:
How can you keep your email account from being hacked?
Do you know someone whose reputation was damaged? What happened?
What is good about encrypted websites?
What kinds of accounts do you have that require usernames?
Have you ever lost a password? What did you do?
Do you know someone whose identification documents have been stolen? What did they do?
Why would someone need to cancel a credit card?
Who or what is one of your trusted sources?

PRONUNCIATION LESSON (optional, page T139–140)

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Write the first item on the board:
  (My laptop was damaged.) I asked the hotel to replace it.
- Ask, *How can I replace the pronoun* it *with the information in parentheses?* Elicit the answer and write the modified sentence below the second one on the board:
  I asked the hotel to replace my damaged laptop.
- Read the directions. Have Ss rewrite the other items individually.
- Go over the answers with the class.

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the answer choices. Check understanding.
- Play Part 1 of the audio for Ss to listen for the main idea of what the interviewee is saying.
- Go over the answer with the class.

LANGUAGE NOTES

- *No sweat* means "No problem."
- A *Wi-Fi hotspot* is a public place where you can access a wireless Internet connection.
- When you *lull yourself into a false sense of security,* you feel relaxed and confident that everything is safe, though it is not.
- When you *get lucky,* you are successful because of good luck.
- A *worst-case scenario* is the worst situation that could happen.

D UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Give Ss a minute to think about the meaning of the four items.
- Then ask them to listen for the words and phrases in the interview and use the context to confirm their meaning. Play the audio.
- In pairs, have Ss work on an explanation for each item.
- Ask volunteers to share their answers with the class.

E LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Remind Ss that *NI* means the information is not in the podcast or cannot be inferred.
- Go over the statements and check understanding.
- Play Part 2 of the audio for Ss to mark each item.
- Have volunteers read the statements and share their answers.

LANGUAGE NOTES

- *Better safe than sorry* means that it is better to be careful than to rush or take a risk, and do something you may regret later.
- A *VPN* (virtual private network) is a way of creating a secure, private network within a larger public network using encryption.
- Your *browsing history* is the list of web pages you visited.

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F LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss preview the questions. Ask, *What is an example of a financial institution?* (a bank) *What is an example of an online retailer?* (a store that sells things on the Internet)
- Have Ss discuss the questions in pairs.
- Play Part 2 again for Ss to confirm their answers.
- Ask volunteers to share their answers with the class.

Possible answers for Exercise F

1. *because they often store your credit card and bank account information*
2. *because we don't know if the person who installed the network included all its safety features*
3. *stolen credit card numbers, stolen bank account information, stolen usernames and passwords, stolen medical records; consider that all your emails can be read, your browsing history can be seen*
4. *clicking on a link or downloading a file*

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the habits in the chart. Check understanding. Elicit examples of *portable devices* (laptops, tablets, phones) and actions we can take to protect ourselves from *identity theft.* (For example: prevent access to personal information by using security methods; only enter personal information into secure, encrypted websites)
- Elicit which of the things listed we should not do. (We should not set devices to automatically connect to Wi-Fi, as some networks might not be secure. We should not set devices to automatically remember and fill in our passwords.)
- Encourage Ss to add their own ideas to the chart. If necessary, brainstorm some ideas with the class.
- Have Ss check how often they do each thing.

B GROUP WORK

Suggested time: 15 minutes | Your time:

- Read the directions. Point out that Ss should discuss each practice listed in the chart, saying how often they do each thing, which ones are new to them, and which they think are the best. They should also discuss the benefits of protecting one's security and the negative consequences of not doing so.
- Have a volunteer read the example comment.
- Have Ss share their views in small groups. Remind them to share with the group any other practice they added to the chart in Talking Points.

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

✓ sharing any steps they added to the chart
✓ explaining their views
✓ using participial adjectives correctly

WRITING HANDBOOK (optional, page T149)

EXTENSION (+10 minutes) Elicit the other practices Ss added to the chart in Talking Points. Write them on the board. Have the class discuss which ones they always do and why.

EXTENSION (+15 minutes) For homework, have Ss listen to a podcast or read an article on Internet security. Ask them to write a summary of the main ideas to share with their classmates.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a few sentences describing a situation where they or someone they know had an Internet security issue, how they dealt with it, and what the consequences were. Ask them to use at least one participial adjective in their sentences. Collect and read Ss' statements to identify areas for review.

Remind Ss of additional vocabulary, pronunciation, 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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Soft Skills Workshop 3: A Sales Presentation

For information on the general purpose, organization, and length of the Soft Skills Workshops, see the **Introduction** note on page T22.

1 TEAMWORK

Suggested time: 40 minutes | Your time:

- Read the workshop title and **Outcome** note. Ask Ss, *Have you ever given or attended a sales presentation? What product or service was being promoted?*
- Read the directions. Have Ss look at the images and read the captions. Elicit what a psychotherapist does. (uses talk therapy to help people with various mental health conditions) Remind Ss they can also choose a different product or service.
- Elicit the meaning of *target clients.* (the specific group of people who are most likely to need and buy your product or service) Read the definition of *a feature* in the green box. Elicit additional examples of features. (For example: a dental clinic: free teeth cleanings for children under five; a private language school: local conversation partners in the community where the school is located)
- Ask Ss what it means to create the *profile* of target clients (to describe them) and how to do it (identify shared characteristics, needs, behaviors, and attitudes of potential clients). Elicit examples of shared characteristics. (For example: age group, gender, occupation, location, marital status, income level, education level, nationality)
- Model how to identify target clients. Ask, *What are some characteristics of people who would stay at a resort hotel?* (For example: families of a higher income level, people who value high-quality service or luxury, people who want to stay on-site and do activities offered by that property)
- Tell Ss to use the target client profile to identify appealing features for their product or service. For example, if the target clients are businesspeople (general occupation) who travel every week (specific behavior), an appealing feature of an airline would be a program that gives them a free upgrade for every trip they take. That way, the more trips they take, the more upgrades they earn.
- Ask Ss to brainstorm as many features as they can think of at this stage. Suggest they list at least five distinct features.
- Suggest Ss research at least one competitor to help them decide what their product or service will do differently or better.
- Read the ideas in the **Tips for Teamwork** box. Elicit the meaning of the expression *get something straight.* (to correctly understand the facts of a situation)
- Form teams of four or six. Suggest teams choose a secretary to take notes on their client profile and features.
- As Ss work, monitor and assist as needed.

TEACHING TIP If the team's product or service involves travel, encourage them to design features that address the commuting, property, or Internet security issues discussed in Unit 6.

2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions and the definition of *a benefit* in the green box. Use the example benefit statement to illustrate the definition. First, elicit the meaning of an *air shuttle.* (an aircraft that covers a short route) Then ask, *How could an air shuttle help a client catch their flight back home at an international airport?* (It is a quicker way to get to an airport, avoids potential traffic jams, etc.)
- Read the ideas in the **Tips for Collaboration** box. Elicit the meaning of *constructive feedback.* (feedback that is useful or helpful) Ask Ss what they notice about the example statements. (They use positive verbs and adjectives, like *love, good,* and *great*, and give polite and specific suggestions.)
- Agree on a time limit for each presentation (for example, 3–5 minutes) and ask Ss to consider it in their planning.
- Have Ss read through their lists of features and vote as a team on the 3–5 most appealing ones to include in their presentation. To arrive at a consensus, suggest they give examples of how the features they choose will help convince people to buy their product or service.
- Have teams divide up the features among pairs so that each pair writes a benefit statement for one or two features.
- As Ss work, monitor and assist as needed.
- Back in their teams, have pairs take turns reading their benefit statements and giving each other ideas of how they could be improved. Tell Ss to make sure that the connection between each feature and benefit is clear.

TEACHING TIP Encourage Ss to use language they learned in previous units in their presentations. For example, when writing their benefit statements, suggest Ss use the unreal conditional to illustrate their features. For example: *Have you ever missed your flight? If you had used our private air shuttle, you wouldn't have been standing in long lines at check-in and security.*

LANGUAGE NOTE The expression *well said* is used in spoken English to say that you agree with or admire what someone has just said.

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3 PRESENTATION

Suggested time: 20 minutes | Your time:

- Read the directions. Remind Ss of the time limit for their presentation. Suggest they keep time while rehearsing.
- Read the suggestions in the **Tips for Presentation** box. Elicit other ways to ask for confirmation, such as *What do you think about that?*
- Ask Ss what in addition to eye contact is important about body language for a sales presentation, and why. (For example: Open arms and shoulders shows authority. Gestures help increase comprehension. Movement as you speak transmits confidence.)
- Elicit additional ideas for how to engage the audience in a sales presentation. (For example: take an audience poll, have them vote on something, move around while presenting)
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the questions silently.
- Ask Ss to get back in their teams. Have each team choose an announcer. Remind Ss the announcer will introduce the product or service before the other team members share its features and benefits. This team member will also summarize the features and benefits at the end of the presentation.
- Tell Ss to work as a team to write a script for the announcer. Point out that the introduction should get the audience excited to learn about the team's product or service. Remind them that the summary at the end should be brief, repeat the key features and benefits, and make one last sales pitch.
- Suggest the other team members present on the features they wrote benefit statements for. Encourage them to suggest more than one benefit statement for each feature.
- Remind Ss to include in their presentation how their product or service is better than their competition. Model how to do this in a benefit statement. For example: *Unlike the other resort hotels in this area, the Splendid Hotel provides you with a dedicated personal concierge available 24 / 7 so you don't waste even a minute of your vacation making arrangements for you and your family.*
- Have Ss discuss the structure of the presentation and decide on the order that will most effectively showcase their features.
- Once each team member knows what he or she is presenting, have teams rehearse the presentation. Monitor as Ss work. 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 their sales presentations.
- Leave time after each presentation for Ss to complete the Evaluation Chart (for example, 2–3 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Collect Ss' Evaluation Charts after the final presentation.

OPTION (+10 minutes) To help prepare Ss for the presentation, find a video of a commercial selling a product or service and show it to the class. Have Ss comment on what is being sold and if the features and benefits are clear. Ask them if they found the commercial convincing or not, and why.

OPTION (+5 minutes) Suggest Ss make notecards to use during their rehearsal and presentation. Tell them to write the key points about one feature and benefit on each card.

OPTION (+5 minutes) Leave time after each presentation for the audience to ask follow-up questions about the product or service.

EXTENSION (+10 minutes) Have teams design a pamphlet that promotes their product / service's features and benefits. Encourage them to be creative and use visuals. Suggest they distribute copies of the pamphlet to the audience at the end of their presentation.

TEACHING TIPS

- Suggest Ss consider the *serial position effect* when structuring their presentation. This psychological phenomenon suggests that people remember the first and last things presented in a sequence better than those presented in the middle. Because of this, Ss may want to present the most important features first and then last in their sales presentation.
- Encourage Ss to use language from previous units in their presentation. Suggest, for example, they use questions in indirect speech in the introduction. Provide an example: *My colleagues asked me why I looked so relaxed when work was so stressful. Well, what if I told you it was because I spent a wonderful week at the Splendid Hotel, the most private and luxurious resort and spa on the continent.*
- Suggest Ss ask their teammates how they think they did overall, as a team and as individual presenters, before giving each other feedback and filling out the Evaluation Chart.

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